



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

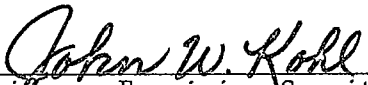
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## ABSTRACT

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. Intrpection. "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































































































































































































































































































































































































































































































































































































































































