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A study of the relationship between certain factors of teacher load and teacher turnover in 220 schools in Virginia

Arthur Allan Pickett

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A STUDY OF THE RELATIONSHIP BETWEEN CERTAIN FACTORS
OF TEACHER LOAD AND TEACHER TURNOVER
IN 220 SCHOOLS IN VIRGINIA

A Thesis
Presented to
The Graduate Faculty of
The University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Arthur Allan Pickett
August 1955

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*Approved 8/12/55
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CHAPTER I

INTRODUCTION

To some people education means a mysterious something represented by an array of marks, credits, certificates, diplomas and other similar evidence that the student has completed the organized tasks set by the educational program, which is primarily set up to cover the masses. However, educational leaders are finding there are some who do not benefit from such a program.

This old theory of education was largely centered around the mental development of the student. However, a new theme has taken over in the field of education: one that is concerned with the development of the whole individual.

Some educators now realize that the individual experiences growth in all of the experiences undergone. In order to prepare youth to face the complex society of the modern world, schools have gradually taken over some of the functions of the home and church.

Along with the assumption of these functions by the school, comes an ever increasing number of extra-curricular activities. In some instances, parents have volunteered to help, but in most cases the supervision of these activities resides with the teacher.

With this tremendous increase in the number of activities requiring supervision outside of the classroom, many teachers are being given such heavy loads as to make effective teaching very difficult, if not impossible.

The number of teachers to change positions each year because of heavy loads is hard to determine. The writer believes there is some relationship between the two factors, load and turnover, and has attempted to set forth in this thesis the problem: "What is the Relationship Between Certain Factors of Teacher Load and Teacher Turnover?".

The increasing load many teachers are being assigned and the effect it has upon teaching is emphasized by an English teacher: who writes,

"In addition I still have a 'study' hall (what a misnomer) plus the responsibility of the school paper and membership on all too many study committees. In self-defense I assign enough homework to keep my students busy, but frankly I never have the time to correct all of it and am lucky if I can see who has actually done the assignments. Of course I no longer have to apologize for smoking or taking an occasional cocktail nor for the funny-looking man who escorts me to the high-school prom.

"Certainly I believe that our high schools need to do more than train the mind for higher intellectual pursuits, but for the life of me I don't see how we can do it the way we are now organized in high schools and colleges. Silas Marner and Lady Prestige of the great books and literature plus the necessity of mastering rigid formal grammar keeps me busy during the brief forty to forty-five minutes I have with one of my groups. How

to identify and help in the solution of personal problems of my 150 youngsters in my five English classes is beyond me at this point."¹

¹ Grace F. Lawrence, "Manhasset Plan Frees Teachers to do More for Pupils," The Clearing House, Vol. 23, November 1950, p. 18.

CHAPTER II

PROCEDURE

The method used to obtain material for this thesis was that of the questionnaire. This method was used because it enabled the writer to cover a larger number of schools, and to obtain the greatest amount of information possible, with the least expense.

The questionnaire was composed of two parts. The first has a total of fifteen questions and requests general information about the school. This information included the number of teachers in the school, the number of classes taught by each, and the number of extra curricular activities for which each teacher was responsible.

The second part of the questionnaire was composed of five questions. These questions dealt with the number of teachers who left the various schools; the reason for these teachers' leaving (if possible for the principal to determine); the number of classes taught for which the teacher was not certified; and the number of extra curricular activities supervised by each teacher who left.

After the questionnaire had been worked out and before it was sent to any high school principal it was first shown to eight principals (with whom the writer had

contact as part time coach) and these were asked to comment on the questions asked.

Upon receiving favorable comment from these principals, the writer proceeded to conduct a pilot study. In this study thirty schools were selected within school divisions having a turnover of ten per cent or more, as reported by the Virginia Education Association Bulletin, Number 205, dealing with teacher turnover throughout the state of Virginia. Of the thirty questionnaires sent out, twenty-one were returned.

These questionnaires were analyzed and with the addition of one question which requested more information about the number of teachers who were responsible for more than two extra curricular activities, the final questionnaires were prepared and sent to all schools, within school divisions having a turnover of ten per cent or more as reported in the above Virginia Education Association Bulletin.

Each questionnaire was accompanied by a letter to the principal, explaining the nature of the study, and offering to send him a summary of the study if desired.

The questionnaires were mimeographed by commercial students in the C. T. Smith High School where the writer was teaching when the study was begun.

CHAPTER III

A SURVEY OF NATIONAL LITERATURE IN THE FIELD OF TEACHER LOAD AND TEACHER TURNOVER

After making an intensive research in the field of teacher load and its relationship to teacher turnover, it becomes obvious to this writer that actually little research has been directed toward a study of this problem.

However, in all of the professional literature reviewed, the problem of the teacher's load seems to be one of the foremost problems facing public school administrators today. Unless the teacher's load is more evenly distributed, teacher turnover and complete exodus from the profession will plague administrators with mounting recruiting problems yearly.

During the author's search for professional literature on this problem, the following libraries were used: University of Richmond Library, The Virginia State Library, The E. L. Trinkle Libray of Mary Washington College, The Alderman Library of the University of Virginia, and the Walter Hines Page Library of Randolph Macon College.

The author has also talked to many teachers in order to determine why they changed teaching positions. All agree that the teacher's load was a problem to be considered in changing positions.

In a survey conducted by the North Central Association of Secondary Schools in March of 1948 involving one hundred and forty-two schools, some of the more important factors making up the teaching load came to light. Of the one hundred and forty-two schools only ten per cent considered supervising extra curricular activities a part of the teaching load. The faculty advisor was elected in only forty-two of the schools, and appointed in the rest either by principal or superintendent. However, in many of the schools both practices were carried on. Extra compensation was given these extra curricular activity sponsors in only twenty of the one hundred and forty-two schools. In one hundred and twenty-two schools it was considered a part of the regular teaching load.

Seventy-five of the one hundred and forty-two schools reported home rooms, and in twenty-eight of these seventy-five, the home room was listed as part of the activity program. However, sixteen schools reported no home room, and there the teacher was shackled with the problem of finding time outside of the regular teaching day to supervise the extra curricular activity assigned by the school administrators.¹

¹ School Activities, Vol. 37, May 1952, p. 271.

In a New York State survey of eight hundred and thirty teachers, the problem of teacher load was obviously the most pertinent of all. The eight hundred and thirty teachers were asked the following question, "If you were the principal of your school, what would you try to do to improve the teacher load situation in your school?" The answer in almost every case was to lighten the teacher's load.

A majority of these teachers were opposed to extra pay for extra service. They favored a plan whereby the load would be more evenly distributed among all of the teaching personnel.

The following suggestions were approved by the teachers as an aid to teacher morale, as well as a step in the direction of solving the teacher load problem.

1. Cut down outside activities.
2. Provide clubs that will contribute to the social growth of the pupils.
3. Do not multiply them indefinitely.
4. Establish a point system to limit participation.
5. Cut down on money raising activities that over stimulate the pupils and are not educative.
6. Keep interscholastic athletics from taking precedence over everything else.

7. Do not jump on the band wagon of every community project.²

Perhaps the most intensive survey that has been made in the last several years was made by National Education Association Research Division covering two thousand two hundred teachers and every aspect of teacher load. From this report one may conclude that the secondary teacher in most cases carries a heavier load. A breakdown of the various extra curricular activities and the percentages of teachers involved bear this fact out;

A. Counseling of a definite schedule:

1. Elementary 9%
2. Secondary 19%

B. Coaching Athletics:

1. Elementary 6%
2. Secondary 16%--28% of men Secondary teachers.

C. Sponsoring pupil activity:

1. Elementary 16%
2. Secondary 75%

D. Miscellaneous:

1. Elementary 12%
2. Secondary 20%³

These teachers were asked to list the conditions in their respective schools which made teaching loads heavier. They are listed as:

² School Activities, Vol. 43, November 1952, p.97.

³ National Educational Association Research Bulletin, Vols. 29, 30, 1951-53.

1. Inadequate textbooks and supplies.
2. Majority of pupils not appreciative, responsive.
3. Principal not friendly, sympathetic.
4. Special problems due to numbers of difficult pupils.
5. Teacher has no desk of own.⁴

During the past decades a number of teacher load formulas have appeared in educational writings and in order that any administrator may fully understand their use, Frost points out the practical use of such formulas.⁵

1. To give Board members and patrons a sympathetic understanding of the amount of work teachers are doing.

2. To help principals determine what teachers may be called upon for extra duties.

3. To help adjust size of classes and arrange special and routine duties to secure a more just distribution of load.

4. To help principals and supervisors realize just how much or how little they are demanding of their teachers.

5. To help teachers realize how their load compares with others.

6. To protect young teachers from unduly heavy loads that they are sometimes allowed to carry.

⁴ Ibid., p. 27.

⁵ Norman Frost, "What Teaching Load," American School Board Journal, Vol. 102, pp. 43-48, March 1941.

7. To protect teachers from unfair demands on their time.

8. To help teachers plan more wisely the use of their own time.

The teacher load formula most widely used is by Douglas⁶ and takes into account the following:

1. Number of sections taught weekly.
2. Number of pupils in excess of twenty in any section.
3. Number of different preparations.
4. Number of periods for extra curricular duties.
5. Length of class period.
6. Relative difficulties or amount of work in subject taught.

These formulas are designed primarily for these schools of departmental size, although they do offer some guides to the principal in assigning teacher load.

Another teacher load formula in use in many junior and senior high schools, has been worked out by Pellit.⁷ The formula is based on points and takes into account the following:

1. The number of classes taught.
2. The total number of pupils taught.
3. The number of preparations to be made.
4. The number of extra curricular activities assigned.
5. The length of experience of the teacher.

⁶ Ibid., p. 32.

⁷ Maurice Pellit, "Determining Teacher Load," American School Board Journal, November 1954, p. 34.

Mr. Pellit's teacher load formula also has its limitations, for it excludes the shop courses, music courses, and physical education. With these courses becoming a fixed part of the regular high school curriculum, the value of the formula would seem to become less.

Probably what has done more to increase the teacher's load during the past fifty years has been the rapid rise of the number of extra curricular activities. During the early growth of public education, many of these activities were carried on outside of the school program by the students themselves. No longer do we find this situation today. The administrator expects faculty supervision of all pupil activities and in most cases the parents demand it.

Some type of training in extra curricular activity is needed in the teacher training institutions as indicated by studies carried on at Ohio State University. These studies serve to point out that over fifty per cent of the secondary teachers throughout the country must perform extra curricular activities for which in most cases they are inadequately prepared.⁸

⁸ Harry C. McKown, Extra Curricular Activities, The Macmillan Co., New York, 1949, p. 681.

Some teacher training institutions have taken the initiative in preparing the future teachers for the extra curricular duties they will be called upon to supervise.

The New York State Teachers College at Albany has instituted a special class for this purpose.⁹ The class is open to seniors who expect to become teachers and graduate students who are already in the field of teaching. The students must take an active part in at least one community project and in the class room each student is assigned two of the fifty-three activities studied. For each activity the students must have written an oral report to the rest of the class. In the written report, which is mimeographed and distributed to all other students, the students study all available literature in order that they may understand how to get the project started, the hazards involved, the equipment needed, and where the supplies are available. The objective of the course is to acquaint the student with the many pitfalls of activity supervising and furnish the students with some pertinent information on which they may rely.

During 1953 a study was made by the Professional Standards and Teacher Education Committee of the Virginia

⁹ Russell B. Woods, "Extra-Class Activities," School Activities, December 1951, p. 127.

Education Association.¹⁰ This report deals with the living and working conditions of Virginia's beginning teachers, but the writer's review is concerned only with those points which tend to make the teacher load heavier.

In this survey teachers were required to carry out extra curricular activities, such as sponsoring clubs, supervising children on buses and various coaching activities. The average high school teacher was responsible for two such activities. Only sixteen per cent of the high school teachers were given additional compensation for these extra curricular activities.

The teacher's load was further increased due to the fact that twenty-four per cent of the teachers were teaching classes out of their respective field of certification. Also thirty-eight per cent of these beginning teachers had experienced some difficulty in securing the proper teaching material.

Forty per cent had to accept policies that were formulated by others. Forty per cent of the teachers felt free to develop their own teaching procedure within the class room.

¹⁰ Lindley J. Stiles and J. S. Sturgell, "Living and Working Conditions of Beginning Teachers," Virginia Journal of Education, April 1953, pp. 121-314.

Perhaps the significant part of the entire survey was the revelation that eleven per cent of the teachers in the survey had already made up their mind to seek other employment the following year. It appears that Virginia will face a teacher shortage for years to come unless something is done in the field of planning for the beginning teacher.

CHAPTER IV

ANALYSIS OF QUESTIONNAIRE AND TABLES

A. Part One- Pilot Study

Tables I and II

B. Part Two- Complete Study

Tables III - VIII

SUMMARY OF TABLE I

PILOT STUDY

Number of Teachers on Faculty in Relation to the Number Responsible for Extra Curricular Activities, Including the Number of Teachers to Leave and the Number of Extra Curricular Activities Assigned to Each Teacher to Leave.

Of the five hundred and seven teachers in the Pilot Study, sixty-four, (twelve per cent) were responsible for one extra curricular activity. There were fifty-three (eight per cent) who were responsible for two extra curricular activities. There were seven (one per cent) responsible for three extra curricular activities, and less than one per cent were responsible for more than three.

Eighty-four of the five hundred and seven teachers left their respective teaching positions. Of these eighty-four, twelve (fourteen per cent) were responsible for one extra curricular activity. Fourteen teachers (seventeen per cent) of the eighty-four who left were responsible for two or more extra curricular activities, and only one teacher responsible for three or more extra curricular activities.

TABLE I
PILOT STUDY

School	Total No. Teachers on Faculty	Total No. Engaged in 1, 2, 3, or 4 Extra Curricular Activities				No. Teachers Leaving and No. of Extra Curricular Activities Each Teacher to Leave was Assigned.	No. Teachers Leaving Number Activities		
		1	2	3	4		1	2	3
a	b	c				d	e		
	b	1	2	3	4		1	2	3
1	30	9	2	0	0	10	0	2	0
2	17	7	0	0	0	3	1	0	0
3	7	3	2	0	0	0	0	0	0
4	21	12	5	0	0	5	0	2	0
5	16	10	4	3	0	0	0	0	0
6	26	26	0	0	0	4	4	0	0
7	24	9	3	0	0	4	0	1	0
8	13	2	8	3	0	5	0	1	0
9	11	10	4	0	0	4	1	2	0
10	18	3	1	1	1	3	1	0	0
11	8	6	3	0	0	3	0	1	0
12	6	4	0	0	2	1	0	1	0
13	36	7	1	1	0	6	0	0	0
14	23	13	2	0	0	6	0	1	0
15	75	15	0	0	0	6	0	0	0
16	21	1	0	0	0	0	0	0	0
17	18	0	0	0	0	6	0	0	0
18	123	23	12	0	0	15	5	3	0
19	12	3	3	2	0	2	0	0	0
20	5	1	3	0	0	1	0	0	0
20	507	64	53	7	3	84	12	14	1

SUMMARY OF TABLE II

Number of Teachers Teaching out of their Fields of Certification, Including the Number of such in Relation to the Total Number of Teachers Leaving.

In the Pilot Study conducted only twenty of the twenty-three questionnaires returned were usable. These twenty schools had a total of five hundred and seven teachers. There were thirty-eight or six per cent of these teachers teaching subjects in which they were not certified. There were eighty-four or sixteen per cent of the five hundred and seven teachers who left their respective positions. Of these eighty-four who left their positions nine or two per cent were teaching subjects in which they were not certified.

TABLE II
PILOT STUDY

School	Total No. Teachers on Faculty	No. Teaching out of Fields of Certification	Total No. Teachers Leaving	No. Teachers Leaving who were Teaching out of Field of Certification.
1	30	0	10	0
2	17	2	3	1
3	7	4	0	0
4	21	4	3	1
5	5	0	0	0
6	26	4	4	0
7	24	0	4	0
8	13	1	5	1
9	11	1	4	0
10	18	4	3	0
11	8	4	3	0
12	6	4	1	0
13	13	3	6	0
14	36	3	3	3
15	23	1	4	1
16	75	0	6	0
17	21	1	0	0
18	18	1	4	1
19	123	0	10	0
20	12	1	2	1
20	507	38	84	9

SUMMARY OF TABLE III

COMPLETE STUDY

Number of Teachers on Faculty in Relation to the Number Responsible for Extra-Curricular Activities, Including the Number of Teachers to leave and the Number of Extra Curricular Activities Assigned to each Teacher to Leave.

In the complete study there was a total of five thousand five hundred and forty-three (5,543) teachers. Of these, two thousand two hundred and thirty-two (2,232) (forty per cent) were responsible for one extra curricular activity. Five hundred and seventy-eight (578) (ten per cent) of the five thousand five hundred and forty-three (5,543) teachers were responsible for two extra curricular activities, and ninety-nine, or less than two per cent, were responsible for three extra curricular activities. Less than one half of one per cent of the total were responsible for more than three extra curricular activities.

Of the five thousand five hundred and forty-three (5,543) teachers in the study, seven hundred and twenty-six left their respective teaching positions. Of these, seven hundred and twenty-six, two hundred and eighty (forty per cent) were responsible for one extra curricular activity. Sixty-nine (ten per cent) of the seven hundred

and twenty-six teachers were responsible for two extra curricular activities. Eleven (two per cent) were responsible for three or more extra curricular activities.

TABLE III
COMPLETE STUDY

School Total No. Teachers on Faculty Total No. Engaged in 1, 2, 3, or 4 Extra Curricular Activities No. Teachers Leaving and No. Of Extra Curricular Activities Each Teacher to leave was assigned.

a	b	c				d	e		
		No. Teachers Engaged					No. Teachers Leaving		
		1	2	3	4		1	2	3
1	26	8	2	0	0	4	1	2	0
2	14	1	2	0	0	2	1	0	0
3	19	8	0	0	0	2	2	0	0
4	47	4	4	0	0	0	0	0	0
5	10	0	0	0	0	2	1	0	0
6	15	1	1	1	1	1	0	0	1
7	7	6	0	0	1	0	0	0	0
8	23	8	3	0	0	3	1	0	0
9	16	2	2	0	0	3	1	0	0
10	33	0	0	0	0	4	0	0	0
11	13	12	3	2	0	1	1	0	0
12	29	10	18	0	0	10	1	4	0
13	23	10	0	0	0	5	1	0	0
14	13	9	1	0	0	4	2	0	0
15	25	18	2	2	0	6	1	0	0
16	11	10	0	0	0	2	0	0	0
17	17	13	10	4	0	1	0	0	0
18	17	8	3	0	0	3	0	3	0
19	44	11	0	0	0	5	4	0	0
20	13	13	3	0	0	3	0	0	0
21	9	9	0	0	0	4	0	0	0
22	15	4	1	0	0	2	1	0	0
23	16	3	1	0	1	1	0	0	0
24	13	3	3	1	1	3	1	0	0
25	19	0	2	0	0	2	0	2	0
26	14	7	1	0	0	6	0	1	0
27	38	15	10	10	0	9	2	4	0
28	20	19	0	0	0	4	2	0	0

Table III continued;

a	b	c				d	e		
		1	2	3	4		1	2	3
29	23	14	4	0	0	2	0	0	
30	21	1	2	2	0	5	1	0	
31	13	2	3	0	0	1	0	0	
32	71	71	0	0	0	11	0	0	
33	61	6	5	0	0	2	0	0	
34	35	25	4	0	0	6	0	0	
35	81	16	0	0	0	6	0	0	
36	9	0	0	0	0	1	0	1	
37	29	6	0	0	0	6	0	0	
38	40	15	2	0	0	6	0	0	
39	104	104	20	10	1	11	10	1	
40	57	57	0	0	0	18	0	0	
41	64	33	0	0	0	6	3	0	
42	56	27	4	0	0	14	0	0	
43	17	7	5	0	1	0	0	0	
44	16	5	2	0	0	2	1	0	
45	17	17	3	4	0	3	0	2	
46	31	9	5	0	0	5	4	0	
47	36	11	3	0	0	4	2	0	
48	14	8	4	0	0	0	0	0	
49	52	26	0	1	0	4	3	0	
50	18	12	3	0	0	7	6	0	
51	13	3	0	0	0	2	0	0	
52	36	13	0	0	0	0	0	0	
53	11	8	0	0	0	3	0	0	
54	11	10	0	0	0	5	0	0	
55	31	18	1	0	0	5	2	1	
56	12	12	0	0	0	5	0	4	
57	10	9	0	0	0	5	1	0	
58	18	4	1	0	0	3	1	0	
59	15	8	2	0	0	3	1	0	
60	13	6	0	0	0	2	1	0	
61	15	5	2	0	1	2	1	0	
62	28	12	14	0	1	7	3	1	
63	24	14	10	0	0	0	0	0	
64	7	7	0	0	0	0	0	0	
65	15	15	0	0	0	3	0	0	
66	12	12	0	0	0	0	0	0	
67	40	34	3	0	0	4	0	0	

Table III continued;

a	b	c				d	e		
		1	2	3	4		1	2	3
68	15	13	2	0	0	3	2	0	0
69	14	8	2	0	0	3	1	1	0
70	31	26	4	0	0	4	3	1	0
71	13	3	0	0	0	4	1	0	0
72	34	10	2	0	0	5	1	0	0
73	29	26	0	0	0	6	0	0	0
74	9	8	1	0	0	5	2	0	0
75	38	14	0	0	0	6	4	0	0
76	32	17	15	0	0	2	0	0	0
77	12	11	1	0	0	3	3	0	0
78	23	23	0	0	0	4	3	0	0
79	70	0	0	0	0	5	1	0	0
80	24	0	0	0	0	6	0	0	6
81	59	25	0	0	0	8	4	0	0
82	11	6	2	1	1	0	0	0	0
83	16	12	3	0	0	4	0	0	0
84	38	12	0	0	0	4	0	0	0
85	17	0	15	2	0	3	0	1	0
86	16	9	2	0	0	3	2	0	0
87	13	10	3	0	0	2	0	0	0
88	34	27	0	0	0	2	2	0	0
89	16	16	0	0	0	4	1	0	0
90	21	8	1	0	0	3	1	0	0
91	30	4	0	0	0	6	2	0	0
92	41	11	5	0	0	5	0	0	0
93	28	11	1	0	0	8	1	0	0
94	12	3	4	0	0	4	1	0	0
95	28	8	8	0	0	3	3	0	0
96	15	12	0	0	0	3	1	0	0
97	42	18	8	2	0	5	4	0	0
98	29	6	5	0	0	3	0	0	0
99	53	5	4	2	0	8	0	0	0
100	17	16	1	0	0	4	0	0	0
101	15	15	0	0	0	3	2	0	0
102	31	20	4	2	0	4	1	2	0
103	26	26	0	0	0	4	0	1	0
104	5	1	0	0	0	4	0	0	0
105	13	3	2	0	0	4	1	0	0

Table III continued;

a	b	c				d	e		
		1	2	3	4		1	2	3
106	14	0	6	0	0	1	1	0	0
107	48	11	3	5	2	16	0	0	0
108	46	11	6	3	0	2	0	0	0
109	26	17	0	0	0	2	2	0	0
110	39	6	6	1	0	7	3	1	0
111	15	5	9	1	0	5	0	0	0
112	20	10	1	0	0	4	2	0	0
113	28	12	14	1	0	7	3	1	0
114	17	12	0	0	5	4	0	0	2
115	11	11	0	0	0	1	1	0	0
116	81	50	10	0	0	16	12	0	0
117	11	11	0	0	0	1	0	0	0
118	20	3	0	0	0	0	0	0	0
119	8	1	3	0	0	0	0	0	0
120	82	50	5	0	0	8	2	0	0
121	21	9	1	0	0	1	1	0	0
122	10	0	5	3	2	3	0	3	0
123	20	18	2	0	0	5	4	0	0
124	33	21	10	0	0	12	3	0	0
125	23	1	2	0	0	2	0	0	0
126	18	8	0	0	0	1	0	0	0
127	20	0	0	0	0	2	0	0	0
128	16	7	2	0	0	1	0	0	0
129	14	14	0	0	0	0	0	0	0
130	25	3	4	4	0	1	0	0	0
131	38	20	0	0	0	10	7	0	0
132	27	17	10	0	0	3	2	0	0
133	23	6	0	0	0	8	2	0	0
134	8	3	0	0	0	0	0	0	0
135	13	2	0	0	0	0	0	0	0
136	18	4	3	0	0	1	1	0	0
137	13	8	3	2	0	3	1	1	0
138	32	32	0	0	0	3	1	0	0
139	56	36	16	4	0	8	2	6	0
140	24	24	0	0	0	1	0	0	0
141	17	16	0	0	0	3	0	0	0
142	58	8	4	0	0	6	1	0	0
143	59	35	5	1	0	12	8	0	0

Table III continued;

a	b	c				d	e		
		1	2	3	4		1	2	3
144	21	0	35	0	0	7	3	4	0
145	18	13	3	1	0	4	3	0	0
146	34	12	7	0	0	5	0	0	0
147	15	6	1	0	0	5	0	1	0
148	32	32	0	0	0	7	5	1	0
149	31	31	0	0	0	4	3	1	0
150	23	5	0	0	0	5	1	0	0
151	25	12	2	0	0	3	0	0	0
152	27	11	2	0	0	2	2	0	0
153	82	20	0	0	0	20	3	0	0
154	19	3	0	0	0	1	0	0	0
155	23	5	7	0	0	0	0	0	0
156	21	11	3	0	0	6	5	0	0
157	29	8	1	0	0	1	0	0	0
158	14	8	4	0	0	4	0	0	0
159	36	9	8	0	0	4	1	0	0
160	10	1	1	0	0	1	1	0	0
161	45	45	0	0	0	1	1	0	0
162	16	14	0	0	0	1	1	0	0
163	31	5	2	1	0	3	0	0	0
164	24	18	3	0	0	4	4	0	0
165	8	2	3	0	0	1	4	0	0
166	7	7	0	0	0	1	2	0	0
167	32	1	5	8	3	2	0	0	0
168	32	32	0	0	0	2	0	1	0
169	9	6	0	0	0	2	0	0	0
170	31	12	10	0	3	0	0	0	0
171	63	29	5	0	0	14	9	2	0
172	34	21	0	0	0	5	0	0	0
173	16	2	0	0	0	4	0	0	0
174	29	4	3	3	4	4	0	2	0
175	43	10	0	0	0	0	0	0	0
176	73	20	0	0	0	18	3	0	0
177	31	3	4	0	0	9	5	2	0
178	53	41	0	0	0	4	0	0	0
179	18	18	0	0	0	2	0	0	0
180	72	60	0	0	0	9	0	0	0

Table III continued;

a	b	c				d	e		
		1	2	3	4		1	2	3
181	17	0	1	4	0	1	0	0	0
182	72	18	5	3	0	10	0	0	0
183	22	22	0	0	0	5	0	0	0
184	66	66	0	0	0	10	10	0	0
185	15	6	1	1	0	3	1	1	0
186	19	0	5	3	0	4	0	1	0
187	36	0	1	0	0	6	1	0	0
188	15	15	0	0	0	1	0	0	0
189	8	4	2	2	0	1	0	1	0
190	25	8	0	0	0	2	2	0	0
191	32	16	0	0	0	1	1	0	0
192	17	6	0	0	0	5	1	2	0
193	15	5	2	0	0	5	0	0	0
194	8	8	0	0	0	2	0	1	1
195	18	10	2	0	0	2	1	0	0
196	20	20	0	0	0	6	2	0	0
197	12	3	0	0	0	2	1	0	0
198	71	20	10	0	0	11	0	0	0
199	41	9	14	0	0	4	1	2	1
200	25	10	5	0	0	4	0	1	0
201	36	34	2	0	0	4	3	0	0
202	13	13	0	0	0	0	0	0	0
203	12	12	0	0	0	3	1	0	0
204	48	8	0	0	0	2	0	0	0
TOTAL	5543	2232	578	99	24	726	280	69	11

SUMMARY OF TABLE IV

Number of Teachers Teaching out of their Fields of Certification, Including the Number of such in Relation to the Total Number of Teachers Leaving.

In the complete study there were a total of five thousand five hundred and forty-three (5,543) teachers. Of these, four hundred and forty-five (445) or eight per cent were teaching subjects in which they were not certified. There were seven hundred and twenty-six (726) or thirteen per cent of the five thousand five hundred and forty-three (5,543) teachers in the study who left their respective positions. Of these seven hundred and twenty-six (726) who left their positions, seventy-four (ten per cent) were teaching subjects in which they were not certified.

TABLE IV
COMPLETE STUDY

School	Total No. Teachers on Faculty	No. Teaching out of Fields of Certification	Total No. Teachers Leaving	No. Teachers Leaving who were Teaching out of Field of Certification
a	b	c	d	e
1	26	2	4	1
2	14	3	2	0
3	19	4	2	0
4	47	10	0	0
5	10	3	2	0
6	15	1	1	0
7	7	2	0	0
8	23	0	3	1
9	16	1	3	0
10	33	3	4	0
11	13	6	1	0
12	29	0	10	0
13	23	6	5	2
14	13	2	4	0
15	25	3	0	0
16	11	0	2	0
17	7	1	1	0
18	17	0	5	0
19	43	0	5	0
20	13	2	3	3
21	9	2	4	1
22	15	2	2	1
23	16	2	1	1
24	13	2	3	0
25	19	2	1	0
26	14	2	6	0
27	38	4	9	0
28	20	6	4	2
29	23	2	2	2
30	21	0	5	0
31	13	4	1	0
32	71	0	11	0

Table IV continued;

a	b	c	d	e
33	61	0	2	0
34	35	4	6	3
35	81	1	6	0
36	9	3	1	0
37	29	6	6	1
38	40	0	6	0
39	104	0	11	0
40	57	5	18	0
41	64	4	6	1
42	56	7	4	0
43	17	4	0	0
44	16	2	2	1
45	17	3	3	1
46	31	5	5	2
47	36	1	4	0
48	14	1	0	0
49	52	4	4	0
50	18	2	7	0
51	13	1	2	0
52	36	7	0	0
53	11	8	0	0
54	11	0	0	0
55	31	0	0	0
56	12	4	5	2
57	10	1	1	0
58	18	4	4	0
59	15	1	2	0
60	13	0	0	0
61	15	2	1	1
62	28	2	7	0
63	24	3	0	0
64	7	3	0	1
65	15	3	0	1
66	12	2	0	1
67	40	4	4	1
68	15	4	3	1
69	14	1	0	0
70	31	0	0	1
71	13	3	1	0
72	34	5	5	0
73	29	1	0	1
74	9	2	0	1
75	38	2	6	0
76	32	1	2	0
77	12	3	4	0
78	23	1	4	2

Table IV continued;

a	b	c	d	e
79	70	5	5	0
80	24	2	6	0
81	59	2	8	0
82	11	2	0	0
83	16	3	4	0
84	38	0	1	0
85	17	0	3	0
86	16	3	3	0
87	13	3	2	0
88	34	2	2	0
89	16	1	1	0
90	21	3	3	0
91	30	6	6	1
92	41	2	8	0
93	28	0	2	0
94	12	1	1	0
95	28	0	3	0
96	15	0	3	0
97	42	0	5	0
98	29	0	3	0
99	53	2	8	1
100	17	0	1	0
101	15	5	3	0
102	31	1	4	0
103	26	0	2	0
104	5	1	1	0
105	13	1	4	1
106	14	2	1	1
107	48	1	16	0
108	46	1	2	0
109	2	1	2	0
110	39	0	7	0
111	15	0	5	0
112	20	1	4	0
113	28	2	4	0
114	17	3	4	0
115	11	1	1	1
116	81	2	16	0
117	11	1	1	0
118	20	2	0	0
119	8	2	0	0
120	82	0	8	0

Table IV continued;

a	b	c	d	e
121	21	1	1	0
122	10	0	1	0
123	33	2	1	0
124	23	5	1	1
125	18	3	1	0
126	20	1	1	0
127	16	1	1	0
128	14	2	0	0
129	25	0	1	0
130	38	0	1	0
131	27	3	0	0
132	23	1	0	0
133	8	4	0	0
134	13	3	0	0
135	18	0	1	0
136	13	3	1	0
137	32	0	1	0
138	56	4	0	0
139	24	1	1	0
140	17	2	1	0
141	58	0	0	0
142	59	5	1	0
143	21	4	7	0
144	18	4	4	2
145	34	1	5	2
146	15	2	5	0
147	32	10	7	4
148	31	2	4	4
149	23	6	5	0
150	25	1	3	0
151	27	2	2	0
152	82	1	20	0
153	19	4	1	0
154	23	2	0	0
155	21	1	6	1
156	29	0	4	0
157	14	6	4	2
158	36	1	4	0
159	10	0	4	0
160	45	2	1	0
161	16	2	1	1
162	31	3	3	1

Table IV continued;

a	b	c	d	e
163	24	4	4	1
164	8	0	4	0
165	77	2	2	0
166	32	5	2	0
167	32	8	2	0
168	9	0	2	0
169	31	0	0	0
170	63	0	1	0
171	34	3	5	0
172	16	2	4	2
173	29	1	4	0
174	43	0	0	0
175	73	3	18	0
176	31	4	9	0
177	53	0	4	0
178	18	2	2	2
179	72	4	9	2
180	17	1	1	0
181	72	1	10	0
182	22	1	5	1
183	66	0	10	0
184	15	4	3	2
185	19	3	4	1
186	36	0	6	0
187	15	2	1	1
188	8	2	1	0
189	25	1	2	0
190	32	0	2	0
191	17	1	5	1
192	15	2	5	0
193	8	3	2	0
194	18	2	2	0
195	20	0	6	0
196	12	1	2	0
197	71	1	11	0
198	41	6	4	1
199	25	2	4	0
200	36	2	4	1
201	13	1	0	0
202	12	0	3	0
203	48	3	2	2
204	43	0	0	0
Total	5543	445	126	74

SUMMARY OF TABLES V AND VI

TABLE V

Number of Teachers on Faculty in Schools Having a Period for Student Activities in the Regular School Day and the Number of Teachers Who Left Those Schools.

TABLE VI

Number of Teachers on Faculty in Schools Having No Period in the School Day for Student Activities, and the Number of Teachers to leave these schools.

There were four thousand one hundred and four (4,104) teachers in the study, who were teaching in schools that provide a period within the school day for student activities. Of these, four hundred and sixty-four (464) or eleven per cent left their respective positions.

There were one thousand six hundred and thirty-nine (1,639) teachers teaching in schools that provided no time in the school day for student activities. Of these, two hundred and sixty-two (262) or sixteen per cent changed positions.

TABLE V

School No. of Teachers on Faculty No. of Teachers Leaving

a	b	c
1	26	4
2	14	2
3	19	2
4	47	0
5	7	0
6	23	3
7	16	3
8	29	5
9	25	6
10	11	2
11	17	4
12	17	4
13	44	5
14	13	3
15	16	4
16	13	3
17	19	2
18	14	6
19	20	4
20	23	2
21	13	1
22	35	6
23	71	11
24	9	1
25	29	6
26	104	11
27	57	18
28	64	6
29	56	14
30	17	0
31	16	2
32	17	3
33	31	3
34	36	4
35	14	0
36	18	7
37	13	2
38	11	3

Table V continued;

a	b	c
39	31	5
40	10	5
41	18	5
42	15	5
43	13	5
44	28	5
45	7	5
46	15	5
47	12	5
48	40	5
49	14	5
50	13	5
51	9	5
52	38	5
53	70	5
54	59	5
55	11	5
56	16	5
57	17	5
58	16	5
59	13	5
60	34	5
61	16	5
62	21	5
63	28	5
64	12	5
65	28	5
66	15	5
67	42	5
68	29	5
69	53	5
70	17	5
71	15	5
72	31	5
73	26	5
74	5	5
75	13	5
76	14	5
77	48	5
78	46	5
79	26	5
80	15	5

Table V continued;

a	b	c
81	20	4
82	28	7
83	17	4
84	11	1
85	81	16
86	11	1
87	20	0
88	8	0
89	21	1
90	10	3
91	20	5
92	33	12
93	18	1
94	20	2
95	16	1
96	38	10
97	27	3
98	13	0
99	18	1
100	13	3
101	32	2
102	56	8
103	24	1
104	58	6
105	21	7
106	34	5
107	15	5
108	32	7
109	31	4
110	23	5
111	25	3
112	27	2
113	19	1
114	23	0
115	21	6
116	29	1
117	14	4
118	36	4
119	10	1
120	31	3
121	24	4
122	8	1

Table V continued;

a	b	c
123	7	2
124	32	2
125	32	2
126	9	2
127	31	0
128	34	5
129	16	4
130	29	4
131	53	4
132	18	2
133	72	9
134	17	1
135	22	5
136	66	10
137	15	3
138	19	4
139	15	1
140	25	2
141	32	1
142	8	2
143	20	6
144	71	11
145	41	4
146	25	4
147	36	4
148	12	3
149	48	3
TOTAL	4104	464

TABLE VI

School	Number of Teachers on Faculty	Number of Teachers Leaving
a	b	c
1	15	11
2	33	41
3	13	11
4	23	11
5	13	41
6	9	41
7	15	21
8	38	9
9	21	11
10	81	66
11	40	66
12	52	41
13	36	0
14	11	11
15	12	11
16	15	11
17	24	0
18	15	11
19	31	11
20	34	11
21	29	66
22	32	21
23	12	11
24	23	41
25	24	66
26	30	66
27	41	11
28	39	11
29	82	0
30	23	21
31	11	0
32	25	11
33	23	0
34	8	0
35	17	11
36	59	12
37	18	4
38	82	20

Table VI continued;

a	b	c
39	45	1
40	16	1
41	63	14
42	43	0
43	73	18
44	31	9
45	72	10
46	36	6
47	8	1
48	17	5
49	15	5
50	18	2
51	12	2
52	36	4
53	42	9
TOTAL	1639	262

SUMMARY OF TABLES VII AND VIII

TABLE VII

Number of Teachers on Faculty in Schools Having a Fixed Number of Periods a Teacher is allowed to teach in One Day, in Relationship to the Number of Teachers Who Left These Schools.

Table VIII

Number of Teachers on Faculty in Schools Not Having a Fixed Number of Periods a Teacher is allowed to Teach in One Day, in Relationship to the Number of Teachers Who Left These Schools.

There were three thousand seven hundred and ten (3,710) teachers teaching in schools in which there was a fixed number of teaching periods per teacher per day. Of these, five hundred and forty-one (541) or fourteen per cent left their respective positions.

In the study there were one thousand six hundred and ninety-four (1,694) teachers, teaching in schools which had no fixed number of periods a teacher was assigned. Of these, one hundred and eighty-five (185) or eleven per cent changed positions.

TABLE VII

School	Total No. Teachers on Faculty	Number of Teachers Leaving
a	b	c
1	26	4
2	19	2
3	47	0
4	23	3
5	29	10
6	17	1
7	13	3
8	13	3
9	19	2
10	38	9
11	23	2
12	21	5
13	71	11
14	61	2
15	35	6
16	29	6
17	40	6
18	104	11
19	57	18
20	64	6
21	56	14
22	16	2
23	36	4
24	18	7
25	13	2
26	11	3
27	10	1
28	15	2
29	13	2
30	28	7
31	24	0
32	15	3
33	12	0
34	40	4
35	15	3
36	14	3
37	31	4

Table VII continued;

a	b	c
38	13	1
39	34	5
40	29	6
41	38	6
42	32	2
43	12	3
44	70	5
45	24	6
46	59	8
47	11	0
48	16	4
49	38	1
50	16	3
51	21	3
52	41	5
53	28	3
54	42	5
55	53	8
56	15	3
57	31	4
58	26	2
59	48	16
60	46	2
61	26	2
62	20	4
63	17	4
64	11	1
65	81	16
66	8	0
67	82	8
68	21	1
69	10	3
70	20	5
71	33	1
72	23	2
73	18	2
74	20	1
75	14	2
76	25	0
77	38	1
78	23	10
79	13	8
80	18	0

Table VII continued;

a	b	c
81	32	22
82	56	22
83	58	6
84	20	7
85	34	5
86	15	5
87	25	3
88	19	1
89	23	0
90	21	6
91	36	4
92	45	4
93	16	1
94	24	4
95	8	1
96	7	2
97	32	2
98	31	0
99	63	4
100	29	4
101	43	18
102	31	9
103	53	4
104	18	2
105	72	9
106	17	4
107	72	10
108	66	10
109	36	1
110	15	4
111	8	4
112	25	2
113	17	5
114	15	5
115	20	6
116	71	11
117	41	4
118	25	4
119	36	4
120	12	0
121	43	0
TOTAL	3710	541

TABLE VIII

School	Total Number Teachers on Faculty	Number of Teachers Leaving
a	b	c
1	14	2
2	10	2
3	15	1
4	7	0
5	16	3
6	33	4
7	13	4
8	23	4
9	13	4
10	25	6
11	11	2
12	17	2
13	9	4
14	15	2
15	16	4
16	14	6
17	20	4
18	13	4
19	81	6
20	9	1
21	17	0
22	17	0
23	31	3
24	14	0
25	52	4
26	36	0
27	11	0
28	31	5
29	12	5
30	18	5
31	15	4
32	7	0
33	9	3
34	23	4
35	17	1
36	13	2
37	34	1
38	16	1

Table VIII continued;

a	b	c
39	30	6
40	28	8
41	12	11
42	15	11
43	29	11
44	17	11
45	5	11
46	13	14
47	14	11
48	39	7
49	15	5
50	28	7
51	11	1
52	20	0
53	24	1
54	17	3
55	32	7
56	31	4
57	23	5
58	27	2
59	82	20
60	29	1
61	14	4
62	10	1
63	31	3
64	32	2
65	9	2
66	34	5
67	16	4
68	73	18
69	22	5
70	15	3
71	19	4
72	32	4
73	8	2
74	18	2
75	12	2
76	13	0
77	48	3
TOTAL	1694	185

CHAPTER IX

SUMMARY OF TABLES I-VIII

TOTAL NUMBER AND PER CENT OF TEACHERS	PILOT		COMPLETE	
	NUMBER	PER CENT	NUMBER	PER CENT
Included in survey.....	507		5543	
Number of these who changed positions.....	84	16	726	13
Having responsibility for one extra curricular activity.....	64	12	2232	40
Number of these who changed positions.....	12	14	280	40
Having responsibility for two extra curricular activities.....	53	8	578	40
Number of these who changed positions.....	14	17	69	10
Having responsibility for three extra curricular activities.....	7	1	99	0.5
Number of these who changed positions.....	1	1	11	2
Teaching out of field of certification.....	38	6	445	8
Number of these who changed positions.....	9	10	74	10
Teaching in school with activity period in regular school day.....			4104	
Number of these who changed positions.....			464	11
Teaching in school with no activity period in regular school day.....			1639	
Number of these who changed positions.....			262	16
Teaching with fixed number of periods allowed per teacher.....			3710	
Number of these who changed positions.....			541	14
Teaching without fixed number of periods allowed per teacher.....			1694	
Number of these who changed positions.....			185	11

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this thesis was to find whether any relationship existed between certain factors of teacher load and teacher turnover.

The writer finds after analyzing the questionnaires returned by two hundred and twenty-four principals, and covering six thousand and fifty teachers that there appears to be no significant relationship between the factors studied of teacher load and teacher turnover.

The five hundred and seven teachers in the Pilot Study were engaged in extra curricular activities as follows: sixty-four (twelve per cent) were responsible for one extra curricular activity; fifty-three (eight per cent) were responsible for two extra curricular activities; and ten were responsible for three or more (two per cent) extra curricular activities.

Of the five hundred and seven teachers in the Pilot Study, eighty-four changed positions. These eighty-four teachers were engaged in extra curricular activities as follows: twelve (fourteen per cent) were responsible for one extra curricular activity; fourteen (seventeen per cent) were responsible for two extra curricular activities; and one teacher (slightly more than one per cent) was responsible for two or more extra curricular activities.

In the Complete Study of 5,543 the writer finds no significant relationship between the number of extra curricular activities assigned those teachers who changed positions in comparison to the number assigned those teachers who remained.

The 5,543 teachers in the Complete Study were engaged in extra curricular activities as follows; 2,232 (forty per cent) were responsible for one extra curricular activity; 578 (ten per cent) were responsible for two extra curricular activities; and 123 (two per cent) were responsible for more than two extra curricular activities.

Of the 5,543 teachers in the Complete Study, 726 left their respective teaching positions. These 726 who changed positions were responsible for extra curricular activities as follows: 280 (forty per cent) were responsible for one extra curricular activity; sixty-nine (ten per cent) were responsible for two extra curricular activities; and eleven (one per cent) were responsible for more than two extra curricular activities.

In the Pilot Study of 507 teachers (six per cent) were teaching out of their fields of certification. Of the eighty-four teachers who left their positions, ten per cent were teaching out of their field of certification.

In the Complete Study of 5,543 teachers, eight per cent were teaching out of fields of certification;

whereas, ten per cent of those changed positions were teaching out of their field of certification. Three thousand and ten teachers were employed in schools in which there was a specific number of classes assigned a teacher. Of these three thousand and ten teachers, fourteen per cent changed positions. One thousand six hundred and ninety-four teachers were teaching in schools that had no fixed number of periods a teachers was assigned to teach. Of these, eleven per cent changed positions.

Whether a school has a fixed number of teaching periods or not does not seem to be a significant factor in causing teachers to leave.

However, the time given to school activities, may possibly be a cause of some teachers' changing positions. Eleven per cent of the teachers who changed positions were teaching in schools that provide a period within the school day for student activities, in comparison to sixteen per cent of those who changed positions, who were teaching in schools that provided no time within the school day for student activities. Although there is little relationship between the factors of teacher load studied and teacher turnover, there are several problems that presented themselves as this study was being made. The writer believes that attention to these problems would tend to improve the efficiency and attractiveness of the

teaching profession. Some of the problems are listed below:

1 A more equitable distribution among teachers of the responsibility for supervision extra curricular activities.

2 The employment of properly certificated teachers and assignment of teacher load only in field of certification.

3 The study of the value of a proposed extra curricular activity in relation to amount of time required by teachers in supervising such activity.

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APPENDIX

APPENDIX A

LETTER SENT TO PRINCIPALS

I am undertaking a research study in the graduate school of the University of Richmond in partial fulfilment of the requirements for the Master of Science in Education. This study will be concerned with the relationship between teacher turnover and teacher load. Since its results might well be of interest to all of us in Virginia who are connected with public school administration.

I realize that you as a principal are besieged with many requests for information; however, such a problem as this must be of vital interest to you. I know you will devote the short time necessary to fill out the enclosed questionnaire which is based on the 1953-54 school year.

If you wish, I shall be glad to make a summary of the results of my study available to you. I shall deeply appreciate your help.

Sincerely yours,

Arthur A. Pickett

AAP/smw

Enclosure

QUESTIONNAIRE SENT TO PRINCIPALS

I. General information about your school.

1. Please indicate what grades are included in your school by encircling the appropriate number:
Junior Primary 1 2 3 4 5 6 7 8 9 10 11 12
2. Does your school have a definite fixed policy specifying the maximum number of classes a high school teacher is allowed to teach per day? Yes _____ No _____
3. If so, what is this maximum? _____
4. If your school has such a policy, is it set up by:
 - a. the school board? Yes _____ No _____
 - b. the superintendent? Yes _____ No _____
 - c. the principal? Yes _____ No _____
5. How well is this policy enforced?
 - a. not at all _____
 - b. occasionally _____
 - c. most of the time _____
 - d. always _____
6. How many men teachers are there in your school? (Include the principal if he teaches one or more classes; count him extra if he does not teach any classes.)
7. How many women teachers are there in your school? (Include the principal if she teaches one or more classes; count her extra if she does not teach any classes.)
8. How many different teachers are teaching subjects or grades they are not certificated to teach?
9. Are all teachers in your school expected to be responsible for some extra curricular activity (in addition to home room)? Yes _____ No _____
10. How many teachers are responsible for
 - a. one extra curricular activity (in addition to home room) _____
 - b. two extra curricular activities (in addition to home room) _____
 - c. three extra curricular activities (in addition to home room) _____
 - d. more than three extra curricular activities (in addition to home room) _____

11. Are all teachers elected to sponsor an activity by popular vote of the student membership of the activity?
Yes _____ No _____
12. Are all teachers appointed by the principal to sponsor a particular activity? Yes _____ No _____
13. If the sponsors are appointed by the principal, which of the following factors are taken into consideration:
 - a. Type of certificate held? Yes _____ No _____
 - b. Demonstrated special ability or special interest?
Yes _____ No _____
 - c. Nearness of teacher's home (rooming place)?
Yes _____ No _____
 - d. Length of time in this school? Yes _____ No _____
 - e. Previous teaching experience? Yes _____ No _____
14. Are beginning teachers asked to sponsor an activity?
Yes _____ No _____
15. Does your schedule provide a period for student activities to meet during the regular school day? Yes _____ No _____

II. Figures in Part II apply only to the teachers who left your school last year.

1. How many men teachers left your school during or at the end of the 1953-54 session? _____
2. Please check to show why these men left your school:
 - a. to secure a better paying teaching position _____
 - b. to secure an administrative or supervisory position _____
 - c. to enter another type of employment _____
 - d. to enter the armed services _____
 - e. to retire from teaching _____
 - f. reason unknown _____
3. How many women teachers left your school during or at the end of the 1953-54 session? _____
4. Please show the number of women who left for any or at of the reasons checked below:
 - a. to secure a better paying teaching position _____
 - b. to secure an administrative or supervisory position _____
 - c. to enter another type of employment _____
 - d. to enter the armed services _____
 - e. to retire from teaching _____
 - f. to get married _____

- g. because of pregnancy, or family responsibilities _____
h. reason unknown _____

5. Of those teachers who left, how many;
a. were teaching one or more classes or grades out of their field of certification or preparation? _____
b. were responsible for two or more student activities in addition to their regular class load? _____
6. Do you wish to receive a summary of the results of this study? Yes _____ No _____

Please return this questionnaire to: Arthur A. Pickett
Ruther Glen
Virginia

APPENDIX B

PRINCIPALS WHO RETURNED QUESTIONNAIRES

Anderson, N. W.	Bryant, Maxwell
Averett, G. K.	Bowers, Warren
Armentrout, W. H.	Bodkin, Raymond C.
Aylor, B. V.	Bennett, C. N.
Acree, William C.	Broadwater, E. B.
Boggs, John W.	Baldwin, A. P.
Borden, J. L.	Buchanan, Raymond M.
Burkholder, W. J.	Chadderson, W. E.
Brando, Glenn	Cvizic, Dusan
Butterworth, Ivan	Cline, Frank P.
Buckley, Ralph E.	Cooley, H. G.
Bonner, Elton A.	Cooley, Rufus B.
Burruss, Woodrow P.	Crump, J. Wilson
Bailey, William F.	Combs, J. H.
Beable, Paul D.	Creath, William F.
Buntin, Joseph G.	Christopher, E. W.
Brooks, J. Irving	Coffey, Samuel J.
Blanton, H. L.	Clower, (Mrs.) Cassie
Brooks, J. Murray	Charlton, H. W.
Butt, Robert E.	Carpenter, B. F.
Banks, J. F.	Compton, George B.
Beck, Frank D.	Counts, Oren R.
Bittle, J. W.	Cox, Ralph P.

Chuchek, Frank	Goode, Edgard
Campbell, W. E.	Grove, George D.
Copenhaver, George E.	Garland, W. R.
Christopher, F. H.	Gillespie, T. Marcus
Callis, G. P.	Gruver, John D.
Curtis, Alfred S.	Huckstep, C. T.
Coppley, C. E.	Hurt, Benjamin F.
Christopher, J. T.	Hoover, F. H.
DeVault, F. S.	Horn, J. Troy
Davis, N. E.	Huffman, H. H.
Darden, R. H.	Hurt, Nicholas H.
Diggs, J. Martin	Hodges, J. R.
Dodson, S. H.	Hancock, James
Dail, J. L.	Hodge, G. M.
Evans, Douglas W.	Harding, E. A.
Elson, Winfred P.	Heizer, M. B.
Evans, H. S.	Hoover, H. Denis
Evans, Kenneth P.	Hash, G. Albert
Eley, D. C.	Hoover, E. Carl
Fulp, Kenneth E.	Haynes, Ray P.
Grahan, R. Lynn	Humphreys, H. A.
Green, William M.	Hall, T. Benjamin
Gerich, Jerry	Hubbard, (Mrs.) Gilberta S.
Garrison, A. L.	Huffman, Walter A.
Gilbert, Joseph	Harper, Bryant R.
Gibbs, C. G.	Hodges, J. E.

Halligan, W. W.	Loving, R. M.
Hodges, Leslie C.	Lee, William N.
Horne, Lee S.	Law, G. M.
Harville, J. W.	Lively, Garland R.
Hammack, T. T.	Lawman, G. D.
Hill, William C.	Layman, O. R.
Irving, Francis D.	Link, D. C.
Justis, John C.	Lutz, Alvin A.
Johnson, Leonard W.	Mobley, E. G.
Judy, Martin C.	Moultrie, J. C.
Johnson, J. A.	McDermott, R. E.
Jackson, Hugh B.	McChesney, R. A.
Jenkins, Agnes, C.	Monger, Hubert
Jordan, William H.	Miller, E. W.
Johnson, Clyde G.	McKee, Hugh D.
Hones, William J.	Myers, Ralph G.
Jones, W. Leon	McCleary, J. W.
Jones, David D.	Moody, George H.
Joyner, F. T.	Mears, Howard W.
Kerr, Howard E.	Marks, R. R.
King, Charles E.	Moore, W. E.
Knobloch, Fred	Morgan, Charles H.
Keith, W. A.	Morris, Lewis F.
King, Wayne E.	Manby, Willard
Kreger, George	McClure, G. E.

Murphy, William R.
Moore, Lynn F.
Morton, S. P.
Neff, Harold C.
Norton, O. A.
Neeley, L. C.
Oliver, U. L.
Owen, S. A.
Phillips, Thomas
Patrick, Richard E.
Poslethwalt, F. N.
Phipps, (Mrs.) Juanita
Pilson, O. E.
Phillips, Donald A.
Reed, Cecil M.
Richardson, George M.
Richmond, C. M.
Reed, G. H.
Robinson, Sam A.
Reynolds, F. M.
Ruffin, William C.
Roller, Mark S.
Rains, G. M.
Reynolds, Manvel
Stone, J. W.
Siple, Paul
Sprinkle, Charles
Strickler, James E.
Scott, Earl E.
Schools, Maxwell R.
Smith, Armstrong E.
Skeen, Paul W.
Sutherland, C. G.
Smith, P. B.
Smith, Henry H. L.
Snyder, William D.
Stockner, N. P.
Sellers, Joe B.
Smyther, Nile
Shumate, William L.
Swanson, J. Marshall
Sydnor, Stephen M.
Smith, G. G.
Stone, Percy H.
Secord, Harold L.
Swartz, J. Eldred
Smith, Edward
Trausneck, William A.
Tarwater, J. M.
Tosti, Joseph A.
Trent, E. E.
Turner, J. Francis

Tyler, Kennety S.
Tippitt, Albert G.
Waterfield, John W.
Wheatley, H. G.
Whitmore, Alden W.
Williams, Flora Belle
Wolfe, Lena M.
Wilson, Harold
Willis, (Mrs.) Nineval J.
Watson, Roy W.
Winborne, (Mrs.) G. C.
Wilson, (Mrs.) Marie E.
Walker, Leland D.
Walker, J. Thomas
Woodroof, C. W.
Watkins, W. B.
Walker, Jessie
Whited, George B.
Wilson, George A.

VITA

Arthur Allan Pickett, the son of Mary Whittaker and the late George W. Pickett, was born June 15, 1921, at Delos, Virginia. He attended Delos Elementary School and the Lee Maury High School in Bowling Green, Virginia, from which he was graduated in June 1939.

After working at various jobs, he entered the United States Navy in 1943 and served until 1946. After being discharged from the Navy, the applicant entered Randolph Macon College, and received the Bachelor of Arts Degree in June 1951. In June of the same year he entered the Graduate School, University of Richmond.

In June of 1949 he was married to Miss Anna Elizabeth Satterwhie of Beverdam. They are the parents of two girls, Jean Elizabeth and Brenda Sue, ages four years and five months respectively.

The applicant has been teaching in the C. T. Smith High School, and at the present time is Assistant Principal, and girls's basketball coach.