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**A STUDY TO DETERMINE THE MAJOR REASONS
FOR THE MASS EXIT OF INDUSTRIAL ARTS TEACHERS
IN THE CHESAPEAKE PUBLIC SCHOOL SYSTEM**

**A Research Paper
Presented to
The Faculty of the School of Education
Old Dominion University**

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

**by
Richard L. MacDonald
April 1982**

This research paper was prepared by Richard L. MacDonald under the direction of Dr. John M. Ritz in Vocational and Technical Education 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

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years have shown that math, science, and industrial arts fields are experiencing a high rate of teacher turnover. The Chesapeake Public School System is one such school system that has encountered this difficulty.

Within the Chesapeake Public School System are five high schools, six junior high schools, one alternative school, one technical center, and 25 primary and elementary schools. In each of the secondary schools (high schools, junior high schools, and alternative school), industrial arts is part of the general educational program. It is a school system where the superintendent has endorsed his one hundred per cent support towards meeting the needs of vocational education. He has stated that vocational education is vital in meeting the needs of today's students. It is listed as one of his top priorities.

The period of time under study was from the school year 1975-76 to the start of school year 1981-82. The number of industrial arts teaching positions during that time has ranged from a low of thirty to a high of thirty five. Of the thirty industrial arts teachers employed for the school year 1975-76, fourteen have vacated their position with the Chesapeake Public Schools by September 1981. The result is a 46.6 percent turnover in just six years.

The school systems problem of keeping industrial arts teachers in the classroom is serious. The newest problem that the Chesapeake Public Schools have experienced is not only in keeping the present teachers, but also in filling the vacancies that result in teachers resigning and the increase

in demand of students wanting to enroll in industrial arts. The last two school years, 1980-81 and 1981-82, have produced evidence of this. Two industrial arts positions could not be filled by qualified industrial arts teachers for the school year 1980-81. The summer of 1981 saw four industrial arts teachers resign from their positions. With the increase in enrollment for industrial arts, the resignations, and the unfilled vacancies, seven new industrial arts teachers were needed. However, this is not the end of the resignations of industrial arts teachers. More and more teachers are beginning to contemplate career changes. The school systems must develop some method or plan to encourage the vocational and industrial arts teachers to stay within the school system and not seek employment elsewhere.

Limitations

This study was limited to the present and former industrial arts teachers of the Chesapeake Public School System in Chesapeake, Virginia. Included in this study were five high schools, six junior high schools, and one alternative school. The study covered only those individuals teaching industrial arts from the years 1975 to 1981.

The major limiting factor was the response to the survey by the present and former teachers. One other limitation was that of locating the former industrial arts teachers. The analysis of the survey was limited to the information gathered and received by the survey and research conducted.

Summary

The proceeding chapter has dealt with the introduction to the problems that exist in the local school systems concerning the mass exit of industrial arts teachers. The study was designed to answer the question of why so many vocational education teachers were seeking other careers. The first chapter has brought to the surface the severity of the problem in the Chesapeake Public School System. It has been established that the secondary schools of Chesapeake will be a limiting factor in the scope of the study. It has been pointed out that the validity of the data collected was determined by the surveyed teachers willingness to truthfully answer the questions. Chapter I also has pointed out that the collected data will be analyzed and put forth in the form of a descriptive study.

CHAPTER II

A REVIEW OF LITERATURE

This research has been directed towards determining the causes and possible causes of the high rate of teacher turnover within the industrial arts teaching profession. The problem facing industrial arts today is both in retaining those presently teaching and recruiting new teachers into the profession.

Major factors which are encouraging teachers to seek new professions are working conditions, stress within the job, burnout, and salaries. The following research deals directly with these factors and how they are affecting the attitudes of today's teachers.

It is a fact that teacher shortages crop up in selected fields and areas despite the overall teacher surplus. It seems that teacher demand and supply are seldom in balance. Today science, math, and industrial arts are experiencing a teacher shortage.

Teacher Supply and Demand

It is an established fact that industrial arts teachers have been in short supply for years. Surveys and research show that it has persisted since 1958. The gap between the supply and the demand of industrial arts teachers has not altered appreciably in the last two decades. Those factors which have had an effect on the supply of industrial arts teachers are:

1. Traditionally industrial arts has recruited only from the male ranks while other teacher specialties attract members of both sexes.

2. In many teacher training institutions, industrial arts facilities and curriculum are below average in prestige and support.
3. Teacher salaries have not kept pace with those in industry. This is one fact that causes industrial arts graduates to accept industrial employment rather than teaching.
4. High school students are not counseled about the possibility of teaching industrial arts.
5. Public relations efforts by colleges have been ineffective in promoting and making the students aware of the critical shortage of industrial arts teachers (Wolansky, 1979, p. 36).

The last few years have brought about an increase in the demand for industrial arts teachers. Coupled with the existing shortage, the industrial arts teaching profession may be heading towards a crisis. Several factors which have brought about the increase in demand are:

1. The high turnover of qualified industrial arts teachers.
2. The recent focus and emphasis on vocational, technical, and career education has brought to the surface the importance of having a usable skill upon leaving high school.
3. The expansion of the present industrial arts programs.
4. Promotion of the present industrial arts teachers into administration and supervisory positions.
5. Competitive salaries and attractive compensation of industry as opposed to the teaching profession (Wolansky, 1979, p.36).

The problem of the industrial arts shortage is not centered in just one locality. In fact, a 1980 survey on teacher shortages by Learning magazine (Arnold, 1981, pp. 30-31), revealed that forty out of forty nine reporting states are presently experiencing a shortage of industrial arts teacher. As for the future,

it is not bright. The survey and study also revealed that there has been a forty percent decrease in the number of graduates from teacher training programs since 1974. This, coupled with the number of teachers leaving the classroom for employment in business and industry, has created shortages within many school districts.

The one fact that continues to surface when discussing teacher shortages is that of turnover. Why are so many teachers leaving the schools. The main reason is job dissatisfaction in working conditions and salaries. The term teacher burnout recently has come into usage to describe the effects of teaching on the mental and physical well-being of the teachers.

Stress

A major cause of teacher burnout is stress. Surveys recently taken have revealed that from 33% to 75% of all sick days taken by teachers are the result of built up stress and tension that are directly associated with school. Stress and tension can be the result of one or more factors which adversely effect the individual. Current trends which depict the education profession as stressful and unattractive are:

1. A National Education Association (NEA) poll in 1979 revealed that one in twenty teachers claimed they were physically attacked by students during the school year 1978-79.
2. A 1978 survey by Instructor magazine found that 84% of teachers questioned believed teaching is hazardous to their health (usually the result of stress).
3. Francis A. J. Ianni, co-author of National Institute of Education's Safe School Study, estimates that seventy percent of all

teachers are either verbally or psychologically abused by children.

4. The Law Enforcement Assistance Administration estimates that 8% of all crimes against persons in U.S. cities occurs in school.
5. NEA says that one third of today's teachers would not pick teaching as a career if they had the choice again.
6. The turnover rates for teachers is approximately six percent per year.
7. The number of college students preparing for teaching careers dropped from 317,000 in 1972 to 183,000 in 1980.
8. According to National Center for Educational Statistics, the percentage of teachers with 20 or more years of experience dropped from 27.6 in 1961 to 14.1 in 1976.
9. Bettie Burrell-Youngs, an educational researcher, revealed that the top stress producers for teachers are disruptive students and dealing with uncooperative and incompetent administrators.
10. Average teacher salaries rose 27.9 percent between the school year 1975-76 to 1979-80, but the consumer price index rose 34.9 percent over the same period (Mead, 1980, p.38).

Although two prime causes of stress are disruptive students and administrative conflicts, other factors which contribute to stressful situations are lack of teaching materials, public pressure, class size, and the lack of proper training for new programs such as mainstreaming. The lack of opportunity for advancement, financial rewards, and the external demands of teaching such as curriculum committees, staff meetings, P.T.A. demands, and extra projects, are other factors which can contribute to stress. In fact, many teachers feel that

teaching has become the minimal responsibility and that school politics now takes priority. As these factors of stress begin to have a detrimental effect on the physical and mental well-being of the individual teacher, the term burnout is used to describe this condition.

Burnout

Burnout is a phenomena which once was thought to only be associated with factory and assembly-line workers. This is not the case. It is a condition that can be found in all facets of employment whether it is skilled or unskilled. In the case of teacher burnout, it can be tied directly to too much stress within the teaching environment. Burnout is said to exist when a person is attempting to perform a job but merely going through the motions. The individual continues to function and still maintains the skills which enabled him or her to originally perform the job and gain employment. It is a condition that many social scientists have labeled as "a case of living death" (Ricker, 1980, p.21). Burnout is a response to mental and physical overload. It is the result of unchecked stress which can be caused by the impersonal and unyielding demands of the immediate environment in which teaching is performed (Henrickson, 1979. pp.37-38).

The condition of burnout is one that builds slowly. It can be caused by one single event or a combination of several events which may cause stress and job dissatisfaction to grow.

If the feeling is short-lived and is the result of fatigue, worry, frustration, and irritability, it is said to be mild. If these same conditions continue to have a detrimental effect on the individual for two or more weeks, it is said to be moderate. Burnout becomes severe when the condition results in serious physical ailments such as ulcers, chronic backache, and headaches (The Education Digest, 1979,p.7).

Joseph Emanuel and Mary Ann Jones, both Professors of Counselor Education, feel that teacher burnout can be traced through three distinct stages. They have labeled them as heating up, boiling, and explosion (Emanuel, 1981, p.9).

The heating up stage is when the teacher begins to have feelings of dissatisfaction. He feels isolated and develops a belief that his effort is not being appreciated. The initial thrill of being a teacher and being in a learning environment has faded. If this stage goes unchecked, the condition expands.

In the boiling stage, the teacher begins to feel helpless. He questions his usefulness, his efficiency of teaching, and his impact on the students. The individual's frustration is intensified and other occupations begin to look more prestigious.

In the third and final stage, the teacher acts as a robot but continues to work and go through the motions. In this stage, he may rebel against the entire teaching profession and may experience both physical and mental ailments.

Burnout is a condition which originates from one of many possible factors. As stated earlier, stress is a major cause of

burnout. The factors which cause stress also cause burnout to develop. Other prime factors which contribute to teacher burnout are teacher attitudes, administrator's attitudes, and teacher morale.

A teacher is a prime candidate for burnout when he develops the attitude and realizes that he can legally function at the most minimally acceptable level and still be retained. This is one flaw in the school system's method of teacher retainment. If a school district retains an abundance of teachers who are performing at the minimum level of acceptance, the entire educational system will suffer and decline. When teachers become complacent about their performance, they stop developing as teachers. As Robert Ricken says:

Complacency doesn't lead to a leveling off performance. It ensures debilitation. It is impossible to maintain a constant level of effectiveness in any career. If you are not actively seeking ways to improve you deteriorate (Ricken, 1980, p.22).

The fact that teachers have little input in school policies and programs can also lead to low teacher morale. It is a fact that most faculty suggestions are rejected unless they fit the controlled game plan of the local administrators. Teachers are now employed in an environment in which they can ask the district questions but they cannot question the answers. This can cause the teacher's creativity to be suppressed. Teachers want and need to have input into what they are and will be doing, both in and out of the classroom.

Though the educational system offers a certain degree of security, many teachers feel that the system does not offer enough opportunities for advancement. That coupled with the teacher's attitude of having no input into the planned educational structure and decision making can lead to burnout. Industrial psychologists have found that quality job performance is tied directly to having security, being able to have input into the process, and the opportunity for advancement. If an individual feels that his job possesses these characteristics, he is less apt to experience any form of burnout.

How widespread is the teacher burnout problem? In a poll taken by Learning magazine, ninety percent of the teachers responding to a survey said that they had experienced some form of burnout (Learning, 1979, p. 27). This survey may or may not be valid since the questions were posed in an article discussing teaching burnout. The problem is, however, affecting an increasing number of teachers. Solutions to fighting the burnout syndrome must be utilized by both administrators and teachers.

The administration can combat burnout by attempting to develop an environment of good morale. Teacher morale will be increased if the principal co-operates with the faculty and shows that he cares about them. A supportive environment and positive reinforcement will also help. Other methods that the administrative and supervisory personnel can utilize are:

1. Stimulate teachers to embark on a program of personal growth.
2. Aid teachers in maximizing their classroom effectiveness.

3. Spending a more equal amount of time with the master teachers as with the beginning teachers.
4. Help teachers to develop short and long term goals.
5. Provide staff members who aspire to have greater responsibilities, duties other than hall, bus, and cafeteria supervision.
6. Utilize those teachers who want more responsibilities by placing them on planning and curriculum committees and involve them in decision making issues.
7. Arrange in-service programs that interest staff members.

Fighting the condition of burnout is mainly the responsibility of the individual teacher. It should be remembered that teachers who are growing personally do not normally experience burnout. To help relieve stress and the potential effects of burnout, the individual teacher should:

1. Create a support system at school and get away with colleagues whenever possible.
2. Remember the ideological reasons on why you entered the teaching profession.
3. Put away the curriculum that you may have used for the last few years.
4. Keep alert for new ideas and philosophies.
5. Teach new subject or grade level.
6. Read professional journals and magazines.
7. Take a day or two off and call them mental health days.
8. Leave school matters at school.
9. Study something that is not related to school or education.
10. Lighten the load outside school.

11. Attempt to build self-esteem.
12. Develop time management skills.
13. Keep in mind your physical well being and attend stress-management workshops.
14. Attempt to relax and possibly engage in physical exercise.

When industrial psychologist, Mottimer Feinberg was asked how he would treat burned out teachers, his reply was to treat those with deeply embedded difficulties with professional counseling. He also stated that the administration should attempt to build self-esteem in the teacher by placing the master teacher in charge of the newer teacher. There should also be an attempt to build prestige of the teaching profession. Feinberg feels that it is everyone's responsibility to raise the status of the educational profession. He says:

Finally we - teachers, parents, the business community - must work towards raising the status of the teacher in the professional field. The public must perceive teachers as professionals as it did years ago. The health of our educational system depends on the effectiveness and mental attitudes of it's teachers. We'll have fewer burned-out teachers when they begin to feel and assume their great influence and importance in the future of the nation (The Education Digest, 1979, p. 10).

Burnout is fast becoming a characteristic of the teaching profession. It can have a detrimental effect on both the teachers and the students. It is important that teachers and administrators work together to help combat the burnout syndrome. One of the most devastating effects of burnout is that it can cause well qualified teachers to look elsewhere

for employment. In one survey, 24% of the teachers surveyed felt that teaching was no longer worth the effort and were planning to leave the profession due mainly to burnout. Another seven percent were considering a similar move (Learning, 1979, p.77).

Salary Crisis

As in any profession, the financial rewards are critical in keeping the employees content. Although the teaching profession has a degree of security, the financial rewards are not keeping pace with inflation. The need for increased finances is causing teachers to leave the profession. It has reached the point that teachers cannot afford to continue working in their selected fields. If they do stay in the educational profession, many are having to supplement their income with another job. It is the monetary gap between the salaries of industry and teaching that causes many teachers to consider career changes.

A United States Department of Labor Statistics report in 1978 revealed that one out of every ten teachers held a second job during the school 1977. These figures acknowledged the fact that the teaching profession has the highest moonlighting rate of all professions (Divoky, 1978, p. 40).

Though the effects of moonlighting may be both physical and psychological, to many teachers supplementary income is an economically necessary evil. The main reason that teachers take on second jobs is to meet the financial needs and attempt to keep pace with inflation. Another reason is to upgrade their living style. Without the supplementary income, many

teachers are deprived of everyday luxuries of middle class existence. In a study by Harold Guthrie, research professor of economics at the University of Illinois, it was found that many teachers seek supplementary income so as to have an escape valve to relieve the pressures and tensions of teaching. So in actuality, moonlighting may be helping to retain teachers who would otherwise be forced to leave (Divoky, 1978, p. 42). Some teachers moonlight because it gives them hope that they may be able to move out of teaching. Supplementary employment can sometimes lead to full time employment which may be financially more attractive. By doing something successfully outside the classroom, teachers can be rewarded both financially and personally.

In a recent random sample by the Virginia Education Association, forty seven percent of the teachers surveyed said that they would not choose teaching as a profession again. When asked to cite the major cause of low morale, the single most frequent answer was salaries (Robinson, 1981, p. 12).

The teaching profession is demanding, challenging, and rewarding in every way except financially. The fact that teacher's salaries, both starting and potential, are much lower than other occupations, tends to cause teachers to seek other employment. When salaries of other professions are compared, it is no wonder that so many teachers are fleeing the educational system. If salaries do not start increasing so as to keep pace with inflation, the problem of teacher turnover will continue.

Summary

The present industrial arts teacher shortage is not new. It is a problem that the educational system has experienced for decades. With the continued rate of teacher turnover, it appears that the trend will continue. Major reasons of job dissatisfaction are stress, tension, burnout, and financial rewards. If the problem of teacher turnover and shortage in industrial arts is to be dealt with, then these reasons should be addressed. As long as there is an assumption that education is important in today's society, there is hope that the problems of teachers and educators will be addressed with hope for possible solutions (Saks, 1980, p. 34). What does the future hold for the 1980's? Perhaps most important for the teachers will be a new attitude towards the teaching profession, its responsibilities, and its limitations. Hopefully the teachers will be seen as professional with certain skills and abilities which can aid society in a way few occupations can (Saks, 1980, p. 37). Hopefully they will be paid for this service.

CHAPTER III

METHODS AND PROCEDURES

The supply and demand of industrial arts teachers is not in balance. Today, both new and experienced teachers are leaving the educational system. In order to develop a valid study in determining the major reasons for teacher turnover, two surveys were developed.

Population

This study was designed to provide information that could be used in determining the major causes of the high turnover rate of industrial arts teachers in the Chesapeake Public School System. The survey's population was comprised of the secondary industrial arts teachers in the Chesapeake Public Schools. At the time of the research, there were 32 available positions with 31 presently filled with qualified industrial arts teachers. Also included in the survey were former industrial arts teachers who had been employed by the Chesapeake School System since the school year 1975-76. Past editions of the Chesapeake Public School Personnel Directory were employed to contact those who had left the teaching profession.

Procedures for the Survey

Two instruments were developed to collect information that would assist the researcher in his attempt to answer the questions set forth in Chapter I of this study. The instruments took the form of surveys. The first survey, (Appendix A), along with a cover letter, (Appendix B), was sent to each of the industrial arts teachers in Chesapeake. The second survey, (Appendix C), along with a cover letter, (Appendix D), was mailed to each of the former industrial arts teachers that could be located. The researcher allowed ten working days for the surveys to reach the selected population and be returned. Those that did not return the requested information were sent another survey with an additional letter.

Type and Treatment of Data

The purpose of the questionnaires was to determine the causes of teacher turnover. The surveys developed attempted to collect data from present and former industrial arts teachers. Questions posed included data concerning their attitudes towards education, their present employment, number of years in the school system, and future goals.

Data collected was then reviewed and used to approximate the total number of disenchanting teachers that felt dissatisfaction in their jobs. It was also used to determine the major causes of the teachers not being content in their present employment.

With the help of the city's personnel directories from the school years 1975-76 to the present, a chart was developed

to show the rate of turnover of industrial arts teachers within the Chesapeake Public School System. The chart also was used to project the number of industrial arts teaching jobs that may be available in the future.

Summary

Retainment of industrial arts teachers is a problem facing many school systems. In order to confront the problem directly, one must direct questions and seek answers from former and present teachers. The population in this study included former and present industrial arts teachers of the Chesapeake Public School System. Surveys were developed and sent out in hopes that possible answers to the problem of teacher retainment could be found.

CHAPTER IV

FINDINGS

The study was conducted to identify the attitudes and problems that were the probable cause of teacher disenchantment and turnover within the Chesapeake Public School System. The research questions set forth in Chapter I were:

1. What was the percentage of industrial arts teachers who were not content in their present teaching positions?
2. How many industrial arts teachers foresee themselves being in the classroom five years from the 1981-82 school year?
3. What were present teachers attitudes towards their selected fields and professions?
4. How many teachers were actively seeking employment elsewhere?
5. How many teachers felt that teaching is a stressful occupation?
6. What were the major reasons for the discontent of the former industrial arts teachers in Chesapeake?
7. Are those former teachers presently more satisfied with their present employer?
8. What careers have the former industrial arts teachers pursued?

The data collected from the surveys was used to answer the research questions listed above. The information generated by the study was presented in two sections. The first section was a review of the surveys that were collected from the present

industrial arts teachers. Section number two deals with the former industrial arts teachers.

The survey developed for the present teachers was distributed to the thirty one industrial arts teachers in Chesapeake. Of the thirty one surveys distributed, twenty five responded which represented an eighty percent return of the population.

The second survey was distributed to the former teachers of the Chesapeake Public School System and resulted in a return of eighteen of the twenty five questionnaires. This represents a return of seventy two percent of the sampling population.

The results were compiled and calculated according to the number of yes and no responses to the questions on the surveys. The data collected was then placed in the form of tables.

Table 1 was used to depict the number of industrial arts teaching positions, number of teachers resigning from the previous year, and the number of unfilled positions for the school years 1975-76 to the present.

Table 2 summarized the results of the survey distributed to the present teachers. Included in this table is the number of yes and no responses to each question that appears on the survey.

Table 3 represented a review of the information collected from the former industrial arts teachers. It summarized the number of yes and no responses to each question on the survey.

TABLE 1

INDUSTRIAL ARTS YEARLY TEACHER POPULATION

SCHOOL YEAR	POSITIONS	RESIGNATIONS	UNFILLED POSITIONS
1975-76	30	2	-
1976-77	30	1	-
1977-78	37	5	-
1978-79	35	7	-
1979-80	33	4	-
1980-81	30	4	2
1981-82	31	-	1

Table 1 shows the number of industrial arts teachers that have resigned. Since 1977, the percentages have been high. Thirteen percent of the teachers employed for the school year 1977-78 resigned before the start of the next school year. School year 1978-79 saw twenty percent of the teachers resign. School year 1979-80 resulted in a twelve percent turnover. Thirteen percent of the teachers employed for the school year 1980-81, left before the start of the present school year. The total number of teachers leaving Chesapeake since 1975-76 school year was twenty five.

Table 2 showed that sixty percent of the twenty five teachers responding to the survey have seven or more years of experience. It also showed that sixty percent were presently satisfied with their position. However, fifty two percent do not feel that they will be in the classroom five years from now. Of the teachers responding, thirty six percent were actively seeking employment elsewhere. Seventy six percent felt the need to hold down a second job and only eight percent felt that teaching was adequately rewarded.

In regard to their attitudes towards their professions, forty four percent would not enter teaching again. Eighty four percent would not encourage their children to enter the educational profession. Of the present teachers responding, twenty eight percent felt that their skills as an individual were being wasted in their present situation. Ninety six percent of the teachers felt that teaching was a stressful job. However, only sixty eight percent felt the need to take time off due to

TABLE 2

SURVEY TABULATION OF PRESENT INDUSTRIAL ARTS TEACHERS

1. How many years have you been teaching industrial arts?			
1-3 years	6	7-9 years	8
4-6 years	4	10 or more	7

2. At present, do you feel content and satisfied in your present classroom situation?	
yes - 15	no - 10

3. Do you foresee yourself teaching in the classroom situation 5 years from now?	
yes - 12	no - 13

4. If you had it to do over again, would you enter the teaching profession?	
yes - 11	no - 14

5. Would you encourage your child to enter the educational profession?	
yes - 4	no - 21

6. Has your attitude towards teaching changed significantly over the last two years?	
yes - 14	no - 11

7. Do you feel that a transfer within the school system to a new environment, grade, or subject matter would be beneficial to a disenchanting teacher?	
yes - 17	no - 8

8. At present, are you actively seeking a position within the Chesapeake School System, but not in the classroom?	
yes - 1	no - 24

9. At present, are you actively seeking a position outside the Chesapeake School System?

yes - 9 no - 17

10. Do you feel that teaching is a stressful job?

yes - 24 no - 1

11. Have you ever felt the need to take mental health days due to stress from the classroom?

yes - 17 no - 8

12. Do you feel that the educational system offers the teacher enough opportunity for advancement?

yes - 4 no - 20

13. Do you feel that your skills as an individual are being wasted in your present situation?

yes - 7 no - 18

14. As a teacher, do you feel overly burdened by paper work and staff meetings?

yes - 4 no - 21

15. Do you feel that there is a problem of rapport between the administration and the industrial arts department?

yes - 10 no - 15

16. Do you feel teaching is adequately rewarded?

yes - 2 no - 23

17. Due to your present financial situation, do you feel the need to hold down a second job?

yes - 19 no - 6

18. Do you feel that "moonlighting" has a detrimental effect on a teacher's performance?

yes - 15 no - 10

19. Do you get personal satisfaction from working with young people?

yes - 24 no - 1

20. Do you feel that an in-service on handling stress and teacher burnout would be beneficial to you?

yes - 24 no - 1

stress. Ninety six percent of the teachers responding did receive personal satisfaction in working with young people. Of the twenty five responding to the survey, only four percent felt that an in-service on handling stress would be a waste of time.

Table 3 refers to the responses from the former industrial arts teachers. Of the eighteen responding to the survey, only two teachers left the system with ten or more years of experience. Of these two teachers, one is presently self-employed while the other is employed with a local industry. Eight of the eighteen teachers left in their first three years of teaching.

One hundred percent of the teachers responding felt more content in their present job and had no regrets about leaving the Chesapeake School System. Sixty six percent of the former teachers said that they would enter the teaching profession again and seventy six percent felt that teaching aided them in obtaining their present employment. Of those responding, eighty three percent felt that working with young people provided them with personal satisfaction.

In regards to the problems of the educational system, seventy two percent felt that teaching did not offer enough opportunity for advancement. Sixty six percent felt the need to work a second job while teaching. Forty four percent encountered difficulties with the administration and thirty three percent had personal conflicts with the supervisor. Fifty percent found teaching a stressful job and eighty four percent would not encourage their children to enter the teaching profession.

TABLE 3

SURVEY TABULATION OF FORMER TEACHERS

1. How many years did you teach industrial arts?			
1-3 years	8	7-9 years	4
4-6 years	4	10 or more	2

2. At present, do you feel more content in your present position than you were in teaching?			
yes	- 17	no	- 0
		N/A	- 1

3. If you had it to do over again, would you have entered the teaching profession?			
yes	- 12	no	- 6

4. Do you feel that teaching aided you in obtaining your present position?			
yes	- 13	no	- 4
		N/A	- 1

5. Do you foresee yourself coming back to teach in Chesapeake?			
yes	- 0	no	- 16
		N/A	- 1
		Undec.	- 1

6. If you had been given the opportunity to change your subject area or environment, would you have continued to teach in Chesapeake?			
yes	- 5	no	- 13

7. Did you feel that the educational system offered enough opportunity for advancement?			
yes	- 5	no	- 13

-
8. Did you ever find it necessary to work a second job while teaching?
- yes - 12 no - 6
-
9. If the teaching profession in Chesapeake had been more attractive financially, would you have stayed?
- yes - 8 no - 9 N/A - 1
-
10. Would you encourage you child to enter the education profession?
- yes - 3 no - 15
-
11. Did you get personal satisfaction from working with young people?
- yes - 15 no - 3
-
12. Did you find teaching a stressful job?
- yes - 9 no - 9
-
13. While teaching in Chesapeake, did you encounter difficulties with the administration's attitude towards industrial arts?
- yes - 8 no - 10
-
14. Did you encounter any difficulties in working with your supervisor?
- yes - 6 no - 12
-
15. What were your major reasons for leaving the Chesapeake Public Schools?
- | | |
|-----------|------------------------------------|
| <u>4</u> | teaching positions elsewhere |
| <u>2</u> | problems with supervisor |
| <u>4</u> | problems with administrators |
| <u>5</u> | did not enjoy students |
| <u>8</u> | little opportunity for advancement |
| <u>12</u> | low salary and fringe benefits |
| <u>1</u> | attend graduate school |

16. Your present position is with:

<u>3</u>	federal government
<u>2</u>	state corporation
<u>5</u>	public or private school
<u>5</u>	local industry
<u>1</u>	self-employed
<u>1</u>	retired (military)
<u>1</u>	school administration

17. Do you feel that the benefits that you are now receiving are better than those benefits offered by the Chesapeake Public Schools?

yes - 11

no - 5

N/A - 2

18. Have you had any regrets about leaving the Chesapeake School System?

yes - 0

no - 17

N/A - 1

The major reasons cited for leaving the Chesapeake School System were low pay and fringe benefits and the lack of opportunity for advancement. Other reasons cited included problems with administrators, supervisors, and students. Of the eighteen responding to the survey, six are still involved in education. Only one individual felt that he would possibly return to the Chesapeake School System in the future.

Summary

The data collected was studied so as to help answer the questions set forth in Chapter I. The information collected was from two specific groups, the present and former teachers of the Chesapeake Public School System. Eighty percent of the present and seventy two percent of the former teachers responded to the survey. To aid in the understanding of the data, three tables were developed to show the responses of the participants. The findings were then presented in the form of percentages so as to be used in stating the conclusions and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was to determine the major reasons of discontent and turnover of the industrial arts teachers within the Chesapeake Public School System. This chapter summarizes the procedures used in the study, draws conclusions about the findings, and makes recommendations to aid in helping deter the industrial arts teachers from leaving the profession.

Summary

The study involved the present and former industrial arts teachers of the Chesapeake School System who were employed from the school year 1975-76 to the present. Two surveys were developed and sent out to the selected population. Eighty percent of the present teachers and seventy two percent of the former teachers responded to the surveys. The data collected was presented in the form of three tables. The responses from the questionnaires were calculated into percentages and used to answer the research questions stated in Chapter I.

Conclusions

The results of the survey showed that there is much discontent among the present industrial arts teachers. Many will not remain in teaching unless the working conditions and salaries are improved. Responses from the former teachers also revealed that once teachers leave the educational system, very few have regrets.

5. The school system should develop a new policy governing salary scales. The present policy penalizes the teachers with the most years of service by not providing a step increase after they reach a certain number of years.

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APPENDIX A

SURVEY ON THE ATTITUDES OF INDUSTRIAL ARTS TEACHERS TOWARDS
THEIR PROFESSION IN THE CHESAPEAKE PUBLIC SCHOOL SYSTEM

This study is designed to provide information dealing with problems facing industrial arts teachers today. The information will be used to help determine the major causes of the high rate of teacher turnover within the industrial arts field. The information can also be used to project future personnel needs in the Chesapeake Public Schools.

Please respond to these questions as accurately as possible. Circle or underline your response.

1. How many years have you been teaching industrial arts?
1-3 years 4-6 years 7-9 years 10 years or more
2. At present, do you feel content and satisfied in your present classroom situation? YES NO
3. Do you foresee yourself teaching in the classroom situation 5 years from now? YES NO
4. If you had it to do over again, would you enter the teaching profession? YES NO
5. Would you encourage your child to enter the educational profession? YES NO
6. Has your attitude towards teaching changed significantly over the last two years? YES NO
7. Do you feel a transfer within the school system to a new environment, grade, or subject matter would be beneficial to a disenchanted teacher? YES NO
8. At present, are you actively seeking a position within the Chesapeake School System, but not in the classroom situation? YES NO
9. At present, are you actively seeking a position outside the Chesapeake School System? YES NO
10. Do you feel that teaching is a stressful job? YES NO
11. Have you ever felt the need to take mental health days due to stress from the classroom? YES NO
12. Do you feel that the educational system offers the individual teacher enough opportunity for advancement? YES NO

- | | | | |
|-----|---|-----|----|
| 13. | Do you feel that your skills as an individual are being wasted in your present teaching situation? | YES | NO |
| 14. | As a teacher do you feel overly burdened by paperwork and staff meetings? | YES | NO |
| 15. | Do you feel that there is a problem of rapport between the administration and the industrial arts department? | YES | NO |
| 16. | Do you feel teaching is adequately rewarded? | YES | NO |
| 17. | Due to your present financial situation, do you feel the need to hold down a second job? | YES | NO |
| 18. | Do you feel that "moonlighting" has a detrimental effect on a teacher's performance? | YES | NO |
| 19. | Do you get personal satisfaction from working with young people? | YES | NO |
| 20. | Do you feel an in-service on handling stress and teacher burnout would be beneficial to you? | YES | NO |

Your responses to the above questions will be kept confidential. The information will only be used for the research study. 100% return of the above questionnaire is critical to the validity of this research project. Thank you for your time and consideration.

APPENDIX B

Letter to the Present Teachers in the Study

Dear Fellow Industrial Arts Teacher,

Once again, you are asked to participate in another research study. Unlike many surveys, this survey concerns you as an industrial arts instructor in the Chesapeake Public School System.

As many of you are aware, the Chesapeake School System has been experiencing a high rate of turnover in the industrial arts subject area. In fact, almost fifty percent of the industrial arts teachers that were employed for the school year 1975-76, are no longer teaching in Chesapeake. It is the intent of this survey to establish the reasons for the mass exit of the industrial arts teachers.

The final results and recommendations from the survey will be available to any person with an interest in the study. If you have any questions concerning the survey or it's results, please do not hesitate to contact me at Great Bridge Junior High or by phone at home (420-0873). In order for the survey to have validity, it is imperative that all teachers respond. Thank you for your valuable time and consideration.

Sincerely,



Richard L. MacDonald

APPENDIX C

SURVEY ON THE ATTITUDES OF FORMER INDUSTRIAL ARTS TEACHERS
TOWARDS THEIR PROFESSIONS AND EDUCATION

This study is designed to provide information concerning the high rate of turnover among the teaching profession. This information will be used to help determine the major causes of discontent within the industrial arts field. The information can also be used by the administration to improve the current situations that may be causing teachers to exit the teaching profession.

Please respond to these questions as accurately as possible. Check, circle, or underline your response.

1. How many years did you teach industrial arts?
1-3 years 4-6 years 7-9 years 10 years or more
2. At present, do you feel more content in your present employment than you were in teaching? YES NO
3. If you had it to do over again, would you have entered the teaching profession? YES NO
4. Do you feel that teaching aided you in obtaining your present position? YES NO
5. Do you foresee yourself coming back to teach in Chesapeake? YES NO
6. If you had been given the opportunity to change your subject area or environment, would you have continued teaching in Chesapeake? YES NO
7. Did you feel that the educational system offered enough opportunity for advancement? YES NO
8. Did you ever find it necessary to work a second job while teaching? YES NO
9. If the teaching profession in Chesapeake had been more attractive financially, would you have stayed? YES NO
10. Would you encourage your child to enter the education profession? YES NO

11. Did you get personal satisfaction from working with young people? YES NO
12. Did you find teaching a stressful job? YES NO
13. While teaching in Chesapeake, did you encounter difficulties with the administration's attitude towards industrial arts? YES NO
14. Did you encounter any difficulties in working with your supervisor? YES NO
15. What were your major reasons for leaving the Chesapeake Public School System?
- a) teaching position elsewhere
 - b) problems with supervisor
 - c) problems with administrators
 - d) did not enjoy the students
 - e) little opportunity for advancement
 - f) low salary and fringe benefits
 - g) attend graduate school
 - h) personal reasons
 - i) other _____
16. Your present position is with:
- a) federal government
 - b) state corporation
 - c) public or private school
 - d) local industry
 - e) self-employed
 - f) other _____
17. Do you feel that the benefits that you are now receiving are better than those benefits offered by the Chesapeake Public Schools? YES NO
18. Have you had any regrets about leaving the Chesapeake School System? YES NO

Your responses to the above questions will be kept confidential. The information will only be used for the research study. 100% return of the survey is critical to the validity of the study. Thank you for your time and consideration.

APPENDIX D

Letter to the Former Teachers in the Study

Dear Former Industrial Arts Teacher,

Once again, you are asked to participate in another research study. Unlike many surveys, this survey concerns you as a former teacher of industrial arts in Chesapeake.

As many of you are aware, the Chesapeake School System has been experiencing a high rate of turnover in the industrial arts subject area. In fact, almost fifty percent of the industrial arts teachers that were employed for the school year 1975-76, are no longer teaching in Chesapeake. It is the intent of this survey to establish the reasons for the mass exit of the industrial arts teachers.

The final results and recommendations from the survey will be available to any person with an interest in the study. If you have any questions concerning the survey or it's results, please do not hesitate to contact me at home (420-0873). In order for the survey to have validity, it is imperative that all former teachers respond. Thank you for your valuable time and consideration.

Sincerely,

A handwritten signature in black ink that reads "Richard L. MacDonald". The signature is written in a cursive style with a large, looped "D" at the end.

Richard L. MacDonald