

A STUDY OF THE TURNOVER OF BUSINESS EDUCATION  
TEACHERS IN THE SECONDARY SCHOOLS OF VIRGINIA  
FOR THE SCHOOL YEAR 1953 - 1954

by

Lloyd E. Gaskins

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## CHAPTER I

THE PROBLEMIntroduction to the Problem

Current factors concerning the problem. The public schools of Virginia are now poised in a trough which precedes one of the greatest waves of students that this school system has ever had to encounter. The students have already begun to enter the elementary grades of the school system and are causing shortages in equipment, teachers, and plant facilities. The equipment and plant facility shortages are being met by the efforts of the state, local, and federal administrations which are concentrating their efforts to meet the problem. The teacher problem has been partly solved by these agencies, but the problem still exists and to an alarming extent. What about the teachers that will be needed to teach this growing enrollment? How long do we have to prepare for these students? Are there enough teachers being trained to take care of the increase in enrollment? The answers to these questions are clearly indicated in the following data: The number of college graduates in 1953 who were certified to teach in the

field of business in Virginia was 57, while the demand was for 120 graduates.<sup>1</sup> These facts show that there are not enough teachers of business in the systems and that there are not enough being trained to take care of the growing enrollment now or in the future. The time that is left before the situation becomes critical is short. Therefore, the turnover of business education teachers in the secondary schools of Virginia has become an important issue.

The need for the study. Administrators of the various school divisions and teacher-training institutions would be aided by knowing why business teachers left. Better programs could be planned to attract and hold new teacher prospects. School consolidation or decentralization could possibly be aided by knowing what size schools and where the turnover occurred.

#### Statement of the Problem

The demand for teachers in commerce in 1953-54 exceeded the supply by 63 teachers.<sup>2</sup> This fact is a clear indication that the teachers that are being

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<sup>1</sup> National Education Association, "The 1954 Teacher Supply and Demand Report," The Journal of Teacher Education, (March, 1954), pp. 3-52.

<sup>2</sup> Ibid.

trained in our teacher training institutions are too few to fill the positions that are being created by the growing enrollment. The fact that the demand is far greater than the supply of new teachers also leaves us another vital question. What is to be done to replace the teachers that leave the teaching field and thus reduce the teaching force to an even greater shortage of business teachers? Part of the answer to replacing the teachers who leave the teaching field is to determine the turnover. This turnover is one of the factors in the stability of any labor force.

Questions of the problem. (1) How great was the turnover? (2) Where did this turnover occur? (3) Does the relationship of the sex of the teacher have anything to do with the turnover? (5) Did marital status have anything to do with the turnover? (6) What were the reasons given as to why the teachers left the teaching field?

#### Purposes of the Problem

The purposes of this study were:

1. To determine the number of business education teachers who left the teaching field or changed jobs within the school system during the period of time covered by this study.



2. To determine the influence of the size of the business education department on the turnover that did occur.
3. To determine the causes for the teachers leaving the teaching field or changing positions within the field.

#### Limitations of the Study

The first limitation. This study will be limited to the secondary white schools of Virginia that have a business education program listed by the State Department of Education's Business Education Service.

The second limitation. This study will be limited to the period of time between September 1, 1953, and August 30, 1954, and classified as the 1953-1954 school year.

The third limitation. This study will be limited by its own scope and the method of obtaining the required information. The method of determining the turnover and the reasons shall be by surveys mailed to the principals of the teachers and to the teachers themselves who were found to constitute the turnover when a comparison of the superintendent's reports as consolidated by the Business Education Service for the school year of 1953-1954 and 1954-1955 was made.

Definition of Terms

Turnover. Turnover as used in this study will be the number that had to be replaced by other teachers during the time period covered by this study.

Field or teaching field. Field or teaching field when used in this study will refer to business education teaching positions in the white high schools of the various school systems which constitute the Public School System of Virginia.

School size. School size as used in this study will be determined by the number of business education teachers actually employed by each school during the period covered by this study.

CHAPTER II  
REVIEW OF LITERATURE

Review of Unpublished Articles,  
Reports and Theses

In seeking to find the background information, an effort was first made to discover work that had been done about the subject under study in the state of Virginia. There were several pieces of work, although they were not on the same subject, that did contain information that seemed to have a bearing on the study being made. These Virginia studies along with several other studies and articles made by educators outside of the state will be incorporated in the data that follows.

Business education status report. The annual status report made by the Business Education Service of the State Department of Education reported a turnover of business teachers of 35.56 per cent when a comparison was made of teaching positions for the years 1952-1953 and 1953-1954.<sup>1</sup> This comparison was accomplished by using the reports of the various division superintendents

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<sup>1</sup> "Status of Business Education In The Public Schools of Virginia," prepared by the Business Education Service, State Department of Education, 1953-1954. (Duplicated).

for the two years and included both white and colored teachers. It was also reported that the number of teachers classified as business teachers by their division superintendents totaled 675.<sup>1</sup> This figure also included both white and colored teachers.

Virginia studies on related areas. Bowles reported a turnover of 27.33 per cent for the school year 1949-1950 as taken from the Annual Report of the Superintendent of Public Instruction for the State of Virginia.<sup>2</sup> Bowles, in citing the causes for the turnover, stated that "In almost any field of endeavor where one finds a high percentage of young women employed, there is a relatively high rate of turnover."<sup>3</sup> He reasoned that three years teaching after a normal college course would put the age of these young women at 25, which seems to be where teaching as a career takes second place to matrimony. Another cause for turnover, as cited by Bowles, was the

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<sup>1</sup> "Status of Business Education In The Public Schools of Virginia," prepared by the Business Education Service, State Department of Education, 1953-1954. (Duplicated).

<sup>2</sup> Walter E. Bowles, Jr., "The Need for a Business Teacher Training Program at the Richmond Professional Institute of the College of William and Mary, Richmond, Virginia," Unpublished M. A. Thesis, Ohio State University, Columbus, Ohio, 1952.

<sup>3</sup> Ibid.

bid by industry for personnel trained with a dual capacity of business worker and teacher.<sup>1</sup>

Alford, in a recent study found five reasons why women teachers stopped teaching in Virginia. (1) To rear a family; (2) To accompany their husbands who were transferred to another state; (3) Inadequate salaries; (4) To accept a teaching position in another state; and (5) To accept employment in another field of endeavor.<sup>2</sup> He found two top reasons as listed by male teachers who left the profession. (1) Inadequate salaries; and (2) To accept employment in another field.<sup>3</sup> Alford also found that 69.4 per cent of the teachers who stopped teaching in Virginia had taught less than three years.<sup>4</sup>

Out-of-state studies and articles. In writing about the difficulty of developing a professional attitude, Tonne cited turnover as a major obstacle. He pointed

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<sup>1</sup> Walter E. Bowles, Jr., "The Need for a Business Teacher Training Program at the Richmond Professional Institute of the College of William and Mary, Richmond, Virginia," Unpublished M. A. Thesis, Ohio State University, Columbus, Ohio, 1952.

<sup>2</sup> M. E. Alford, "A Critical Analysis of the Personnel Practices in Recruiting Teachers in the Public School Systems of Virginia," Unpublished Doctorial Dissertation, University of Virginia, Charlottesville, Virginia, 1958.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

out that the usual period of service among business teachers was only three years.<sup>1</sup> To further emphasize the instability, Tonne stated that in one of his studies the usual teacher of business subjects had remained in service for only three years and in that period had had two different positions.<sup>2</sup>

Fowler, in his study of selected high schools in Kansas, found that first- and second-class cities had a turnover of 10.88 per cent. The third-class cities had a turnover of 20 per cent.<sup>3</sup> Fowler based the selection of schools to be studied on population as classified by the educational directory for Kansas. His study revealed three main reasons for the teachers leaving. For the men, Fowler found two reasons: (1) To accept a better teaching position; (2) To pursue another occupation. For the women, Fowler cited one reason: To get married.<sup>4</sup>

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<sup>1</sup> Herbert A. Tonne, Principles of Business Education, New York, The Gregg Publishing Company, 1947, p. 489.

<sup>2</sup> Ibid.

<sup>3</sup> Billie Lee Fowler, "A Study to Determine the Factors Affecting Turnover of Business Teachers in 208 Selected Schools of Kansas," Kansas State Teachers College, Emporia, Kansas, Unpublished M. S. Thesis, 1954, p. 7.

<sup>4</sup> Ibid.

Fowler concluded that teaching experience for the teachers involved in his study was not a factor. This he based on the findings that 52.17 per cent of the teachers in his study had three or more years teaching experience.<sup>1</sup>

Fowler, using his criteria, defined and used a term avoidable turnover. He classified those teachers who: (1) resigned to accept a better position; (2) were dismissed; (3) left to teach nearer home; (4) left to enter another line of work; (5) were dissatisfied with present position; (6) had no specific reason, and (7) had miscellaneous reasons as avoidable turnover. His findings under this criteria were that 65.31 per cent of the turnover constituted avoidable turnover.<sup>2</sup>

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<sup>1</sup> Billie Lee Fowler, "A Study to Determine the Factors Affecting Turnover of Business Teachers in 208 Selected Schools of Kansas," Kansas State Teachers College, Emporia, Kansas, Unpublished M. S. Thesis, 1954, p. 7.

<sup>2</sup> Ibid.

CHAPTER III  
PROCEDURE FOR THE STUDY

Method and Scheme for the Study

Knowing that the method of collection of data can mean a successful study or a failure, the writer weighed the means of collecting data carefully. The nature and the scope of the material to be studied left little choice to the writer but to use a survey by mail, and sponsorship of the Business Education Service of the Virginia Department of Education if possible.

Obtaining the mailing list. The writer obtained a consolidated list of the various division superintendent's reports for the years 1953-1954, and 1954-1955. This consolidated list gave the teacher's name, and the school in which he was employed for that particular year. The mailing list for this study was made by comparing the 1953-1954 list with the 1954-1955 list. Two things were sought by this comparison: (1) the teachers who left the teaching profession, and (2) the teachers who changed from one division to another within the state school system.

The mailing list for the questionnaire which was sent to the principals of the various schools in which



the turnover occurred was obtained from a state directory of the state school system.

State sponsorship. A letter was written to Mr. A. L. Walker, State Supervisor, Business Education Service, State Department of Education, asking that support of his office be given to the task of gathering information from the principals of these various schools. Mr. Walker granted the request and agreed to write a cover letter to accompany the questionnaire prepared by the writer.

Preparation of the survey forms and cover letter. After reading and observing questionnaires for the various studies which were reviewed, the writer compared these questionnaires with his own experience and study. The first draft of the questionnaire for the teachers was then made.

The first teacher questionnaire. The first draft contained questions in all of the areas which the writer believed might have a bearing on the turnover. Some of the questions were prompted by interviews with several teachers who were teaching in the Montgomery County school system and one teacher who was to be a part of the turnover in this study. After compiling the questions and devising the form for the questionnaire, the final

first draft was presented for criticism to the teachers who comprised my panel:

Mrs. Daphne W. Hall, Housewife, (Former teacher)  
Christiansburg, Virginia

Mrs. Leo Smith, Vocational Office Training  
Coordinator  
Christiansburg High School  
Christiansburg, Virginia

Mrs. Geneva Burgess, Typewriting Teacher  
Christiansburg High School  
Christiansburg, Virginia

Mrs. Margaret W. Gaskins, Housewife,  
(Former teacher)  
Christiansburg, Virginia

The second teacher questionnaire. The criticisms of the teacher panel were considered and the suggested deletion, additions and changes were made. The questionnaire was again presented to this panel of teachers, and they accepted it. For further consideration of this questionnaire it was submitted to the following panel for comment and criticism:

Dr. Harry Huffman, Professor of Business  
Education  
Virginia Polytechnic Institute  
Blacksburg, Virginia

Dr. T. J. Horne, Professor of Agricultural  
Education  
Virginia Polytechnic Institute  
Blacksburg, Virginia

Dr. D. L. Kinnear, Professor of Vocational  
Education  
Virginia Polytechnic Institute  
Blacksburg, Virginia

The final teacher questionnaire. The comments of the faculty panel were considered and embodied in the final draft of the writer's questionnaire to the teachers involved in the turnover covered by this study.

The first principal's questionnaire. The first principal's questionnaire was based on the questions on the final teacher questionnaire. The form for the questionnaire was changed to eliminate any part of the teacher questionnaire that was not necessary for the principals to answer. The first draft of the principal's questionnaire was then sent to the faculty panel for their comments and criticisms. Several of the comments made by the panel are as follows:

1. Too complicated
2. Too long
3. Will not score easily
4. Should be on one page

The second principal's questionnaire. The physical form of the first questionnaire was changed to simplify, to shorten, and to facilitate the scoring of the questionnaire as was suggested by the panel. The questionnaire was then returned to the faculty panel, and it met little comment except, "It should work".

The final principal's questionnaire. The questionnaire was duplicated and 140 copies were mailed to

Mr. A. L. Walker, State Supervisor, Business Education Service, State Department of Education, Richmond, Virginia. A mailing list of the principals to be contacted, stamps, and envelopes were sent to Mr. Walker. The questionnaire, prepared by the writer, and a cover letter, prepared by Mr. Walker, were mailed from his office to the principals.

The cover letter for the teacher questionnaire. The writer reviewed all available sources in an effort to find examples of cover letters written in previous problems. The importance of this letter, its appeal, and its explanation of the need for the study could not be emphasized too much, for the writer knew that the success of the study and its reliability depended on this instrument. Realizing that this problem called for a good sales appeal, the writer studied the available materials on sales letters. The cover letter was drafted as a sales letter and every effort was made to make it as strong and as effective as was possible. These cover letters were then assembled with the teacher questionnaires, which were coded for follow-up purposes, and the two were mailed to the teachers involved in the study.

#### Preparations for Follow-up and Analysis of Data

The calm that existed between the mailing of the questionnaires to the principals and to the teachers

gave the writer time to realize that a follow-up would probably be necessary.

The teacher follow-up letter. The writer considered the possibility of using post cards but the appeal of a short sales-type reminder seemed to be more fitting for the teachers being contacted. A short follow-up letter, following the same form as the original cover letter, was drafted and held in readiness until the returns began to slow down. The writer then sent out the follow-up on those teachers who had not sent in their questionnaires.

CHAPTER IV  
ANALYSIS OF THE DATA

The Procedure

In analyzing the data, the writer was guided by several considerations: (1) The data should be organized to facilitate analysis. (2) Tables should be constructed in order to be easily understood, to show a comparison of the two groups of teachers (city-county), and to show the importance the teacher gave the reason by rating it as her first (main) and second (secondary) reason for leaving. (3) An analysis of the data should support the conclusions drawn. With these considerations as guides, the writer classified the data in five parts, as follows: (1) background data, (2) extent of the turnover, (3) location of the turnover, (4) effect of marital status and sex on the turnover, and (5) other reasons which include financial, administrative, teaching experience and certification, health and normal advancement, and miscellaneous other reasons.

Background Data

Per cent of return. Questionnaires were mailed to two groups: (1) the teachers who did not renew their contracts; and (2) the principals of the schools in which the turnover occurred. (Table 1).

TABLE 1

## Per Cent of Return From Questionnaires

Informants	Number Questionnaires Mailed to	Number Questionnaires Returned	Per Cent of Return
Teachers	165	102	61.82
Principals	140	127	90.71

Questionnaires were sent to 165 teachers; and with the additional aid of a follow-up letter, 102 questionnaires were returned. The percentage of return was 61.82.

One hundred forty questionnaires were mailed to the principals of the schools in which the turnover occurred. With the aid of a transmittal letter from the Business Education Service of the State Department of Education, 127 of these questionnaires were returned. This gave a 90.71 per cent return for the principal's questionnaire.

#### The Extent of the Turnover

In analyzing this area, the writer used gross turnover to include all of the turnover teachers. Net turnover represents the turnover teachers who did not return to their jobs or to new jobs in the state school system.

Gross turnover. There were 547 employed white business education teachers listed by their division superintendents for the school year 1953-1954. A comparison of the 1953-1954 list with the 1954-1955 list of business education teachers revealed a turnover of 165 teachers. This represents a gross turnover of 30.16 per cent for the teachers involved in the study. (Table 2).



TABLE 2

Per Cent of Turnover for County and City Systems When  
Based on Total Number of White Teachers Employed

Informants	Number Teachers Employed	Number in Turnover	Per Cent of Turnover
Men	79	24	30.38
Married Women	270	80	29.63
Single Women	198	61	30.81
Total	547	165	30.16

Net turnover return. The number of teachers who elected to return to teaching in 1954-1955 was 33. Although these teachers only changed jobs within the state school system, they were classified as part of the 30.16 per cent gross turnover. The effect of their return to teaching in the state school system reduced the gross turnover. This reduction to net turnover is represented in Table 3 as a percentage difference of 6.03. The net turnover for 547 white business education teachers for the school year 1953-1954 was 24.13 per cent.

#### Location of the Turnover

In analyzing the data with relation to the location of the turnover, the writer was guided by two considerations: (1) The responses from the teachers and principals should reveal the school size in which the turnover occurred. (2) An analysis of the data from the teachers and from comparison of the consolidated list should reveal the marital status and sex of the teachers in the turnover.

Location by school size. The principals' answers to the questionnaires revealed 129 teachers in the turnover. Thirteen questionnaires were not returned. The data gathered from the principals revealed that 106 or 82.17 per cent of the turnover occurred in schools with

TABLE 3

Percentage Difference When Comparing Gross Turnover  
With Net Turnover

Informants	Total Employed	Gross Turnover	Number Returned to Other Systems	Net Number in Turnover	Per Cent Gross and Net Turnover
Teachers	547	165	..	..	30.16
Teachers	547	165	33	132	24.13
Percentage Difference					6.03

four or fewer business teachers. Approximately 85 per cent of this turnover occurred in the county systems and 14.73 per cent in the city systems. (Table 4).

The teachers, 102 reporting out of 165, indicated that 84 or 82.35 per cent of the turnover occurred in schools employing four or fewer business education teachers. The county systems had 89.29 per cent (75 in number) of the turnover in this 1-4 teacher bracket, while 10.71 per cent was attributed to the city systems.

Table 5 reveals the department size as well as the marital status and sex of the teachers in the turnover.

Location by marital status and sex. Table 5 presents the fact that 82 of the 102 turnover teachers were from the county systems. The analysis of this turnover revealed that 36.58 per cent were unmarried women, 54.88 per cent were married women, and 8.54 per cent were men.

The analysis of the responses of the turnover teachers from cities revealed that of the twenty teachers involved, forty per cent were unmarried women; 35 per cent were married women; and 25 per cent were men.

An analysis of the data gathered from the consolidated list of the superintendents' reports revealed that the counties contained 131 (79.39 per cent) of the

TABLE 4

Size of Departments and the Turnover of Teachers For  
Each Size Department as Reported by the Principals

Number of Teachers	Number of Teachers in Turnover		Total
	County	City	
1	50	2	52
2	27	..	27
3	16	1	17
4	8	2	10
5	6	2	8
6	1	5	6
7	1	..	1
8	1	1	2
9	..	..	0
10	..	..	0
11	..	2	2
12	..	4	4
Total	110	19	129

TABLE 5

Size of Department According to Number of Teachers  
 And the Turnover That Occurred for the City and  
County Schools Having a Business Teacher Turnover  
 For 1953-1954 as Given by Teachers

Number of Teachers	Single Female County	Female City	Married Female County	Female City	Male County	Male City	Total
1	12	1	26	1	1	1	42
2	7	..	10	..	2	..	61
3	3	2	5	2	..	1	74
4	4	1	2	..	3	..	84
5	1	1	..	..	..	..	86
6	..	1	1	2	1	1	91
7	..	..	..	1	..	..	92
8	1	2	..	..	..	2	97
9	1	..	..	1	..	1	100
10	..	..	1	..	..	..	101
11	..	..	..	..	..	..	..
12	1	..	..	..	..	..	102
County	30		45		7		82
City		8		7		5	20

165 teachers in the turnover. Based on the number employed by the county systems, it was found that 48 (32.87 per cent) were unmarried women; 68 (33.17 per cent) were married women; and fifteen (30 per cent) were men.

In analyzing the turnover in the city school systems, the writer found that 34 out of 146 employed (23.29 per cent) were involved in the turnover. The individuals constituting the 34 in the turnover were found to be: thirteen (25 per cent) single women; twelve (18.46 per cent) married women, and nine (31.03 per cent) men. (Table 6).

#### Effect of Marital Status and Sex on the Turnover

In analyzing the reasons given by the teachers why they left the teaching field, the writer found that 20.59 per cent of the 102 teachers left because of pregnancy. Nineteen of these gave this reason as their first reason for leaving; seventeen of these teachers were from the county schools. (Table 7).

Marriage was reported by 13.73 per cent of the 102 turnover teachers as their reason for leaving the teaching field. Nine of the fourteen teachers gave marriage as their first reason for leaving; eleven of these teachers were from the county schools. (Table 8).

TABLE 6

Per Cent of Turnover Based on the Number of  
Business Teachers Employed

Informants	Number Employed		Number in Turnover		Per Cent of Turnover Based on Number Employed	
	County	City	County	City	County	City
Men	50	29	15	9	30.00	31.03
Married Women	205	65	68	12	33.17	18.46
Single Women	146	52	48	13	32.87	25.00
Total	401	146	131	34	32.67	23.29



TABLE 7

Was Pregnancy Your Reason?

Informant	Number Responding	Sex and Status			Where Employed		Weighted Reasons		
		Miss	Mrs.	Mr.	County	City	1	2	3
Teachers	21	..	21	..	17	4	19	1	1
Principals	20	..	..	..	18	2	20	..	..

TABLE 8

## Was Marriage Your Reason?

Informant	Number Responding	Sex and Status			Where Employed County	City	Weighted Reasons		
		Miss	Mrs.	Mr.			1	2	3
Teachers	14	10	3	1	11	3	9	4	1
Principals	1	..	..	..	..	1	1	..	..

Twenty-nine (28.43 per cent) of the 102 teachers reported that moving away was their reason for leaving the teaching field. Twenty of the 29 who reported gave this as their first reason for leaving. Twenty-five of the 29 teachers were from the counties. Further analysis revealed: thirteen were unmarried women, and sixteen were married women. (Table 9).

#### Other Reasons for the Turnover

To aid in the analysis of the data which was included under other reasons for the turnover, the writer considered the data in five parts, as follows: (1) financial, (2) administrative, (3) teaching experience and certification, (4) health and normal advancement, and (5) miscellaneous reasons.

Financial. A comparison of salary ranges of the city and county teachers who were in the turnover and the response of these teachers to questions about insufficient salary, better paying teaching jobs, and jobs in business or industry were included in this section of the analysis.

Analysis and comparison of the salary ranges of the 102 turnover teachers who responded revealed that 76 of the 82 county teachers and ten of the twenty city teachers received \$3,000.00 or less in salary for the school year 1953-1954. (Table 10).

TABLE 9

Was Moving Away Your Reason?

Informant	Number Responding	Sex and Status			Where Employed		Weighted Reasons		
		Miss	Mrs.	Mr.	County	City	1	2	3
Teachers	29	13	16	..	25	4	20	7	2
Principals	45	..	..	..	39	6	44	1	..

TABLE 10

Salary Range and Comparison of County vs City  
For Teachers in Turnover

Salary Range	County	Percentage of County Turnover	City	Percentage of City Turnover
Under 2000.00	14	17.07		
2001.00 to 2500.00	43	52.44	1	5.00
2501.00 to 3000.00	19	23.17	9	45.00
3001.00 to 3500.00	3	3.66	5	25.00
3501.00 and up	3	3.66	5	25.00
Totals	82	100.00	20	100.00

Seventeen teachers responded to the question whether insufficient salary was their reason for leaving. Eleven teachers gave insufficient salary as their main reason for leaving, while six teachers gave this as a secondary reason for their leaving. Fourteen of these teachers were from the county schools; three were from the city schools. (Table 11).

Twenty teachers responded to the question whether changing to a better paying teaching job was their reason for leaving. Fifteen of these twenty teachers were from the county schools; five were from the city schools. Further comparison revealed that nine of the twenty teachers gave this as their main reason for leaving. Eleven teachers gave this as their second reason for leaving. (Table 12).

Eight teachers responded to the question whether changing to a job in business or industry was their reason for leaving. All eight of these teachers were from the county schools. Two teachers gave this reason as their main reason and six teachers indicated that it was their secondary reason for leaving. (Table 13).

Administrative. The writer classified the following questions as administrative causes for the turnover:

- (1) Was consolidation of schools your reason for leaving;
- (2) Was an overload of classes, students, or extra-curricular activities your reason for leaving; and

TABLE 11

Was Insufficient Salary Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	17	14	3	11	4	2

TABLE 12

Was Changing to Better Paying Teaching Job  
Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	20	15	5	9	11	..



TABLE 13

Was Changing to a Job in Business or Industry  
Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	8	8	..	2	3	3

(3) Was discipline, guidance and assistance or personality clashes your reason for leaving.

One teacher responded to the question whether consolidation of schools was her reason for leaving. This teacher was a county teacher and gave consolidation as her main reason for leaving. (Table 14).

There were seven teachers who responded to the question whether an overload of courses was their reason for leaving. Of the seven teachers who responded, four were from county schools; three were from the city schools. Two of the respondents gave this reason as their first reason for leaving, while five rated it as their secondary reason. (Table 15).

Six teachers responded to the questions whether an overload of extracurricular activities was their reason for leaving. Of the six respondents, five were from the county schools; one was from a city school. One teacher gave this reason as his main reason for leaving. Five gave this reason as their secondary reason for leaving. (Table 16).

Three teachers responded to the question whether an overload of students was their reason for leaving. One teacher was from a county school; two were from the city schools. Two teachers gave this reason as their main reason for leaving. (Table 17).

TABLE 14

Was Consolidation of Schools Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	1	1	..	1	..	..

TABLE 15

Was Overload of Courses Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	7	4	3	2	5	..

TABLE 16

Was an Overload of Extracurricular Activities  
Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	6	5	1	1	2	3

TABLE 17

Was an Overload of Pupils Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	3	1	2	2	..	..

Four teachers responded to the question of whether the discipline of students was their reason for leaving. All of the respondents to this question were from the county schools. Three teachers gave this reason as their main reason for leaving. One teacher gave this reason as a secondary reason for her leaving. (Table 18).

Four teachers responded to the question whether the lack of guidance or assistance on the part of school officials was their reason for leaving. Three of the respondents were from the county schools; one was from a city school. Two of the respondents gave this reason as their main reason for leaving; two rated this reason as secondary. (Table 19).

Oneteacher responded to the question whether personality clashing within the school was the reason for his leaving. This teacher was from a county school and rated this reason as a secondary reason for his leaving. (Table 20).

One teacher responded to the question whether an ethical reason was the reason for his leaving. This teacher was from a county school and rated this reason as a secondary reason for his leaving. (Table 21).

Teaching experience and certification. The writer included in this group a comparison of average teaching experience; certification of teachers; and the response

TABLE 18

Was Discipline of Students Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	4	4	..	3	..	1



TABLE 19

Was Lack of Guidance or Assistance on the Part of  
School Officials Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	4	3	1	2	1	1

TABLE 20

Was Personality Clashing Within The School  
Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	1	1	..	..	1	..

TABLE 21

Did You Leave Because of Ethical Reasons?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	1	1	..	..	1	..

to questions related to teaching experience and certification.

#### Average Teaching Experience

In analyzing the data from the 102 respondents, the writer found that the 82 teachers from the counties had an average of 4.18 years teaching experience. Forty-five of the 82 county teachers had three or less years teaching experience. The city teachers had an average of 11.4 years, with only five teachers that had three or less years teaching experience. (Table 22).

An analysis of the data revealed that 20.73 per cent of the county teachers held normal or temporary certificates, while only five per cent of the city teachers held temporary certificates. (Table 23).

When the writer analyzed the data concerning Virginia certification, he found that 73 of the 82 county teachers were certified in Virginia. All of the city teachers were certified in Virginia. (Table 24).

The data from 102 teachers revealed that 72 of the 82 county teachers taught in their field of certification. All of the city teachers taught in their field of certification. Of the 102 teachers who responded, 90.2 per cent taught in their field of certification. There were ten of the 102 respondents who were not teaching in their field of certification although they were employed as business teachers. (Table 25).

TABLE 22

## Average Teaching Experience in Years

Years of Teaching Experience	County		City	
	Number of Teachers	Aggregate Years Experience	Number of Teachers	Aggregate Years Experience
1	15	15	1	1
2	13	26	2	4
3	17	51	2	6
4	7	28	1	4
5	7	35	2	10
6	6	36	1	6
7	7	49	..	..
8	5	40	1	8
9	..	..	2	18
10	..	..	2	20
11	1	11	..	..
12	2	24	1	12
14	2	28	1	14
27	..	..	2	54
28	..	..	1	28
43	..	..	1	43
<b>Total</b>	<b>82</b>	<b>343</b>	<b>20</b>	<b>228</b>
<b>Average Teaching Experience</b>	<b>4.18</b>		<b>11.4</b>	

TABLE 23

## Certificates Held by Teachers Involved in the Turnover

Types of Certificates Held	County Teachers	Percentage of County Teachers	City Teachers	Percentage of City Teachers
Graduate Collegiate Professional	7	8.54	8	40.00
Collegiate Professional	54	65.85	8	40.00
Collegiate	4	4.88	3	15.00
Normal	3	3.66		
Temporary	14	17.07	1	5.00
	82	100.00	20	100.00

TABLE 24

Virginia Certification of Those Teachers  
Involved in the Turnover

Informant	Where Employed			Certified in Virginia			Percentage Certified in Virginia
	County	City	Total	County	City	Total	
Teachers	82	20	102	73	20	93	91.18

TABLE 25

Per Cent of Teachers That Taught in Their Field  
Of Certification

Informant	Where Employed			Taught in Field of Certificate			Per Cent Who Taught in Field of Certificate
	County	City	Total	County	City	Total	
Teachers	82	20	102	72	20	92	90.2



Three teachers responded to the question whether being relieved by a certified teacher was their reason for leaving. These three teachers were from county schools. Two gave this reason as their main reason for leaving. One teacher rated this reason as a secondary reason for her leaving. (Table 26).

Two teachers responded to the question whether changing to their certified field was their reason for leaving. These two teachers were from county schools. One gave this reason as her main reason for leaving; one rated this reason as a secondary reason for her leaving. (Table 27).

Health and normal advancement. Questions concerning health or normal steps of advancement were included in this group.

One teacher responded to the question whether health was the reason for her leaving. This teacher was from a county school and rated this reason as the main reason for her leaving. (Table 28).

Four teachers responded to the question whether they left to complete or to continue their education. An analysis of this data revealed that three were from county schools and one was from a city school. Three gave this reason as their first choice for leaving; one rated this reason as secondary. (Table 29).

TABLE 26

Was Being Relieved by a Certified Teacher  
Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	3	3	..	2	1	..

TABLE 27

Was Changing to a Certified Field  
Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	2	2	..	1	..	1

TABLE 28

Was Health Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	1	1	..	1	..	..

TABLE 29

Was to Complete or Continue Education  
Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	4	3	1	3	1	..

Three teachers responded to the question whether advancement to a private school or a college job was their reason for leaving. Two teachers were from county schools; one was from a city school. Two of the teachers gave this reason as their main reason; one rated this reason as secondary. (Table 30).

Miscellaneous reasons. The writer classified as miscellaneous the responses to questions which could not be included under a specific classification used thus far in analyzing the data.

Three teachers responded to the question of whether changing to an administrative position was their reason for leaving. One teacher was from a county school; two were from the city schools. One gave this reason as the main reason for leaving while two rated it as a secondary reason for their leaving. (Table 31).

One teacher gave the reason of retiring as his main reason for leaving. He was from a city school. (Table 32).

Three teachers responded to the question of whether personal dislike for teaching was their reason for leaving. All of these teachers were from the county schools. Two teachers gave personal dislike for teaching as their main reason for leaving. One teacher gave this reason as a secondary reason for her leaving. (Table 33).

TABLE 30

Was Private School or College Job  
Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	3	2	1	2	..	1

TABLE 31

Was Changing to an Administrative Position  
Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	3	1	2	1	2	..



TABLE 32

## Was Retiring Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	1	..	1	1	..	..

TABLE 33

Was Personal Dislike for Teaching  
Your Reason?

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	3	3	..	2	1	..

Seventeen teachers responded to a write-in question. Eleven teachers were from the county schools; six teachers were from the city schools. Ten teachers gave reasons listed below as their main reason for leaving while seven gave reasons that were a secondary cause for their leaving.

Write-in reasons as given by the teachers as the reasons they left teaching:

1. Discontinue work outside of home.
2. To take a more active part in community life.
3. Physically exhausted and for travel.
4. Lack of cultural and social opportunities in community.
5. Leave of absence to travel.
6. Not reelected.
7. Changed to own community to cut travel.
8. Help husband in church work.
9. Personal.
10. Wanted a change of environment.
11. Town too small.
12. Was expected too much of in instructing students. (Table 34).

TABLE 34

## Write-in Reason for Teacher Turnover

Informant	Number Responding	Where Employed		Rated Reasons		
		County	City	1	2	3
Teachers	17	11	6	10	4	3

## CHAPTER V

SUMMARY AND CONCLUSIONSIntroduction to Summary and Conclusions

The summary of the data was presented in five major divisions:

1. The summary of the background data.
2. The summary and conclusions of the extent of the turnover.
3. The summary and conclusions on the location on the turnover.
4. The summary and conclusions of the effect of marital status and sex on the turnover.
5. The summary and conclusions of financial, administrative, teaching experience and certification, health and normal advancement, and miscellaneous other reasons for the turnover.

In summarizing the data and drawing the conclusions, the writer adhered to two considerations: (1) The questions of the problem should be clearly answered from the data analyzed. (2) The summary and conclusions should reveal clearly to others the result of methods and questions used in this study, which might prove beneficial in future studies of this kind.

### The Summary of Background Data

A brief summary was prepared of the sources of data, the return of questionnaires, and the maximum number of respondents from each source of information.

Sources of data. The data were gathered from three sources: (1) Consolidated list of business education teachers for the school year 1953-1954 and 1954-1955. (2) The turnover teachers. (3) The principals of the turnover teachers.

Per cent of return from questionnaires. One hundred forty questionnaires were mailed to principals; 127 of these questionnaires were returned. The writer considered 90.71 per cent an excellent return from the principals.

One hundred sixty-five questionnaires were sent to the teachers who failed to return to their 1953-1954 teaching positions; 102 of these questionnaires were returned. The writer considered 61.82 per cent a sufficient return although 63 questionnaires were not returned.

Maximum number of respondents. Although there were 165 turnover teachers, information about the turnover was obtained from the principals about 129 teachers and from the teachers themselves information about 102 teachers. Therefore tables prepared from the principals' responses are based on 129 teachers, and

tables prepared from the teachers' responses are based on 102 teachers.

Summary and Conclusions of the  
Extent of the Turnover

The superintendents' list, as consolidated in 1953-1954 by the business education service of the state department of education, revealed 547 employed, white business teachers. One hundred sixty-five (30.16 per cent) did not return to their teaching positions. The writer classified this 30.15 per cent as gross turnover, because it did not take into consideration the 33 teachers who changed positions within the state.

The net turnover was 132 (24.13 per cent) of the 547 employed.

Conclusion. The 24.13 per cent net turnover was not as serious as the 35.56 per cent as reported in the 1953-1954 status report. This net turnover, however, represents a loss of one out of four in a department of four business teachers.

Summary and Conclusion of the  
Location of the Turnover

The location of the turnover was established by school size, county or city, and marital status and sex.

School size. Analysis of the data from the principals revealed 82.17 per cent of the turnover

was in schools with four or fewer business teachers.

The data from the teachers revealed 82.35 per cent of the turnover was in the schools with four or fewer business teachers.

County-city. The counties employed 79.39 per cent of the turnover teachers and the cities employed 20.61 per cent, however, the county schools had a 32.67 per cent turnover of business teachers, while the city schools had only a 23.29 per cent turnover of business teachers. (See Table 6).

Marital status and sex. The writer found that thirty per cent of the men employed by the counties and 31.03 per cent by the cities were turnover teachers. Furthermore 33.17 per cent of married women in the counties and 18.46 per cent in the cities were turnover teachers.

Among single women the turnover included 32.87 per cent in the counties and 25 per cent in the cities.

Analysis of the returns from 102 of the 165 teachers revealed that 82 of the 102 were from the county schools.

The county turnover was comprised of 35.58 per cent single females, 54.88 per cent married females, and 8.54 per cent men. The remaining twenty teachers were



from city schools and were as follows: 40 per cent single females; 35 per cent married females, and 25 per cent men.

Conclusions. The writer concluded that:

1. Eighty-two per cent of the turnover occurred in schools with four or fewer business teachers employed.
2. The county schools had 79.39 per cent of the turnover teachers.
3. The county schools lost 32.67 per cent of the business teachers employed to the 1953-1954 turnover.
4. The city schools lost 23.29 per cent of the business teachers employed to the 1953-1954 turnover.
5. Marital status and the sex of the teachers affected the county turnover to a greater extent than it did the city turnover.

The Summary and Conclusions of the Effect of Marital Status and Sex on the Turnover

Several questions, that the writer believed had a definite effect on the turnover, were asked of the teachers. These questions were based on the writers' knowledge that a large per cent of the teachers in the schools of Virginia were female and that marriage, motherhood, and movement of the family unit would affect the turnover of these teachers.

Fourteen teachers and one principal responded to the question of whether marriage was the reason for the teacher turnover. Table 8 presented the fact that

fourteen teachers were female. Eleven teachers were from the county schools as compared to three from the city schools.

Twenty-one married females gave pregnancy as their reason for leaving. The county schools employed 17 of these teachers.

Twenty-nine teachers gave movement of the family unit as their reason for leaving. Table 9 presented the fact that all of these teachers were female and that 25 were from the county schools.

Conclusions. The writer concluded that:

1. Sixty-four (62.7 per cent) of the 102 teachers responded to questions which indicated that marital status and sex affected their leaving in the following manner:
  - a. Twenty-one left because of pregnancy.
  - b. Fourteen left because of marriage.
  - c. Twenty-nine gave moving as their reason for leaving.
2. Marital status and the sex of the teachers had a definite effect on the turnover.

The Summary and Conclusion of  
Financial, Administrative, Teaching Experience  
And Miscellaneous Other Reasons for the Turnover

Summary. Responses of the turnover teachers to questions of: (1) financial reasons, (2) administrative causes, (3) teaching experience and certification,

(4) health and normal advancement, and (5) miscellaneous reasons are included in this section.

### Financial

Eighty-six (84 per cent) of the 102 turnover teachers received \$3,000.00 or less in salary for 1953-1954. The county schools had seventy-six (76) of the 102 turnover teachers who were in this salary bracket. (Table 10).

Seventeen teachers gave insufficient salary as their reason for leaving teaching. Fourteen of these seventeen turnover teachers were from the county schools. (Table 11).

Twenty teachers gave changing to a better paying teaching job as their reason for leaving teaching. Fifteen of these teachers were from the county schools. (Table 12).

Eight teachers gave changing to a job in business or industry as their reason for leaving. All eight of these teachers were from county schools. (Table 13).

Conclusions: The writer concluded that:

1. The greatest turnover occurred in the \$3,000.00 or less salary bracket. A turnover that would represent a little better than three out of every four teachers.
2. The county schools contained the greatest number of turnover teachers in the \$3,000.00 or less bracket.

3. The county schools contained thirty-seven of the forty-five respondents to other questions which indicated financial reasons for leaving teaching.

#### Administrative

Twenty-seven teachers responded to questions concerning: (1) Consolidation of schools, (2) overload of courses, (3) overload of students, (4) overload of extracurricular activities, (5) discipline of students, (6) guidance and assistance given you, and (7) personality clashes.

Conclusions. Twenty-seven teachers of the 102 respondents represents a turnover of one plus out of every four teachers and should warrant concern.

#### Teaching Experience and Certification

Forty-five county teachers and five city teachers of the 102 turnover teachers had three or fewer years teaching experience.

The county turnover teachers had an average teaching experience of 4.18 years; the city teachers had an average of 11.4 years teaching experience.

Seventeen county teachers and one city teacher held normal or temporary certificates.

Ten county teachers did not teach in the field of their certification and nine county teachers were not certified in Virginia.

Five teachers reported that they left because of certification.

Conclusions. The writer concluded that:

1. Almost fifty per cent of the turnover teachers had three or fewer years teaching experience.
2. Approximately five per cent of the turnover was caused by the following reasons: (1) The employment of teachers with normal or temporary certificates. (2) The practice of having a teacher teach in a field in which she was not fully prepared. (3) The employment of uncertified teachers.

#### Health and Normal Advancement

Twelve teachers responded to questions which the writer classified as health and normal advancement. Two teachers gave poor health and retirement as their reason for leaving; ten stated they left to continue their education or to accept positions which the writer considered normal advancement.

Conclusions. The writer concluded that the turnover caused by poor health and retirement was insignificant; however, normal advancement caused nine per cent of the turnover.

#### Miscellaneous Reasons

Seventeen teachers had reasons for leaving that the writer classified as miscellaneous or write-in reasons for leaving the teaching field.

Conclusions. The writer concluded that approximately sixteen per cent of the turnover was caused by miscellaneous reasons.

CHAPTER VI  
RECOMMENDATIONS

The recommendations made in this study were based on: (1) the writer's experiences in making this study, (2) suggestions of co-workers in the teaching field, and (3) the writer's experience as a business teacher and department head.

The following recommendations are made by the writer:

1. The findings of this study should be combined with other similar studies to determine trends that may exist.

2. Effort should be made to create a questionnaire which would help determine the current reasons for teacher turnover. A questionnaire such as this could be made available to all schools.

3. Greater effort should be made to obtain career teachers.

4. Continued effort should be made to raise pay status of qualified and deserving teachers.

5. Investigation should be made of industrial personnel management practices which could be used in school administration.

6. Fringe benefits other than take home pay should be investigated.



ACKNOWLEDGEMENTS

Although this thesis was written by one person, there were many more people involved. Without the invaluable aid of these people and the conscientious response of the group under study, this study would have been impossible.

Specific acknowledgement is made to the following:

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 , State Supervisor of Business Education in  
 Virginia; , ,

Dr. T. J. Horne, Virginia Polytechnic Institute; and  
 Dr. D. L. Kinnear, Virginia Polytechnic Institute.

Special acknowledgement is made: to my wife for her aid and patience, to for reading, and to and for typing.

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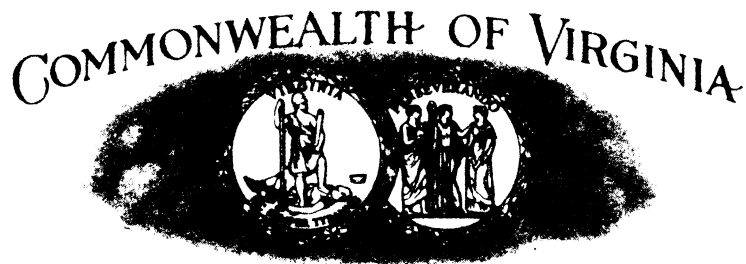
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APPENDICES



STATE BOARD OF EDUCATION  
RICHMOND, 16

February 25, 1955

Mr. Lloyd E. Gaskins

Christiansburg, Virginia

Dear Mr. Gaskins:

It has been interesting to read your thesis outline. I think you have a very significant study and one that will prove very helpful to us in the administration of business education in Virginia.

If you think the formal sanction by the Business Education Service will be helpful to you in gathering your data, I shall be very happy to work with you in any way that we can. It is my opinion that we may be of some service to you in your contacts with principals and superintendents. Dr. Landrum, of Longwood College, did his doctoral study at the University of Indiana. Through mailings from this office and because of the official letterhead of the State Department of Education I believe he thought he received more prompt and more complete consideration than if he had done his mailing independently.

Suppose you talk this over with Dr. Huffman and outline the kind of assistance which you would like for us to give to your project.

Very truly yours,

Arthur L. Walker, State Supervisor  
Business Education Service

ALW:nk

cc: Dr. Harry Huffman



Christiansburg,  
April 23, 1954

Mr. A. L. Walker, State Supervisor  
Business Education Service  
State Department of Education  
Richmond, 16, Virginia

Dear Mr. Walker,

I am sending under separate cover the following material as we agreed on in Roanoke:

1. Addressed and stamped envelopes
2. Stamps for returning questionnaires
3. Mailing check list
4. Educational Directory 1954-1955
5. Questionnaires

In addition to the above listed items you will find Miss Crumley's study which I have duplicated in its entirety and will incorporate in the appendix of my thesis. Although some of the information does not concern my study, by putting it in the appendix it will become a permanent record which others may care to use.

There are two schools, included in the mailing list, that I did not know how to handle. They are Aldie and Lovettsville, both were high schools in 1953 - 1954 but now are listed as elementary and Loudoun County High School is the High School. I addressed envelopes for each and would like you to send the ones which will get the best results. I was also unable to find the correct person's address for Woodrow Wilson Tech School, Fishersville, Virginia.

I do wish to thank you and Miss Crumley for your aid to me in making this study and I hope the study will merit your efforts.

Yours truly,

Lloyd E. Gaskins

LEG:MWG

Christiansburg, Virginia  
June 27, 1955

Mr. A. L. Walker, State Supervisor  
Business Education Service  
State Department of Education  
Richmond, 16, Virginia

Dear Mr. Walker

Received the package containing the thesis material last Monday, June 20th.

The return was very good and I know that such a return would have been virtually impossible without your help. I am indeed most appreciative for this aid.

AS soon as the thesis is finished, I would like for you to have a copy to aid you and your staff in any way that it may in your tremendous task of guiding Business Education in Virginia.

Yours truly

Lloyd E. Gaskins

417 Roanoke Street  
 Christiansburg  
 Virginia  
 March 1955

Dear Teacher or Former Teacher

DON'T THROW THIS AWAY! Your experience as a business teacher is valuable. A study is being conducted which has the approval of the Business Education Service of the State Department of Education concerning the causes for teachers leaving or changing jobs within the teaching field. Won't you help us?

THIS IS YOUR CHANCE to help us to discover the likes and dislikes of teachers concerning their profession. A study of your likes and dislikes will be important in eliminating some of the causes.

ALL YOU HAVE TO DO IS to check the items on the enclosed questionnaire that are appropriate. Put it in the enclosed envelope and drop it in the mail on your next trip out.

You need not sign the questionnaire for the information will appear only as totals in the study.

GO AHEAD, ANSWER  
 THIS TODAY!

It CAN mean a lot to you and to the entire teaching profession.

Lloyd E. Gaskins, Graduate Student  
 Virginia Polytechnic Institute

## QUESTIONNAIRE FOR TEACHERS

1. Were you a (Miss) \_\_\_ (Mrs.) \_\_\_ (Mr.) \_\_\_ in 1953 - 1954? (Check one)
2. Did you teach in the city \_\_\_ or county \_\_\_ in 1953 - 1954? (Check one)
3. How many years of teaching experience did you have up to and including the school year 1953 - 1954? Give number . . . . . \_\_\_
4. Are you certified by the State Department of Education in Virginia?  
(Check one) yes \_\_\_ or No \_\_\_
5. Which of the following certificates do you hold? (Check one or more)
  - a. Graduate Collegiate Professional \_\_\_
  - b. Collegiate Professional . . . . . \_\_\_
  - c. Collegiate . . . . . \_\_\_
  - d. Normal . . . . . \_\_\_
  - e. Temporary . . . . . \_\_\_
6. Did you teach in the field of your certificates? (Check one) Yes \_\_\_ No \_\_\_
7. What was your salary for the school year 1953 - 1954? (Check the nearest)
  - a. Under \$2000.00 \_\_\_
  - b. \$2001.00 - \$2500.00 \_\_\_
  - c. \$2501.00 - \$3000.00 \_\_\_
  - d. \$3001.00 - \$3500.00 \_\_\_
  - e. \$3501.00 - \$ Up \_\_\_
8. How many teachers were in the department in which you taught counting yourself? (Give Number) \_\_\_\_\_



## QUESTIONNAIRE (CONTINUED)

9. What was the reason or reasons for your change?  
(Check the reason or reasons nearest to yours.)

- |  |  |
|--|--|
| <input type="checkbox"/> 1. Moved away   | <input type="checkbox"/> 17. Private school or college job             |
| <input type="checkbox"/> 2. Pregnant   | <input type="checkbox"/> 18. Relieved by certified teacher             |
| <input type="checkbox"/> 3. Retired  | <input type="checkbox"/> 19. Consolidation of schools                  |
| <input type="checkbox"/> 4. Insufficient salary  | <input type="checkbox"/> 20. Trouble from parents                      |
| <input type="checkbox"/> 5. Lack of guidance or assistance on the part of school officials | <input type="checkbox"/> 21. Ethical reasons                           |
| <input type="checkbox"/> 6. Overload of courses  | <input type="checkbox"/> 22. Changed to better paying teaching job     |
| <input type="checkbox"/> 7. Overload of pupils   | <input type="checkbox"/> 23. Changed to administrative position        |
| <input type="checkbox"/> 8. Overload of extracurricular activities                         | <input type="checkbox"/> 24. Changed to more worthwhile work           |
| <input type="checkbox"/> 9. Personal dislike for teaching                                  | <input type="checkbox"/> 25. Lack of social prestige                   |
| <input type="checkbox"/> 10. Changed to job in business or industry                        | <input type="checkbox"/> 26. Restrictions by the community on teachers |
| <input type="checkbox"/> 11. To complete or continue education                             | <input type="checkbox"/> 27. Discipline of students                    |
| <input type="checkbox"/> 12. Marriage  | <input type="checkbox"/> 28. Others _____                              |
| <input type="checkbox"/> 13. Personality clashes within school                             | _____  |
| <input type="checkbox"/> 14. Health  | _____  |
| <input type="checkbox"/> 15. Changed to certified field                                    |  |
| <input type="checkbox"/> 16. Political reasons   |  |

10. If you checked more reasons than one, would you now go back and mark the reasons for changing that you have checked in their order of importance. Write 1 beside the most important reason, 2 beside the next most important reason, and 3 by the next reason in importance.

417 Roanoke Street  
Christiansburg, Va.  
April 1955

Dear Teacher or Former Teacher:

Fifty-seven per cent of the teachers or former teachers who received the questionnaire, the same questionnaire that you received, have answered and returned them to me.

The Easter Holidays seemed to have caused many to put the questionnaire aside with good intentions to answer it at a later date, but they have forgotten.

Won't you look through your correspondence and complete this questionnaire, for the entire study is based on your reasons for leaving teaching or changing jobs within the teaching field.

If you have misplaced the questionnaire, please let me know and I will be glad to send you another, for it is most important to us to know the why behind the turnover.

Lloyd E. Gaskins, Graduate Student  
Virginia Polytechnic Institute

## COMMONWEALTH OF VIRGINIA

STATE BOARD OF EDUCATION  
RICHMOND. 16

May 10, 1955

To: High School Principals

From: Arthur L. Walker, State Supervisor for Business Education

Subject: Business Teacher Tenure Study

It appears that teacher shortage in the field of business education is becoming progressively more acute. The Business Education Service and our teacher preparation departments in the colleges are intensively interested in identifying as many of the basic factors as possible. The annual tabulation which we make each year (latest copy attached) shows a rather consistent turnover rate in excess of 30 per cent a year.

It must be extremely difficult for you to develop a stable business education program with the lack of continuity of the instructional program resulting from the continual change of teacher personnel.

Therefore, we solicit your prompt cooperation in our study of this problem by completing the attached check sheet and returning it to us in the self-addressed, stamped envelope which we are enclosing. If we could have your assistance prior to June 1, we would be very deeply indebted to you.

ALW:at

Enclosures 3

QUESTIONNAIRE FOR PRINCIPALS

1. How many teachers did you have in your business education department for the school year 1953 - 1954? Give number . . . . . \_\_\_\_\_.
2. How many business teachers did you have in September 1953 that were replaced by September 1954? Give number. . . . . \_\_\_\_\_.
3. Did you have to hire additional teachers to fill vacancies that occurred in the school year 1953 - 1954 who were no longer with you on September 1, 1954? Check yes or no. . . . . Yes \_\_\_\_, No \_\_\_\_.  
How many? Give number. . . . . \_\_\_\_\_.

Please write on the back of this questionnaire the names and addresses of the teachers that were a part of this interim turnover.

4. With each business teacher who left your business program during the 1953 - 1954 school year, please check, in the spaces under the heading "Reasons," the reason or reasons for the change and at the same time rate the reason in the column under the heading "Teacher Number."

For example, the first teacher considered would be teacher number 1. Her reason would be, say, moved away, then in the spaces under "Reasons" check moved away. Now in the column under "Teacher Number" and parallel with the reason place the rating 1, 2, or 3 to represent the importance of the reason for the change. (Rating 1 would represent the most important reason). See example below:

EXAMPLE:

Teacher Number	Reasons
1 2 3 4 5 6 7 8	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Moved away ✓

Teacher Number	Reasons
1 2 3 4 5 6 7 8	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Moved away
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. Pregnant
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3. Insufficient salary
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4. Overload of courses
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5. Overload of pupils
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6. Overload of extracurricular activities
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7. Retired
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	8. Personal dislike for teaching
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9. To complete or continue education
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10. Changed to job in industry
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	11. Marriage
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	12. Health
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	13. Personality clashes within school
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	14. Private school or college job
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15. Trouble from parents of students
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	16. Ethical reasons
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	17. Changed to better paying teaching position
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	18. Changed to administrative position
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	19. Lack of social prestige
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	20. Restrictions by community on teachers
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	21. Discipline of students
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	22. Changed to certified field
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	23. Consolidation of schools
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	24. Not reelected due to:
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	a. Not properly certified
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	b. Work unsatisfactory
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	25. Others: _____

Return to: State Department of Education  
Business Education Service  
Richmond, Virginia

June 1, 1955

To: High School Principals  
From: Arthur L. Walker, Supervisor of Business Education  
Subject: Teacher Turnover Study

About a month ago we sent you a request for information on tenure of business teachers in your school with a view of determining the reason for the excessive rate of turnover on a state-wide basis. Since we are quite anxious to have complete information we are again directing your attention to this matter.

If the previous questionnaire and the self-addressed stamped envelope in on your desk, won't you please use it to give us this information. If the enclosures have been misplaced, please use the attached duplicate questionnaire and the addressed envelope at your earliest convenience. This courtesy will be very greatly appreciated.

ALL:at

Attachment

Oceana is no longer a high school, consequently we have no business teachers here. The high schools in this county were consolidated last year. The new high school is Princess Anne High School, Lynnhaven, Va.

Mildred E. Wilson, Principal

STATUS OF BUSINESS EDUCATION IN THE PUBLIC SCHOOLS OF VIRGINIA 1953-54

1. Public Schools (Jr. and Sr. High Schools) Offering Business Education Subjects 396
2. Schools Teaching Only One Business Subject:
 

Bookkeeping	1	General Business	1
Business Math	2	Typewriting	20
3. Number Teachers Teaching one or more Business Subjects: 703
 

Degree Held	Bachelor	574
	Master	76
	No Degree	27
4. Teachers Classified as Business Teachers by Division Superintendents 675
5. Number of Teachers Teaching Subjects Other Than Business 194
6. Qualifications of Business Education Teachers:
 

Collegiate Prof.	545	Collegiate Prof. Not BE	66
Collegiate	43	Collegiate Not BE	14
Special	11	Emergency	33
P.G. Prof.	21	Local Permit	28
Normal Prof.	4		
7. Per cent of Teachers not Qualified (141) (Based on item 4) 20.88
8. Rate of turnover (No. of teachers who did not return to last year's (24) positions) 35.56
9. Per cent of new teachers (Inexperienced) (79) 11.70
10. Number of Schools and Enrollments in Business Subjects:

<u>No. of Schools</u>	<u>Subject</u>	<u>Enrollment</u>
373	Beginning Typewriting . . . . .	19,996
330	Advanced Typewriting . . . . .	8,308
289	Beginning Shorthand . . . . .	6,694
161	Advanced Shorthand . . . . .	2,279
217	Beginning Bookkeeping . . . . .	5,870
28	Advanced Bookkeeping . . . . .	640
204	General Business . . . . .	9,119
96	Business Math . . . . .	4,172
33	Vocational Office Practice . . . . .	924
48	Clerical Practice . . . . .	859
3	Business English . . . . .	46
4	Office Practice . . . . .	75
2	Economic Geography . . . . .	63
16	Business Law . . . . .	382
4	Office Machines . . . . .	101
56	Exploratory 8th Grade . . . . .	3,611
3	Transcription . . . . .	68
1	Filing . . . . .	20
1	Business Methods . . . . .	92
TOTAL ENROLLMENT		63,319

Technical Schools

	<u>Number Teachers</u>	<u>Number Pupils</u>
Danville . . . . .	2	12
Woodrow Wilson . . . . .	4	97
Washington County . . . . .	2	30
Total Technical Schools	8	139

COMMERCIAL EDUCATION SERVICE  
State Department of Education  
Richmond 16, Virginia

Summary of Personnel Survey of Commercial Education Teachers  
January, 1948

Number of teachers employed 1946 - 1947	339
Number who did not return 1947 - 1948	143
Per cent of teachers who did not return	35.8%
Reasons for leaving:	
1. Family reasons (marriage, children, moved from community, husbands returned from overseas)	44
2. Employed in non-teaching jobs with better salaries	23
3. Employed in better paying teaching positions	23
4. Not reelected (not properly certified, work unsatisfactory)	19
5. Returned to school for degrees	5
6. Health	4
7. Dissatisfied with school administration	4
8. Retired	3
9. Miscellaneous (surplus teachers, deceased, unknown)	6
TOTAL REPORTED	131

Source: Letter of inquiry and check sheet sent to high school principals.

\* \* \* \* \*

Summary of Basic Equipment needs for Commercial Education Departments  
January, 1948

Schools having Commercial Departments:

Number of schools reporting	247
Number of schools not reporting	33
Total Number of Schools	280

\*Number of schools reporting not included in the survey

39

Number Schools	Type of equipment	Number Needed	Estimated Cost
73	Typewriters	293	\$ 29,300.00
90	Adding Machines	90	15,750.00
87	Duplicating Machines	87	14,790.00
142	Filing Cabinets	142	7,100.00
166	Miniature Filing Sets	166	1,660.00
101	Stop Watches	101	606.00
124	Interval Timers	124	514.60
148	Furniture:		
	Typing Tables	400	4,800.00
	Chairs	400	1,600.00
	Bookkeeping Tables	1,776	26,048.00
	Bookkeeping Chairs	2,960	11,840.00
	TOTAL ESTIMATED COST		\$114,008.60

\*Teach only one commercial subject.

Note: Only those schools having reasonably acute needs were included.

## Commercial Education Service Report continued.

Qualifications of Teachers

(Taken from the Preliminary Annual Reports for 1947 - 48)

## Qualified:

Collegiate Professional or Collegiate Certificates in Business Education	272
Collegiate Professional Certificate for:	
Shorthand and typing only	12
Typing and Bookkeeping only	1
Typing only	4
Commercial Law only	1
Shorthand only	1
TOTAL QUALIFIED	<u>291</u>

## Unqualified:

Special Certificates	26
Emergency Certificates	27
Local Permits	17
Not certified for Business Education Subjects	26
Not certified for anything (no license)	10
TOTAL UNQUALIFIED	<u>106</u>
per cent unqualified	26.7%
Total teachers reported	397

Number teachers employed 1947 - 1948 415

Number new teachers employed (additions and replacements) 159

\* \* \* \* \*

Growth in Enrollment in Commercial Classes

<u>Year</u>	<u>Total Enrollment</u>
1947	37,364
1946-47	32,305
1945-46	31,741
1944-45	29,011
1942-43	25,293



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## ABSTRACT

A study of the turnover of business education teachers in the secondary schools of Virginia for the school year 1953 - 1954 was prompted by the writer's interest in the teaching field and the growing concern of educators about the supply and demand of qualified teachers for the public schools of Virginia.

The study was conducted by questionnaires which were mailed to the turnover teachers and to the principals of the schools where the teachers were last employed. The questionnaire was designed to reveal, among other things, answers to three areas of interest: (1) the extent of the turnover, (2) the location of the turnover, and (3) causes for the turnover.

The analysis of the data received from 61 per cent of the 165 turnover teachers and 90 per cent of the 140 principals lead the writer to conclude the following:

1. The turnover represented a loss of one out of four in a department of four business teachers.
2. Eighty-two per cent of the turnover occurred in schools with four or fewer business teachers. The county systems having the greatest majority of these positions.

3. The major causes for teachers leaving teaching were found to be: (1) marital status and sex, (2) salary, (3) administrative, and (4) other miscellaneous reasons.