



Variables related to teacher attrition among selected reservation and off-reservation schools of Montana
by Robert Edgar McLean, Jr

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF
EDUCATION

Montana State University

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Abstract:

This study sought to identify and compare selected demographic, attitudinal and personality characteristics of reservation and off-reservation teachers of Montana who were "stayers" or "leavers" during the 1978-1979 school year.

This study involved a review of the literature related to teacher attrition, the development of a survey instrument to measure teacher attitudes toward their teaching positions, the administration of a standardized instrument for measuring personality characteristics of teachers, the grouping of teachers employed in the participating reservation and off-reservation schools as stayers and leavers, and finally, the analysis of the data collected by the use of chi-square tests of independence, analysis of variance (two-way), and multiple regression analysis procedures.

The major findings of the study were that no significant differences were found in the personality characteristics of "stayers" and "leavers"; no significant differences were found in the personality characteristics of reservation and off-reservation teachers; and significant were differences found in some of the selected demographic characteristics and teacher attitudes of "stayers" and "leavers" as follows: (1) the level of teaching certificate possessed by Reservation and Off-reservation teachers; (2) the responses of Reservation and Off-reservation teachers to the item "supervision of instruction in my school was important to the principal and teachers"; (3) the responses of Reservation and Off-reservation teachers to the item "the opportunities for advancement in my school were adequate for me"; (4) the responses of Reservation teachers to the item "the teachers of my school openly communicated with the principal"; (5) the responses of Reservation and Off-reservation teachers to the item "the principal of my school desired effective teaching"; (6) the responses of Reservation teachers to the item "the instructional program in my school stressed high academic standards for students"; (7) the responses of Reservation teachers to the item "I had a teaching assignment which was satisfactory"; (8) the responses of Reservation teachers to the item "I had a good working relationship with my building Principal"; (9) the responses of Reservation teachers to the item "in general the students in my school demonstrated self-control"; (10) the responses of Reservation teachers to the item "in general, the students in my school demonstrated satisfactory a.cademic achievement"; (11) the responses of Reservation teachers to the item "the School Board of Trustees recognizes teachers as professionals"; (12) group membership in either the "Stayers" or "Leavers" is effected by a teacher's age, total years of teaching experience, and years of experience in their present position.

From the data analysis, findings, conclusions, and recommendations were offered.

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VARIABLES RELATED TO TEACHER ATTRITION AMONG
SELECTED RESERVATION AND OFF - RESERVATION
SCHOOLS OF MONTANA

by

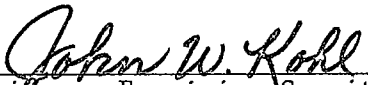
ROBERT EDGAR MCLEAN, JR.


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Approved:


Chairman, Examining Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
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ABSTRACT

This study sought to identify and compare selected demographic, attitudinal and personality characteristics of reservation and off-reservation teachers of Montana who were "stayers" or "leavers" during the 1978-1979 school year.

This study involved a review of the literature related to teacher attrition, the development of a survey instrument to measure teacher attitudes toward their teaching positions, the administration of a standardized instrument for measuring personality characteristics of teachers, the grouping of teachers employed in the participating reservation and off-reservation schools as stayers and leavers, and finally, the analysis of the data collected by the use of chi-square tests of independence, analysis of variance (two-way), and multiple regression analysis procedures.

The major findings of the study were that no significant differences were found in the personality characteristics of "stayers" and "leavers"; no significant differences were found in the personality characteristics of reservation and off-reservation teachers; and significant differences were found in some of the selected demographic characteristics and teacher attitudes of "stayers" and "leavers" as follows: (1) the level of teaching certificate possessed by Reservation and Off-reservation teachers; (2) the responses of Reservation and Off-reservation teachers to the item "supervision of instruction in my school was important to the principal and teachers"; (3) the responses of Reservation and Off-reservation teachers to the item "the opportunities for advancement in my school were adequate for me"; (4) the responses of Reservation teachers to the item "the teachers of my school openly communicated with the principal"; (5) the responses of Reservation and Off-reservation teachers to the item "the principal of my school desired effective teaching"; (6) the responses of Reservation teachers to the item "the instructional program in my school stressed high academic standards for students"; (7) the responses of Reservation teachers to the item "I had a teaching assignment which was satisfactory"; (8) the responses of Reservation teachers to the item "I had a good working relationship with my building Principal"; (9) the responses of Reservation teachers to the item "in general the students in my school demonstrated self-control"; (10) the responses of Reservation teachers to the item "in general, the students in my school demonstrated satisfactory academic achievement"; (11) the responses of Reservation teachers to the item "the School Board of Trustees recognizes teachers as professionals"; (12) group membership in either the "Stayers" or "Leavers" is effected by a teacher's age, total years of teaching experience, and years of experience in their present position.

From the data analysis, findings, conclusions, and recommendations were offered.

Chapter 1

INTRODUCTION

NORTHERN CHEYENNE RESERVATION

The Northern Cheyenne Indian Reservation consists of 444,157 acres of land located in a partially mountainous region of southeastern Montana, and is the home of the Northern Cheyenne Tribe of Indians. Approximately 2,800 of the 3,500 Tribal members live on or near the reservation, and the remaining 700 live off the reservation.

Since the establishment of the Northern Cheyenne Reservation, it has been isolated from contact with non-Indians. It was not until 1955 that a paved highway was built across the reservation linking the reservation center of Lame Deer to the nearest railroad and bus station, 60 miles away. Such isolation has been, and continues to be an influencing factor in the economic, social, and educational development on the Northern Cheyenne Reservation.

The Northern Cheyenne Tribe, working in conjunction with other governmental and private organizations, has made significant progress in the areas of health care and facilities, family housing, employment opportunities, natural resources development and management, and educational programs. A significant improvement of recent years has been in the area of increased employment opportunities. However, the Bureau of Indian Affairs (1975) still estimates the unemployment rate to be 41 percent of the potential work force. Since much of the available

work is seasonal, the rate of unemployment in the off season reaches an alarming 77 percent of the total work force. The major employers on the Northern Cheyenne Reservation are the St. Labre Mission, the Labre Indian School in Ashland, Montana, the Lane Deer Public School in Lane Deer, Montana, the Busby School in Busby, Montana, the federal government agencies consisting of the Bureau of Indian Affairs and the Indian Health Service, the tribal government, and the many federal projects supported by federal grant monies.

The reservation housing has also improved in recent years due primarily to the Northern Cheyenne Tribe's Judgement Fund Program which resulted from the award of \$3.9 million dollars in the settlement of a claim against the federal government. Under the Judgement Fund Program, \$1,000 was made available to each enrolled tribal member for the purpose of improving family living conditions. As a result much of this "plan" money was used for housing and housing improvements. Since the time of the Judgement Fund Program, the Northern Cheyenne Tribe has participated in various housing programs sponsored by the federal government resulting in the addition of over 300 housing units.

To provide educational opportunities for the elementary and secondary level students on the Northern Cheyenne Reservation, there are three schools. The Labre Indian School, located in Ashland, Montana provides both elementary and secondary education as does the

Busby School in Busby, Montana. The third school is the Lane Deer Public School in Lane Deer, Montana, which provides education from kindergarten through eighth grade.

In addition to the regular elementary and secondary school program, there are other educational programs operating on the Northern Cheyenne Reservation, such as the Northern Cheyenne Follow-Through Project and the Headstart Project, both of which are funded by federal grant monies and managed by the Northern Cheyenne Tribe.

The value of education for Indian reservation children must be judged in terms of its appropriateness and effectiveness in meeting the particular and unique needs and problems of reservation members. The school boards, administrators, teachers, students, and parents involved in the operation of reservation schools are confronted with many problems, one of which is the excessive rate of teacher attrition among the teachers employed in reservation schools. It would appear that the rate of teacher attrition on the Northern Cheyenne Reservation would be detrimental to the proper planning, implementation, and coordination of educational programs and activities designed to serve the needs of reservation students.

Previous studies of teacher attrition have focused upon the relationships of teacher and school characteristics to the teacher attrition in schools which have not been located on Indian reservations. The variables examined in those studies have generally been demographic

in nature, such as teacher's age, sex, years of teaching experience, school size, location, type, and wealth. Such studies have assisted the school boards and administrators of off-reservation schools in determining which teachers are likely to leave or stay employed in teaching positions in those schools.

The intent of this study was to identify and compare selected personality, demographic, and attitudinal variables of teachers who stayed employed (stayers) or left teacher positions (leavers) in selected reservation and off-reservation public schools of eastern Montana. The purpose of this study was to assist the schools on the Northern Cheyenne Indian Reservation of Montana in reducing the rate of teacher attrition by determining which teachers are likely to stay employed and which are likely to leave their teaching positions.

STATEMENT OF THE PROBLEM

The problem of this study consisted of seven objectives which sought to:

1. Identify selected personality, demographic and attitudinal variables of teachers employed in the schools operating on the Northern Cheyenne Reservation during the 1978-1979 school year.
2. Identify selected personality, demographic, and attitudinal variables of teachers employed in rural off-reservation schools operating in eastern Montana during the 1978-79 school year.

3. Compare selected personality, demographic, and attitudinal variables of the teachers employed in the on-reservation schools with the selected personality, demographic, and attitudinal variables of the teachers employed in the off-reservation schools.

4. Compare the selected personality, demographic, and attitudinal variables of the teachers who leave employment with those of the teachers who stay employed in the reservation schools for the 1979-80 school year.

5. Compare the selected personality, demographic, and attitudinal variables of the teachers who leave and who stay employed in the reservation schools with the selected personality, demographic, and attitudinal variables of the teachers who leave employment in and who stay employed in the off-reservation schools.

6. Determine if there is a difference between teachers that accept teaching assignments on rural reservations and those who accept positions in other rural communities.

7. Develop a model for predicting stayers and leavers to assist the schools of the Northern Cheyenne Reservation of Montana in reducing the rate of teacher attrition.

NEED FOR THE STUDY

During the 1968-1969 school year, nearly 25 percent, or over 19,000 public schools in the United States had turnover rates greater

than 30 percent, according to Metz and Fleischman (1974). By way of comparison, Montana's public school's teacher attrition rates for the past four school years were, according to the State of Montana, Office of Public Instruction (1979) as follows: (Table 1)

Table 1
Teacher Attrition in Montana
from 1975-1979

School Year	Percent Attrition
1975-1976	20.8%
1976-1977	23.4%
1977-1978	25.3%
1978-1979	23.6%

Thirty-six point eight percent of the public schools of Montana, or 290 of 788 reporting schools, had teacher attrition rates of 30 percent or greater during the 1978-1979 school year (OPI, 1979). Among the schools operating on the Northern Cheyenne Reservation, the teacher attrition rate for the 1977-1978 school year was 75 percent, nearly three times greater than the 25.3 percent attrition for the state of Montana as a whole during the same period (OPI, 1979). All of these reservation schools experienced attrition rates which exceeded 30 percent. Of the 94 teachers employed in the schools operating on the Northern Cheyenne Reservation, 24 teachers stayed and 70 left at the end of the 1977-1978 school year.

The high attrition rate of teachers in the state of Montana and on the Northern Cheyenne Reservation presents a serious problem. The

seriousness of the problem is noted in the "Standards for Accreditation of Montana Schools" (1976), which stated:

"Excessive teacher turnover and the lack of administrative continuity may indicate deficiencies in school morale and will be considered in the accreditation process (Section 192.12)."

In addition to the assumed impact of excessive teacher attrition upon school morale and administrative continuity, it would appear that such instability in the teaching population could be disruptive to the educational processes of the affected schools, increase the concern of parents, school board members, and administrators for the quality of education, and force educators to attend to the causes of excessive teacher attrition (Harnischfeger, 1975). The need for attending to the problem of excessive teacher attrition would appear to be best supported by examining some of the potential effects of excessive attrition upon schools as organizations. Schmuck and Miles (1971) found some of the effects of attrition upon schools to be:

1. To require more time to integrate new teachers into the formal organization and informal primary groups.
2. To decrease the amount of commitment to the school because of the expectation by teachers of continued high attrition rates.
3. To decrease the development of informal communications among a teaching staff.
4. To increase the likelihood of unplanned change occurring.
5. To decrease the amount of trust among the teaching staff in a school.

6. To increase the amount of power based upon a formal position rather than upon competence.
7. To prevent the institutionalization of innovations.
8. To deny the schools affected of a seasoned and mature workforce.
9. To prevent the adherence to a policy of promotion from within.

In addition, the monetary costs of attrition can also be quite expensive. Jeswalk (1974) found the cost of staff attrition to range from \$195 to \$3,300 per separation depending upon the type of organization involved. He computed costs for each category per separation as follows (Jeswald, 1974):

1. Fringe benefits: \$50 to \$100 per separation.
2. Under-utilization of facilities and equipment: \$25 to \$50 per separation.
3. Administrative: \$20 to \$50 per separation.
4. Recruitment of employees: \$50 to \$3,000 per separation.
5. Inservice training: \$50 per separation.

If these figures are used to compute the monetary costs of teacher attrition on the Northern Cheyenne Reservation, the minimum cost would be \$13,650 and the maximum cost could be \$231,000. An average of these two figures would be \$122,325, which would seem to be more realistic as the total cost of teacher attrition on the Northern Cheyenne Reservation. The average cost of teacher attrition for the three schools operating on the Northern Cheyenne Reservation is roughly

\$40,775 ($122,325 \div 3$). A reduction in the rate of teacher attrition by 50 percent could result in a savings to each of the schools of approximately \$20,387.

QUESTIONS TO BE ANSWERED

This study attempted to answer the following questions:

1. What are the selected personality characteristics of the teachers employed in the schools operating on the Northern Cheyenne Reservations?
2. What are the selected demographic characteristics of the teachers employed in the schools operating on the Northern Cheyenne Reservation?
3. What are the attitudes toward employment of the teachers employed in the schools operating on the Northern Cheyenne Reservation?
4. What are the selected personality characteristics of the teachers employed in the off-reservation schools operating in eastern Montana?
5. What are the selected demographic characteristics of the teachers employed in the off-reservation schools operating in eastern Montana?
6. What are the attitudes toward employment of the teachers employed in the off-reservation schools operating in eastern Montana?

7. Are there significant differences in selected personality, demographic, and attitudinal characteristics of the teachers who were employed in the reservation schools as compared to the teachers who were employed in the off-reservation school?

8. Are there significant differences in the personality, demographic, and attitudinal characteristics of the teachers who stayed employed in the reservation schools as compared to the personality, demographic, and attitudinal characteristics of the teachers who left employment in the reservation schools?

9. Are there significant differences in the personality, demographic, and attitudinal characteristics of the teachers who stayed employed in or left their teaching positions in reservation schools compared to the personality, demographic, and attitudinal characteristics of the teachers who stayed employed in or who left their teaching positions in the selected off-reservation schools of eastern Montana?

10. Are there personality, demographic and attitudinal characteristics of teachers which are of use in predicting which teachers are most likely to stay employed in or leave their teaching positions in the schools operating on the Northern Cheyenne Reservation of Montana?

GENERAL PROCEDURES

The general procedures followed in the course of conducting this study involved a review of the literature concerning teacher attrition

and the relationship of teacher attrition to personality, demographic, and attitudinal characteristics. The review helped the investigator in the identification of the variables to be studied and provided the basis for the development of the Teaching Position Attitude Survey (see appendix A).

Teaching Position Attitude Survey

This survey instrument was developed to enable the investigator to measure the attitudes of the teachers in this study toward their teaching positions. The instrument contains items which are categorized under the following headings or areas:

1. Supervision of Instruction
2. Working Conditions
3. School Administration
4. Instructional Program
5. Personal Assignment and Responsibilities
6. Inter-personal Relationships
7. Student Characteristics
8. School Board of Trustees
9. Community Conditions

Validity and Reliability of the Teaching Position Attitude Survey

The content validity and the test-retest reliability of the Teaching Position Attitude Survey was established by conducting a review of the instrument by a panel of experts and a pilot study.

The content validity of the instrument was established through a review of the instrument by a group of experts selected from the Montana State University, Bozeman, Montana, College of Education Faculty

and practicing school administrators from the schools participating in the study. The group of experts were as follows:

1. Dr. John W. Kohl, Acting Dean
College of Education
Montana State University
2. Dr. Robert Thibeault, Professor
Educational Administration
Department of Educational Services
Montana State University
3. Dr. Earl Ringo, Dean
College of Education
Montana State University
4. Dr. Gerald Sullivan, Professor
Educational Administration
Department of Elementary Education
Montana State University
5. Dr. Asad Ali Kohn, Superintendent of Schools
Busby School
Busby, Montana
6. Mr. Ray Streeter, Superintendent of Schools
Labre Indian School
Ashland, Montana
7. Mr. C. L. Robinette, Superintendent of Schools
Lame Deer Public School
Lame Deer, Montana
8. Mr. James Henman, Elementary Principal
Lame Deer Public School
Lame Deer, Montana
9. Mrs. Pat McRae, High School Principal
Labre Indian School
Ashland, Montana
10. Mr. Lyman Morin, Elementary Principal
Labre Indian School
Ashland, Montana

11. Ms. Clarice Baker, Elementary Principal
Busby School
Busby, Montana
12. Dr. Richard Horswill, Professor
Counseling
Department of Educational Services
Montana State University
13. Dr. Willard Anderson, Superintendent of Schools
Hardin Public Schools
Hardin, Montana

The reviewers made valuable suggestions concerning the wording of items and the format of the survey instrument. These suggestions were used to make necessary revisions of the instrument prior to conducting the pilot study.

After the establishment of the content validity of the Teaching Position Attitude Survey instrument, a pilot study was conducted to determine the test-retest reliability of the items contained in the instrument. The pilot study involved a random sample of thirty teachers employed in the Hardin, Montana, Public School System. The instrument was administered by mail to the teachers on two occasions, with an interval of four weeks between the first and second occasions.

As a result of the pilot study, forty-one items were eliminated from the original instrument and thirty-one items were retained. All of the items retained had reliability coefficients of .70 or greater.

Following the necessary revisions, the Teaching Position Attitude Survey was administered by mail to all of the teachers employed in the participating schools.

Following the review of the literature and the pilot study, the investigator held meetings with school boards, administrators, and teachers at the participating schools for the purpose of obtaining approval for the conduct of the study and to solicit volunteer participation from the 173 teachers to take the Edwards Personal Preference Schedule.

Edwards Personal Preference Schedule

During the months of March, April, and May, 1979, the investigator administered the Edwards Personal Preference Schedule to the volunteer teachers in each of the participating schools. The Edwards Personal Preference Schedule (EPPS) is a standardized instrument for assessing fifteen personality characteristics. These fifteen personality variables are measured by 225 forced-choice items which are responded to by the person taking the schedule. The EPPS can be given in large groups or individually in about fifty minutes (Edwards, 1959).

Norming. In norming the EPPS, two samples were used. One sample consisted of 749 women and 769 men college students who were enrolled in day or evening liberal arts classes and the second sample was composed of 4031 males and 4932 females who were heads of households (Edwards, 1959). In the second sample, the adult sample, the sample was drawn from a nation-wide sample of household heads who were members of a consumer purchasing panel used for market surveys (Edwards,

1959). According to Edwards (1959), the sample involved urban and rural areas of 1181 counties in 58 states in 1957.

Validity and Reliability. The reliability of the EPPS was established by using split-half and test-retest procedures to determine coefficients of internal consistency and coefficients of stability (Edwards, 1959). The coefficients of internal consistency were obtained by correlating the row and column scores for each of the fifteen variables for the 1509 subjects used in the college sample by using the Spearman-Brown formula (Edwards, 1959). The stability coefficients were based upon the results obtained by the 89 students of the University of Washington who took the EPPS using the test-retest procedure with a one week interval (Edwards, 1959). The coefficients of internal consistency ranged from .61 to .87 and the stability coefficients ranged from .74 to .88 (Edwards, 1959).

The validity of the EPPS was determined by correlating the EPPS with the Guilford-Martin Personnel Inventory and the Taylor Manifest Anxiety Scale (Edwards, 1959). Two of the EPPS variables, Succorance and Endurance, correlated significantly at the .05 level with the Taylor Manifest Anxiety Scale, .22 and -.22 respectively (Edwards, 1959). The EPPS also correlated significantly with the Guilford-Martin Personnel Inventory Scales of Cooperativeness, Agreeableness, and Objectivity at the .05 level of significance (Edwards, 1959). On the Guilford-Martin Personnel Inventory, the EPPS variables of

Deference ($r=.21$), Autonomy ($r=.29$), Endurance ($r=.24$), and Aggression ($r=-.37$) correlated with the scale for Cooperativeness (Edwards, 1959). On the Agreeableness Scale of the Guilford-Martin Personnel Inventory, the EPPS variables of Deference ($r=.33$), Order ($r=.21$), Autonomy ($r=-.36$), Affiliation ($r=.24$), Succorance ($r=-.20$), Dominance ($r=.26$), Abasement ($r=.33$), Nurturance ($r=.28$), Endurance ($r=.23$), Heterosexuality ($r=-.22$), and Aggression ($r=-.51$) correlated significantly at the .05 level of significance. However, only two of the EPPS variables, Endurance and Succorance, correlated significantly at the .05 level with the Guilford-Martin Personnel Inventory Objectivity Scale (Edwards, 1959). The correlation coefficients for the two EPPS variables were $-.39$ and $.31$ respectively.

Demographic Data

The investigator then collected the demographic data for each teacher from the participating schools. This served to verify the demographic data reported on the TPAS and enabled the collection of the demographic data which was missing.

The teachers in each of the participating schools were then grouped as to whether they were stayers or leavers as of August 31, 1979.

The data was then statistically analyzed. Based upon the findings and conclusions, recommendations have been made for the purpose

of controlling and predicting teacher attrition, as well as for future research.

LIMITATIONS OF THE STUDY

The following were the identified limitations of the study:

1. The study was limited to the teachers employed in the schools operating on the Northern Cheyenne Reservation and in the off-reservation schools at Broadus and Wibaux, Montana, during the 1978-1979 school year.

2. Only those teachers who consented (volunteered) were administered the Edwards Personal Preference Schedule.

DEFINITION OF TERMS

To aid the reader, a list of terms and their definitions as they are used in this study is presented as follows:

Teacher Attrition. The loss of a salaried faculty for reasons other than leave, retirement, illness or death (Anderson and Larson, 1975).

Teacher. A person employed in an official capacity to guide and direct the learning of students in an educational institution (Easton, 1971:3), and possessing a valid State of Montana Teaching Certificate.

Demographic Characteristics. Teacher variables of age, sex, length of service, experience, amount of training, type of teaching certificate, marital status, salary, and ethnic group membership.

Teaching Position Attitude Survey. An instrument developed by the investigator for the purpose of determining the attitudes of teachers toward employment in a given teaching position.

Edwards Personal Preference Schedule (EPPS). An instrument designed by Allen L. Edwards for assessing individual personality characteristics. The instrument purports to measure fifteen personality characteristics. Each of these variables is defined by Edwards (1959: 11) as follows:

1. Achievement. "To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be recognized authority, to accomplish something of great significance, to do a job well, to solve difficult problems, to be able to do things better than others."

2. Deference. "To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions."

3. Order. "To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a

trip, to organize details of work, to keep letters and files according to some system, to have things arranged to that they run smoothly without change."

4. Exhibition. "To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect they will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer."

5. Autonomy. "To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations."

6. Affiliation. "To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends."

7. Intrception. "To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put

one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act."

8. Succorance. "To have others provide help when in trouble, to seek encouragement from others, to have others be kind, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt."

9. Dominance. "To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs."

10. Abasement. "To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations,

to feel timid in the presence of superiors, to feel inferior to others in most respects."

11. Nurturance. "To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems."

12. Change. "To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions."

13. Endurance. "To keep at a job until it is done, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work."

14. Heterosexuality. "To go out with members of the opposite sex to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex,

to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited."

15. Aggression. "To attack contrary points of view, or to tell others what one thinks about them, to criticize others publicly, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence."

SUMMARY

This chapter presented an introduction to teacher attrition and the potential effects of excessive teacher attrition upon schools as organizations. The investigator viewed this study as an effort to identify variables related to teacher attrition in schools operating on the Northern Cheyenne Reservation of Montana. The focuses of this study were selected personality, demographic, and attitudinal variables of teachers related to reservation teacher attrition.

The need for the study, questions to be answered, general procedures, limitations, and definition of terms were also presented in this chapter.

Chapter 2

REVIEW OF LITERATURE

This chapter provides a review of the literature concerning the demographic, personality, and attitudinal characteristics of teachers as they relate to the phenomenon of teacher attrition. For the purpose of this study, teacher attrition is defined as the loss of salaried faculty for reasons other than leave, retirement, illness and/or death (Anderson and Larson, 1975).

This chapter contains three sections, each addressing the literature reviewed by the investigator pertaining to a specific type of characteristic. The first section presents a review of the literature on selected demographic characteristics of teachers which may be related to teacher attrition. The second section addresses the literature concerning the relationship of selected personality characteristics of teachers to teacher attrition. The literature on the apparent relationship of teacher attitudes to teacher attrition is reviewed in the third section.

DEMOGRAPHIC CHARACTERISTICS

The demographic characteristics of teachers are the independent variables which seek to describe a relationship with the dependent variable which seek to describe a relationship with the dependent variable of teacher attrition (Price, 1977). The literature reviewed

in this first section is related to the following demographic variables of teachers:

1. The age and sex of teachers.
2. The amount of teaching experience and the length of service in a school system.
3. The amount of teacher training and the type of teaching certificate a teacher holds.
4. A teacher's marital status and ethnic group membership.
5. A teacher's salary.

Age and Sex

The age and sex of a teacher have been linked to teacher attrition. Generally, it appears that younger teachers between the ages of twenty-five and thirty-four, and older teachers in the fifty-four to sixty-five year old age range have a greater rate of attrition than those teachers between the ages of thirty-five and fifty-four. In reference to the relationship of age to the problem of teacher attrition, a nation-wide survey of 3,032 teachers was conducted by the Research Division of the National Education Association on the subject of teacher mobility for the period of time from 1965 to 1967 (1968). This study indicated a teacher's age was a significant ($P < .01$) characteristic in determining the teachers who remained employed in the same school and in the same school system as compared to the teachers in the same system who had transferred to a different school within the system (NEA, 1968). The teachers who transferred were younger, between the ages of twenty-five and thirty-four, than the teachers who

remained employed in the same school and the same school system who were in the thirty-five to fifty-four year old range (NEA, 1968).

This survey also found the variable of age to be a significant characteristic ($P < .05$) of the teachers from the same system and the same school or from the same system but a different school when these teachers were compared with the teachers who went to a different system within the state, a different state, or who were no longer employed in the teaching profession (NEA, 1968). The results of the survey indicate that of the group of teachers no longer in the teaching profession, most of them were between the ages of twenty-five and thirty-four years of age (NEA, 1968). This finding agrees with the findings of Harnischfeger's (1973) study of 772 elementary teachers in which age was found to be a strong factor in the mobility of young teachers and in the rate of separation of older teachers between the ages of fifty-four and sixty-five. In another study conducted by Harnischfeger (1975), of thirty-six elementary schools during the period from 1969 to 1972, a teacher's age, it was concluded, was related to every type of teacher mobility.

The relationship of teacher age to teacher survival has also been addressed by Charters (1970) in the "Oregon Study" conducted during the 1960's. In this study, a teacher's age at the time of employment was found to effect the teacher's chances of survival in the system. Each additional year of age at which a female teacher is initially

employed up to age fifty-five increased the probability of her survival (Charters, 1970). The lowest probability ($P < .05$) of survival for female teachers was when initial teaching employment occurred between the ages of twenty-five and thirty-four and after the age of fifty-five (Charters, 1970). However, in the case of male teachers, the lowest probability ($P < .05$) of survival occurred when initial teaching employment occurred during the forty-five to forty-nine year age range (Charters, 1970).

The differences noted in the "Oregon Study" between the rates of survival of male and female teachers according to age introduced what Charters (1970) expressed as an interaction effect between the variables of age and sex in relation to the rate of teacher survival. The sex of the teacher in other studies of teacher attrition has been generally examined by itself rather than in conjunction with other variables. Those studies have found the sex of the teacher to be an important variable related to teacher attrition.

In a study conducted by Knox (1968), the hypothesis was that there would be no significant differences in the proportions of persisting (stayers) and non-persisting (leavers) teachers when they were grouped according to the sex of the teacher. Instead, Knox (1968) found a significant difference at less than the .05 level of confidence ($X^2=4.68$) with 36 percent of the men classified as non-persisting and 24 percent of the women classified as non-persisting

during the period from 1957 through 1962. Thus, the proportion of persisting teachers (stayers) was higher among women (Knox, 1968). In contrast with the findings by Knox (1968) were the findings of the previously mentioned study conducted by the National Education Association's Research Division on the subject of teacher mobility from 1965 to 1967, which found a difference in the distributions of teachers leaving the profession and those remaining in the same schools when they were compared on the variable of sex, with fewer men leaving education than women (NEA, 1968). This study also found that relatively more men moved to another school than women when compared to the teachers leaving the profession (NEA, 1968).

Harnischfeger, in her study of 36 elementary schools in California, also found a significant difference ($P < .05$ between men and women teachers who remained employed, with men remaining longer than women (1975). This finding is supported by Charters' (1970) finding that male teachers survived longer than female teachers. However, Charters notes that both sexes have a generally high rate for leaving school districts (1970). Charters (1970) also found a difference between the survival rates of female elementary and secondary teachers with female elementary teachers tending to survive longer than female secondary teachers. However, there was little difference found between the survival rates of elementary and secondary male teachers (Charters, 1970).

From these studies, it appears that the age and the sex of teachers is related to teacher attrition and may work in concert with other variables such as experience and length of service in predicting teacher attrition.

Experience and Length of Service

The relationship of the total amount of teaching experience and the length of teaching service in the same school or school system to teacher attrition is that the more experience a teacher has, and the greater the length of service, the lower the rate of teacher attrition. A comparison of the distributions of teachers staying in the same schools with teachers who left the profession during the period from 1965 to 1967 revealed that teachers with one to four years of teaching experience were more likely to leave the profession than those with eleven or more years of teaching experience (NEA, 1968). In this same study, teachers moving to another school within the same state differed in years of teaching experience from those leaving the profession. Relatively more teachers with from one to four years of teaching experience moved to another state (NEA, 1968).

Harnischfeger (1973) found the number of years of teaching experience for those teachers who stayed in the schools she studied to be different at the five to six years of experience level with proportionally more staying at the seven to eight year level. Also noted

was a steady decrease in the separation rates of teachers with increased years of experience (Harnischfeger, 1973). When the years of teaching experience were compared with teacher transfer rates, Harnischfeger found an increase in the transfer rates of teachers up to the sixth year of experience and a decrease in the transfer rates for teachers having from seven to eleven years of teaching experience or more (1973).

However, Charters (1970) found the years of teaching experience showed no consistent relationship to teacher survival for males or females. Charters' (1970) finding is supported in a later study by Harnischfeger (1975) in which she found the amount of teaching experience had little effect on any kind of teacher mobility, independent of a teacher's age and length of service in the school or system.

The relationship of the number of years of service as a teacher^o in a school system to the rate of teacher attrition in that system indicates that the greater the number of years of service, the less likely a teacher will leave the system. The National Education Association's Research Divisions study of teacher mobility revealed a significant difference ($P < .01$) between the distributions of teachers staying in the same schools and the distributions of teachers leaving the profession, with more teachers leaving the profession who had one to four years of service in the system and less leaving the profession who had eleven or more years of service in the system (1968). This

finding also held when teachers moving to another school were compared with groups of teachers leaving the profession (NEA, 1968).

However, Harnischfeger (1973) found there were no systematic differences in the patterns of teacher separation and transfer up to nineteen years of service in a school system. She later found the length of service to have had an effect upon the rate of teacher transfer in a study of 36 elementary schools in the state of California (Harnischfeger, 1975).

Amount of Teacher Training and the Type of Teaching Certificate

The amount of training a teacher has is usually expressed in terms of the number of credit hours, degrees acquired, or the type of degree which the teacher has obtained. The relationship of the amount of training possessed by a teacher to teacher attrition was examined by Knox (1968) in a study of teacher turnover among teachers of the mentally retarded in Minnesota from 1957 through 1962. He hypothesized that there would be no significant differences between the proportions of persisting (stayers) and non-persisting (leavers) relative to the amount of training the teachers had acquired (Knox, 1968). Indeed, the amount of training possessed by a teacher was not a significant factor in the turnover of the teachers involved in the study (Knox, 1968).

However, Harnischfeger (1973), in a study of teacher turnover in two California school districts, found that teachers who had a Masters

Degree were more mobile than those with Bachelors Degrees especially in the category of separation. This finding held after accounting for the age, sex, professional growth, and teaching experience of the teachers involved in the study (Harnischfeger, 1973). Contradicting this finding was the finding of another study of teacher turnover in 36 elementary schools in California conducted by (Harnischfeger) in 1975. In this study, the degree which a teacher possessed was found to have only weak effects upon the rate of teacher mobility and transfer among these schools (Harnischfeger, 1975).

Closely related to the amount of training a teacher possesses is the type of teaching certificate which the teacher possesses, since the amount of training often dictates the type of certificate a teacher is eligible to obtain. As an example, to be eligible for a Class 2 (standard) teaching certificate in the State of Montana, an applicant must have completed a bachelor's degree (OSPI, 1975).

The type of teaching certificate held by potentially mobile middle school teachers in New York City, New York was examined by Castiglione (1968). His study showed that forty-six percent of the teachers identified as being potentially mobile had regular junior high school licenses and wished to be transferred to a high school, while another eighteen percent of the teachers who had substitute junior high school licenses wished to be transferred to a high school (Castiglione, 1968). In another study conducted at about the same time, the

proportion of persisting teachers was higher for the teachers who had full certification than for those teachers with provisional certification or no certification (Knox, 1968).

Marital Status and Ethnic Group Membership

Only two of the studies reviewed have examined the relationships of marital status and ethnic group membership to teacher attrition. In the first study, the distributions of teachers staying in the same schools were compared to the distributions of teachers leaving the profession from 1965 to 1967 (NEA, 1968). There were significant differences in the distributions ($P < .01$), with fewer single teachers found leaving the profession. However, when the distributions of teachers moving to another school were compared with those of the teachers who left the profession, significantly more ($P < .01$) were single teachers in the group leaving the profession (NEA, 1968).

In the second study, Harnischfeger examined the relationship of a teacher's ethnic group membership to teacher turnover, separation, and transfer (1973). Her findings were that ethnic group membership had no significant relationship with teacher turnover, separation, or transfer (Harnischfeger, 1973). Ironically, she later found that non-minority teachers tend to have a higher rate of transfer than minority group teachers (Harnischfeger, 1975).

Salary

A teacher's salary refers to the amount of money less fringe benefits received by a teacher from a school system in return for the teacher's services. However, its relationship to the problem of teacher attrition is complicated by the fact that salary appears to be less intrinsically rewarding to professionals (Price, 1977). This is not to say that a teacher's salary is not related to teacher attrition, but that between a teacher's salary and the relationship to teacher attrition, there is an intervening variable of satisfaction (Price, 1977). A desire for a higher salary accounted for 22.1 percent of the reasons given by teachers transferring to another school during the period from 1965 to 1967 (NEA, 1968). This finding was significant ($P < .01$) when compared with the distributions of teachers who remained employed in the same school (NEA, 1968). The distribution of the teachers staying in the same schools differed from the distribution of the teachers leaving the profession in that fewer teachers left the profession who were receiving \$8,000 or more in salary (NEA, 1968). Since a teacher's salary, in many instances, is based upon the teacher's position on a salary schedule, which depends upon the teacher's years of teaching experience and length of service in a school system, it appears that teacher attrition could be related to a teacher's salary (Harnischfeger, 1973). In fact, Harnischfeger (1973) found a difference in the separation rates of teachers according to position

on a salary schedule, with higher separation rates appearing among those teachers having baccalaureate degrees and no additional credits on the salary schedule.

PERSONALITY CHARACTERISTICS

If personality refers to the distinctive patterns of behavior which characterizes an individual's adaptation to situations (Mischel, 1971), then personality characteristics of the individual could determine whether a person will leave a job (Barton and Cattell, 1972) or stay. One could also assume that teacher attrition is determined by the personality characteristics of a teacher and their adaptation to a specific situation. However, the investigator has not been able to secure information concerning this relationship to teacher attrition. Two studies related to this area were found (Barton and Cattell, 1972 and Maudal, et al, 1974). In the first study by Barton and Cattell (1972), personality characteristics were studied in an attempt to determine their usefulness as predictors of job turnover. The study involved 309 high school seniors who were tested in 1965 and again in 1970 using the Cattell Sixteen Personality Factor Questionnaire (Barton and Cattell, 1972). The purpose of this study was to examine selective personality factors associated with job promotion, turnover, and personality changes related to job promotion and turnover, (Barton and Cattell, 1972). The results of the study indicated that a low

score on Factors M, O and Q_4 of the 16 PF was indicative of low rates of turnover and that high scores on Factors Q_3 and S_4 also predicted low rates of turnover (Barton and Cattell, 1972). The changed job group scored significantly higher ($P < .01$) than the same job group on the following characteristics (Barton and Cattell, 1972).

1. Factor C (Ego Strength)
2. Factor M (Imagination)
3. Factor O (Guilt Proneness) ($P < .05$)
4. Factor Q_4 (Ergic Tension)

Conversely, the same job group scored significantly higher ($P < .01$) on the Self-Sentiment Factor (Q_3) and the Independence Factor (S_4) than the job changing group (Barton and Cattell, 1972).

The second related study by Maudal, et al. (1974) measured the relationship of selected personality factors to the rate of student attrition among 706 freshman students of a liberal arts college during the period of 1969 to 1971. The results of this study indicated that selected personality characteristics, as measured by the Personality Research Form and the Minnesota Multiphasic Personality Inventory, do well in predicting group membership, especially in the case of the students-who-transfer group (Maudal, et al, 1974). Of the 37 personality variables examined the following were significant in their relationship to college attrition: (Maudal, et al, 1974)

1. MMPI Introversion (-.44)
2. MMPI Schizophrenia (.33)
3. MMPI Ego Control (.25)
4. PRF Need of Succorance (.26)

5. PRF Need for Change (.25)
6. PRF Impulsivity (.24)

In addition, Maudal, et al, (1974) notes that personality characteristics are stronger predictors of transfers than are academic variables.

TEACHER ATTITUDES

The attitudes of a teacher are predispositions for responding to social objects, which in interaction with other situational and dispositional variables, serve to guide and direct the behavior of the teacher in reference to a social object (Cardno, 1955). Thus, if the attitudes of a teacher toward a given object or class of objects are known, they can be used in conjunction with other situational and dispositional variables to predict and explain the reactions of the teacher toward that social object (Shaw and Wright, 1967). According to Shaw and Wright (1967), these reactions are evaluative reactions which describe the teacher's belief in the preferability or non-preferability of the characteristics of the referent social object, and are usually stated in terms of satisfaction/dissatisfaction, like or dislike, good or bad, agree or disagree. In this instance, the social objects are reservation schools each having numerous characteristics.

The characteristics of schools which have been found to have a relationship with the rate of teacher attrition can be categorized as:
(Orlich, 1968)

1. Administrative and supervisory practices
2. Community conditions and relationships
3. Economic factors
4. Pupil characteristics
5. Working conditions

In addition to these areas we can add the areas identified by Nelson and Thompson (1963) which include the above and:

1. Adequacy of school facilities
2. School Boards
3. Assignment and responsibilities
4. Faculty relationships
5. Instructional program

Within each of the above ten areas there are numerous school characteristics which can be sources of potential teacher satisfaction and dissatisfaction. Orlich (1968) found, in his study of teacher turnover in the state of Idaho, ten characteristics which were influential in the decision of 363 male teachers to resign their teaching positions during 1966 and 1967. These factors were: (Orlich, 1968)

1. Dissatisfaction with salaries.
2. Dissatisfaction with the future outlook for improvement in working conditions.
3. Unsatisfactory financial support of the school by the community.
4. More satisfactory salaries in other states.
5. Unsatisfactory opportunity for advancement.
6. Dissatisfaction with the relationship of salary to merit.
7. Unsatisfactory teaching aids, materials and equipment.
8. Unsatisfactory financial future in teaching.
9. Dissatisfaction with the present (need of change).
10. Unsatisfactory time allocation for planning, preparing and evaluating educational activities.

In addition to these factors, female teachers who resigned during the same period, 1966-67, indicated the following additional reasons for resigning: (Orlich, 1968)

1. The movement of spouses or family.
2. Unsatisfactory amount of time for relief from pupil contact during the day.
3. Actual or pending marriage.
4. Unsatisfactory support of teachers' decisions by administrators.

Letchworth (1972), in another study of teacher turnover involving 513 first year teachers who taught in Bureau of Indian Affairs schools in New Mexico and South Dakota during the 1969-70 school year, found the attitudes of teachers, stayers and leavers, toward supervisory staff became more pessimistic as the year went by. He also found that the teachers who perceived themselves as being properly trained for their position were more likely to stay (Letchworth, 1972). Surprisingly, Letchworth found no significant differences between the attitudes of stayers and leavers toward working conditions, social and cultural differences, recruitment procedures, and orientation programs (1972). Thus it would appear that there are teacher attitudes toward different school characteristics which may be related to the problem of teacher attrition, and which may be situationally or dispositionally geographically specific.

SUMMARY

This chapter provided a review of the literature related to teacher attrition. The literature in this review was divided into three sections which were:

1. Demographic Characteristics
2. Personality Characteristics
3. Teacher Attitudes

In the section related to demographic characteristics, the review of literature addressed the relationships of the following variables to teacher attrition:

1. Age and sex.
2. The amount of teaching experience and the length of service in a school.
3. The amount of teacher training and the type of teaching certificate.
4. Marital status and ethnic group membership.
5. Teacher's salary.

The second and third sections of this chapter examined some of the literature which discussed selected teacher personality characteristics and attitudes toward school characteristics as they relate to teacher attrition.

Chapter 3

PROCEDURES

The intent of this study was to identify and compare selected personality, demographic, and attitudinal variables of teachers who stayed employed (Stayers) and those who left teaching positions (Leavers) in schools operating on the Northern Cheyenne Reservation with those variables of teachers who stayed employed in or left teaching positions in off-reservation public schools operating in eastern Montana. Further, an attempt was made to develop a model to determine which teachers would be most likely to stay employed in their teaching positions.

This chapter is organized as follows:

1. A description of the populations studied.
2. The data collected in the study.
3. The methods of data collection.
4. The hypotheses to be tested.
5. The methods of data analysis.
6. Precautions taken for accuracy.

POPULATION DESCRIPTION

The population of this study consisted of all of the teachers employed in the schools operating on the Northern Cheyenne Reservation (Reservation schools) and in the Broadus and Wibaux, Montana public schools (Off-Reservation schools), during the 1978 - 1979 school year. Of the total number of teachers (N=173) one hundred and four were

employed in the reservation schools and sixty-nine were employed in the off-reservation schools.

TYPES OF DATA COLLECTED

The following data was collected during this study:

1. The demographic characteristics of the teachers employed in the participating reservation and off-reservation schools.

2. The personality characteristics of the teachers employed in the participating reservation and off-reservation schools, as measured by the Edwards Personal Preference Schedule (EPPS).

3. The attitudes of the teachers employed in the participating reservation and off-reservation schools toward their teaching positions, as measured by the Teaching Position Attitude Survey developed by this investigator.

4. Information from the participating schools as to which teachers were stayers or leavers as of August 31, 1979.

Demographic Characteristics

The demographic characteristics obtained for each of the 173 teachers employed in the participating schools consisted of:

1. Age and sex.
2. The number of years of teaching experience and the length of teaching service in the school where employed during 1978 - 1979 school year.
3. The amount of training, as indicated by the degree possessed and the type and level of Montana teaching certificate.

4. The marital status of each teacher.
5. The ethnic group membership of each teacher.
6. The amount of salary each teacher received for the 1978 - 1979 school year.

The demographic data was obtained from the participating teachers and the records of each of the participating schools by the investigator or an employee of the school.

Personality Characteristics

The personality characteristics of each of the volunteering teachers in the participating schools were derived from the Edward Personal Preference Schedule, developed by Allen L. Edwards as an instrument for research and counseling purposes to provide a fast and convenient measure of relatively independent normal personality variables (Edwards, 1959). The variables and the statements which purport to measure the variables are derived from H. A. Murray's List of Manifest Needs (Edwards, 1959).

The Edwards Personal Preference Schedule (EPPS) is a normed forced-choice instrument purporting to measure the following fifteen personality variables (Edwards, 1959):

1. Achievement (ach)
2. Deference (def)
3. Order (ord)
4. Exhibition (exh)
5. Autonomy (aut)
6. Intraception (int)
7. Affiliation (aff)
8. Succorance (suc)
9. Dominance (dom)

- 10. Abasement (aba)
- 11. Nurturance (nur)
- 12. Change (chg)
- 13. Endurance (end)
- 14. Heterosexuality (het)
- 15. Aggression (agg)

Table 2 indicates the number of teachers from the reservation and off-reservation schools who participated in this phase of the study.

Table 2
Reservation and Off-Reservation Teachers
Completing EPPS

Teachers	Number	Percentage
Reservation	57	63.3
Off-Reservation	33	36.7
TOTAL	90	100%

Of the 173 teachers in the study, 90 or 52 percent volunteered to take the Edwards personal Preference Schedule (EPPS). Fifty-seven or 63.3 percent of those teachers taking the EPPS were reservation teachers and thirty-three, 36.7 percent, were off-reservation teachers.

Table 3 indicates the number and the percentage of teachers who took the EPPS according to whether they were stayers or leavers.

Table 3
Number and Percentage of Stayers
and Leavers Taking EPPS

Group	Number	Percentage
Stayers	70	77.8
Leavers	<u>20</u>	<u>22.2</u>
TOTAL	90	100%

Seventy of the 90 teachers taking the EPPS or 77.8 percent were stayers, and twenty or 22.2 percent, were leavers.

Teacher Attitudes

The attitudes obtained for the teachers in each of the reservation and off-reservation schools toward their teaching positions were measured by the Teaching Position Attitude Survey. This instrument contains 31 items grouped as follows:

1. Supervision of Instruction
2. Working Conditions
3. School Administration
4. Instructional Program
5. Personal Assignment and Responsibilities
6. Interpersonal Relationships
7. Student Characteristics
8. School Board of Trustees
9. Community Conditions

METHODS OF DATA COLLECTION

The data for this study was collected in the following manner:

1. During the 1978 - 1979 school year the investigator held meetings with the teachers, administrators, and school boards of trustees of the selected schools to explain the proposed study.

2. Next, the investigator established dates for the administration of the Edwards Personal Preference Schedule (EPPS) to the volunteer teachers in the participating schools through consultation with the building principals of each of the schools.

3. The EPPS was then administered by the investigator to participating teachers in each school, as scheduled. The EPPS administrations were conducted in group settings and utilized IBM 1230 response sheets to enable machine scoring via computer. The response sheets were coded by the investigator to provide for the identification of each respondent for follow-up purposes, and to insure confidentiality. The coding was established from master lists of teachers provided the investigator by the schools participating in the study.

4. The reliability and validity of the Teaching Position Attitude Survey (TPAS) was then established by a review by a panel of experts consisting of people with expertise in educational administration, the school administrators in each of the participating schools, and psychologists with expertise in attitude surveys. A pilot study

involving a sample (N=30) of teachers from the Hardin Public Schools in Hardin, Montana was conducted following the establishment of the validity of the TPAS, to establish the reliability of the TPAS, using a test-retest procedure.

5. The Teaching Position Attitude Survey was then administered by mail to all of the teachers in the participating schools, and the responses tabulated by the investigator.

6. The responses to the Edwards Personal Preference Schedule were then machine scored by computer using a computer program designed and run by Dr. Albert Suvak, Head of Testing and Counseling at Montana State University.

7. The teachers in the participating schools were identified as belonging to the group of teachers who were stayers or leavers as of August 31, 1979, from a review of school records, board of trustee's minutes, contracts and other official documents.

8. Finally, the personality, demographic, and attitudinal data collected in the study was statistically analyzed in light of the following hypotheses.

STATISTICAL HYPOTHESES

The following null hypotheses were examined and statistically analyzed according to the data collected in this study. Since the

direction was not known, each null hypothesis was tested at the .05 level of significance.

Hypotheses one through fifteen were tested using a chi-square test of independence, and are as follows;

Hypothesis 1:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of a teacher's sex.

Hypothesis 2:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of the class of teaching certificate possessed.

Hypothesis 3:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of the level of teaching certificate possessed.

Hypothesis 4:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of a teacher's marital status.

Hypothesis 5:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of the degree possessed.

Hypothesis 6:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of a teacher's ethnic group membership.

Hypothesis 7:

H_0 : For the demographic variable of age, the mean age by group and residence will be equal and interaction will be zero.

Hypothesis 8:

H_0 : For the demographic variable of salary, the mean salary by group and residence will be equal and interaction will be zero.

Hypothesis 9:

H_0 : For the variable of total years of teaching experience, the mean years of teaching experience by group and residence will be equal.

Hypothesis 10:

H_0 : For the variable years of experience in present teaching position, the mean years of experience in present teaching position by group and residence will be equal and interaction will be zero.

Hypothesis 11:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of teacher attitudes toward supervision of instruction.

Hypothesis 12:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of teacher attitudes toward working conditions.

Hypothesis 13:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of teacher attitudes toward a school administration.

Hypothesis 14:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of a teacher's attitudes toward their assignment and responsibilities.

Hypothesis 15:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of teacher attitudes toward the instructional program.

Hypothesis 16:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of teacher attitudes toward interpersonal relationships.

Hypothesis 17:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of teacher attitudes toward student characteristics.

Hypothesis 18:

H_0 : Membership in the group of teachers who are stayers or

leavers is independent of teacher attitudes toward the school board of trustees.

Hypothesis 19:

H_0 : Membership in the group of teachers who are stayers or leavers is independent of teacher attitudes toward community conditions.

Hypothesis 20:

H_0 : For each of the sixteen personality variables examined, the mean scores by group and residence will be equal and interaction will be zero.

Hypothesis 21:

H_0 : No relationship exists between membership in any of the demographic attitudinal, and personality characteristics, $R^2 = 0$.

METHODS OF DATA ANALYSIS

The data collected during this study was analyzed with the following statistical procedures:

1. The descriptive statistics for each of the variables and groups were generated.
2. A chi-square tests of independence was used by the investigator to test hypothesis one through six and eleven through nineteen to determine whether the row and column variables were independent of each other (Ferguson, 1976).

3. A two-way analysis of variance procedure was also used to determine the row, column, and interaction effects of the independent personality and some demographic variables upon membership in the groups of teachers classified as stayers or leavers in the reservation and off-reservation schools (Hypotheses 7-10 and 20).

4. A multiple regression analyses procedure was then utilized to test Hypotheses 21 to determine the weights for all of the variables examined and the maximum possible correlation between the independent and dependent variables (Ferguson, 1976:453).

PRECAUTIONS TAKEN FOR ACCURACY

To minimize errors, each response sheet to the Edwards Personal Preference Schedule and Teaching Position Attitude Survey returned was checked by the investigator for discrepancies. In addition, the demographic data collected for each teacher was verified from school records by each school.

The data collected was then placed on Fortran standard card forms by the investigator. The investigator then double checked all of the data on the Fortran Coding forms with the original data to ensure against errors in the transformation of the data to the Fortran Coding forms.

The data on the Fortran Coding forms was then transferred to standard keypunch cards by the Computing Center at Montana State University. The keypunch cards were then verified by the Computing Center to ensure against errors in keypunching. The keypunched data was then transferred to computer printouts from the original data, under the supervision of Dr. Lawrence Ellerbruch.

SUMMARY

In conducting this study, meetings were held with teachers, administrators, and a school board of trustees. The Edwards Personal Preference Schedule was then administered by the investigator to all

of the volunteer teachers, and a valid and reliable attitude survey was mailed to all of the teachers employed by the schools in this study. The data collected was then scored and verified prior to computer data analyses.

The statistical hypotheses were tested utilizing chi-square tests of two-factor analysis of variance, independence, and multiple regression analyses with a .05 level of significance.

Chapter 4

INTRODUCTION

DATA ANALYSIS

The problem of this study was to identify and compare selected personality, demographic, and attitudinal variables of teachers who remained employed (stayers) and who left employment (leavers) in reservation and off-reservation schools during the 1978-1979 school year.

This chapter contains: (1) descriptive statistics about the demographic, personality, and attitudinal characteristics of the population studied, and (2) inferential statistics derived from chi-square tests of two-way analysis of variance, independence, and multiple regression analyses procedures, and (3) a summary.

DESCRIPTIVE STATISTICS

Demographic Characteristics

The demographic characteristics of 173 teachers included in this study are presented in this section. Table 4 indicates the number and percentage of teachers included in this study by school.

Table 4
Number and Percentage of Teachers
by School

School	Number	Percentage
<u>Reservation</u>		
Busby School	38	22.0
Lame Deer School	35	20.2
Labre School	31	17.9
<u>Off-Reservation</u>		
Wibaux Schools	24	13.9
Broadus Schools	<u>45</u>	<u>26.0</u>
Total	173	100.0%

Of the 173 teachers indicated in table 4, 104 or 60.1 percent were Reservation teachers and 39.9 percent or 69 teachers were off-reservation teachers.

The 173 teachers included in this study were grouped according to their membership in the group of teachers who remained employed for the 1979-1980 school year (stayers) and those that left their teaching positions at the end of the 1978-79 school year. Table 5 indicates the number and percentage of the teachers in the study who were stayers and leavers.

Table 5
Number and Percentage of Teachers Who
were Stayers and Leavers

Group	Combined		Reservation Schools		Off-Reservation	
	N	%	N	%	N	%
Stayers	124	71.7	71	68.3	53	76.8
Leavers	<u>49</u>	<u>28.3</u>	<u>33</u>	<u>31.7</u>	<u>16</u>	<u>23.2</u>
Totals	173	100%	104	100%	69	100%

As indicated in table 5, there were a total of 124 teachers who were classified as stayers (71.7%) and 49 (28.3%) teachers who were classified as leavers. Of the one hundred twenty-four teachers who were classified as stayers, 71 were reservation teachers representing 68.3 percent of the total number of reservation teachers. The other 53 teachers who were classified as stayers were off-reservation teachers, who accounted for 76.8 percent of the off-reservation teachers in the study.

Thirty-three (31.7%) of the 104 reservation teachers were classified as leavers, while 16 teachers (23.2%) were leavers from the off-reservation school.

Table 6 indicates the number and percentage of the teachers in the study who were males or females.

Table 6
Number and Percentage of Teachers
by Sex

Sex	Combined		Reservation Schools		Off-Reservation Schools	
	N	%	N	%	N	%
Males	62	35.8	37	35.6	25	36.2
Females	<u>111</u>	<u>64.2</u>	<u>67</u>	<u>64.4</u>	<u>44</u>	<u>63.8</u>
Totals	173	100%	104	100%	69	100%

One hundred and seventy-three teachers were included in this study and of these teachers, 62 (35.8%) were males and 111 (64.2%) were females. In the reservation schools, 37 or 35.6 percent of the reservation teachers were males and the remaining 67 teachers (64.4%) were females. The off-reservation schools had 25 males for 36.2 percent of the off-reservation teachers and 44 females (63.8%).

Table 7 presents the number and percentage of teachers according to their ethnic group membership.

Table 7
 Number and Percentage of Teachers
 According to Ethnic Membership

Membership	Combined		Reservation Schools		Off-Reservation Schools	
	N	%	N	%	N	%
Native American	6	3.5	6	5.8	0	0
Caucasion	164	94.8	95	91.3	69	100.0
Other	2	1.2	2	1.9	0	0
Unknown	<u>1</u>	<u>.6</u>	<u>1</u>	<u>1.0</u>	<u>0</u>	<u>0</u>
Totals	173	100%	104	100%	69	100%

As is indicated in table 7, there were six teachers in the study who were Native Americans (3.5%), and all six of the Native American teachers were employed in the reservation schools, accounting for 5.8 percent of the reservation teachers. One hundred and sixty four teachers (94.8%) were Caucasion. Ninety-five of the caucasion teachers were employed in the reservation school, representing 91.3 percent of the reservation teachers and the remaining sixty-nine were employed in the off-reservation schools. The off-reservation schools had a total of 69 teachers, all of whom were Caucasion. There were two teachers who were grouped under the heading of "other" which accounted for 1.2 percent of all of the teachers. The two teachers classified as "other" were employed in the reservation schools where they accounted for 1.9 percent of the reservation teachers. Finally, one

teacher in the study did not indicate an ethnic membership. This teacher was a reservation teacher and accounted for one percent of the reservation teachers.

Table 8 presents the number and percentage of teachers according to their marital status.

Table 8
Number and Percentage of Teachers
According to Marital Status

	Combined		Reservation Schools		Off-Reservation Schools	
	N	%	N	%	N	%
Married	108	62.4	56	53.8	52	75.4
Single	64	37.0	47	45.2	17	24.6
Unknown	<u>1</u>	<u>.6</u>	<u>1</u>	<u>1.0</u>	<u>0</u>	<u>0</u>
Totals	173	100%	104	100%	69	100%

One hundred and eight of the teachers (62.4%) were married and sixty-four (37.0%) were single. The marital status of one teacher was unknown. Of the reservation teachers, 56 or 53.8 percent were married and 47 or 45.2 percent were single. The marital status of one reservation teacher was not known. In the off-reservation schools, 52 of the 69 teachers (75.4%) were married, while 17 were single (24.6%).

Table nine presents the number and percentage of the teachers according to their highest academic degree attained.

Table 9
Number and Percentage of Teachers
According to Degrees

Degree	Combined		Reservation Schools		Off-Reservation Schools	
	N	%	N	%	N	%
Bachelor's	147	85.0	84	80.8	63	91.3
Master's	23	13.3	17	16.3	6	8.7
Doctorate	1	.6	1	1.0	0	0
Unknown	2	1.1	2	1.9	0	0
Totals	173	100%	104	100%	69	100%

As can be seen from table 9, 147 teachers in the study had bachelor's degrees (85.0%), 23 or 13.3 percent had master's degrees, one possessed a doctorate (.6%), and two were unknown. Of the reservation teachers, 84 or 80.8 percent possessed bachelor's degrees, seventeen or 16.3 percent master's, one doctorate, and the remaining two teacher's degrees were unknown.

The off-reservation schools had 63 teachers (91.3%) who had bachelor's degrees and six teachers (8.7%) who had attained a master's degree. There were no teachers with doctorates in the off-reservation schools.

In table 10, the number and percentage of teachers according to the type of teaching certificates held are presented.

Table 10
 Number and Percentage of Teachers
 According to Teaching Certificate

Certificate	Combined		Reservation Schools		Off-Reservation Schools	
	N	%	N	%	N	%
Class 1	17	9.8	12	11.5	5	7.2
Class 2	144	83.2	80	76.9	64	92.8
Class 5	6	3.5	6	5.8	0	0
No Certificate	2	1.2	2	1.9	0	0
Unknown	<u>4</u>	<u>2.3</u>	<u>4</u>	<u>3.8</u>	<u>0</u>	<u>0</u>
Totals	173	100%	104	100%	69	100%

Of the 173 teachers included in this study, 17 or 9.8 percent possessed Class 1 teaching certificates, 144 or 83.2 percent possessed Class 2 certificates, 6 teachers had Class 5 provisional teaching certificates, 2 teachers had no certification, and the type of certificate possessed by 4 teachers was unknown.

The reservation schools employed 12 teachers with Class 1 teaching certificates or 11.5 percent of the reservation teachers. Eighty of the reservation teachers or 76.9 percent possessed Class 2 teaching certificates, six teachers (5.8%) had Class 5 provisional certificates, two teachers had no teaching certificate and the type of certificate was unknown for 4 teachers.

Five of the 69 off-reservation teachers, or 7.2 percent, possessed Class 1 teaching certificates and the remaining sixty-four teachers held Class 2 teaching certificates (92.8%).

The number and percentage of teachers according to their level of certification is presented in table 11.

Table 11
Number and Percentage of Teachers
According to Level of Teaching Certificate

Level	Combined		Reservation Schools		Off-Reservation Schools	
	N	%	N	%	N	%
Level 1	67	38.7	47	45.2	20	29.0
Level 2	87	50.3	40	38.5	47	68.1
Level 3	6	3.5	4	3.8	2	2.9
No Certificate	2	1.2	2	1.9	0	0
Unknown	11	6	11	10.6	0	0
Totals	173	100%	104	100%	69	100%

Among all of the schools included in this study, 67 teachers, or 38.7%, had level 1 teaching certificates, 87 or 50.3 percent had level 2 teaching certificates, 6 teachers, or 3.5 percent had level 3 teaching certificates, 2 teachers were not certified and the level of certificate was unknown for 11 or 6.3 percent of the teachers in the study.

The reservation schools employed 47 teachers with level 1 teaching certificates 40 teachers with level 2 teaching certificates, 4 teachers with level 3 teaching certificates, 2 uncertified teachers, and eleven teachers whose level of certificates were unknown.

Of the 69 off-reservation teachers, 20 or 29.0 percent possessed level 1 teaching certificates, 47 or 68.1 percent possessed level 2 teaching certificates, and two teachers (2.9%) had level 3 teaching certificates.

Table twelve indicates the number and percentage of teachers according to their years of age.

Table 12
Number and Percentage of Teachers
According to Age

Years of Age	Combined		Reservation Schools		Off-Reservation Schools	
	N	%	N	%	N	%
22-26	48	27.7	28	26.9	20	28.9
27-31	52	30.1	30	28.8	22	31.7
32-36	18	10.4	7	6.7	11	15.9
37-41	8	4.6	6	5.8	2	2.8
42-46	14	8.1	7	6.8	7	10.1
47-51	9	5.2	3	2.9	6	8.6
52-56	3	1.7	3	2.9	0	0
57-61	4	2.3	3	2.9	1	1.4
62-66	2	1.1	2	1.9	0	0
67-71	1	.6	1	1.0	0	0
Unknown	14	8.1	14	13.5	0	0
Totals	173	100%	104	100%	69	100%
Mean	33.03 years		33.44 years		32.49 years	
Median	29.36 years		29.16 years		29.66 years	
Mode	24.00 years		28.00 years		24.00 years	

The mean age for the teachers in the study was 33.03 years of age and the median age was 29.36 years of age. The most prevalent age for the teachers in the study was 24.00 years of age.

In the reservation schools the average age of the teachers was 33.44 years of age, the median age was 29.16 years of age, and the mode was 28.00 years of age.

Among the off-reservation teachers the mean age was 32.49 years of age, the median age was 29.66 years of age, and the mode was 24.00 years of age.

Table thirteen depicts the number and percentage of teachers according to total years of teaching experience.

Table 13
 Number and Percentage of Teachers
 According to Total Years of Teaching Experience

Years of Experience	Combined		Reservation Schools		Off-Reservation Schools	
	N	%	N	%	N	%
1 to 4	89	51.5	49	47.2	40	56.9
5 to 8	37	21.4	21	41.3	16	23.2
9 to 12	8	4.7	3	3.0	5	7.1
13 to 16	6	3.6	3	3.0	3	4.3
17 to 20	5	2.9	4	3.8	1	1.4
21 to 24	3	1.8	1	1.0	2	2.8
25 to 28	4	2.4	3	3.0	1	1.4
29 to 32	4	2.3	4	3.8	0	0
33 to 36	2	1.2	1	1.0	1	1.4
37 to 40	1	.6	1	1.0	0	0
Unknown	14	8.0	14	13.5	0	0
Totals	173	100%	104	100%	69	100%
Mean	6.82 years		7.63 years		6.00 years	
Median	3.82 years		3.83 years		3.81 years	
Mode	2.00 years		2.00 years		3.00 years	

The average total years of teaching experience for all of the teachers in the study was 6.92 years of experience and the median years of teaching experience was 3.82 years. The most prevalent amount of teaching experience was 2.00 years.

Among the reservation teachers, the mean for total years of teaching experience was 7.63 years, the median 3.83 years, and the mode was 2.00 years of experience.

The off-reservation teachers had an average total of 6.00 years of experience, a median of 3.81 years of experience, and three years of total experience was the most prevalent.

Table 14 presents the number and percentage of the teachers according to the total number of years employed in the same school.

Table 14
Number and Percentage of Teachers
According to Years in Present School

Years in Present School	Combined		Reservation Schools		Off-Reservation Schools	
	N	%	N	%	N	%
1 to 3	113	65.2	69	66.3	44	63.7
4 to 6	32	18.5	16	15.4	16	23.1
7 to 9	7	4.0	4	3.9	3	4.3
10 to 12	8	4.6	6	5.8	2	2.9
13 to 15	4	2.4	1	1.0	3	4.3
16 to 18	2	1.2	2	2.0	0	0
19 to 21	2	1.2	2	2.0	0	0
22 to 24	0	0	0	0	0	0
25 to 27	1	.6	0	0	1	1.4
Unknown	4	2.3	4	3.8	0	0
Totals	173	100%	104	100%	69	100%
Mean	3.89 years		3.70 years		4.18 years	
Median	2.32 years		2.08 years		2.82 years	
Mode	1.00 years		1.00 years		1.00 years	

Of the teachers in the study, 113 or 65.2 percent had been employed in their present school for one to three years, and thirty-two teachers or 18.5 percent had been employed in their present school from four to six years. In addition, 145 or 83.7 percent of the

teachers had been employed in their present positions between one and six years. The average number of years employed in the present school for all of the teachers as a group was 3.89 years, the median was 2.32 years, and the mode was 1.00 year.

In the reservation schools, 66.3 percent of the teachers had been employed in their present schools from one to three years, and 15.4 percent were employed from four to six years in the same school. Of the 104 reservation teachers, 81.7 percent or 85 had been employed in the same school from one to six years. The mean length of employment in the reservation schools was 3.70 years, the median 2.08 years, and the mode was 1.00 year.

For the off-reservation schools, 44 of the 69 teachers, or 63.7 percent, were employed in the same off-reservation schools from one to three years and 16 teachers, 23.1 percent, were employed in the same school from four to six years. 60 of the 69 off-reservation teachers, or 86.8 percent, had been employed in the same school from one to six years. The average length of employment in the same off-reservation school was 4.18 years, the median was 2.82 years, and the mode was 1.00 years.

Table fifteen shows the number and percentage of the teachers in the study according to 1978-1979 salaries.

Table 15
 Number and Percentage of Teachers
 According to 1978-1979 Salaries

Salary	Combined		Reservation Schools		Off-Reservation Schools	
	N	%	N	%	N	%
\$4,000 to \$5,000	5	2.9	4	3.9	1	1.4
5,181 to 6,980	1	.6	1	1.0	0	0
6,981 to 8,780	0	0	0	0	0	0
8,781 to 10,580	53	30.6	33	31.8	20	28.5
10,581 to 12,380	54	31.2	31	30.6	23	32.7
12,381 to 14,180	36	20.8	20	19.3	16	22.9
14,181 to 15,980	12	6.9	8	7.9	4	5.7
15,981 to 17,780	6	3.4	2	2.0	4	5.7
17,781 to 19,580	2	1.2	2	2.0	0	0
19,581 to 21,380	1	.6	0	0	1	1.4
21,381 to 23,180	1	.6	1	1.0	0	0
Unknown	2	1.2	2	1.9	0	0
Total	173	100%	104	100%	69	100%
Mean	\$11,690.52		\$11,538.99		\$11,914.52	
Median	\$11,380.00		\$11,191.00		\$11,502.50	
Mode	\$ 9,300.00		\$ 9,600.00		\$11,230.00	

The mean or average salary for the 173 teachers in the study was \$11,690.52, the median salary was \$11,380, and the most prevalent salary was \$9,300. The salary range from \$8,781 to \$15,980 incorporated 89.5 percent of the teachers in the study.

The lowest teacher salaries were in the \$4,000 to \$5,000 bracket, which accounted for five teachers or 2.9 percent of the total.

For the reservation teachers, the mean salary was \$11,538.99 with a median salary of \$11,191.00. The most prevalent salary among the

reservation teachers was \$9,600. Again, the salary range from \$8,781 to \$15,980 accounted for a large number of reservation teachers: 92 of the 104 reservation teachers or 89.6 percent had salaries which fell in this range.

Among the off-reservation teachers, 89.8 percent had salaries which fell in the \$8,781 to \$15,980 range. The average salary was \$11,914.52, with a median salary of \$11,502.50. The most prevalent salary was \$1,630 higher than the reservation teachers, which was \$11,230.00.

Personality Characteristics

The personality characteristics of the ninety teachers who volunteered to take the Edwards personal Preference Schedule are included in this section.

Table 16 presents the mean and standard deviations of the scores of the reservation and off-reservation teachers on each of the sixteen subtests of the Edward Personal Preference Schedule (EPPS).

Table 16
Means and Standard Deviation of EPPS
Subtest Scores For Reservation and
Off-Reservation Teachers

Subtest	Reservation (N=57)		Off-Reservation (N=33)	
	Means	Std. Dev.	Means	Std. Dev.
Achievement	14.36	4.50	15.57	3.98
Deference	12.49	3.93	12.54	3.33
Order	11.40	5.67	10.42	3.69
Exhibition	13.47	4.09	13.33	3.58
Autonomy	14.08	3.64	13.12	4.09
Affiliation	16.05	3.99	15.33	4.19
Intraception	16.28	4.78	15.90	4.98
Succorance	13.35	4.45	12.51	4.46
Dominance	13.03	4.53	14.42	5.28
Abasement	13.64	5.05	13.90	5.36
Nurturance	16.63	4.61	15.54	4.42
Change	16.15	4.82	14.87	5.27
Endurance	14.77	5.30	14.45	4.00
Heterosexuality	12.36	5.99	15.69	5.28
Aggression	11.54	4.88	11.48	5.35
Consistency	11.61	1.93	11.06	1.95

The score means for the reservation teachers ranged from a low of 11.40 for the Order scale to a high of 16.63 for Nurturance. The consistency score mean for the Reservation teachers was 11.61. According to Edwards (1959:15), the probability of a score of eleven or more on the Consistency scale occurring by chance is approximately .06. Thus if the Consistency score is eleven or higher the subject(s) are not making their choices on the basis of chance alone (Edwards, 1959:15).

For the off-reservation teachers, the mean Consistency score was 11.06, again indicating that the off-reservation teachers did not

respond to the EPPS by chance or guessing (Edwards, 1959). The highest mean score for the Off-reservation teachers was 15.90 on the Intrareception scale and the low was 10.42 on the Order scale.

Teacher Attitudes Toward Their Teaching Positions

This section includes the responses of the teachers in the study to the Teaching Position Attitude Survey (TPAS), developed by the investigator, which measured the teachers' attitudes toward the following nine categories of 31 items:

1. Supervision of Instruction
2. Working Conditions
3. School Administration
4. Instructional Program
5. Personal Assignment and Responsibilities
6. Interpersonal Relationships
7. Student Characteristics
8. School Board of Trustees
9. Community Conditions

Table 17 displays the number and percentage of the TPAS's sent and returned.

Table 17
Number and Percentage of TPAS's Sent
and Returned

Reservation			Off-Reservation		
Sent	Returned	%	Sent	Returned	%
104	81	77.9	69	52	75.4

Of the 173 Teaching Position Attitude Surveys sent, eighty-one of the 104 reservation teachers, 77.9 percent, returned the survey.

Of the 69 surveys sent to the off-reservation teachers, 52 or 75.4 percent were returned.

Supervision of Instruction. Table 18 indicates the number of reservation and off-reservation teachers who responded to item 1 in this category according to their level of agreement with the statement "The amount of supervision of instruction in my school was adequate."

Table 18
Frequency and Percentage of Responses to the Item:
The Amount of Supervision of Instruction in My School Was Adequate

Level of Agreement	Reservation (N=57)		Off-Reservation (N=33)	
	Frequency	%	Frequency	%
Strongly disagree	16	20.0	2	3.9
Disagree	30	37.5	9	17.6
Agree	31	38.7	32	62.7
Strongly Agree	<u>3</u>	<u>3.8</u>	<u>8</u>	<u>15.7</u>
Total	80	100%	51	100%

The level of agreement by reservation and off-reservation teachers with the statement "The amount of supervision of instruction in my school was adequate." is presented in table 18. Of the 80 reservation teachers responding, sixteen (20.0%) "strongly disagreed" with the statement and another thirty teachers (37.5%) "disagreed" with the statement. Overall, 57.5 percent of the reservation teachers responded in the "disagree" or "strongly disagree" levels of agreement.

Thirty-one of the reservation teachers (38.8%) responded that they "agreed" with the statement and the remaining three respondents indicated that they "strongly agreed" with the statement. In all, 42.5 percent of the reservation teachers responded at the "agree" or "strongly agree" levels.

The off-reservation responses to this item indicated that two teachers (3.9%) "strongly disagreed" with the statement and another nine teachers (17.6%) "disagreed". A total of 21.5 percent of the off-reservation teachers responded at the "strongly disagree" and "disagree" levels to the statement. Thirty-two or 62.7 percent of the off-reservation teachers said they agreed with the statement and another eight teachers (15.7%) "strongly agreed" with the statement. Thus, a total of 88.4 percent of the off-reservation teachers responded at the "agree" and "strongly agree" levels.

Table 19 displays the number and percentage of responses made by reservation and off-reservation teachers to item 2 in this category according to the level of agreement with the statement "Supervision of instruction in my school was important to the principal and teachers."

Table 19
 Frequency and Percentage of Responses to the Item:
 Supervision of Instruction in My School Was
 Important to the Principal and Teachers

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	9	11.4	1	1.9
Disagree	30	38.0	11	21.2
Agree	34	43.0	31	59.6
Strongly Agree	<u>6</u>	<u>7.6</u>	<u>9</u>	<u>17.3</u>
Totals	79	100%	52	100%

The responses by reservation and off-reservation teachers to item 2, "Supervision of instruction in my school was important to the principal and teachers," indicated that of the 80 reservation teachers who responded to this item, 9 (11.4%) "strongly disagreed" with the statement, 30 (38.0%) "disagreed", 34 (43.0%) "agreed", and 6 teachers (7.6%) "strongly agreed" with the statement. Overall, 49.4 percent of the reservation teachers responded at the "disagree" and "strongly disagree" levels, while 50.6 percent responded at the "agree" and "strongly agree" levels.

Of the fifty-two off-reservation teachers who responded to this item, one (1.9%) "strongly disagreed", 11 (21.2%) "disagreed", 31 (59.6%) "agreed", and 9 teachers (17.3%) "strongly agreed" with the

statement. Overall, 23.1 percent of the off-reservation teachers responded at the "strongly disagree" and "disagree" levels, while 76.9 percent of the teachers responded at the "agree" and "strongly agree" levels.

Table 20 presents the number and percentage of responses of reservation and off-reservation teachers to item 3 of this category according to the level of agreement with the statement "Supervision of instruction in my school was conducted on a regular basis."

Table 20
Frequency and Percentage of the Item:
Responses to Item 3
Supervision of Instruction in My School
Was Conducted on a Regular Basis

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	24	30.4	6	11.5
Disagree	39	49.4	19	36.5
Agree	13	16.5	24	46.2
Strongly Agree	<u>3</u>	<u>3.7</u>	<u>3</u>	<u>5.8</u>
Totals	79	100%	52	100%

As is indicated in table 20, 24 or 30.4 percent of the reservation teachers "strongly disagreed" with the statement, 39 (49.4 %) "disagreed", 13 (16.5%) "agreed" and 3 (3.8%) of the reservation teachers responded at the "strongly agree" level. In total, 79.8 percent of

the reservation teachers responded at the "disagree" and "strongly disagree" levels and 20.2 percent indicated responses in the "agree" and "strongly agree" levels.

Among the off-reservation teachers who responded to this item, 6 (11.5%) "strongly disagreed" with the item statement, 19 (36.5%) "disagreed", 24 teachers (46.5%) indicated "agree", and 3 teachers (5.8%) "strongly agreed". Altogether, 48 percent of the off-reservation teacher responses were in the "strongly disagree" and "disagree" levels, and 52 percent were in the "agree" and "strongly agree" levels.

Working Conditions. This category of items contains seven items pertaining to working conditions. Table 21 indicates the number and percentage of responses made by reservation and off-reservation teachers to item one of this category according to the level of agreement with the statement "The facilities at my school were adequate for the instructional program provided."

Table 21
 Frequency and Percentage of Responses to the Item:
 The Facilities at My School Were Adequate
 for the Instructional Program Provided

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	13	16.0	1	1.9
Disagree	19	23.5	11	21.2
Agree	32	39.5	19	36.5
Strongly Agree	<u>17</u>	<u>21.0</u>	<u>21</u>	<u>40.4</u>
Totals	81	100%	52	100%

As is indicated in table 21, the responses by reservation teachers to the item "The facilities at my school were adequate for the instructional program provided," shows that 24 teachers (30.4%) "strongly disagreed", 39 teachers (49.4%) "disagreed", 13 teachers or (16.5%) "agreed" and 3, (3.7%) "strongly agreed" with the statement. Overall, 79.8 percent of the reservation teachers "disagreed" or "strongly disagreed" with the statement, while 20.2 percent either "agreed" or "strongly agreed".

For the off-reservation teachers, only one teacher, (1.9%), responded that they "strongly disagreed" with the statement and eleven teachers (21.2%) indicated they "disagreed".

Nineteen of the off-reservation teachers responded that they "agreed" with the statement and 21 teachers indicated that they "strongly agreed" with the statement.

In summary, 23.1 percent of the off-reservation teachers "disagreed" or "strongly disagreed" with the statement, while a total of forty teachers, 76.9 percent, "agreed" or "strongly agreed" with the statement.

Table 22 presents the number and percentage of responses made by reservation and off-reservation teachers to item two of this category according to the level of agreement with the statement "The instructional materials in my school were adequate for the instructional program provided."

Table 22
Frequency and Percentage of Responses to the Item:
The Instructional Materials in My School Were Adequate
for the Instructional Program Provided

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	3	3.7	3	5.8
Disagree	21	25.9	6	11.5
Agree	38	46.9	19	36.5
Strongly Agree	<u>19</u>	<u>23.5</u>	<u>24</u>	<u>46.2</u>
Totals	81	100%	52	100%

The responses to the statement "The instructional materials in my school were adequate for the instructional program provided," by reservation and off-reservation teachers indicates that of the reservation teachers, three (3.7%) "strongly disagreed" with the statement and 21 or (25.9%) "disagreed". Twenty-four of the 81 reservation respondents (29.6%) "strongly disagreed" or "disagreed" with the statement. The remaining 57 (70.4%) reservation teachers indicated that they "agreed" or "strongly agreed" with the statement. Thirty-eight (46.9%) "agreed" and 19 reservation teachers (23.5%) "strongly agreed."

As indicated in table 22, 3 (5.8%) of the off-reservation teachers "strongly disagreed" with this item and another 6 teachers, (11.5%) "disagreed". Altogether, 9 teachers (17.3%) either "disagreed" or "strongly disagreed". Nineteen of the off-reservation teachers indicated they "agreed" with this item and 24 teachers, (46.2%) "strongly agreed". In total, 82.7 percent of the off-reservation teachers "agreed" or "strongly agreed" with this item.

Table 23 indicates the number and percentage of responses by reservation and off-reservation teachers to item 3 of this category, according to their level of agreement with the statement "The salary schedule in my school was adequate for me."

Table 23
 Frequency and Percentage of Responses to the Item:
 The Salary Schedule in My School Was Adequate for Me

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	1	1.3	4	7.7
Disagree	10	12.7	11	21.2
Agree	52	65.8	36	69.2
Strongly Agree	<u>16</u>	<u>20.3</u>	<u>1</u>	<u>1.9</u>
Totals	79	100%	52	100%

The level of agreement by reservation and off-reservation teachers with the item "The salary schedule in my school was adequate for me," is presented in table 23. Of the 79 reservation teachers responding, only 1 (1.3%) "strongly disagreed" with the statement and another 10 teachers (12.7%) "disagreed". Fifty-two (65.8%) of the reservation teachers responded at the "agree" level, and the remaining 16 reservation teachers indicated that they "strongly agreed" with this statement. In all, 11 (14%) reservation teachers responded at the "strongly disagree" or "disagree" levels and 68 (86.1%) reservation teachers responded at the "agree" or "strongly agree" levels.

Of the 52 off-reservation teachers who responded to this item, 4 (7.7%) responded at the "strongly disagree" level and 11 teachers (21.2%) responded at the "disagree" level. 36 off-reservation

teachers (69.2%) responded at the "agree" level and 1 teacher (1.9%) responded at the "strongly agree" level. In all, 15 off-reservation teachers (28.9%) responded at the "strongly disagree" or "disagree" levels, versus 37 off-reservation teachers (71.1%) who responded at the "agree" or "strongly agree" levels.

Table 24 indicates the frequency and percentage of responses made by reservation and off-reservation teachers to item four of the Working Conditions category according to their level of agreement with the statement "The opportunities for advancement in my school were adequate for me."

Table 24
Frequency and Percentage of Responses to the Item:
The Opportunities for Advancement In My School Were Adequate

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	5	6.3	4	7.7
Disagree	19	24.1	14	26.9
Agree	47	59.5	32	61.5
Strongly Agree	<u>8</u>	<u>10.1</u>	<u>2</u>	<u>3.8</u>
Totals	79	100%	52	100%

The level of agreement by reservation and off-reservation teachers with the item "The opportunities for advancement in my school were

adequate for me," was present in table 24. Of the 79 reservation teachers who responded to this item, 5 (6.3%) responded at the "strongly disagree" level and 19 reservation teachers (24.1%) responded at the "disagree" level.

Forty-seven reservation teachers (59.5%) responded to this item at the "agree" level and another 8 reservation teachers (10.1%) responded at the "strongly agree" level. In all, 25 (30.4%) of the reservation teachers responded at either the "strongly disagree" or "disagree" levels and 55 (69.6%) reservation teachers responded at the "agree" or "strongly agree" levels.

Of the off-reservation teachers who responded to this item, 4 (7.7%) teachers responded at the "strongly disagree" level and 14 (26.9%) teachers responded at the "disagree" level. Thirty-two off-reservation teachers (61.5%) responded at the "agree" level and 2 (3.8%) teachers responded at the "strongly agree" level. Overall, 18 off-reservation teachers (34.6%) responded at either the "strongly disagree" or "disagree" levels, while 34 (65.4%) teachers responded at the "agree" or "strongly agree" levels.

Table 25 depicts the frequency and percentage of responses by reservation and off-reservation teachers to item 5 of the Working Conditions category according to their level of agreement with the statement "The teacher's professional organization was strong in my school."

Table 25
 Frequency and Percentage of Responses to the Item:
 The Teachers Professional Organization was Strong in my School

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	39	48.7	3	5.9
Disagree	18	22.5	16	31.4
Agree	14	17.5	27	52.9
Strongly Agree	9	11.2	5	9.8
Totals	80	100%	51	100%

The level of agreement by reservation and off-reservation teachers with the item "The teachers professional organization was strong in my school," was presented in table 25. Of the reservation teachers who responded to this item, 39 teachers (48.7%) responded at the "strongly disagree" level and 18 teachers (22.5%) responded at the "disagree" level. Fourteen reservation teachers (17.5%) responded at the "agree" level and the remaining 9 teachers (11.2%) responded at the "strongly agree" level. Overall, 57 reservation teachers (71.3%) responded at either the "strongly disagree" or "disagree" levels, while 23 (28.7%) responded at the "agree" and "strongly agree" levels.

Table 26 indicates the frequency and percentage of responses by reservation and off-reservation teachers to item 6 of the Working Conditions category according to their level of agreement with the

statement "The amount of medical insurance provided by my school was adequate."

Table 26
Frequency and Percentage of Responses to the Item:
The Amount of Medical Insurance Provided by my School was Adequate

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	4	5.0	0	0
Disagree	13	16.2	6	11.8
Agree	47	58.7	35	68.6
Strongly Agree	<u>16</u>	<u>20.0</u>	<u>10</u>	<u>19.6</u>
Totals	80	100%	51	100%

Of the Reservation teachers who responded to this item, four teachers (5.0%) responded at the "Strongly Disagree" level and 13 teachers (16.2%) responded at the "Disagree" level. Forty-seven Reservation teachers (58.7%) responded at the "Agree" level and the remaining 16 teachers (20%) responded at the "Strongly Agree" level. Overall, seventeen Reservation teachers (21.2%) responded at the "Strongly Disagree" or "Disagree" levels, while sixty-three (78.7%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, none of the (0%) teachers responded at the "Strongly Disagree" level and six

teachers (11.8%) responded at the "Disagree" level. Thirty-five of the Off-reservation teachers (68.6%) responded at the "Agree" level and ten teachers (19.6%) responded at the "Strongly Agree" level. In all, six Off-reservation teachers (11.8%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty-five teachers (88.2%) responded at the "Agree" and "Strongly Agree" levels.

Table 27 presents the frequency and percentage of responses by reservation and off-reservation teachers to item 7 of the Working Conditions category according to their level of agreement with the statement "The sick leave policy in my school was satisfactory."

Table 27
Frequency and Percentage of Responses to the Item:
The Sick Leave Policy in my School was Satisfactory

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	0	0	1	1.9
Disagree	6	7.4	6	11.5
Agree	59	72.8	38	73.1
Strongly Agree	<u>16</u>	<u>19.8</u>	<u>7</u>	<u>13.5</u>
Totals	81	100%	52	100%

Of the Reservation teachers who responded to this item, none of the teachers (0%) responded at the "Strongly Disagree" level and 6

teachers (7.4%) responded at the "Disagree" level. Fifty-nine Reservation teachers (72.8%) responded at the "Agree" level and the remaining 16 teachers (19.8%) responded at the "Strongly Agree" level. Overall, six Reservation teachers (7.4%) responded at the "Strongly Disagree" or "Disagree" levels, while seventy-five (92.6%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, one (1.9%) teachers responded at the "Strongly Disagree" level and six teachers (11.5%) responded at the "Disagree" level. Thirty-eight of the Off-reservation teachers (73.1%) responded at the "Agree" level and seven teachers (13.5%) responded at the "Strongly Agree" level. In all, seven Off-reservation teachers (13.4%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty-five teachers (86.6%) responded at the "Agree" and "Strongly Agree" levels.

School Administration. Table 28 indicates the frequency and percentage of responses by reservation and off-reservation teachers to item 1 of the School Administration category according to their level of agreement with the statement "The teachers of my school openly communicated with the principal."

Table 28
 Frequency and Percentage of Responses to the Item:
 The Teachers of my School Openly Communicated with the Principal

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	12	15.6	5	9.8
Disagree	26	33.8	9	17.6
Agree	29	37.7	15	29.4
Strongly Agree	<u>10</u>	<u>13.0</u>	<u>22</u>	<u>43.1</u>
Totals	77	100%	51	100%

Of the Reservation teachers who responded to this item, twelve teachers (15.6%) responded at the "Strongly Disagree" level and 26 teachers (33.8%) responded at the "Disagree" level. Twenty-nine Reservation teachers (37.7%) responded at the "Agree" level and the remaining 10 teachers (13%) responded at the "Strongly Agree" level. Overall, thirty-eight Reservation teachers (49.4%) responded at the "Strongly Disagree" or "Disagree" levels, while thirty-nine (50.7%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, five (9.8%) teachers responded at the "Strongly Disagree" level and nine teachers (17.6%) responded at the "Disagree" level. Fifteen of the Off-reservation teachers (29.4%) responded at the "Agree" level and twenty-two teachers (43.1%) responded at the "Strongly Agree" level.

In all, fourteen Off-reservation teachers (27.4%) responded at either the "Strongly Disagree" or "Disagree" levels, while thirty-seven teachers (72.5%) responded at the "Agree" and "Strongly Agree" levels.

The frequency and percentage of responses by reservation and off-reservation teachers to item 2 of the School Administration Category according to their level of agreement with the statement, "The principal of my school demonstrated professional competencies," are presented in table 29.

Table 29
Frequency and Percentage of Responses to the Item:
The Principal of my School Demonstrated Professional Competencies

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	12	15.6	3	5.9
Disagree	23	29.9	6	11.8
Agree	36	46.8	26	51.0
Strongly Agree	<u>6</u>	<u>7.8</u>	<u>16</u>	<u>31.4</u>
Totals	77	100%	51	100%

Of the Reservation teachers who responded to this item, twelve teachers (15.6%) responded at the "Strongly Disagree" level and 23 teachers (29.9%) responded at the "Disagree" level. Thirty-six Reservation teachers (46.8%) responded at the "Agree" level and the

remaining 6 teachers (7.8%) responded at the "Strongly Agree" level. Overall, thirty-five Reservation teachers (45.5%) responded at the "Strongly Disagree" or "Disagree" levels, while forty-two (54.6%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, three (5.9%) teachers responded at the "Strongly Disagree" level and six teachers (11.8%) responded at the "Disagree" level. Twenty-six of the Off-reservation teachers (51%) responded at the "Agree" level and sixteen teachers (31.4%) responded at the "Strongly Agree" level. In all, nine Off-reservation teachers (17.7%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty-two teachers (82.4%) responded at the "Agree" and "Strongly Agree" levels.

Table 30 indicates the frequency and percentage of responses by reservation and off-reservation teachers to item 3 of the School Administration category, according to their level of agreement with the statement, "The principal's decision-making was consistent."

Table 30
 Frequency and Percentage of Responses to the Item:
 The Principal's Decision-Making was Consistent

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	24	30.0	5	10.0
Disagree	35	43.8	22	44.0
Agree	19	23.7	19	38.0
Strongly Agree	<u>2</u>	<u>2.5</u>	<u>4</u>	<u>8.0</u>
Totals	80	100%	50	100%

Of the Reservation teachers who responded to this item, twenty-four teachers (30%) responded at the "Strongly Disagree" level and 35 teachers (43.8%) responded at the "Disagree" level. Nineteen Reservation teachers (23.7%) responded at the "Agree" level and the remaining two teachers (2.5%) responded at the "Strongly Agree" level. Overall, fifty-nine Reservation teachers (73.8%) responded at the "Strongly Disagree" or "Disagree" levels, while twenty-one (26.2%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, five of the (10%) teachers responded at the "Strongly Disagree" level and twenty-two teachers (44%) responded at the "Disagree" level. Nineteen of the Off-reservation teachers (38%) responded at the "Agree" level and four teachers (8.0%) responded at the "Strongly Agree" level. In

all, twenty-seven Off-reservation teachers (54%) responded at either the "Strongly Disagree" or "Disagree" levels, while twenty-three teachers (46%) responded at the "Agree" and "Strongly Agree" levels.

The frequency and percent of responses by reservation and off-reservation teachers to item 4 in the School Administration category according to their level of agreement with the statement, "The principal of my school was dependable," are depicted in table 31.

Table 31
Frequency and Percentage of Responses to the Item:
The Principal of my School was Dependable

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	13	17.1	1	2.0
Disagree	32	42.1	4	8.0
Agree	26	34.2	30	60.0
Strongly Agree	<u>5</u>	<u>6.6</u>	<u>15</u>	<u>30.0</u>
Totals	76	100%	50	100%

Of the Reservation teachers who responded to this item, thirteen teachers (17.1%) responded at the "Strongly Disagree" level and 32 teachers (42.1%) responded at the "Disagree" level. Twenty-six Reservation teachers (34.2%) responded at the "Agree" level and the remaining five teachers (6.6%) responded at the "Strongly Agree" level.

Overall, forty-five Reservation teachers (59.2%) responded at the "Strongly Disagree" or "Disagree" levels, while thirty-one (40.8%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, one (2.0%) teacher responded at the "Strongly Disagree" level and four teachers (8.0%) responded at the "Disagree" level. Thirty of the Off-reservation teachers (60.0%) responded at the "Agree" level and fifteen teachers (30.0%) responded at the "Strongly Agree" level. In all, five Off-reservation teachers (10%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty-five teachers (90%) responded at the "Agree" and "Strongly Agree" levels.

Table 32 presents the frequency and percentage of responses by reservation and off-reservation teachers to item 5 in the School Administration category according to their level of agreement with the statement, "The principal of my school showed respect for teachers as individuals."

Table 32
 Frequency and Percentage of Responses to the Item:
 The Principal of my School Showed Respect for Teachers as Individuals

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	9	11.9	2	3.9
Disagree	21	27.6	7	13.7
Agree	33	43.4	22	43.1
Strongly Agree	<u>13</u>	<u>17.1</u>	<u>20</u>	<u>39.2</u>
Totals	76	100%	51	100%

Of the Reservation teachers who responded to this item, nine teachers (11.9%) responded at the "Strongly Disagree" level and 21 teachers (27.6%) responded at the "Disagree" level. Thirty-three Reservation teachers (43.4%) responded at the "Agree" level and the remaining 13 teachers (17.1%) responded at the "Strongly Agree" level. Overall, thirty Reservation teachers (39.5%) responded at the "Strongly Disagree" or "Disagree" levels, while forty-six (60.5%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, two (3.9%) teachers responded at the "Strongly Disagree" level and seven teachers (13.7%) responded at the "Disagree" level. Twenty-two of the Off-reservation teachers (43.1%) responded at the "Agree" level and twenty teachers (39.2%) responded at the "Strongly Agree" level. In

all, nine Off-reservation teachers (17.6%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty-two teachers (82.3%) responded at the "Agree" and "Strongly Agree" levels:

Table 33 presents the frequency and percentage of responses by reservation and off-reservation teachers to item 6 in the School Administration category, according to their level of agreement with the statement, "The principal of my school desired effective teaching."

Table 33
Frequency and Percentage of Responses to the Item:
The Principal of my School Desired Effective Teaching

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	3	3.9	0	0
Disagree	6	7.9	2	4.0
Agree	52	68.4	27	54.0
Strongly Agree	<u>15</u>	<u>19.7</u>	<u>21</u>	<u>42.0</u>
Totals	76	100%	50	100%

Of the Reservation teachers who responded to this item, three teachers (3.9%) responded at the "Strongly Disagree" level and 6 teachers (7.9%) responded at the "Disagree" level. Fifty-two Reservation teachers (68.4%) responded at the "Agree" level and the remaining 15 teachers (19.7%) responded at the "Strongly Agree" level.

Overall, nine Reservation teachers (11.8%) responded at the "Strongly Disagree" or "Disagree" levels, while sixty-seven (88.1%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, none of the (0%) teachers responded at the "Strongly Disagree" level and two teachers (4.0%) responded at the "Disagree" level. Twenty-seven of the Off-reservation teachers (54%) responded at the "Agree" level and twenty-one teachers (42%) responded at the "Strongly Agree" level. In all, two Off-reservation teachers (4.0%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty-eight teachers (96%) responded at the "Agree" and "Strongly Agree" levels.

Instructional Program. This category consisted of one item pertaining to the instructional program. Table 34 indicates the frequency and percentage of responses by reservation and off-reservation teachers to this item according to their level of agreement with the statement, "The instructional program in my school stressed high academic standards."

Table 34
 Frequency and Percentage of Responses to the Item:
 The Instructional Program in my School
 Stressed High Academic Standards

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	22	28.9	0	0
Disagree	38	50.0	15	29.4
Agree	14	18.4	29	56.9
Strongly Agree	<u>2</u>	<u>2.6</u>	<u>7</u>	<u>13.7</u>
Totals	76	100%	51	100%

Of the Reservation teachers who responded to this item, twenty-two teachers (28.9%) responded at the "Strongly Disagree" level and 38 teachers (50%) responded at the "Disagree" level. Fourteen Reservation teachers (18.4%) responded at the "Agree" level and the remaining two teachers (2.6%) responded at the "Strongly Agree" level. Overall, sixty Reservation teachers (78.9%) responded at the "Strongly Disagree" or "Disagree" levels, while sixteen (21.1%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, none of the (0%) teachers responded at the "Strongly Disagree" level and fifteen teachers (29.4%) responded at the "Disagree" level. Twenty-nine of the Off-reservation teachers (56.9%) responded at the "Agree" level

and seven teachers (13.7%) responded at the "Strongly Agree" level. In all, fifteen Off-reservation teachers (29.4%) responded at either the "Strongly Disagree" or "Disagree" levels, while thirty-six teachers (70.6%) responded at the "Agree" and "Strongly Agree" levels.

Personal Assignment and Responsibility. This category of items in the Teaching Position Attitude Survey concerns the attitudes of teachers toward their teaching assignments and responsibilities. Table 35 presents the frequency and percentage of responses by reservation and off-reservation teachers to item 1 in this category, "I had a teaching assignment which was satisfactory."

Table 35
Frequency and Percentage of Responses to the Item:
I had a Teaching Assignment Which was Satisfactory

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	2	2.5	0	0
Disagree	4	4.9	3	5.9
Agree	58	71.6	35	68.6
Strongly Agree	<u>17</u>	<u>21.0</u>	<u>13</u>	<u>25.5</u>
Totals	81	100%	51	100%

Of the Reservation teachers who responded to this item, two teachers (2.5%) responded at the "Strongly Disagree" level and 4

teachers (4.9%) responded at the "Disagree" level. Fifty-eight Reservation teachers (71.6%) responded at the "Agree" level and the remaining 17 teachers (21%) responded at the "Strongly Agree" level.

Overall, six Reservation teachers (7.4%) responded at the "Strongly Disagree" or "Disagree" levels, while seventy-five (92.6%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, none of the (0%) teachers responded at the "Strongly Disagree" level and three teachers (5.9%) responded at the "Disagree" level. Thirty-five of the Off-reservation teachers (68.6%) responded at the "Agree" level and thirteen teachers (25.5%) responded at the "Strongly Agree" level. In all, three Off-reservation teachers (5.9%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty-eight teachers (94.1%) responded at the "Agree" and "Strongly Agree" levels.

Table 36 indicates the frequency and percentage of responses by reservation and off-reservation teachers to Item 2 in this category, "I had a grade level assignment which was satisfactory," according to their degree of agreement with the statement.

Table 36
 Frequency and Percentage of Responses to the Item:
 I had a Grade Level Assignment Which was Satisfactory

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	1	1.2	1	2.0
Disagree	2	2.5	2	3.9
Agree	54	66.7	36	70.6
Strongly Agree	<u>24</u>	<u>29.6</u>	<u>12</u>	<u>23.5</u>
Totals	81	100%	51	100%

Of the Reservation teachers who responded to this item, one teacher (1.2%) responded at the "Strongly Disagree" level and 2 teachers (2.5%) responded at the "Disagree" level. Fifty-four Reservation teachers (66.7%) responded at the "Agree" level and the remaining 24 teachers (29.6%) responded at the "Strongly Agree" level. Overall, three Reservation teachers (3.7%) responded at the "Strongly Disagree" or "Disagree" levels, while seventy-eight (96.3%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, one (2.0%) teacher responded at the "Strongly Disagree" level and two teachers (3.9%) responded at the "Disagree" level. Thirty-six of the Off-reservation teachers (70.6%) responded at the "Agree" level and twelve teachers (23.5%) responded at the "Strongly Agree" level. In

all, three Off-reservation teachers (5.9%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty-eight teachers (94.1%) responded at the "Agree" and "Strongly Agree" levels.

Table 37 shows the frequency and percentage of responses by reservation and off-reservation teachers according to their level of agreement with the statement "I had a heavy teaching load in terms of the number of students I taught."

Table 37
Frequency and Percentage of Responses to the Item:
I had a Heavy Teaching Load in Terms of the Number
of Students I Taught

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	12	14.8	10	20.0
Disagree	47	58.0	26	52.0
Agree	19	23.5	11	22.0
Strongly Agree	<u>3</u>	<u>3.7</u>	<u>3</u>	<u>6.0</u>
Totals	81	100%	50	100%

Of the Reservation teachers who responded to this item, twelve teachers (14.8%) responded at the "Strongly Disagree" level and 47 teachers (58%) responded at the "Disagree" level. Nineteen Reservation teachers (23.5%) responded at the "Agree" level and the remaining 3 teachers (3.7%) responded at the "Strongly Agree" level. Overall,

fifty-nine Reservation teachers (72.8%) responded at the "Strongly Disagree" or "Disagree" levels, while twenty-two (27.2%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, ten (20%) teachers responded at the "Strongly Disagree" level and twenty-six teachers (52%) responded at the "Disagree" level. Eleven of the Off-reservation teachers (22%) responded at the "Agree" level and three teachers (6.0%) responded at the "Strongly Agree" level. In all, thirty-six Off-reservation teachers (72%) responded at either the "Strongly Disagree" or "Disagree" levels, while fourteen teachers (28%) responded at the "Agree" and "Strongly Agree" levels.

Inter-Personal Relationships. The category of Inter-personal Relationships in the Teaching Position Attitude Survey contained two items for assessing teacher attitudes toward their building principals and teaching staffs. Presented in table 38 are the frequency and percentage of responses by reservation and off-reservation teachers according to their level of agreement with the statement in item 1, "I had a good working relationship with my building principal."

Table 38
 Frequency and Percentage of Responses to the Item:
 I had a Good Working Relationship with my Building Principal

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	5	6.6	1	2.0
Disagree	18	23.7	3	6.0
Agree	39	51.3	25	50.0
Strongly Agree	<u>14</u>	<u>18.4</u>	<u>21</u>	<u>42.0</u>
Totals	76	100%	50	100%

Of the Reservation teachers who responded to this item, five teachers (6.6%) responded at the "Strongly Disagree" level and 18 teachers (23.7%) responded at the "Disagree" level. Thirty-nine Reservation teachers (51.3%) responded at the "Agree" level and the remaining 14 teachers (18.4%) responded at the "Strongly Agree" level. Overall, twenty-three Reservation teachers (30.3%) responded at the "Strongly Disagree" or "Disagree" levels, while fifty-three (69.7%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, one of the (2.0%) teachers responded at the "Strongly Disagree" level and three teachers (6.0%) responded at the "Disagree" level. Twenty-five of the Off-reservation teachers (50%) responded at the "Agree" level and twenty-one teachers (42%) responded at the "Strongly Agree" level.

In all, four Off-reservation teachers (8.0%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty-six teachers (92%) responded at the "Agree" and "Strongly Agree" levels.

Table 39 indicates the frequency and percentage of responses by reservation and off-reservation teachers to item 2 in this category, according to their level of agreement with the statement, "The teaching staff in my school was helpful to others."

Table 39
Frequency and Percentage of Responses to the Item:
The Teaching Staff in my School was Helpful to Others

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	2	2.6	1	2.0
Disagree	12	15.4	6	12.2
Agree	55	70.5	29	59.2
Strongly Agree	<u>9</u>	<u>11.5</u>	<u>13</u>	<u>26.5</u>
Totals	78	100%	49	100%

Of the Reservation teachers who responded to this item, two teachers (2.6%) responded at the "Strongly Disagree" level and 12 teachers (15.4%) responded at the "Disagree" level. Fifty-five Reservation teachers (70.5%) responded at the "Agree" level and the remaining 9 teachers (11.5%) responded at the "Strongly Agree" level.

Overall, fourteen Reservation teachers (18.0%) responded at the "Strongly Disagree" or "Disagree" levels, while sixty-four (82.0%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, one of the (2.0%) teachers responded at the "Strongly Disagree" level and six teachers (12.2%) responded at the "Disagree" level. Twenty-nine of the Off-reservation teachers (59.2%) responded at the "Agree" level and thirteen teachers (26.5%) responded at the "Strongly Agree" level. In all, seven Off-reservation teachers (14.2%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty-two teachers (85.8%) responded at the "Agree" and "Strongly Agree" levels.

Student Characteristics. The attitudes of reservation and off-reservation teachers toward students' self-control, respect for authority, academic achievement and attendance are presented in this section. Table 40 shows the frequency and percentage of responses by reservation and off-reservation teachers to item 1 in this category according to their level of agreement with the statement, "In general, the students in my school demonstrated self-control."

Table 40
 Frequency and Percentage of Responses to the Item:
 In General the Students in my School Demonstrated Self-Control

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	23	28.7	0	0
Disagree	37	46.2	9	18.0
Agree	20	25.0	37	74.0
Strongly Agree	<u>0</u>	<u>0</u>	<u>4</u>	<u>8.0</u>
Totals	80	100%	50	100%

Of the Reservation teachers who responded to this item, twenty-three teachers (28.7%) responded at the "Strongly Disagree" level and 37 teachers (46.2%) responded at the "Disagree" level. Twenty Reservation teachers (25.0%) responded at the "Agree" level. None of the teachers (0%) responded at the "Strongly Agree" level. Overall, sixty Reservation teachers (74.9%) responded at the "Strongly Disagree" or "Disagree" levels, while twenty (25.0%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, none of the (0%) teachers responded at the "Strongly Disagree" level and nine teachers (18.0%) responded at the "Disagree" level. Thirty-seven of the Off-reservation teachers (74%) responded at the "Agree" level and four teachers (8.0%) responded at the "Strongly Agree" level. In all,

nine Off-reservation teachers (18.0%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty-one teachers (82%) responded at the "Agree" and "Strongly Agree" levels.

The frequency and percentage of responses to item 2 of this category by reservation and off-reservation teachers according to their level of agreement with the statement, "In general, the students in my school showed respect for my authority," are presented in table 41.

Table 41
Frequency and Percentage of Responses to the Item:
In General, the Students in my School Showed Respect for My Authority

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	13	16.5	0	0
Disagree	17	21.5	5	9.8
Agree	47	59.5	36	70.6
Strongly Agree	<u>2</u>	<u>2.5</u>	<u>10</u>	<u>19.6</u>
Totals	79	100%	51	100%

Of the Reservation teachers who responded to this item, thirteen teachers (16.5%) responded at the "Strongly Disagree" level and 17 teachers (21.5%) responded at the "Disagree" level. Forty-seven Reservation teachers (59.5%) responded at the "Agree" level and the remaining 2 teachers (2.5%) responded at the "Strongly Agree" level.

Overall, thirty Reservation teachers (38%) responded at the "Strongly Disagree" or "Disagree" levels, while forty-nine (62.0%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, none of the (0%) teachers responded at the "Strongly Disagree" level and five teachers (9.8%) responded at the "Disagree" level. Thirty-six of the Off-reservation teachers (70.6%) responded at the "Agree" level and ten teachers (19.6%) responded at the "Strongly Agree" level. In all, five Off-reservation teachers (9.8%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty-six teachers (90.2%) responded at the "Agree" and "Strongly Agree" levels.

In table 42, the frequency and percentage of responses by reservation and off-reservation teachers to item 3 of this category, according to their level of agreement with the statement, "In general, the students in my school demonstrated satisfactory academic achievement," are shown.

Table 42
 Frequency and Percentage of Responses to the Item:
 In General, the Students in my School Demonstrated Satisfactory
 Academic Achievement

Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	18	22.5	0	0
Disagree	45	56.3	5	10.2
Agree	15	18.8	39	79.6
Strongly Agree	<u>2</u>	<u>2.5</u>	<u>5</u>	<u>10.2</u>
Totals	80	100%	49	100%

Of the Reservation teachers who responded to this item, eighteen teachers (22.5%) responded at the "Strongly Disagree" level and 45 teachers (56.3%) responded at the "Disagree" level. Fifteen Reservation teachers (18.8%) responded at the "Agree" level and the remaining 2 teachers (2.5%) responded at the "Strongly Agree" level. Overall, sixty-three Reservation teachers (78.8%) responded at the "Strongly Disagree" or "Disagree" levels, while seventeen (21.3%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, none of the (0%) teachers responded at the "Strongly Disagree" level and five teachers (10.2%) responded at the "Disagree" level. Thirty-nine of the Off-reservation teachers (79.6%) responded at the "Agree" level and five teachers (10.2%) responded at the "Strongly Agree" level. In

all, five Off-reservation teachers (10.2%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty-four teachers (89.8%) responded at the "Agree" and "Strongly Agree" levels.

Finally, table 43 presents the frequency and percentages of responses to item 4 of this category by reservation and off-reservation teachers according to their level of agreement with the statement, "In general, the students in my school had a satisfactory rate of attendance."

Table 43
Frequency and Percentage of Responses to the Item:
In General, the Students in my School had a Satisfactory
Rate of Attendance

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	38	46.9	1	2.0
Disagree	32	39.5	10	19.6
Agree	9	11.1	35	68.6
Strongly Agree	2	2.5	5	9.8
Totals	81	100%	51	100%

Of the Reservation teachers who responded to this item, thirty-eight teachers (46.9%) responded at the "Strongly Disagree" level and 32 teachers (39.5%) responded at the "Disagree" level. Nine Reservation teachers (11.1%) responded at the "Agree" level and the

remaining 2 teachers (2.5%) responded at the "Strongly Agree" level. Overall, seventy Reservation teachers (86.4%) responded at the "Strongly Disagree" or "Disagree" levels, while eleven (13.6%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, one (2.0%) teacher responded at the "Strongly Disagree" level and ten teachers (19.6%) responded at the "Disagree" level. Thirty-five of the Off-reservation teachers (68.6%) responded at the "Agree" level and five teachers (9.8%) responded at the "Strongly Agree" level. In all, eleven Off-reservation teachers (21.6%) responded at either the "Strongly Disagree" or "Disagree" levels, while forty teachers (78.4%) responded at the "Agree" and "Strongly Agree" levels.

School Board of Trustees. This category of teacher attitudes on the Teaching Position Attitude Survey concerns the attitudes of teachers toward their school boards of trustees' personnel policies and recognition of teachers as professionals. This category contains three items. Table 44 shows the frequency and percentage of responses to item 1 of this category by the reservation and off-reservation teachers, according to their level of agreement with the statement, "The school board of trustees had written personnel policies which were available to teachers."

Table 44
 Frequency and Percentage of Responses to the Item:
 The School Board of Trustees had Written Personnel Policies
 Which were Available to Teachers

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	21	26.6	6	11.8
Disagree	26	32.9	13	25.5
Agree	29	36.7	29	56.9
Strongly Agree	<u>3</u>	<u>3.8</u>	<u>3</u>	<u>5.9</u>
Totals	79	100%	51	100%

Of the Reservation teachers who responded to this item, twenty-one teachers (26.6%) responded at the "Strongly Disagree" level and 26 teachers (32.9%) responded at the "Disagree" level. Twenty-nine Reservation teachers (36.7%) responded at the "Agree" level and the remaining 3 teachers (3.8%) responded at the "Strongly Agree" level. Overall, forty-seven Reservation teachers (59.5%) responded at the "Strongly Disagree" or "Disagree" levels, while thirty-two (40.5%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, six (11.8%) teachers responded at the "Strongly Disagree" level and thirteen teachers (25.5%) responded at the "Disagree" level. Twenty-nine of the Off-reservation teachers (56.9%) responded at the "Agree" level

and three teachers (5.9%) responded at the "Strongly Agree" level. In all, nineteen Off-reservation teachers (37.3%) responded at either the "Strongly Disagree" or "Disagree" levels, while thirty-two teachers (62.8%) responded at the "Agree" and "Strongly Agree" levels.

Table 45 indicates the frequency and percentage of responses to item 2 of this category by reservation and off-reservation teachers according to their level of agreement with the statement, "The school board of trustees' personnel policies were easily understood."

Table 45
Frequency and Percentage of Responses to the Item:
The School Board of Trustees' Personnel Policies
Were Easily Understood

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	17	23.0	7	14.6
Disagree	33	44.6	16	33.3
Agree	22	29.7	23	47.9
Strongly Agree	<u>2</u>	<u>2.7</u>	<u>2</u>	<u>4.2</u>
Totals	74	100%	48	100%

Of the Reservation teachers who responded to this item, seventeen teachers (23.0%) responded at the "Strongly Disagree" level and 33 teachers (44.6%) responded at the "Disagree" level. Twenty-two Reservation teachers (29.7%) responded at the "Agree" level and the

remaining 2 teachers (2.7%) responded at the "Strongly Agree" level. Overall, fifty Reservation teachers (67.6%) responded at the "Strongly Disagree" or "Disagree" levels, while twenty-four (32.4%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, seven (14.6%) teachers responded at the "Strongly Disagree" level and sixteen teachers (33.3%) responded at the "Disagree" level. Twenty-three of the Off-reservation teachers (47.9%) responded at the "Agree" level and two teachers (4.2%) responded at the "Strongly Agree" level. In all, twenty-three Off-reservation teachers (47.9%) responded at either the "Strongly Disagree" or "Disagree" levels, while twenty-four teachers (52.1%) responded at the "Agree" and "Strongly Agree" levels.

In table 46, the frequency and percentage of responses to item 3 of this category by reservation and off-reservation teachers are presented according to their level of agreement with the statement, "The school board of trustees recognized teachers as professionals."

Table 46
Frequency and Percentage of Responses to the Item:
The School Board of Trustees Recognized Teachers as Professionals

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	14	18.7	6	12.5
Disagree	23	30.7	19	39.6
Agree	35	46.7	22	45.8
Strongly Agree	<u>3</u>	<u>4.0</u>	<u>1</u>	<u>2.1</u>
Totals	75	100%	48	100%

Of the Reservation teachers who responded to this item, fourteen teachers (18.7%) responded at the "Strongly Disagree" level and 23 teachers (30.7%) responded at the "Disagree" level. Thirty-five Reservation teachers (46.7%) responded at the "Agree" level and the remaining 3 teachers (4.0%) responded at the "Strongly Agree" level. Overall, thirty-seven Reservation teachers (49.4%) responded at the "Strongly Disagree" or "Disagree" levels, while thirty-eight (50.7%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, six (12.5%) teachers responded at the "Strongly Disagree" level and nineteen teachers (39.6%) responded at the "Disagree" level. Twenty-two of the Off-reservation teachers (45.8%) responded at the "Agree" level and one teachers (2.1%) responded at the "Strongly Agree" level. In

all, twenty-five Off-reservation teachers (52.1%) responded at either the "Strongly Disagree" or "Disagree" levels, while twenty-three teachers (47.9%) responded at the "Agree" and "Strongly Agree" levels.

Community Conditions. This category, containing two items, concerned teacher attitudes toward the community employed in. Table 47 indicates the frequency and percentage of responses to item 1 by reservation and off-reservation teachers according to the level of agreement with the statement, "The community had recreational activities available for teacher participation."

Table 47
Frequency and Percentage of Responses to the Item:
The Community had Recreational Activities
Available for Teacher Participation

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	13	16.5	6	11.8
Disagree	36	45.6	25	49.0
Agree	28	35.4	18	35.3
Strongly Agree	<u>2</u>	<u>2.5</u>	<u>2</u>	<u>3.9</u>
Totals	79	100%	51	100%

Of the Reservation teachers who responded to this item, thirteen teachers (16.5%) responded at the "Strongly Disagree" level and 36 teachers (45.6%) responded at the "Disagree" level. Twenty-eight

Table 48
 Frequency and Percentage of Responses to the Item:
 There were Opportunities for Making Extra Money in the Community

Level of Agreement	Reservation		Off-Reservation	
	Frequency	%	Frequency	%
Strongly Disagree	17	21.2	6	11.8
Disagree	44	55.0	21	41.2
Agree	16	20.0	21	41.2
Strongly Agree	<u>3</u>	<u>3.7</u>	<u>3</u>	<u>5.9</u>
Totals	80	100%	51	100%

Of the Reservation teachers who responded to this item, seventeen teachers (21.2%) responded at the "Strongly Disagree" level and 44 teachers (55%) responded at the "Disagree" level. Sixteen Reservation teachers (20.0%) responded at the "Agree" level and the remaining 3 teachers (3.7%) responded at the "Strongly Agree" level. Overall, sixty-one Reservation teachers (76.2%) responded at the "Strongly Disagree" or "Disagree" levels, while nineteen (23.8%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, six (11.8%) teachers responded at the "Strongly Disagree" level and twenty-one teachers (41.2%) responded at the "Disagree" level. Twenty-one of the Off-reservation teachers (41.2%) responded at the "Agree" level and three teachers (5.9%) responded at the "Strongly

Agree" level. In all, twenty-seven Off-reservation teachers (53%) responded at either the "Strongly Disagree" or "Disagree" levels, while twenty-four teachers (47%) responded at the "Agree" and "Strongly Agree" levels.

INFERENTIAL STATISTICS

The following section reports the analyses of the data completed using inferential statistics. The inferential statistics utilized were Chi-Square Tests of Independence, Analysis of Variance, and Multiple Regression Analysis.

Chi-Square Tests of Independence

Chi-Square Tests of Independence were used to analyze the demographic and attitudinal data collected. This section reports the Chi-Square analyses of the data by group and by residence for each of the demographic and attitudinal variables examined.

Demographic Variables. Six contingency tables are presented detailing the chi-square analyses of the demographic variables. Each contingency table will include the number of teachers by each demographic variable, the number of teachers by each variable and group, the number of teachers by each group, variable and residence.

Also included in each table, will be the calculated and corrected chi-square values, the degrees of freedom (df), and the significance

Reservation teachers (35.4%) responded at the "Agree" level and the remaining 2 teachers (2.5%) responded at the "Strongly Agree" level. Overall, forty-nine Reservation teachers (62.1%) responded at the "Strongly Disagree" or "Disagree" levels, while thirty (37.9%) responded at the "Agree" and "Strongly Agree" levels.

Of the Off-reservation teachers responding to this item, six (11.8%) teachers responded at the "Strongly Disagree" level and twenty-five teachers (49%) responded at the "Disagree" level. Eighteen of the Off-reservation teachers (35.3%) responded at the "Agree" level and two teachers (3.9%) responded at the "Strongly Agree" level. In all, thirty-one Off-reservation teachers (60.8%) responded at either the "Strongly Disagree" or "Disagree" levels, while twenty teachers (39.2%) responded at the "Agree" and "Strongly Agree" levels.

Table 48 presents the frequency and percentage of responses to item 2 of this category by reservation and off-reservation teachers according to the level of agreement with the statement, "There were opportunities for making extra money in the community."

of calculated chi-square (X^2) values. The level of significance of the chi-square values was set at the .05 level. All chi-square values with degrees of freedom equal to one ($df = 1$) were corrected using Yates' correction for continuity (Ferguson, 1976).

Table forty-nine presents the chi-square analysis for the number of teachers by group and by sex according to combined schools, Reservation schools and Off-reservation schools.

Table 49

Chi Square Analyses For The Number of
Teachers By Group and By Sex

Group	Sex	
	Male	Female
<u>Combined Schools</u>		
Stayers	44	80
Leavers	18	31
TOTALS	62	111
df = 1	Corrected $X^2 = .00046$	Significance of $X^2 = .9829$
<u>Reservation Schools</u>		
Stayers	24	47
Leavers	12	20
TOTALS	37	67
df = 1	Corrected $X^2 = .11175$	Significance of $X^2 = .73816$
<u>Off-reservation Schools</u>		
Stayers	20	33
Leavers	5	11
TOTALS	25	44
df = 1	Corrected $X^2 = .03109$	Significance of $X^2 = .86005$

Table forty-nine indicates that membership by group (stayers and leavers) was independent of the demographic variable of sex for Combined .05 level of significance, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table fifty presents the chi-square analysis for the number of teachers by group and ethnic membership according to combined, Reservation and Off-reservation schools.

Table 50

Chi Square Analyses For The Number of Teachers
By Group and Ethnic Membership

Group	Ethnic Membership				
	Native American	Caucasian	Black	Hispanic	Other
<u>Combined Schools</u>					
Stayers	4	118	0	0	2
Leavers	2	46	0	0	0
TOTALS	6	164	0	0	2
df = 2	Calculated $X^2 = .86365$		Significance of $X^2 = .64932$		
<u>Reservation Schools</u>					
Stayers	4	65	0	0	2
Leavers	2	30	0	0	0
TOTALS	6	95	0	0	0
df = 2	Calculated $X^2 = .92737$		Significance of $X^2 = .62896$		
<u>Off-reservation Schools</u>					
Stayers	0	53	0	0	0
Leavers	0	16	0	0	0
TOTALS	0	69	0	0	0
Observed frequencies did not permit analysis of data					

Table fifty indicates that membership by group (stayers and leavers) was independent of the demographic variable ethnic membership for Combined schools at the .05 level of significance, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table fifty-one presents the chi-square analysis for the number of teachers by group and marital status according to combined, Reservation and Off-reservation schools.

Table 51

Chi Square Analyses For The Number of
Teachers By Group and Marital Status

Group	Marital Status	
	Married	Single
<u>Combined Schools</u>		
Stayers	80	44
Leavers	28	20
TOTALS	108	64
df = 1	Corrected $X^2 = .33248$	Significance of $X^2 = .56421$
<u>Reservation Schools</u>		
Stayers	39	32
Leavers	17	15
TOTALS	56	47
df = 1	Corrected $X^2 = .00190$	Significance of $X^2 = .96524$
<u>Off-reservation Schools</u>		
Stayers	41	12
Leavers	11	5
TOTALS	52	17
df = 1	Corrected $X^2 = .13643$	Significance of $X^2 = .71185$

Table fifty-one indicates that membership by group (stayers and leavers) was independent of the demographic variable marital status for Combined schools at the .05 level of significance, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table fifty-two presents the chi-square analysis for the number of teachers by group and by degree according to combined, Reservation and Off-reservation schools.

Table 52

Chi Square Analyses For The Number of
Teachers By Group and Degree

Group	Degree		
	Bachelor's	Master's	Doctorate
<u>Combined Schools</u>			
Stayers	106	17	1
Leavers	41	6	0
TOTALS	147	23	1
df = 2	Calculated $X^2 = .41374$		Significance of $X^2 = .81312$
<u>Reservation Schools</u>			
Stayers	58	12	1
Leavers	26	5	0
TOTALS	84	17	1
df = 2	Calculated $X^2 = .45681$		Significance of $X^2 = .79580$
<u>Off-reservation Schools</u>			
Stayers	48	5	0
Leavers	15	1	0
TOTALS	63	6	0
df = 1	Corrected $X^2 = .01211$		Significance of $X^2 = .91238$

Table fifty-two indicates that membership by group (stayers and leavers) was independent of the demographic variable degree for Combined schools at the .05 level of significance, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table fifty-three presents the chi-square analysis for the number of teachers by group and by type of teaching certificate according to combined, Reservation and Off-reservation schools.

Table 53

Chi Square Analyses For The Number of Teachers
By Group and Class of Certificate

Group	Type of Certificate			
	Class 1	Class 2	Class 3	Class 5
<u>Combined Schools</u>				
Stayers	13	104	0	4
Leavers	4	40	0	2
TOTALS	17	144	0	6
df = 2	Calculated $X^2 = .24199$		Significance of $X^2 = .88604$	
<u>Reservation Schools</u>				
Stayers	9	55	0	4
Leavers	3	35	0	2
TOTALS	12	80	0	6
df = 2	Calculated $X^2 = .21417$		Significance of $X^2 = .89845$	
<u>Off-reservation Schools</u>				
Stayers	4	49		
Leavers	1	15		
TOTALS	5	64		
df = 1	Corrected $X^2 = .14042$		Significance of $X^2 = .70786$	

Table fifty-three indicates that membership by group (stayers and leavers) was independent of the demographic variable certificate for Combined schools at the .05 level of significance, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table fifty-four presents the chi-square analysis for the number of teachers by group and level of teaching certificate according to combined, Reservation and Off-reservation schools.

Table 54

Chi Square Analyses For The Number of Teachers
By Group and Level of Certificate

Group	Level of Certificate		
	Level 1	Level 2	Level 3
<u>Combined Schools</u>			
Stayers	47	65	4
Leavers	20	22	2
TOTALS	67	87	6
df = 2	Calculated $X^2 = .50174$		Significance of $X^2 = .77812$
<u>Reservation Schools</u>			
Stayers	37	22	4
Leavers	10	18	0
TOTALS	47	40	4
df = 2	Calculated $X^2 = 7.56873$		Significance of $X^2 = .02272$
<u>Off-reservation Schools</u>			
Stayers	10	43	0
Leavers	10	4	2
TOTALS	20	47	2
df = 2	Calculated $X^2 = 20.38177$		Significance of $X^2 = .00004$

Table fifty-four indicates that membership by group (stayers and leavers) was independent of the demographic variable level of certificate for Combined schools at the .05 level of significance, independent for Reservation schools at the .05 level of significance, and dependent for the Off-reservation schools at the .05 level of significance.

Among all the schools included in this study, 67 teachers or 38.7% had level 1 teaching certificates, 87 or 50.3 percent had level 2 teaching certificates, 6 teachers or 3.5 percent had level 3 teaching certificates, 2 teachers were not certified and the level of certificate was unknown for eleven teachers or 6.3 percent of the teachers in the study.

The reservation schools employed 47 teachers with level 1 teaching certificates (45.2%) 40 teachers (38.5%) with level 2 teaching certificates, 4 teachers with level 3 teaching certificates, 2 uncertified teachers, and eleven teachers whose level of certificates were unknown.

Of the 69 off-reservation teachers, 20 or 29.0 percent possessed level 1 teaching certificates, 47 or 68.1 percent possessed level 2 teaching certificates, and two teachers (2.9%) had level 3 teaching certificates.

Thus it appears that membership in either the "stayers" or "leavers" groups was dependent upon the level of teaching certificate

possessed by Reservation and Off-reservation teachers. Proportionally more of the "stayers" employed in the Reservation schools possess level 1 elementary teaching certificates, while the "leavers" group consisted of proportionally more teachers having level 2 secondary teaching certificates.

Among Off-reservation teachers, the "stayers" group contained proportionally more teachers possessing a level 2 secondary teaching certificate and the "leavers" group contained mainly teachers holding a level 1 elementary teaching certificate.

Attitudinal Variables. Thirty-one contingency tables are presented for the chi-square analyses of the attitudinal data collected. Each contingency table will include the number of teachers by group and response to each item according to all schools combined, Reservation schools, and Off-reservation schools.

Included in each table will be the calculated and corrected chi-square values, the degrees of freedom (df), and the significance of the chi-square (X^2) obtained. Again, the significance level of the chi-square values will be at the .05 level of significance.

Table fifty-five presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the amount of supervision of instruction in my school was adequate" according to all schools combined, Reservation schools and Off-reservation schools.

Table 55

Chi Square Analyses For The Responses to the Item:
The Amount of Supervision of Instruction
In My School Was Adequate

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	10	28	48	9
Leavers	8	11	15	2
TOTALS	18	39	63	11
df = 3	Calculated $X^2 = 3.51276$		Significance of $X^2 = .31911$	
<u>Reservation Schools</u>				
Stayers	9	22	25	2
Leavers	7	8	6	1
TOTALS	16	30	31	3
df = 3	Calculated $X^2 = 3.21232$		Significance of $X^2 = .36004$	
<u>Off-reservation Schools</u>				
Stayers	1	6	23	7
Leavers	1	3	9	1
TOTALS	2	9	32	8
df = 3	Calculated $X^2 = 1.57221$		Significance of $X^2 = .66571$	

Table fifty-five indicates that membership in both the "Stayers" or "Leavers" group was independent of the responses to "the amount of supervision of instruction in my school was adequate" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance and independent for the Off-reservation schools at the .05 level of significance.

Table fifty-six presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "Supervision of instruction in my school was important to the principal and teachers" according to all schools combined, Reservation schools and Off-reservation schools.

Table 56

Chi Square Analyses For The Responses To The Item:
Supervision of Instruction In My School
Was Important To The Principal and Teachers

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	4	26	53	12
Leavers	6	15	12	3
TOTALS	10	41	65	15
df = 3	Calculated $X^2 = 10.08615$		Significance of $X^2 = .01785$	
<u>Reservation Schools</u>				
Stayers	3	23	27	4
Leavers	6	7	7	2
TOTALS	9	30	34	6
df = 3	Calculated $X^2 = 8.03563$		Significance of $X^2 = .04528$	
<u>Off-reservation Schools</u>				
Stayers	1	3	26	8
Leavers	0	8	5	1
TOTALS	1	11	31	9
df = 3	Calculated $X^2 = 15.07791$		Significance of $X^2 = .00175$	

Table fifty-six indicates that membership in either the "Stayers" or "Leavers" group was dependent upon the responses to "supervision of instruction in my school was important to the principal and teachers" at the .05 level of significance for Combined schools, dependent for Reservation schools at the .05 level of significance, and dependent for the Off-reservation schools at the .05 level of significance.

The responses by reservation and off-reservation teachers to item 2: "supervision of instruction in my school was important to the principal and teachers," indicated that of the 80 reservation teachers who responded to this item, 9 (11.4%) "strongly disagreed" with the statement, 30 (38.0%) "disagreed", 34 (43.0%) "agreed", and 6 teachers (7.6%) "strongly agreed" with the statement. Overall, 49.4 percent of the reservation teachers responded at the "disagree" and "strongly disagree" levels, while 50.6 percent responded at the "agree" and "strongly agree" levels.

Of the fifty-two off-reservation teachers who responded to this item, one (1.9%) "strongly disagreed", 11 (21.2%) "disagreed", 31 (59.6%) "agreed" and 9 teachers (17.3%) "strongly agreed" with this statement. Overall, 23.1 percent of the off-reservation teachers responded at the "strongly disagree" and "disagree" levels, while 76.9 percent of the teachers responded at the "agree" and "strongly agree" levels.

Proportionally more of teachers who were "stayers" responded that the supervision of instruction in their school was important to them and the principal, while the "leavers" group felt that the supervision of instruction in their school was unimportant to the principal and teachers.

Table fifty-seven presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "supervision of instruction in my school was conducted on a regular basis" according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 57

Chi Square Analyses For The Responses to the Item:
Supervision of Instruction In My School Was
Conducted on a Regular Basis

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	20	41	30	4
Leavers	10	17	7	2
TOTALS	30	58	37	6
df = 3	Calculated $X^2 = 2.07715$		Significance of $X^2 = .55655$	
<u>Reservation Schools</u>				
Stayers	16	30	10	1
Leavers	8	9	3	2
TOTALS	24	39	18	3
df = 3	Calculated $X^2 = 3.19838$		Significance of $X^2 = .36204$	
<u>Off-reservation Schools</u>				
Stayers	4	11	20	3
Leavers	2	8	4	0
TOTALS	6	19	24	3
df = 3	Calculated $X^2 = 4.73974$		Significance of $X^2 = .19188$	

Table fifty-seven indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "supervision of instruction in my school was conducted on a regular basis" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table fifty-eight presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the facilities at my school were adequate for the instructional program provided," according to all schools, Combined schools, Reservation schools and Off-reservation schools.

Table 58

Chi Square Analyses For the Responses to the Item:
The Facilities at My School Were Adequate For The
Instructional Program Provided

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	11	21	39	26
Leavers	3	9	12	12
TOTALS	14	30	51	38
df = 3	Calculated $X^2 = 1.07136$		Significance of $X^2 = .78399$	
<u>Reservation Schools</u>				
Stayers	10	13	25	11
Leavers	3	6	7	6
TOTALS	13	19	32	17
df = 3	Calculated $X^2 = 1.31742$		Significance of $X^2 = .72500$	
<u>Off-reservation Schools</u>				
Stayers	1	8	14	15
Leavers	0	3	5	*6
TOTALS	1	11	19	21
df = 3	Calculated $X^2 = .40167$		Significance of $X^2 = .93990$	

Table fifty-eight indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the facilities at my school were adequate for the instructional program provided" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table fifty-nine presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the instructional materials in my school were adequate for the instructional program provided," according to all schools, Combined schools, Reservation schools and Off-reservation schools.

Table 59

Chi Square Analyses For the Responses to the Item:
The Instructional Materials in My School Were Adequate
for the Instructional Program Provided

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	6	21	39	31
Leavers	0	6	18	12
TOTALS	6	27	57	43
df = 3	Calculated $X^2 = 3.15089$		Significance of $X^2 = .36894$	
<u>Reservation Schools</u>				
Stayers	3	17	26	13
Leavers	0	4	12	6
TOTALS	3	21	38	19
df = 3	Calculated $X^2 = 2.37978$		Significance of $X^2 = .49741$	
<u>Off-reservation Schools</u>				
Stayers	3	4	13	18
Leavers	0	2	6	6
TOTALS	3	6	19	24
df = 3	Calculated $X^2 = 1.48503$		Significance of $X^2 = .68573$	

Table fifty-nine indicates that membership in both the "Stayers" or "Leavers" group was independent of the responses to "the instructional materials in my school were adequate for the instructional program provided" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance and independent for the Off-reservation schools at the .05 level of significance.

Table sixty presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the salary schedule in my school was adequate for me" according to all schools combined, Reservation schools and Off-reservation schools.

Table 60

Chi Square Analyses for the Responses to the Item:
The Salary Schedule In My School Was Adequate For Me

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	2	16	67	10
Leavers	3	5	21	7
TOTALS	5	21	88	17
df = 3	Calculated $X^2 = 4.97299$		Significance of $X^2 = .17379$	
<u>Reservation Schools</u>				
Stayers	0	8	40	9
Leavers	1	2	12	7
TOTALS	1	10	52	16
df = 3	Calculated $X^2 = 5.50018$		Significance of $X^2 = .13863$	
<u>Off-reservation Schools</u>				
Stayers	2	8	27	1
Leavers	2	3	9	0
TOTALS	4	11	36	1
df = 3	Calculated $X^2 = 1.51948$		Significance of $X^2 = .67778$	

Table sixty indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the salary schedule in my school was adequate for me" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table sixty-one presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the opportunities for advancement in my school were adequate for me," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 61

Chi Square Analyses for the Responses to the Item:
The Opportunities For Advancement In My
School Were Adequate For Me

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	1	23	65	6
Leavers	8	10	14	4
TOTALS	9	33	79	10
df = 3	Calculated $X^2 = 21.72366$		Significance of $X^2 = .00008$	
<u>Reservation Schools</u>				
Stayers	1	13	39	4
Leavers	4	6	8	4
TOTALS	5	19	47	8
df = 3	Calculated $X^2 = 11.59540$		Significance of $X^2 = .00891$	
<u>Off-reservation Schools</u>				
Stayers	0	10	26	2
Leavers	4	4	6	0
TOTALS	4	14	32	2
df = 3	Calculated $X^2 = 12.69979$		Significance of $X^2 = .00534$	

Table sixty-one indicates that membership in either the "Stayers" or "Leavers" group was dependent upon the responses to "the opportunities for advancement in my school were adequate for me" at the .05 level of significance for Combined schools, dependent for Reservation schools at the .05 level of significance, and dependent for the Off-reservation schools at the .05 level of significance.

The level of agreement by reservation and off-reservation teachers with the item, "the opportunities for advancement in my school were adequate for me," was presented in table 61. Of the 79 reservation teachers who responded to this item, 5 (6.3%) responded at the "strongly disagree" level and 19 reservation teachers (24.1%) responded at the "disagree" level.

Forty-seven reservation teachers (59.5%) responded to this item at the "agree" level and another eight reservation teachers (10.1%) responded at the "strongly agree" level. In all, 25 (30.4%) of the reservation teachers responded at either the "strongly disagree" or "disagree" levels and 55 (69.6%) reservation teachers responded at the "agree" or "strongly agree" levels.

Of the off-reservation teachers who responded to this item, 4 (7.7%) teachers responded at the "strongly disagree" level and 14 (26.9%) teachers responded at the "disagree" level. Thirty-two off-reservation teachers (61.5%) responded at the "agree" level and 2 (3.8%) teachers responded at the "strongly agree" level. Overall, 18

off-reservation teachers (34.6%) responded at either the "strongly disagree" or "disagree" levels, while 34 (65.4%) teachers responded at the "agree" or "strongly agree" levels.

Overall, proportionally more of the teachers in the "stayers" group felt that the opportunities for advancement in their school were adequate while the teachers in the group of leavers were equally divided. However, examination of the data for "leavers" from the Reservation and Off-reservation schools shows a balancing effect in that "leavers" from the reservation schools tended to feel that the opportunities for advancement were adequate in the reservation schools, while the "leavers" from the off-reservation schools felt there were not adequate opportunities for advancement.

Table sixty-two presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the teachers' professional organization was strong in my school," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 62

Chi Square Analyses For The Responses to the Item:
The Teachers' Professional Organization Was
Strong In My School

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	26	28	32	9
Leavers	16	6	9	5
TOTALS	42	34	41	14
df = 3	Calculated $X^2 = 5.12951$		Significance of $X^2 = .16256$	
<u>Reservation Schools</u>				
Stayers	24	16	11	7
Leavers	15	2	3	2
TOTALS	39	18	14	9
df = 3	Calculated $X^2 = 5.15989$		Significance of $X^2 = .16046$	
<u>Off-reservation Schools</u>				
Stayers	2	12	21	2
Leavers	1	4	6	3
TOTALS	3	16	27	5
df = 3	Calculated $X^2 = 3.13089$		Significance of $X^2 = .37188$	

Table sixty-two indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the teachers' professional organization was strong in my school" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table sixty-three presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the amount of medical insurance provided by my school was adequate," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 63

Chi Square Analyses for the Responses to the Item:
The Amount of Medical Insurance Provided
By My School Was Adequate

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	3	14	58	20
Leavers	1	5	24	6
TOTALS	4	19	82	26
df = 3	Calculated $X^2 = .40978$		Significance of $X^2 = .93821$	
<u>Reservation Schools</u>				
Stayers	3	9	35	11
Leavers	1	4	12	5
TOTALS	4	13	47	16
df = 3	Calculated $X^2 = .28639$		Significance of $X^2 = .96257$	
<u>Off-reservation Schools</u>				
Stayers	0	5	23	9
Leavers	0	1	12	1
TOTALS	0	6	35	10
df = 2	Calculated $X^2 = 2.70049$		Significance of $X^2 = .25918$	

Table sixty-three indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the amount of medical insurance provided by my school was adequate" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table sixty-four presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the sick leave policy in my school was satisfactory" according to all schools, Combined schools, Reservation schools. and Off-reservation schools.

Table 64

Chi Square Analyses for the Responses to the Item:
The Sick Leave Policy In My School Was Adequate

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	1	9	72	15
Leavers	0	3	25	8
TOTALS	1	12	97	23
df = 3	Calculated $X^2 = 1.17292$		Significance of $X^2 = .75951$	
<u>Reservation Schools</u>				
Stayers		4	45	10
Leavers		2	14	6
TOTALS		6	59	16
df = 2	Calculated $X^2 = 1.33137$		Significance of $X^2 = .51392$	
<u>Off-reservation Schools</u>				
Stayers	1	5	27	5
Leavers	0	1	11	2
TOTALS	1	6	38	7
df = 3	Calculated $X^2 = .77803$		Significance of $X^2 = .85471$	

Table sixty-four indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the sick leave policy in my school was satisfactory" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table sixty-five presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the teachers of my school openly communicated with the principal," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 65

Chi Square Analyses for the Responses to the Item:
The Teachers of My School Openly
Communicated With The Principal

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	9	29	31	24
Leavers	8	6	13	8
TOTALS	17	35	44	32
df = 3	Calculated $X^2 = 5.35499$		Significance of $X^2 = .14758$	
<u>Reservation Schools</u>				
Stayers	5	22	22	7
Leavers	7	4	7	3
TOTALS	12	26	29	10
df = 3	Calculated $X^2 = 7.87055$		Significance of $X^2 = .04877$	
<u>Off-reservation Schools</u>				
Stayers	4	7	9	17
Leavers	1	2	6	5
TOTALS	5	9	15	22
df = 3	Calculated $X^2 = 1.69552$		Significance of $X^2 = .63793$	

Table sixty-five indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the teachers of my school openly communicated with the principal" at the .05 level of significance for Combined schools, dependent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Of the Reservation teachers who responded to this item, twelve teachers (15.6%) responded at the "Strongly Disagree" level and 26 teachers (33.8%) responded at the "Disagree" level. Twenty-nine Reservation teachers (37.7%) responded at the "Agree" level and the remaining ten teachers (13%) responded at the "Strongly Agree" level. Overall, thirty-eight Reservation teachers (49.4%) responded at the "Strongly Disagree" or "Disagree" levels, while thirty-nine (50.7%) responded at the "Agree" and "Strongly Agree" levels.

Proportionally more of the "stayers" group from the reservation schools felt that the teachers in their schools openly communicated with the principal and the teachers in the "leavers" group tended to feel that the teachers did not openly communicate with the principal.

Table sixty-six presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the principal of my school demonstrated professional competencies," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 66

Chi Square Analyses for the Responses to the Item:
The Principal of My School Demonstrated
Professional Competencies

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	9	23	44	17
Leavers	6	6	18	5
TOTALS	15	29	62	22
df = 3	Calculated $X^2 = 2.18069$		Significance of $X^2 = .53576$	
<u>Reservation Schools</u>				
Stayers	7	19	25	5
Leavers	5	4	11	1
TOTALS	12	23	36	6
df = 3	Calculated $X^2 = 2.92160$		Significance of $X^2 = .40387$	
<u>Off-reservation Schools</u>				
Stayers	2	4	19	12
Leavers	1	2	7	4
TOTALS	3	6	26	16
df = 3	Calculated $X^2 = .20827$		Significance of $X^2 = .97624$	

Table sixty-six indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the principal of my school demonstrated professional competencies" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table sixty-seven presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the principals decision-making was consistent," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 67

Chi Square Analyses for the Responses to the Item:
The Principal's Decision Making Was Consistent

	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	20	41	28	5
Leavers	9	16	10	1
TOTALS	29	57	38	6
df = 3	Calculated $X^2 = .56606$		Significance of $X^2 = .90416$	
<u>Reservation Schools</u>				
Stayers	16	26	14	2
Leavers	8	9	5	0
TOTALS				
df = 3	Calculated $X^2 = 1.23758$		Significance of $X^2 = .74401$	
<u>Off-reservation Schools</u>				
Stayers	4	15	14	3
Leavers	1	7	5	1
TOTALS	5	22	19	4
df = 3	Calculated $X^2 = .36241$		Significance of $X^2 = .94789$	

Table sixty-seven indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the principals decision-making was consistent" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table sixty-eight presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the principal of my school was dependable," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 68

Chi Square Analyses for the Responses to the Item:
The Principal of My School Was Dependable

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	10	24	40	17
Leavers	4	12	16	3
TOTALS	14	36	56	20
df = 3	Calculated $X^2 = 2.20352$		Significance of $X^2 = .53126$	
<u>Reservation Schools</u>				
Stayers	9	21	21	4
Leavers	4	11	5	1
TOTALS	13	32	26	5
df = 3	Calculated $X^2 = 1.85495$		Significance of $X^2 = .60305$	
<u>Off-reservation Schools</u>				
Stayers	1	3	19	13
Leavers	0	1	11	2
TOTALS	1	4	30	15
df = 3	Calculated $X^2 = 3.312500$		Significance of $X^2 = .37275$	

Table sixty-eight indicates that membership in both the "Stayers" or "Leavers" group was independent of the responses to "the principal of my school was dependable" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance and independent for the Off-reservation schools at the .05 level of significance.

Table sixty-nine presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the principal of my school showed respect for teachers as individuals" according to all schools combined, Reservation schools and Off-reservation schools.

Table 69

Chi Square Analyses for the Responses to the Item:
The Principal of My School Showed Respect
For Teachers As Individuals

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	5	21	41	25
Leavers	6	7	14	8
TOTALS	11	28	55	33
df = 3	Calculated $X^2 = 4.40837$		Significance of $X^2 = .22061$	
<u>Reservation Schools</u>				
Stayers	4	17	26	8
Leavers	5	4	7	5
TOTALS	9	21	33	13
df = 3	Calculated $X^2 = 5.72587$		Significance of $X^2 = .12574$	
<u>Off-reservation Schools</u>				
Stayers	1	4	15	17
Leavers	1	3	7	3
TOTALS	2	7	22	20
df = 3	Calculated $X^2 = 3.11241$		Significance of $X^2 = .37462$	

Table sixty-nine indicates that membership in both the "Stayers" or "Leavers" group was independent of the responses to "the principal of my school showed respect for teachers as individuals" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance and independent for the Off-reservation schools at the .05 level of significance.

Table seventy presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the principal of my school desired effective teaching" according to all schools combined, Reservation schools and Off-reservation schools.

Table 70

Chi Square Analyses for the Responses to the Item:
The Principal of My School Desired Effective Teachings

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	0	7	58	27
Leavers	3	1	21	9
TOTALS	3	8	79	36
df = 3	Calculated $X^2 = 9.04787$		Significance of $X^2 = .02866$	
<u>Reservation Schools</u>				
Stayers	0	5	42	9
Leavers	3	1	10	6
TOTALS	3	6	52	15
df = 3	Calculated $X^2 = 11.48281$		Significance of $X^2 = .00938$	
<u>Off-reservation Schools</u>				
Stayers		2	16	18
Leavers		0	11	3
TOTALS		2	27	21
df = 2	Calculated $X^2 = 4.91097$		Significance of $X^2 = .08582$	

Table seventy indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the principal of my school desired effective teaching" at the .05 level of significance for Combined schools, dependent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Of the Reservation teachers who responded to this item, three teachers (3.9%) responded at the "Strongly Disagree" level and six teachers (7.9%) responded at the "Disagree" level. Fifty-nine Reservation teachers (52%) responded at the "Agree" level and the remaining fifteen teachers (19.7%) responded at the "Strongly Agree" level. Overall, fifty-nine Reservation teachers (72.8%) responded at the "Strongly Disagree" or "Disagree" levels, while twenty-two (27.2%) responded at the "Agree" and "Strongly Agree" levels.

For combined and reservation schools, the teachers in the "stayers" group indicated that the principal of their school did desire effective teaching. Ironically, the majority of the teachers in the "leavers" group felt the same as the "stayers".

Table seventy-one presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the instructional program in my school stressed high academic standards for students," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 71

Chi Square Analyses for the Responses to the Item:
The Instructional Program In My School
Stressed High Academic Standards

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	10	40	35	7
Leavers	12	13	8	2
TOTALS	22	53	43	9
df = 3	Calculated $X^2 = 10.12461$		Significance of $X^2 = .01754$	
<u>Reservation Schools</u>				
Stayers	10	32	12	1
Leavers	12	6	2	1
TOTALS	22	38	14	2
df = 3	Calculated $X^2 = 12.38167$		Significance of $X^2 = .00619$	
<u>Off-reservation Schools</u>				
Stayers		8	23	6
Leavers		7	6	1
TOTALS		15	29	7
df = 2	Calculated $X^2 = 4.05598$		Significance of $X^2 = .13160$	

Table seventy-one indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the instructional program in my school stressed high academic standards for students" at the .05 level of significance for Combined schools, dependent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Of the Reservation teachers who responded to this item, twenty-two teachers (28.9%) responded at the "Strongly Disagree" level and 38 teachers (50%) responded at the "Disagree" level. Fourteen Reservation teachers (18.4%) responded at the "Agree" level and the remaining two teachers (2.6%) responded at the "Strongly Agree" level. Overall, sixty Reservation teachers (78.9%) responded at the "Strongly Disagree" or "Disagree" levels, while sixteen (21.1%) responded at the "Agree" and "Strongly Agree" levels.

The reservation teachers belonging to both the "stayers" and the "leavers" groups indicated that the instructional program did not stress high academic standards. Proportionally, more of the teachers in the "stayers" group responded in this manner than did the "leavers".

Table seventy-two presents the chi-square analysis for the number of teachers by group and their responses to the item, "I had a teaching assignment which was satisfactory."

Table 72

Chi Square Analyses for the Responses to the Item:
I Had A Teaching Assignment Which Was Satisfactory

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	0	4	68	24
Leavers	2	3	25	6
TOTALS	2	7	93	30
df = 3	Calculated $X^2 = 6.99764$		Significance of $X^2 = .07198$	
<u>Reservation Schools</u>				
Stayers	0	1	44	14
Leavers	2	3	14	3
TOTALS	2	4	58	17
df = 3	Calculated $X^2 = 11.03650$		Significance of $X^2 = .01153$	
<u>Off-reservation Schools</u>				
Stayers		3	24	10
Leavers		0	11	3
TOTALS		3	35	13
df = 2	Calculated $X^2 = 1.53807$		Significance of $X^2 = .46346$	

Table seventy-two indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "I had a teaching assignment which was satisfactory" at the .05 level of significance for Combined schools, dependent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Of the Reservation teachers who responded to this item, two teachers (2.5%) responded at the "Strongly Disagree" level and 4 teachers (4.9%) responded at the "Disagree" level. Fifty-eight Reservation teachers (71.6%) responded at the "Agree" level and the remaining 17 teachers (21%) responded at the "Strongly Agree" level. Overall, six Reservation teachers (7.4%) responded at the "Strongly Disagree" or "Disagree" levels, while seventy-five (92.6%) responded at the "Agree" and "Strongly Agree" levels.

Reservation teachers, both "stayers" and "leavers" indicated that they did have teaching assignments which were satisfactory. However, proportionally more "stayers" than "leavers" responded in this manner.

Table seventy-three presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "I had a grade level assignment which was satisfactory," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 73

Chi Square Analyses for the Responses to the Item:
I Had A Grade Level Assignment Which Was Satisfactory

	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	1	2	68	25
Leavers	1	2	22	11
TOTALS	2	4	90	36
df = 3	Calculated $X^2 = 2.12106$		Significance of $X^2 = .54767$	
<u>Reservation Schools</u>				
Stayers	0	2	41	16
Leavers	1	0	13	8
TOTALS	1	2	54	24
df = 3	Calculated $X^2 = 4.14984$		Significance of $X^2 = .24573$	
<u>Off-reservation Schools</u>				
Stayers	1	0	27	9
Leavers	0	2	9	3
TOTALS	1	2	36	12
df = 3	Calculated $X^2 = 5.80888$		Significance of $X^2 = .12129$	

Table seventy-three indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "I had a teaching assignment which was satisfactory" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table seventy-four presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "I had a heavy teaching load in terms of the number of students I taught," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 74

Chi Square Analyses for the Responses to the Item:
I Had A Heavy Teaching Load In Terms of
The Number of Students I Taught

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	16	49	25	6
Leavers	6	24	5	0
TOTALS	22	73	30	6
df = 3	Calculated $X^2 = 5.15322$		Significance of $X^2 = .16092$	
<u>Reservation Schools</u>				
Stayers	7	32	17	3
Leavers	5	15	2	0
TOTALS	12	47	19	3
df = 3	Calculated $X^2 = 5.58941$		Significance of $X^2 = .13339$	
<u>Off-reservation Schools</u>				
Stayers	9	17	8	3
Leavers	1	9	3	0
TOTALS	10	26	11	3
df = 3	Calculated $X^2 = 3.3961$		Significance of $X^2 = .33438$	

Table seventy-four indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "I had a heavy teaching load in terms of the number of students I taught" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table seventy-five presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "I had a good working relationship with my building principal" according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 75

Chi Square Analyses for the Responses to the Item:
I Had A Good Working Relationship With My Building Principal

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	1	19	46	28
Leavers	5	2	18	7
TOTALS	6	21	64	35
df = 3	Calculated $X^2 = 14.21165$		Significance of $X^2 = .00263$	
<u>Reservation Schools</u>				
Stayers	0	17	29	11
Leavers	5	1	10	3
TOTALS	5	18	39	14
df = 3	Calculated $X^2 = 18.73340$		Significance of $X^2 = .00031$	
<u>Off-reservation Schools</u>				
Stayers	1	2	17	17
Leavers	0	1	8	4
TOTALS	1	3	25	21
df = 3	Calculated $X^2 = 1.43055$		Significance of $X^2 = .69839$	

Table seventy-five indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "I had a good working relationship with my building principal" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Of the Reservation teachers who responded to this item, five teachers (6.6%) responded at the "Strongly Disagree" level and 18 teachers (23.7%) responded at the "Disagree" level. Thirty-nine Reservation teachers (51.3%) responded at the "Agree" level and the remaining 14 teachers (18.4%) responded at the "Strongly Agree" level. Overall, twenty-three Reservation teachers (30.3%) responded at the "Strongly Disagree" or "Disagree" levels, while fifty-three (69.7%) responded at the "Agree" and "Strongly Agree" levels.

For combined and reservation schools "stayers" and "leavers", the majority of the teachers indicated that they had a good working relationship with their building principal with proportionally more "stayers" than "leavers" responding in this manner.

Table seventy-six presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the teaching staff in my school was helpful to others," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 76

Chi Square Analyses for the Responses to the Item:
The Teaching Staff In My School Was Helpful To Others

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	1	13	63	17
Leavers	2	5	21	5
TOTALS	3	18	84	22
df = 3	Calculated $X^2 = 2.77543$		Significance of $X^2 = .42756$	
<u>Reservation Schools</u>				
Stayers	0	10	42	6
Leavers	2	2	13	3
TOTALS	2	12	55	9
df = 3	Calculated $X^2 = 6.70212$		Significance of $X^2 = .08203$	
<u>Off-reservation Schools</u>				
Stayers	1	3	21	11
Leavers	0	3	8	2
TOTALS	1	6	29	13
df = 3	Calculated $X^2 = 2.90177$		Significance of $X^2 = .40702$	

Table seventy-six indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the teaching staff in my school was helpful to others" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table seventy-seven presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "in general, the students in my school demonstrated self-control," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 77

Chi Square Analyses for the Responses to the Item:
In General The Students In My School Demonstrated Self-Control

	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	14	32	46	4
Leavers	9	14	11	0
TOTALS	23	46	57	4
df = 3	Calculated $X^2 = 5.24556$		Significance of $X^2 = .15468$	
<u>Reservation Schools</u>				
Stayers	14	26	19	
Leavers	9	11	1	
TOTALS	23	37	20	
df = 2	Calculated $X^2 = 6.86752$		Significance of $X^2 = .03227$	
<u>Off-reservation Schools</u>				
Stayers		6	27	4
Leavers		3	10	0
TOTALS				
df = 2	Calculated $X^2 = 1.67725$		Significance of $X^2 = .43230$	

Table seventy-seven indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "in general, the students in my school demonstrated self-control" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Of the Reservation teachers who responded to this item, twenty-three teachers (28.7%) responded at the "Strongly Disagree" level and 37 teachers (46.2%) responded at the "Disagree" level. Twenty Reservation teachers (25.0%) responded at the "Agree" level. None of the teachers (0%) responded at the "Strongly Agree" level. Overall, sixty Reservation teachers (74.9%) responded at the "Strongly Disagree" or "Disagree" levels, while twenty (25.0%) responded at the "Agree" and "Strongly Agree" levels.

Again, the majority of the reservation teachers belonging to both groups of "stayers" and "leavers" indicated that they did not feel that the students in their schools demonstrated self-control. More of the "stayers" than "leavers" responded in this way.

Table seventy-eight presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "in general, the students in my school showed respect for my authority," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 78

Chi Square Analyses for the Responses to the Item:
In General, The Students In My School
Showed Respect For My Authority

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	7	16	63	11
Leavers	6	6	20	1
TOTALS	13	22	83	12
df = 3	Calculated $X^2 = 4.91679$		Significance of $X^2 = .17799$	
<u>Reservation Schools</u>				
Stayers	7	14	36	2
Leavers	6	3	11	0
TOTALS	13	17	47	2
df = 3	Calculated $X^2 = 4.28312$		Significance of $X^2 = .23247$	
<u>Off-reservation Schools</u>				
Stayers		2	27	9
Leavers		3	9	1
TOTALS		5	36	10
df = 2	Calculated $X^2 = 4.40314$		Significance of $X^2 = .11063$	

Table seventy-eight indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "in general, the students in my school showed respect for my authority" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table seventy-nine presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "in general, the students in my school demonstrated satisfactory academic achievement," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 79

Chi Square Analyses for the Responses to the Item:
In General, The Students In My School Demonstrated
Satisfactory Academic Achievement

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	7	40	42	6
Leavers	11	10	12	1
TOTALS	18	50	54	7
df = 3	Calculated $X^2 = 13.24327$		Significance of $X^2 = .00414$	
<u>Reservation Schools</u>				
Stayers	7	37	12	2
Leavers	11	8	3	0
TOTALS	18	45	15	2
df = 3	Calculated $X^2 = 13.51445$		Significance of $X^2 = .00365$	
<u>Off-reservation Schools</u>				
Stayers		3	30	4
Leavers		2	9	1
TOTALS		5	39	5
df = 2	Calculated $X^2 = .74706$		Significance of $X^2 = .68830$	

Table seventy-nine indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "in general, the students in my school demonstrated satisfactory academic achievement" at the .05 level of significance for Combined schools, dependent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Of the Reservation teachers who responded to this item, eighteen teachers (22.5%) responded at the "Strongly Disagree" level and 45 teachers (56.3%) responded at the "Disagree" level. Fifteen Reservation teachers (18.8%) responded at the "Agree" level and the remaining 2 teachers (2.5%) responded at the "Strongly Agree" level. Overall, sixty-three Reservation teachers (78.8%) responded at the "Strongly Disagree" or "Disagree" levels, while seventeen (21.3%) responded at the "Agree" and "Strongly Agree" levels.

The majority of the reservation teachers in both the "stayers" and the "leavers" groups indicated that the students in the reservation schools did not demonstrate satisfactory academic achievement. However, more "stayers" and "leavers" responded in this manner.

Table eighty presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "in

general, the students in my school had a satisfactory rate of attendance," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 80

Chi Square Analyses for the Responses to the Item:
 In General, The Students In My School Had A
 Satisfactory Rate of Attendance

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	28	31	31	7
Leavers	11	11	13	0
TOTALS	39	42	44	7
df = 3	Calculated $X^2 = 2.79257$		Significance of $X^2 = .42473$	
<u>Reservation Schools</u>				
Stayers	27	23	7	2
Leavers	11	9	2	0
TOTALS	38	32	9	2
df = 3	Calculated $X^2 = .93308$		Significance of $X^2 = .81744$	
<u>Off-reservation Schools</u>				
Stayers	1	8	24	5
Leavers	0	2	11	0
TOTALS	1	10	35	5
df = 3	Calculated $X^2 = 2.86119$		Significance of $X^2 = .41353$	

Table eighty indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "in general, the students in my school had a satisfactory rate of attendance" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table eighty-one presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the school board of trustees had written personnel policies which were available to teachers," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 81

Chi Square Analyses for the Responses to the Item:
The School Board of Trustees Had Written Personnel
Policies Which Were Available to Teachers

Group	Levels of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	21	26	42	6
Leavers	6	13	16	0
TOTALS	27	39	58	6
df = 3	Calculated $X^2 = 3.34128$		Significance of $X^2 = .34194$	
<u>Reservation Schools</u>				
Stayers	17	16	21	3
Leavers	4	10	8	0
TOTALS	21	26	29	3
df = 3	Calculated $X^2 = 3.42594$		Significance of $X^2 = .33050$	
<u>Off-reservation Schools</u>				
Stayers	4	10	21	3
Leavers	2	3	8	0
TOTALS	6	13	29	3
df = 3	Calculated $X^2 = 1.32759$		Significance of $X^2 = .72259$	

Table eighty-one indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the school board of trustees had written personnel policies which were available to teachers" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table eighty-two presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the school board of trustees' personnel policies were easily understood," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 82

Chi Square Analyses for the Responses to the Item:
The School Board of Trustees Personnel Policies
Were Easily Understood

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	15	38	33	4
Leavers	9	11	12	0
TOTALS	24	49	45	4
df = 3	Calculated $X^2 = 3.36412$		Significance of $X^2 = .33882$	
<u>Reservation Schools</u>				
Stayers	10	25	17	2
Leavers	7	8	5	0
TOTALS	17	33	22	2
df = 3	Calculated $X^2 = 2.80242$		Significance of $X^2 = .42310$	
<u>Off-reservation Schools</u>				
Stayers	5	13	16	2
Leavers	2	3	7	0
TOTALS	7	16	23	2
df = 3	Calculated $X^2 = 1.70994$		Significance of $X^2 = .70321$	

Table eighty-two indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the school board of trustees' personnel policies were easily understood" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table eighty-three presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the school board of trustees recognized teachers as professionals," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 83

Chi Square Analyses for the Responses to the Item:
The School Board of Trustees Recognized
Teachers As Professionals

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	10	31	45	4
Leavers	10	11	12	0
TOTALS	20	42	57	4
df = 3	Calculated $X^2 = 7.91399$		Significance of $X^2 = .04783$	
<u>Reservation Schools</u>				
Stayers	6	18	28	3
Leavers	8	5	7	0
TOTALS	14	23	35	3
df = 3	Calculated $X^2 = 8.82129$		Significance of $X^2 = .03177$	
<u>Off-reservation Schools</u>				
Stayers	4	13	17	1
Leavers	2	6	5	0
TOTALS	6	19	22	1
df = 3	Calculated $X^2 = .89595$		Significance of $X^2 = .82641$	

Table eighty-three indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the school board of trustees recognized teachers as professionals" at the .05 level of significance for Combined schools, dependent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Of the Reservation teachers who responded to this item, fourteen teachers (18.7%) responded at the "Strongly Disagree" level and 23 teachers (30.7%) responded at the "Disagree" level. Thirty-five Reservation teachers (46.7%) responded at the "Agree" level and the remaining 3 teachers (4.0%) responded at the "Strongly Agree" level. Overall, thirty-seven Reservation teachers (49.4%) responded at the "Strongly Disagree" or "Disagree" levels, while thirty-eight (50.7%) responded at the "Agree" and "Strongly Agree" levels.

Proportionally more of the teachers who were "stayers" indicated that the school boards of trustees did recognize them as professionals, while "leavers" indicated that they were not recognized as professionals.

Table eighty-four presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "the community had recreational activities available for teacher participation," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

Table 84

Chi Square Analyses for the Responses to the Item:
The Community Had Recreational Activities
Available For Teacher Participation

Group	Level of Agreement			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<u>Combined Schools</u>				
Stayers	12	47	32	4
Leavers	7	14	14	0
TOTALS	19	61	46	4
df = 3	Calculated $X^2 = 3.20136$		Significance of $X^2 = .36161$	
<u>Reservation Schools</u>				
Stayers	9	30	17	2
Leavers	4	6	11	0
TOTALS	13	36	28	2
df = 3	Calculated $X^2 = 4.96984$		Significance of $X^2 = .17402$	
<u>Off-reservation Schools</u>				
Stayers	3	17	15	2
Leavers	3	8	3	2
TOTALS	6	25	18	4
df = 3	Calculated $X^2 = 3.59953$		Significance of $X^2 = .30808$	

Table eighty-four indicates that membership in either the "Stayers" or "Leavers" group was independent of the responses to "the community had recreational activities available for teacher participation" at the .05 level of significance for Combined schools, independent for Reservation schools at the .05 level of significance, and independent for the Off-reservation schools at the .05 level of significance.

Table eighty-five presents the chi-square analysis of the data for the number of teachers by group and by their responses to the item "there were opportunities for making extra money in the community," according to all schools, Combined schools, Reservation schools, and Off-reservation schools.

