

THE UNIVERSITY OF MANITOBA

MOBILITY OF RURAL TEACHERS: AN INVESTIGATION INTO  
REASONS WHY TEACHERS ACCEPTED, RETAINED, OR  
LEFT TEACHING POSITIONS IN SELECTED RURAL  
SCHOOL DIVISIONS IN MANITOBA

by

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## ABSTRACT

The study of teacher mobility in rural Manitoba was undertaken during the months of May, June and July of 1976. The purpose was to discover why teachers apply for positions in rural areas, why some remained and why other left. A related purpose was to discover any similarities and differences existing among groups of school divisions identified as those of high, moderate or low teacher turnover. To gather the data sixty-two teachers in fifteen divisions were interviewed.

From the information collected, profiles of rural teachers were compiled indicating differences between those teachers who leave and those who stay. A considerable amount of information listing both favourable and negative impressions of teachers on several topics related to education in rural Manitoba was also collected.

Reasons why teachers applied for positions in rural Manitoba were established. It was also confirmed that the teachers' reasons for remaining or leaving a division were linked to two sets of factors, one set related to personal motivation and the other to working conditions. The analysis of the sub factors provided a basis for a model labelled as ROOTS-COMPATIBILITY. This model implies that there must be a psychological fit between the teacher

and the setting in which he is employed. By identifying the characteristics of the teachers and applying the model, the study predicts more satisfying results for a rural division in personnel recruitment than the ad hoc approach used now.

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## CHAPTER 1

### INTRODUCTION

A serious problem faced by rural school officials of Manitoba is that of high teacher turnover. Records gathered by various provincial educational agencies merely indicate the loss and destination of separating teachers. Little information is available showing the real reason why teachers leave rural divisions or explaining the large differences in teacher retention rates that exist between rural and urban divisions and among rural divisions themselves.

Studies carried out in the province seem to have correctly predicted a teacher oversupply. In spite of the oversupply, the province still has to import a substantial number of teachers mainly to fill positions in rural areas which graduates of the provincial teacher training centres are unwilling to accept or lack the expertise to handle the job. The negative aspects far outweigh the positive in the annual shuffle of teachers in rural Manitoba. Knowledge of reasons why teachers remain as well as why teachers leave a school division may prove valuable for correcting existing conditions and for revamping current recruiting procedures.

## THE PURPOSE OF THE STUDY

The primary purpose of the study was to identify and analyze factors related to the problem of teacher mobility in rural Manitoba. This involved the identification and analysis of:

1. reasons why beginning teachers apply for positions in rural areas,
2. reasons why teachers remain in rural divisions for lengthy periods of time,
3. factors contributing to teachers leaving a rural division and accepting employment in another school division, and
4. areas of similarity and difference among groups of school divisions identified as those with high, moderate, and low turnover.

## DEFINITIONS

For the purposes of this study it may be valuable to define the following terms:

Rural Division: A school division in Manitoba which does not include any portion of Unicity, Portage la Prairie or Brandon and whose chief economic activities are agriculture oriented.

Teacher Turnover: This term is used synonymously with the term teacher mobility. It refers to the movement of teachers to, between and out of rural school divisions. Retirements are excluded.

# THE IMPORTANCE OF THE STUDY

Education in rural Manitoba is beset by a variety of problems. Not the least in importance is that of teacher turnover. In comparing available statistics gathered since 1970, it is apparent that school divisions, particularly those located in rural areas, have been troubled with the problem of teacher turnover for a number of years. In some years the problem has been greater than in others. TABLE I shows that some of the school divisions included in the

TABLE I

## TEACHER TURNOVER IN SELECTED RURAL SCHOOL DIVISIONS OF MANITOBA\*

School Division	1970	1971	1972	1973	1974	1975
H1**	22.86	14.42	10.68	15.00	12.00	22.68
H2	28.16	11.26	9.09	10.96	16.44	18.84
H3	22.22	9.47	8.16	19.00	12.62	17.14
H4	32.14	15.29	14.29	17.05	19.04	16.30
H5	16.81	16.13	10.00	9.16	13.82	15.37
H6	23.43	9.37	11.54	19.00	12.93	15.04
M1	16.82	14.15	12.50	11.87	15.88	11.21
M2	14.90	20.39	13.43	13.85	9.52	10.67
M3	17.56	16.17	14.28	9.77	8.73	10.00
M4	20.00	11.85	9.92	2.46	7.76	9.77
L1	17.39	14.44	22.68	19.79	11.45	4.16
L2	19.37	9.54	7.53	10.93	8.51	4.44
L3	11.30	12.28	7.76	8.11	12.14	4.90
L4	11.73	7.41	4.29	7.45	6.89	5.16
L5	10.39	7.79	6.87	10.19	8.92	5.23

\* The statistics above do not include retirements.

\*\* H, M, and L represent divisions of high, moderate and low turnover respectively.

\*\*\* An interesting feature in the table above is the absence of a definite pattern. Each division experienced a high rate at a different time. This may be a challenge to division officials who are interested in this observation to conduct a "self analysis" to find out what happened in the division during that year which brought about a higher rate.

study have experienced high rates of teacher turnover, while others have begun to establish a high level of teacher retention. The knowledge of significant factors which aid the latter group may be of considerable aid to divisions facing continuous high annual turnover.

The problem of teacher turnover in rural Manitoba is emphasized more vividly when the turnover rates of the rural division are compared to the rates of Manitoba's urban divisions as illustrated in TABLE II which follows.

TABLE II

TURNOVER OF TEACHERS IN URBAN SCHOOL  
DIVISIONS IN MANITOBA  
(excluding retirements)

School Division	1970	1971	1972	1973	1974	1975
Winnipeg	7.02	4.74	3.80	2.79	3.11	2.37
St. James-Assiniboia	10.63	8.93	6.52	5.85	3.38	5.75
Assiniboine South	11.98	16.67	8.59	6.67	4.76	6.15
St. Boniface	7.18	7.89	4.68	5.75	6.41	6.75
Fort Garry	13.01	11.55	5.88	9.31	5.08	9.23
St. Vital	13.11	9.70	6.10	5.64	5.05	4.35
Norwood	8.44	11.80	9.36	9.82	5.69	3.82
River East	10.45	8.78	1.95	8.06	6.38	5.02
Seven Oaks	9.35	8.09	3.89	5.43	5.48	8.26
Transcona-Springfield	9.95	9.45	5.25	5.41	3.93	4.07
Portage la Prairie	16.86	9.23	7.57	13.11	6.75	5.86
Brandon	12.47	6.29	4.76	8.89	3.48	3.64

There has been a considerable amount of time and effort spent by the Department of Education, the Manitoba Teachers' Society and the Manitoba Association of School Trustees in conducting periodic, usually annual, surveys of teacher retentions and losses. Most of the data collected

is in numerical form indicating the number and, in general terms, the destination of leaving teachers. There does not seem to have been any attempt made to identify the factors responsible for the turnover or retention of teachers. Knowledge of these factors is certain to be of assistance in formulating policies in areas where the Department of Education, the Manitoba Teachers' Society and the Manitoba Association of School Trustees claim responsibility.

During the past few years, one would assume that the combined factors of declining enrolments in rural areas, the increasing numbers of certified teachers graduating from the provincial teacher training centres, and the attempts to keep educational costs down on the part of rural school officials through staff cutbacks, would solve the problem of teacher turnover through teacher oversupply, a condition predicted by several persons involved in Manitoba's education scene.

One of the conclusions reached by Coleman (1972:7) who predicted that the overall teacher work-force of Manitoba would decline from 1973-1979 through declining enrolments and higher teacher:pupil ratios was that:

. . . contrary to expectations, teacher turnover is not dropping sharply, at least so far, although the province is entering a period of teacher oversupply.

He also suggests in his study that teacher turnover in Manitoba is very much an outcome of teacher motivation with little relationship to concerns about competence or improving the professional work force.

Phillip J. Husby (1972:70) in his paper "Estimates of Student Enrolments and the Teaching Force of the Manitoba Public Schools to 1979" predicted an oversupply of teachers. He stated in the summary that:

. . . school systems of Manitoba, which have until very recent years guided themselves to a situation of almost constant expansion in terms of student enrolments, teacher recruitment, and the provision of increased facilities, will soon be contending with conditions of decreasing student populations, surplus classrooms, and an oversupply of teachers competing strenuously for available positions.

Husby's prediction regarding the "oversupply of teachers competing strenuously for available positions" is coming to pass. School divisions officials are being inundated with letters of application from hopeful candidates. On the surface this appears to be the end of the problem of teacher turnover. There is the question whether these letters of application indicate the serious intent of the applicants to teach in the division to which the letter is addressed, or if each letter is just a copy sent to every school division in the province. Attempts to confirm the sincerity of a promising applicant must be a time consuming and financially costly exercise; in many cases, an exercise in futility.

There is an abundance of evidence showing that there is an oversupply of teachers. On the other hand, several questions do arise which indicate the existence of a paradoxical situation. These questions include:

1. Why did the turnover rates increase in 1975 in eight of the fifteen divisions covered in this study? (see TABLE I)
2. Why was there a report in the Winnipeg Free Press (July 21, 1976) stating that in the previous year (1975) three hundred fifty teachers had to be imported to fill positions in Manitoba which many local unemployed teachers were unwilling to accept? (APPENDIX D)
3. Why, in the same newspaper exactly a week later, was there an article describing a recruiting expedition by three rural superintendents who found it more feasible economically to travel to another province to recruit teachers than to expend the money in an advertising campaign? (APPENDIX D)

The questions indicate that teachers are unwilling to accept jobs or remain in certain divisions even at a time of oversupply.

There are many obvious costs in recruiting new personnel. In addition there are considerable immeasurable costs which include the expending of time in the orientation of new teachers, the disruption of existing educational programs, the effects of impending teacher turnover in the planning of long-term programs, and the effects of the teacher turnover on the education of the rural children themselves.



Knowing the real reasons why teachers leave a rural school division is valuable because the knowledge may be used in an effort to increase teacher retention. As well, it is also important to know why large numbers of teachers are satisfied with teaching in rural divisions and harbour no intentions of moving to a different school system in the near future. What are the factors that help in retaining these teachers? What characteristics do these teachers have in common? Can the information obtained from the answers to the preceding questions be utilized by rural divisions in their recruitment procedures so that the newcomers on staff will likely stay longer than one or two years? It is hoped that this study can make some impact on the issues raised.

#### METHOD

The principal method of collecting data for this particular study was that of intensive interviewing with an interview guide. This method is regarded by Lofland (1971:76) as "a research strategy of some reasonably frequent use and significance in generating social scientific description and analysis." This strategy was selected for this study because of its flexibility.

The object of the interviews was to carry on guided conversations and to elicit details that could be used in qualitative analysis. The interview guide appears in APPENDIX B. An interviewee information form which

provided data used in compiling teacher profiles may be found in APPENDIX A.

#### DELIMITATIONS

This study is an analysis of the information obtained through conducting guided interviews with sixty-two teachers who represent teachers in fifteen rural divisions. The divisions were selected on the basis of their turnover rates in 1975. Retirements were not considered.

The only approach employed was the intensive interview using an interview guide and an interviewee information form.

#### LIMITATIONS

The information on which the analysis is based represents the opinions of sixty-two teachers. The accuracy of the information obtained depends somewhat on the trust established between the interviewer and the respondents.

The study is limited in terms of time. The conditions described by the respondents occurred mainly during the 1975-76 school year.

There was no attempt to incorporate the concerns, opinions, or suggestions expressed by school superintendents or other division officials encountered during the data gathering process.

## ORGANIZATION OF THE STUDY

This study is presented in seven chapters. The first chapter describes the purpose of the study and the significance of the problem. The second reviews the literature related to various aspects of teacher turnover. Chapter three deals with the research procedure. Chapter four contains rural teacher profiles which were compiled from data gathered through interviewee information forms. These are accompanied by tables. The fifth chapter deals with factors related to the respondents' personal lives and their working conditions which may affect teacher turnover. Chapter six relates the findings of the study to findings described in related literature. Chapter seven presents conclusions and recommendations.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

The review of literature covers the subject of teacher turnover under four different topics. They are:

1. What is Teacher Turnover?
2. What are the Effects of Teacher Turnover?
3. Why Do Teachers Remain in a School System?
4. Why Do Teachers Leave a School System?

#### I. WHAT IS TEACHER TURNOVER?

Teacher turnover has been defined in a number of different ways depending on the investigator and the nature of the organization being represented. In most cases it has been used synonymously with the term teacher mobility.

The NEA (December 1968) defined teacher turnover as the movement of teachers in and out of the profession during a given period of time. It included teachers separated from employment in a specific school or school division as well as teachers entering the profession for the first time, changing the location of their assignments, or returning to teaching following a break in their career.

Butefish, in his study "An Analysis of Causative Factors in Teacher Mobility" (p. 9), limited the definition

of teacher turnover to the process whereby teachers terminate their employment in one school system and accept employment in a second school system. He did not include those teachers who left the profession temporarily or permanently. This concept of geographical mobility or teachers leaving their school but continuing to be employed elsewhere as educators, when applied to Manitoba, can be subdivided into intra-division, inter-division and inter-provincial movement of teachers. Involved in geographical mobility would be many complex social, cultural and psychological facts, including a variety of factors such as age, family connections and responsibility, social relations, cultural and educational backgrounds, material possessions and the expectations at the new place of work.

In endeavouring to determine causes of teacher turnover in rural Manitoba, many of the preceding factors will be considered. It is basically in the area of geographical mobility that this study intends to concentrate its attention.

## II. WHAT ARE THE EFFECTS OF TEACHER TURNOVER?

The review of literature regarding the effects of high teacher turnover on a school system reveals that all studies agree that the effects tend to be negative. Butefish remarks that about the only thing positive about a high teacher turnover is that it is a warning that something is wrong. In his doctoral dissertation, he

argued that excessive turnover of teachers affects schools in at least three ways:

1. The quality of the school program is adversely affected when teachers and students are unable to benefit from the cumulative results of creative efforts.
2. The continuity of the school program is adversely affected when teachers are unable to plan long range programs and their work to bring the plans to fruition.
3. The search for teachers and administrative processes of hiring and orienting new teachers are expensive processes for school district.  
(An Analysis of Causative Factors in Teacher Mobility)

Others have observed that where considerable change occurs, faculties do not derive the satisfaction that comes from the cumulative results of creative teaching, and they also fail to enjoy the high morale engendered through long range planning and the fruition of cooperative staff efforts. It is difficult to provide a continuity of program and a smooth and enriched curriculum when a relatively large number of inexperienced teachers must be hired each year. In addition a high turnover rate can reduce the number of prospective teachers that any school system might employ. A high turnover rate would be regarded with suspicion as a sign of prevalent poor working conditions.

The effect on students by high teacher turnover rates has been stressed many times. The high rates of teacher turnover is felt more keenly in smaller school systems. Charters (1956) reinforces this argument with the results

obtained by the Bureau of Educational Research of Illinois. Their studies consistently showed that the largest schools had a fairly constant turnover rate while smaller schools had rates that on the average were nearly four times greater. Children in these schools are confronted with unfamiliar faces at the beginning of every school year.

### III. WHY DO TEACHERS REMAIN IN A SCHOOL SYSTEM?

Several theories on job satisfaction exist which may aid in explaining why teachers remain in a school system. It is the belief of most investigators that job satisfaction is comprised of several factors, each of which may be of varying degree in importance to the individual. Probably the best known theory using the multiple variable approach is that put forward by Herzberg and his associates who advanced the Two-Factor Theory (1959). The theory states that job satisfaction and dissatisfaction are not the obverse of each other but are two separate and parallel continua. Herzberg referred to characteristics associated with job satisfaction as motivators while those linked with job dissatisfaction were called hygienes. Motivators that are present and favourable tend to lead to job satisfaction but their absence does not lead to job dissatisfaction. Present and unfavourable hygienes lead to job dissatisfaction but favourable hygienes do not lead to job satisfaction but lead to indifferent or neutral attitudes.

Herzberg believed that job satisfaction was associated with the feelings an individual had concerning the content of his job while dissatisfaction was related to feelings that the individual had about the context or environment of his work.

The factors of the Two-Factor Theory, the satisfiers and the dissatisfiers were sub-categorized as follows:

MOTIVATORS: Satisfiers (found in the work itself)

1. Achievement
2. Recognition by supervisors
3. The work itself
4. Responsibility
5. Opportunities for advancement

HYGIENES: Dissatisfiers (found in the environment of work)

1. Salary
2. Possibility of growth
3. Interpersonal relations with subordinates
4. Status
5. Interpersonal relations with superiors
6. Interpersonal relations with peers
7. Working conditions
8. Company policy and administration
9. Technical competence of supervisors
10. Personal life
11. Job security



Investigators (Friedlander, 1965 and Centers, 1966) trying to replicate or extend Herzberg's theory reported that the occupational level and the age of the respondent had an effect on whether the respondent perceives a job characteristic to be a satisfier or a dissatisfier. Hygiene factors such as job security and salary were important to lower occupational levels while the presence of motivators such as responsibility and achievement were thought to be important in the higher occupational levels.

Greenberg and McCall (1973) discuss the human capital theory which they define as a valuable economic resource embodied within an individual that yields returns over his entire lifetime and that can be partitioned into general and specific components. The general human capital encompasses all those investments that bring the same returns in all occupations. An example might be academic qualifications in teaching. Specific human capital comprises those investments in one specific occupation or even in one specific teaching assignment. Specialist training, experience or knowledge of a particular school may be examples of these investments. Greenberg and McCall state that an investment in specific human capital restrain movement in the set of jobs for which the investments are specific. For example, a teacher who has acquired extensive knowledge about a school system is less likely to move to another system.

The view of Flowers and Hughes in "Why Employees Stay" is that the employee's decision to stay is influenced by factors from both inside and outside the company. Factors from inside the company build an inertia related to job satisfaction and company conditions. The factors outside the company include the employee's perception of outside job opportunities influenced by real changes in the job market and by self imposed restrictions in personal criteria (e.g., financial responsibilities, family ties, friendships and community relations). The important point is whether the employee wants to or has to stay.

To improve retention of employees, Flowers and Hughes suggest that the employers combine job satisfaction and environmental reasons that jibe with the goals of the company as well as abstain from reinforcing reasons for staying not beneficial either to the employer or employee. Managers must begin to understand and respect employees as individuals with values that differ from their own and provide conditions compatible with the employees' values for working and living. In essence what Flowers and Hughes say is that to prevent employee turnover, it is necessary to prevent gradual erosion of inertia.

The NEA Research Bulletin in a study entitled "Are Teachers Satisfied With Their Working Conditions?" (1969) analyzed the satisfaction of employees as related to the age of the employees. The findings are illustrated in the following table:

TABLE III

AGE	CHARACTERISTICS
Early 20's to late 30's	The employee is future oriented — concerned with rewards to come — shrugs off dissatisfactions.
Late 30's to early 50's	The employee is present oriented — unrealized aspirations have become real and the record with aspirations must be reconciled. To protect ego, employee may find fault with work environment. Job satisfaction is usually lower for this age group than for others.
Early 50's to retirement	Employee is reality oriented — can look at himself and his career objectively. If his accomplishments are viewed positively, he has a high job satisfaction and produces at a high rate — if not, then he plods away anticipating retirement.

Most of the above traits are common to teachers as a group. It was found that older teachers tend to have a more favourable attitude toward school boards and are more satisfied with factors such as workload, supplies, and pupils. However, it is also true that their problems may be less intensive because of seniority. Women teachers were found to be more satisfied than men teachers, with married women being the most satisfied as a group. This may be because they may be less dependent on total satisfaction on their job or career than men and unmarried women and, because they have less at stake, there is less dissatisfaction. Single teachers are most involved in their

careers and are more critical of the employment situation especially in attitude toward workload and job.

Chase (1951) surveyed 17,000 teachers from 200 school systems in forty-three states. Despite the fact the study took place twenty-five years ago, the findings may still be significant today. The teachers identified as being more satisfied than others included elementary teachers, women, married teachers, and those graded superior by their superintendents. The ones identified as somewhat less satisfied were secondary teachers, men, single teachers and those rated as less than superior by their superintendents. Chase stated that enthusiasm correlated with teacher participation in curriculum making, policy formation, preparation of salary schedules, leadership displayed by supervisors and principals, clearly defined goals in the system, and recognition of good work by teachers.

Whatever the theory or study that attracts the reader's attention, basic to them all is that the well-being of the employee is important to job satisfaction.

#### IV. WHY DO TEACHERS LEAVE A SCHOOL SYSTEM?

A study carried out by D. H. Stewart and titled "Some Causes of Teacher Turnover in a Single Enterprise Community" dealt with the problem of teacher turnover in the Thompson area. It includes the following general conclusions:

1. Many of the teachers are young people and young people are mobile.

2. Some teachers are "turnover prone."
3. A number of factors, rather than a single factor, influenced the teacher's decision to move.
4. Personal and professional characteristics other than age were related to factors affecting turnover.
5. Transportation and communication were two important and influential areas in teacher turnover as reflected in the lack of cultural activities and university facilities.
6. Personal and family factors with some economic causes were important contributors to movement.
7. The school system itself was not criticized by the teachers although some dissatisfaction was expressed with the earlier years of operation.
8. Considerable amount of favourable comments about the community and the school system were made by the respondents.

Most of the other studies dealing with teacher turnover are concerned with the American scene and include urban school situations.

Greenberg and McCall (1970) stated that if teachers with identical experience and education receive the same salary, then nonpecuniary differences become important. These may include student intellectual potential or socio-economic status of the students' families. Greenberg and McCall felt that teachers with the most experience are less

likely to move because they have found the assignment where they are satisfied.

A study of teacher separation from service in a large school system reported in the NEA Research Bulletin (December 1971) found that teachers leaving may be influenced by two types of factors. These are (a) socio-economic factors which include the characteristics of the community and (b) factors which influence teacher morale. In this study the five most common reasons stated for leaving a school system were 1) large class size, 2) insufficient preparation time, 3) lack of public support, 4) inadequate salary, and 5) inadequate clerical help.

Charters (1956) stated that the following were the major causes of teacher turnover:

1. Low salary.
2. Rural areas serve as places for first jobs for beginning teachers who gain experience and move.
3. Local married women teach to supplement family income and are not really interested in making teaching a career.
4. Teachers move because of greater opportunity for advancement.
5. Wives work to support husbands until university training is completed.

Butefish in his doctoral thesis "An Analysis of Causative Factors in Teacher Mobility" argues that teacher

turnover is really a problem of small school systems. Teachers leave because of a combination of factors rather than because of a single reason. He states that better teachers tend to migrate more often than do other teachers and that secondary teachers will move more readily than will elementary teachers.

Keeler (1973) from his study in teacher turnover stated that the main reasons why teachers leave concerns their private lives rather than job conditions or salaries.

### CONCLUSION

In considering the studies that have been referred to in this chapter, many factors appear to be important in their relationship to teacher turnover. These may be generally classified into two categories. One category consists of factors such as age, marital status, and family attitudes toward the career. These are related to the personal life of the teacher and are beyond the control of the employer. The second category includes working conditions affecting morale which may be of significance in the area of teacher turnover.

It is important to remember that none of the studies deal specifically with rural settings. One can only assume that the findings would be duplicated for rural areas. Because of the uniqueness of the setting, i.e., rural school divisions, there is a need to be open to other factors related to teacher turnover. A major part

of the uniqueness includes smaller populations, smaller communities without many of the amenities available in the city, and the presence of different types of pressures. These lead to a conclusion that there must be a psychological fit between the teacher and the community where he is employed. Closely related to this psychological compatibility are the two categories mentioned earlier, the personal life of the teacher and the working conditions. This is the basis for the method employed in this study. Not only is it an attempt to discover why teachers remain or leave certain areas, it is also an effort to probe deeper, albeit in a very general fashion, to uncover the makeup of these people and to expose some of the pressures with which they have to cope.



## CHAPTER 3

### RESEARCH PROCEDURES

The purpose of this study was to examine and report on teacher turnover in rural Manitoba, focussing on three questions:

1. What are the factors that attract teachers to rural school divisions?
2. What are the factors existing in rural school divisions which aid in retaining teachers?
3. What factors exist that lead teachers to leave rural school divisions?

The study was conducted during the months of May, June, and July of 1976. The methods employed consisted of identifying eighteen school divisions which, based on the data available, were categorized as having high, moderate, and low teacher turnover. It was my intent to travel to these divisions during May and June to conduct in-depth interviews with one hundred teachers who represented the following categories:

- a) new teachers coming on staff in September,
- b) teachers with two years experience or less in a division and leaving,
- c) teachers with more than two years of teaching experience in a division and leaving,

- d) teachers with two years experience or less in a division and remaining,
- e) teachers with more than two years of teaching experience in a division and remaining.

There was an attempt to balance the sample in terms of sex.

Two methods of conducting the interviews were considered. One would have involved the sending out of trained interviewers to the selected school divisions to gather the data which would then be analyzed. The alternate method was to have one person conduct the interviews in all the divisions. The latter method was selected because it was felt that the interviewer's first hand impressions of the division and the people he met would be valuable when conditions in different divisions were compared.

The superintendents of the selected divisions were contacted by letter. Attempts at telephone contact were successful in some instances. A point was made of attempting to meet each superintendent personally prior to conducting the interviews in his division. Only in two cases did prior commitments on the part of the superintendent prevent the meetings. However, support in both instances was assured via a telephone conversation.

The short meetings with these officials proved invaluable. Not only was it possible to obtain the administration's point of view regarding the problem of teacher turnover in that particular division, entrance was

eased into different schools and a co-operative attitude was obtained because of telephone calls from the superintendents' offices.

Although the initial intent was to interview one hundred teachers from eighteen school divisions, it became apparent quite early that two major factors would prevent the attainment of this goal. One was the time of year and the other was the attempt to select a variety of schools in the division.

The time of year was very appropriate in the sense it followed very closely the period of time in which the teachers had considered whether to remain in or leave the division. On the other hand, track and field meets, field trips, final testing periods, and graduating exercises coupled with the scarcity of spare periods discouraged teachers from taking time off their busy schedules to participate in an interview. Those who agreed to be interviewed, gave up a rare preparation period, a lunch hour, and in some cases, a portion of an evening.

The second factor blocking the attainment of the quota was the attempt to select teachers from different schools in a division in order to obtain a more balanced viewpoint. Travelling the distances between the various schools was a time consuming effort.

As a result of the two aforementioned factors, efforts were limited to obtaining sixty-two interviews in fifteen

school divisions. A summary table at the end of this chapter described the distribution of the respondents.

Despite the failure to reach the goal of one hundred teachers from eighteen school divisions, it is felt that the data obtained can be considered valid. The three school divisions not included in the study have been represented by neighbouring divisions with similar geographical and economic characteristics. Repetitive responses, in the main substantiating information obtained in previous interviews with other respondents, led to the conclusion that conducting further interviews may not reveal information of value enough to justify the cost in time, money and effort.

This report is then based on the analysis of the data obtained from in-depth interviews of sixty-two teachers who have either obtained a position, are retaining a position, or are resigning a position in one of fifteen rural school divisions of Manitoba.

SUMMARY TABLE OF RESPONDENTS						
Type or Respondent	High Turnover Areas		Moderate Turnover Areas		Low Turnover Areas	
	Male	Female	Male	Female	Male	Female
1. New to the profession	1	-	2	1	-	-
2. Less than two years in division-leaving	2	3	1	4	3	3
3. Less than two years in division-staying	3	5	-	3	1	1
4. More than two years in division-leaving	1	1	-	-	2	1
5. More than two years in division-staying	5	2	6	4	6	1
TOTALS	12	11	9	12	12	6

## CHAPTER 4

### PROFILES OF RURAL TEACHERS

At the beginning of each interview each respondent was asked to fill out an information form (APPENDIX A). The information was then compiled into profiles of rural teachers. Tabular presentation of this data is located in APPENDIX C.

The following chart summarizes in general terms the principal difference between teachers who leave and those who stay.

	MALES	FEMALES
LEAVERS	<ul style="list-style-type: none"><li>- have urban background</li><li>- no ties with local community</li><li>- interest in city</li><li>- if younger, first appointment</li><li>- if older, this is one of several short stays</li></ul>	<ul style="list-style-type: none"><li>- single</li><li>- interest in city (career and romantic)</li><li>- young (under 30)</li><li>- first appointment</li><li>- requires permanent certificate</li></ul>
STAYERS	<ul style="list-style-type: none"><li>- married - has family</li><li>- rural background</li><li>- own house</li><li>- financial investment in area</li><li>- area of birth close by</li><li>- relatives close by</li><li>- over 30</li></ul>	<ul style="list-style-type: none"><li>- married with family</li><li>- rural background</li><li>- area of birth close by</li><li>- over 30</li><li>- husband's job is permanent</li><li>- if widowed or divorced, relatives are close by</li></ul>

## PROFILES

Male Beginning Teacher

The male beginning teacher is single, is in his early twenties and has obtained his degree and teacher training at the University of Manitoba. Although he possesses an urban background, he has just accepted a teaching position in a small town. His teaching assignment will consist of two subjects at the senior high school level with some junior high classes. His chief concerns center on leaving his family and friends behind and adopting a different lifestyle in an unfamiliar environment. The encouraging factors are that the distance from the city is within weekend commuting range, the principal has offered help in making the adjustment to the new situation more comfortable, and that the recreational potential of the area's sports facilities are promising. The male beginning teacher, although he had hoped to receive an offer of a position in the city, feels that the assignment will nevertheless be valuable in providing the experience necessary for permanent certification and eventual relocation in the city. At the very least it will provide an opportunity for him to decide whether the investment of time and money in his training was worth while.

Female Beginning Teacher

The female beginning teacher is unmarried and has acquired her education and training in one of the teacher

training institutions in the city. After undergoing several interviews, she was offered a teaching position as a specialist in a small town high school. Although her parents, with whom she has lived her entire life, have reservations about her appointment, she feels that because of the tight job market, she had no alternative if her training is to be put to use. She admits that her interests are centered on activities linked with urban society but feels that to gain experience for permanent certification and an eventual position in the city, two years in a rural setting is a price one must pay.

An expanded version of the profiles of beginning teachers is found in APPENDIX E.

#### Male Teachers Who Remain

In high turnover areas, the male teacher who remains after more than two years in the division is married and is raising a family. His age is in the very early thirties. His childhood was spent in a small town or farm within fifty miles of the present location of the job. He is a holder of one university degree obtained by attending the university full time. He has between six and ten years of teaching experience with the last 3-5 years in the present division. He has no intention of ever teaching in the city because he owns a house in the town and has invested some money in a small business in town (TABLE IV).



In the moderate turnover area, the male teacher is married and has a family. He is in the mid-thirties. His early home was in the city, 50-100 miles away, where his father was involved in business. His university training ended with the obtaining of a degree. He has over ten years of teaching experience with the last 6-10 years in the present division. There is some interest in teaching in the urban setting but owning a house and the investing of money in a commercial activity outside teaching discourages this (TABLE V).

There are many similarities between the remaining teacher from the low turnover area and the ones from the moderate and high turnover area. He is married, has children and owns his own home. The differences are his age which is in the early forties, and the number of years of experience which is in the 16-20 year range, more than ten spent in the present division. His place of birth was within fifty miles of the present location with his early life being spent on a farm. There is no interest in obtaining a position in the city or much interest in investing money in any local commercial venture. He is a holder of two university degrees (TABLE VI).

The data illustrated in TABLE VII indicates a wide variety of information on male teachers with fewer than two years of experience in the division and remaining. Because of this variety it is not feasible to compile a profile.

### Female Teachers Who Remain

There are no significant differences according to the data on TABLE VIII and TABLE IX among female teachers who remain in high, moderate or low turnover areas. Nearly all are married and have children. None are below thirty years of age. They had been born within fifty miles of the community they now live in. Nearly everyone had a rural upbringing. Their homes are owned. The university training was in Manitoba and nearly all have one degree. None has any interest in obtaining teaching positions in the city or becoming involved in business. The only difference in the data appears to be that the teachers in the moderate turnover areas had fewer years of teaching experience in the division.

Two of the most striking characteristics of this category of teachers who plan to remain are 1) nearly all are unmarried (single, divorced, or widowed or separated) and 2) most are younger.

In the high turnover areas (TABLE X) all the respondents are under thirty years of age and four out of five are between the ages of twenty and twenty-four. In every case this is the first appointment. The background of the respondents is rural or small town and three out of five were born within fifty miles of the present place of residence. Two hold diplomas and one a degree. Two expressed an interest in teaching in the city. Only one owns her own home.

In the moderate and low turnover areas, the respondents are all above the age of thirty. Their background is rural or small town. In only one case is this a first appointment and in all cases no interest is expressed in teaching in an urban centre. In scanning the data on TABLE XI, the prediction that the moderate turnover areas will retain the services of these teachers has a good chance of being correct.

#### Male Teachers Who Leave

Because of the limited number of respondents who leave after more than two years of tenure, it is difficult to detect any patterns in TABLE XII. In recalling the interviews with the respondents, the reasons that were given for leaving the division were as follows: the respondent in the high turnover area was terminating his first appointment and was seeking a position closer to his home town. His forthcoming marriage was also a factor. In the low turnover areas, the first respondent was leaving because he found a position more than 200 miles away from his home town which he thought would be more challenging and which gave him an opportunity to expand into another subject area which interested him. The second respondent was leaving because he became aware that his chances of obtaining an administrative post were very poor. He then made arrangements to sell his house and leave the division.

The male teachers leaving after less than two years in a division share several common characteristics. They have degrees which help them to obtain a new position more readily. Their background is urban and they are over 100 miles away from their birth place where presumably their relatives live. Interest in teaching in the city is expressed. The leaving teacher in a high turnover area tends to be younger and this is the first appointment. In lower turnover areas the teacher tends to be older and has moved several times. None has become involved in any business sidelines in the divisions.

#### Female Teachers Who Leave

It is not possible on the basis of two interviews of female teachers who are leaving after more than two years in their respective divisions to compile a meaningful profile. Some of the information seems important. Both respondents are single, have taught between three and five years, have received their permanent certification and are ready to move. The fact that they possess degrees and are able to obtain new positions more readily, and being single, makes the move easier to make. Their prime intent is to teach in the city.

Teachers who leave high turnover areas after spending two years or less in the area (see TABLE XV) are young (between the ages of twenty and twenty-four) and have an urban background. Their first teaching job has been in

this school division. Their interests lie in the city where they hope to teach. Romantic interest is a factor.

In moderate turnover areas (TABLE XVI) the teachers seem to share a small town background and have come from within a hundred miles of their present position. University degrees have been obtained. Teaching in the city is not necessarily a priority but obtaining a permanent certificate has been.

In low turnover areas (TABLE XVII) the teachers tend to be somewhat older (late 20's). The background is rural but there is a strong desire to teach in the city where the present home is located. Commuting has resulted in little involvement in the community where they have taught.

#### SUMMARY

There appears to be a strong correlation between teacher turnover and factors such as urban or rural background, age, and marital status. Different factors seem to be important in different cases. These are beyond the control of the school divisions and yet they seem to be very important in motivating the individual teacher to remain or leave.

## CHAPTER 5

### FACTORS AFFECTING TEACHER TURNOVER

This chapter explores the impact of several factors on teacher turnover. These factors are 1) family; 2) workload; 3) economics; 4) community conditions; 5) administrative climate; 6) pupils; and 7) professional factors.

The preceding factors may be classified into two general categories. One category may consist of factors which are related to the employee's personal life and the other would include those making up the working conditions which affect the morale of the employee. Inherent in each factor are pressures which may cause the teacher to remain or leave the division.

Factors contributing to the satisfaction or dissatisfaction of teachers were present in all three groups: high, moderate and low turnover areas. No one group held a monopoly on a factor so that it could be identified through that factor as an area of high, moderate or low turnover. For this reason the data in this chapter is presented by discussing aspects of a factor with no indication that the positive or negative aspects relate to a specific group of divisions.

## FAMILY

The attitude of the spouse (family) toward teaching as a career was favourable in almost every case. Helping to foster this attitude was the involvement of other family members in teaching, the feeling of the family that teaching was a respectable profession, and the appreciation of sharing the teacher's income as a supplement to the farm income.

Several reservations were put forward. The wisdom of the teacher remaining in the profession was questioned because of the public criticism of education. Another aspect creating strain in the family was the after school extra-curricular involvement which often ran contrary to the family's perception of teaching as a nine to four job.

Teachers with a number of years of experience in a division stated that the move to that division was generally supported by the family. For the beginning teachers, most of whom were unmarried, the attitudes of their families were very supportive. This was not because of the division where the position was accepted but because of the fact that a job was obtained. It was felt that this was a beginning of a career and that the experience would prove an invaluable aid in obtaining a "better" position later on. One specific case which deserves mention is that of a young teacher who accepted a position two hundred miles from his home in the city. He had spent two years of

substitute teaching in the city school divisions after obtaining his teaching credentials and it was his perception that his friends and family were beginning to wonder why he was having difficulty in obtaining a full time position.

In all areas of turnover teachers had decided to remain because of family reasons. Female teachers were unable to leave because of the husband's occupation (usually farming) in the area. Some were widowed, divorced or separated and since they had custody of children, they remained because the area is the home of close relatives. Male teachers remained because the community was their hometown or that of their wives. The small communities were considered as excellent places to raise families. In many cases a house had been built and moving was considered too disruptive. Involvement in sports, politics or other community activities was enjoyable and important for the family.

The decision to leave a community was highly related to the family situation. A job transfer for the husband, growing children coupled with parents whose values do not coincide with the prevailing values of the community, and no existing connections with the community in terms of relatives were all reasons which influenced the decision to move.



## TEACHER WORKLOAD

Comments stating satisfaction or dissatisfaction with the various aspects of the teaching load were heard in all areas. No conditions could be identified as significant in any one area.

In many cases the judgement whether the workload was fair or unfair was based by the respondents on the comparison of their workload with that of their younger or older colleagues or with the workload experienced in previous years. The newer members of the staff claimed to be aware of the implications when hired. The more experienced teachers regarded seniority as an aid to obtaining a desired assignment. Experience was also an aid in paring down the need for preparation time. Many teachers saw the workload as necessary when the size of the school was considered and objected to increased workload because of staff cutbacks. On the whole, the respondents declared that the teaching load was fair and only when separate aspects of the workload were considered did their complaints surface.

Because teachers were required to teach several subjects and several grades, they were faced with a daily parade of classes, some too large to handle adequately and others too small to inspire enthusiasm (e.g. 2 students in a class). On the whole the teachers accepted this variety in class size as part of the job. They are aware

that class sizes decrease as the grade level increases as do the number of options and dropouts. The large classes are too small to divide without creating difficulties with timetabling and the allocation of preparation periods.

Elementary teachers in all areas were expected to teach nearly every subject and took this in their stride. Many staffs made internal arrangements to trade away the teaching of subjects for which they were not trained or which they disliked. It seems that to the rural elementary teacher, the number of subjects taught became a problem only when the low enrolment led to multiple grade classrooms. Opinions on multigrade classrooms as expressed by the elementary teachers, were for the most part negative in nature.

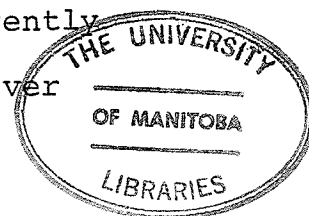
At the junior and senior high school levels, the number of subjects in most cases was restricted to two or three. However the teachers were often responsible for teaching these subjects to most grade levels above Grade Seven. Dropping enrolment followed by staff cuts usually meant more subjects to teach. In some instances temporary relief was attained by a semester change.

Clerical duties as an aspect of the teaching load was not a contentious issue in any area. Teachers in schools which had little or no secretarial help, simply did their own clerical duties and kept them to a minimum. School staffs with clerical help were very grateful for the presence of a secretary or clerk.

Negative and positive comments about extra duties were expressed in all areas. The most positive comments expressed included "reasonable" or "no problem." These represented the feelings of most of the respondents from all areas. Required duties were regarded as duties that someone had to do or as activities which they enjoyed doing. The latter included coaching of inter school sport activities. Two major complaints were expressed. One dealt with smaller schools requiring that individual teachers take turns at supervision more frequently. The supervision of the loading and unloading of buses carrying high school students was regarded as a waste of time.

The size and type of group in a rural school is basically determined by the size of the enrolment. Whether they like it or not, teachers are faced with heterogeneous classes especially at the upper grades. This fact of life is accepted by the respondents. Nearly all said that they had to be content with the grouping arrangements as they saw no alternatives. Certain isolated grouping arrangements were questioned but these were regarded as temporary measures which would be discontinued at the end of the term.

The amount of preparation time allotted to teachers varied from division to division, level to level, school to school and semester to semester. There was no pattern to suggest that preparation time was allotted differently in high turnover areas than in low or moderate turnover



areas. From 58 responses, 26 were satisfied with the amount of preparation time they received while 32 were dissatisfied. Some teachers received as many as two preparation periods per day while 15 teachers received no preparation time at all.

What was being done by teachers to overcome the lack of preparation time? According to one respondent many teachers coped by actions such as the assignment of "reading the chapter and answering the questions at the end of the chapter." This was not the best for the students but in a situation where two or three subjects had to be taught to several grades, probably little else could be done.

In every case the answer was "yes" to the question, "Is your teaching assignment in the subject you prefer?" There were minor exceptions. For example, a teacher who taught mainly Biology and Chemistry was asked to teach Economics because it fit the time table.

"Is the teaching assignment in the subject area corresponding to your University training?" The majority agreed it was. Many of those who didn't were the ones who had been taking winter courses from visiting professors at nearby towns or summer school courses at Brandon or Winnipeg. It seems that the availability of courses determined the direction of the training.

## ECONOMICS

"How does the contract signed with your school division compare with those of surrounding divisions in terms of salary and benefits?" The respondent was asked whether he thought the contract was similar, better or worse in terms of monies dispersed as wages. The answer in most cases was that the contracts were basically the same. Some teachers (those with less than two years experience) claimed unfamiliarity when asked to compare. The responses claiming above or below surrounding areas usually included a statement that the difference was not great. However there was pride in stating that a teacher in that particular division made \$47 a year more than his counterpart in Seven Oaks. By the same token, here are some observations from those who taught in divisions who paid lower salaries.

1. "The difference is not serious but the salary is the lowest and the insult is implicit. This is serious in administrative terms. With the knowledge that they have succeeded in negotiating the lowest or nearly the lowest salary, the board members turn to other aspects of the budget and become stingier and they (and the superintendent) become harder to deal with. The contract is administered in a less humane fashion following the letter of the law especially in the area of Sabbatical leaves. The negotiations which follow are rigorous and lead to mischievous bargaining."
2. "Third or fourth from the bottom. This hurts, especially since parity with the urban average was promised four years ago."

The inadequate aspects of the contract that were most frequently mentioned included:

1. Preparation Time - especially for elementary teachers.
2. Sabbatical Leaves - many divisions appeared to have provision for Sabbatical leave written in the contract but teachers were finding that obtaining this leave was well nigh impossible.
3. Compassionate Leave - This seemed to be an area of contention with many:  
"depends on whim of board"  
"was questioned at great length"

Other areas of discontent included travel allowance for professional development, no compensation for extra curricular work, differences between Classes I and II and Classes IV and V in the number of increments, and the overloading of classrooms. Many complained about having a day's pay deducted for days when storms are so severe that the police ordered everyone to stay off the roads. Teachers are expected to appear in the classroom on that day.

It is also interesting that almost every response to the question, "Are you making enough money to live comfortably?" was YES. Many did point out that this was a second income or else there was a second income as well in the family. The few who replied "NO" admitted that probably enough was received to live on comfortably, but they still felt underpaid for the work they did. It did seem to that was a strong relation between the answer being positive or negative and the respondent's status in the division's teacher's local association.

Respondents were asked to comment on factors responsible for costlier living in a rural division.

The main factor advanced was that because of distance, it was almost always necessary to have an automobile. In addition to the initial purchase cost, there were higher prices for gasoline, greater depreciation because of gravel roads, and difficulties in obtaining servicing for imports and most new cars. Linked to these factors was the cost of the time involved in travelling and the risk of travelling at high speeds on some of the busiest highways in the province to obtain necessities unavailable in the small communities. The necessities usually included clothing and services of lawyers, dentists and medical specialists.

It was felt by most that groceries cost more in the rural towns than in the city. However this difference in cost was quickly overcome through the growing of produce in large gardens and the availability of relatively inexpensive meat bought in bulk. The prices charged by local merchants were considered fair and were kept low because of the minimum wages paid to the help.

Heating fuel oil and travelling out of the town (usually to the city) for entertainment was also considered an added expense in rural living.

Much lower in cost were serviced lots, rent, taxes, cost of buying a house, cost of labour in building a house, and recreation. Golfing and curling fees were extremely low.

On the whole, it was considered that people were farther ahead financially living in rural areas.

## COMMUNITY CONDITIONS

Several topics were examined to develop an idea of community conditions with which teachers in rural divisions were expected to cope. The topics included: 1) the image of teachers; 2) community support; 3) expectations of teacher participation; 4) opportunity to make extra money; 5) availability of extra educational opportunities for children; 6) availability of religious denomination of choice; 7) accommodations; 8) distance from the metropolitan centres; 9) the likelihood of the community to grow; and 10) the presence of young people in the community.

In considering teachers who had less than two years experience in the division and were leaving, female teachers come forth with differing reactions regarding the image of teachers. They were treated very fairly by the business people and with respect by the community. One girl in her early twenties found this very overwhelming. However, there were those who felt that the community expected "prissy and pristine" behaviour from single teachers and that they were often the topic of discussion in local pubs. Males who were leaving felt that individual teachers were regarded favourably but upright and honest work was expected. Expected too, was that teachers should be involved in everything.

Teachers, with less than two years experience in the community and who were remaining, felt very much like their



counterparts who were leaving. What seemed to bother the female teachers was that information on their activities, especially dating, was common knowledge in town among old and young alike, within a day. This, for city girls especially, seemed very difficult to become accustomed to.

Teachers with more than two years of tenure had a greater length of time to assess community feeling. The assessments vary as the following quotes will indicate.

1. "Teachers are considered very well paid."
2. "Teachers make too much money and don't do enough - education is discredited."
3. "Teachers don't have the same intensity of rights and are subjected to pressures especially when their opinions differ from that of the mainstream of public opinion."
4. "Joe Public knows you fairly well - good teachers are respected but local newspaper writers are butchers."
5. "Inservices are considered holidays."
6. "The community looks at 9 - 4 hours and the people are bothered by inservice days, vacations, taxes and negotiations. However teacher involvement in the community helps."
7. "There is respect for the teacher's education and a good credit rating but also seen is a lot of money, little work, and an easy job."
8. "Teachers have a good image. Most are invited to join service clubs and many find themselves stuck in the executive."
9. "The image varies from that of demi-gods to that of nonfunctionals."
10. "Newspapers take shots at teachers as a group. The image really is that teachers set examples."

How did teachers view community support of school programs and projects?

1. Apathetic

- a. "There are no real complaints so the community must be satisfied."
- b. "Never questioned - not much community involvement or interference."
- c. "Parent-Teacher groups are non-existent."

2. Critical

- a. "The program has been questioned by the board which has now accepted it and has commented favourably on it. P.R. is needed."
- b. "The local paper and radio station supports awards to students but are very critical of teachers at negotiations."
- c. "Teachers are treated like hired hands by the well-off farmers."
- d. "Sports are favoured while music, art and especially French have very low priority."

3. Growing Support

- a. "There is a high degree of verbal support but it is still difficult to obtain transportation for teams."
- b. "The community was not too keen on the new primary programs but forming of the Home and School has helped."
- c. "There is a good turnout at meetings, festivals and concerts and a good response to the school's fund raising attempts."

4. Cooperation

- a. "Volunteer aides at school."
- b. "The Parent Committee is supportive."
- c. "There is excellent support from the community for raising money for trips providing the

school respects the "taboos" of the predominant religious group (e.g. no school dances)."

- d. "The school held a Drama Night to raise money for the upkeep of a pool built by a service club."

Many respondents stated that there was no pressure exerted on the teacher to participate in the activities of the community, but teacher participation was very much appreciated. Respondents who indicated that participation was voluntary but expected, referred to indirect pressures, which most often were traditional in origin. These included teacher leadership in annual Christmas concerts, judging of public speaking and active involvement in coaching.

In many divisions, in terms of community participation, teachers were represented on many fronts including churches, recreation, local politics and service clubs. Some claimed that it was part of the teachers image - "joiners and doers."

Very few felt that there was any direct pressure from the community. The question of being expected to live in the community where you teach, arose in many places. One teacher felt that more was expected from teachers than from lawyers or doctors. Another stated that there were strong suggestions during his interview that involvement in the community would be looked on favourably by the board.

Despite the level of expectation by the community or participation by the respondents with the exception of commuters, most felt they were part of the community.

Each teacher seems to have handled the situation in a manner satisfactory to him.

In most cases the opportunities for making extra money in a community were non-existent. Some teachers did invest money in small business, in farm land or in cattle. Other activities mentioned included driver-training, helping with income tax forms, teaching piano, or painting buildings. These depended on the individual's initiative as most teachers regarded teaching as too time-consuming to allow involvement in sideline activities. As long as there was no interference with the work at school, the community did not frown upon these extra involvements.

The availability of extra educational opportunities for children was an area of concern for respondents whose children were in the adolescent stage. There are no options available after high school. The number of programs that the high school can offer is determined by the student enrolment which determines the size of the staff. After high school it is necessary that a person go out to receive technical training or further academic training.

In no area was the absence of a religious denomination of choice a problem. Churches of the respondents' choice were either located in the community or a short drive away. The teachers affected by the absence of a religious denomination were those who were members of Eastern

religions. On the whole this did not seem to be a question of great importance.

More of a sore point tended to be the presence of particular religious groups in the community. There were wide differences of opinion between these groups and teachers, especially in the matter of what text should be used in the high school literature program.

The availability of accommodations was a point of great concern in every division. Principals of schools in most communities were busy monitoring the housing situation from early spring until September in an effort to locate accommodations for incoming teachers. The tradition of boarding teachers is disappearing as more teachers are reluctant to accept board and room. On the other hand fewer people are willing to provide this service.

It appears that many attics and basements have been converted into furnished suites to accommodate single teachers. Apartment blocks exist only in larger centres. There is a limited choice of both furnished suites in houses or unfurnished suites in apartments. This tends to keep rents high.

Houses are not readily available either for rent or for sale. Most available houses are purchased by retiring farmers moving into town. Many teachers find that with the low cost of lots and labour, building a house is a viable alternative.

Many of the communities have trailer courts. It apparently is quite easy to find a place to park a trailer if the courts are filled. The rates are reasonable. The drawbacks of trailers as accommodation include high initial costs, moving costs and depreciation.

In certain communities some arrangements have been made with motels to lower accommodation costs. This was for the duration of the school year only. An example of motel rates that were charged in one community is \$130 a month for the winter and \$96 a week for the summer.

Unavailability of suitable accommodations led to commuting from nearby towns, or, in a case where a person was involved in a board and room situation, the commuting was usually to the city for weekends. Involvement in the community was not encouraged by the situation.

The responses varied but the differences were not significant enough to suggest that the distance from large centres was an important factor in making teachers leave high turnover areas or remain in low turnover areas. It is difficult to determine at what distance from the city lies the watershed beyond which distance becomes very significant. In some cases seventy miles was considered being too far to travel regularly to the city for weekends, while in other cases a two and a half hour drive was regarded as a pleasant outing. The distance around 80-100 miles seemed to be the point past which people had to think about the situation before driving to the city.

It does seem that the reasons why teachers wanted to go to the city are important. The following responses are examples:

1. Because of boyfriend, girlfriend.
2. Family and friends are in the city.
3. Educational courses.
4. For shopping variety, especially clothes.
5. Services including medical specialists, dentists, barbers.
6. Musical and theatre interests, as well as professional sports.
7. Car servicing especially for imported models and new cars.
8. Involvement with Manitoba Teachers' Society.

To many the distance from the city was of little importance because:

1. it was close enough to commute from or drive to without effort.
2. the respondents were at an age where they felt they needed nothing so badly that they would make a special trip for it.
3. by becoming involved with community life, the need to travel to the city became much less important.
4. roads were good for comfortable travel.
5. romantic interest was in the community.
6. urban life is regarded as a rat race and respondents had little desire to visit the city.

Nearly every community had new houses being built which was growth in terms of number of buildings. Many were growing at the expense of the population of smaller

towns and villages nearby. Population of surrounding farmland was dropping with land consolidation and the movement of retiring farmers into town.

Rumours of incoming industry, possibility of a new highway or the community spirit itself made many teachers think their community was going to grow. There was also a feeling that there is a trend to people returning to rural areas which would result in community growth. The growth of service industries such as personal care homes helped retain some of the communities' young people.

"Are there enough young people in the community to make life interesting?" This question was directed at those who were unmarried or others who cared to answer. From the responses the general picture that was drawn suggested that many high school dropouts remained in the area and were able to obtain some form of employment. Those who completed high school usually went to larger centres for jobs, academic or technical training.

Where did this leave young unmarried teachers? Their comments proved interesting. A few suggested that to meet the young, it was necessary to stay in the community for weekends to be able to meet them when they came home for a weekend. Social events which facilitated the making of acquaintances, occurred on weekends and were frequent and fun.

Another respondent suggested that there is usually an educational and interest gap between young teachers and



the young people of the community. Not everyone, and especially she, was interested in snowmobiles and beer. Still another mentioned the differences in intent between young female teachers and the young men from the community. She related an incident where a marriage proposal was received on a second date.

The problem of privacy also arises. Teachers were bothered by everyone in the community being concerned about their social life. This acted as a damper.

As a result of the situations described in the preceding paragraphs, teachers tended to associate with teachers which led to separate them from the community.

#### ADMINISTRATIVE CLIMATE

Support from other teachers and from the administration of the school was received by most of the respondents. The exceptions were the specialists, teachers who taught Music, French, and Physical Education. Music was regarded as a frill and occasionally was used to furnish a dumping ground for students whose time tabling was awkward. French was not regarded as important as other subjects by teachers, administrators and parents and this was reflected in the lack of interest on the part of the students. Physical Education teachers were frustrated at being expected to coach teams, mark fields, arrange transportation and teach an academic course. They received little help from staff members.

Most respondents found their colleagues very supportive of each other and mentioned that the staff was a very close group. Principals were thought to be doing a good job in supporting teachers, especially those beginning in the school system.

Opinions concerning the amount and type of support received from the superintendent did not vary from division to division but did vary from respondent to respondent and from school to school. Forty respondents stated that the superintendent was supportive and that they were satisfied with his leadership.

Seven respondents declined to comment as they had had little contact with the superintendent. These were mostly teachers who had fewer than two years of experience in the division.

One sixth of the respondents were unhappy and expressed their disillusionment with the superintendent through the following comments:

1. "The superintendent is aware of what the Board likes and is making himself well liked."
2. ". . . not overtly supportive but grants help."
3. ". . . appears friendly and supportive when around but his written reports differ."

Slightly more than half of the respondents (32) regarded the school boards as supportive. Taking into consideration that the survey was taken at the time when most contract negotiations had ground to a halt, the response can be viewed as very favourable indeed.

Generally the board was supportive if the issue was considered to have educational value and did not cost too much. More money was being diverted to professional development and to programs involving cultural activities.

Money seemed always to be a priority. The voice of the taxpayer was louder than those of the administration or teachers when needs of youth were considered. Although most respondents stated that the boards were concerned fairly equally about all parts of the school program, they felt that this was made possible by grant allocations. Physical Education programs, high schools and larger towns appeared to obtain the lion's share in terms of facilities and resources. Music and French specialists complained that their programs were not regarded as important as others.

Promotions did not appear to be an issue of contention with the respondents. Many were unaware of the process used to select and appoint people to administrative positions. There was a limited number of administrative posts available in each division and openings were rare. Available posts were advertised and were open to applicants from within and outside the divisions. There was general satisfaction with the calibre of the candidates appointed to those positions. My own observation was that there were very few female administrators.

The responses to the question on board-teacher relations could be categorized into three groups: good

relations, unclear, and poor relations. The first category conveyed satisfaction with attempts to set up liaison committees, the presence of qualified and informed board members, good communications and cooperation at social and educational functions. Unclear relations indicated the respondent's lack of awareness of the actions of the board. The last category, that of poor relations, included comments about the lack of communication between the board and teachers on the board and the people, the underlying distrust or lack of respect between teachers and the board and the weariness of prolonged negotiations and the accompanying public criticism. One comment deserves quoting:

The boards are forced to compromise between the needs of youth and their responsibility to the taxpayer. There is not enough awareness of the trustees' role. The trustees' image is that of an uneducated farmer which is not right. Trustees have real interests but are required to work within financial limitations.

The most visible person responsible in creating the administrative climate is the principal. In this study only three respondents found their immediate supervisor difficult to work with. Satisfied respondents were impressed by principals who promote community involvement and new programs, are approachable and supportive, treat students, staff and parents fairly, have integrity and are consistent.

The criticisms leveled at principals included charges of his being weak in the knowledge of education, having a

directive leadership style which does not fit staff, inconsistency, being too conscious of his image in the community, and being nonsupportive of innovations which involve extra work, money or possible repercussions.

Feelings of sympathy were expressed for principals who were saddled with staff apathy or who were forced to buckle to the superintendent to survive.

#### PUPILS

The feelings of the respondents for students in rural areas were positive. They were regarded as easy to handle, enjoyable and stable. Many of the respondents recalled their student teaching sessions in the city and felt that in terms of discipline, children from rural areas were much easier to handle.

These were certain concerns related to student attitudes and behaviour. These are listed in point form and represent the feelings of the respondent.

1. "Hockey appears more important to many parents than school does."
2. "Students seem to lack motivation."
3. "High standards are preferred by teachers but they realize that more remain in school now than ever before."
4. "Although they are faced with a variety of teaching philosophies, the students know what is expected. They still suffer from academic laziness - a lack of purpose and direction."
5. "Students don't seem to appreciate what is being done for them."

6. "Old values are no longer valid. There is a lack of spirit of achievement. A student responsible for his own success is rare. The feeling is that someone should do everything for them. Even adults expect payment for taking courses."

#### PROFESSIONAL FACTORS

There did not appear to be any formal mechanism in any division which was designed to aid in the orientation of new teachers to the division. Some M.T.S. locals organized socials where new teachers were introduced to the teachers of the division. Principals in many divisions were very active in helping locate a residence for the new teacher and in supporting them for the first few weeks in the classroom. "Old" staff members frequently provided guidance to new staff members.

Many were in less fortunate positions and had to learn as they went along. Some felt their orientation had been restricted to being handed a class register and a room number. Some had no knowledge of what was expected of them or the students. Clearing through the M.T.S. was done but the information was inadequate. A meeting with the former teacher would have been more useful.

The most common response from teachers who have had little experience in the division was that they really did not know what impact the M.T.S. local had on the division and were not involved. Some, apparently because they were first year teachers, were not expected to be involved. They were aware that the local was in the midst of salary

negotiations. Beyond that, they were not too clear about the issues with which the local was concerned.

The teachers with a greater number of years of experience were the ones who rated their locals as doing excellent, adequate or poor work. Strong active leaders and active professional development committees willing to work closely with the board seemed to be two factors which caused respondents to rate the locals as doing good work.

Many felt that their locals could do better work if the following concerns were dealt with somehow:

1. Teacher apathy and weak support especially from married women.
2. The feeling that the division local is really a group of sub locals, each representing an isolated school.
3. The size of the division involving distance which discourages travel to meetings by teachers.
4. Teacher unwillingness about taking issues to the local executive which frequently includes principals who may be part of the issues.
5. The length of time spent on negotiations.
6. Lack of visible teacher support for the M.T.S.

The issues that were important to the respondents were: 1) salary negotiations, 2) staff cutbacks, 3) professional development support, and 4) inservices.

University courses are offered in many of the rural centres by visiting professors from the University of Manitoba or the University of Brandon. Many teachers have taken advantage of these courses to upgrade their academic qualifications. Because the number of courses offered in

the town is usually one, some teachers don't enrol because the course does not fit their program or their interests. Often too, the type of courses that are offered is instrumental in directing the kind of academic training the respondent will receive. The University Summer School programs are beneficial but the rural teacher faces the cost of board and lodging as well as separation from the family. This is not a problem faced by urban teachers.

Special Area Group or S.A.G. Conferences were found to be very popular with rural teachers especially with those involved in Music, Art, French, Business Education or Physical Education. These teachers found that divisional inservices tended to deal with topics which were seldom related to their programs. They also often found themselves to be one of the two or three specialist teachers in their field teaching in the particular division. The S.A.G. Conferences is an opportunity for sharing and learning for them. Respondents, not necessarily specialist teachers, who travelled to the conferences felt that the subsidizing of costs for registration, travel and lodgings by the school divisions was a fair gesture on the part of the boards.

The divisional inservices were, in the estimation of some respondents, becoming better as professional development committees became more experienced. Cooperation between divisions in bringing out resource persons to joint inservices was viewed with favour.



There were some complaints about inservices. Some respondents were unhappy with division wide inservices. They realized that this was economical in the sense that the buses were not required to run. However this had an effect on the type of program that could be offered and occasionally the time was inappropriate. Another complaint was that usually there was little followup as if the administration was afraid to commit itself. Further complaints dealt with attempts by the board and superintendent to reduce the number of inservice days.

#### Why Stay? Why Leave?

The interview of the respondents ended with two questions:

"What factors exist in this school division that influence teachers to leave?"

"What factors exist in this school division that influence teachers to stay?"

Respondents were asked to consider why their colleagues were remaining or why their former colleagues had left. A variety of reasons was put forth which have been grouped into general categories and ranked in the following table.

School division related reasons in TABLE XVIII in most cases include disagreement with the school board's and superintendents' policies. It is interesting that these became the more important reasons for leaving as the turnover became less in the areas. There may be a

possibility that because of having lived longer in the low turnover areas, officials are aware that they have little trouble in obtaining staff, they are more likely to be able to apply greater pressure on the teaching staff without creating difficulties for themselves.

TABLE XVIII

Type of Area	Why Remain	Why Leave
High Turnover	<ol style="list-style-type: none"> <li>1. Love of community and small town life.</li> <li>2. Home Area.</li> <li>3. Marriage to local person.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attracted by city - no connections with community</li> <li>2. Marriage and leave.</li> <li>3. School Division related reasons.</li> </ol>
Moderate Turnover	<ol style="list-style-type: none"> <li>1. Love of community and small town life.</li> <li>2. Marriage.</li> <li>3. Home Area.</li> </ol>	<ol style="list-style-type: none"> <li>1. No connections with community.</li> <li>2. School Division related reasons.</li> <li>3. Poor facilities - living accommodations.</li> </ol>
Low Turnover	<ol style="list-style-type: none"> <li>1. Larger community.</li> <li>2. Job for spouse.</li> <li>3. Home Area</li> </ol>	<ol style="list-style-type: none"> <li>1. School Division related reasons.</li> <li>2. Greater challenge elsewhere.</li> </ol>

## CHAPTER 6

### ANALYSIS OF THE DATA

This chapter discusses the relationship between the findings of this study and the findings described in the related literature. The two general issues most relevant to this study deal with the reasons why teachers remain with a school system and why teachers leave a school system.

One of the approaches this study employed was to identify and categorize a rural school division as being one of a group of high, moderate, or low turnover and then attempt to identify areas of similarity and difference among the groups. It was assumed that teachers remain in a division because they perceive factors which are important to their personal lives and general job satisfaction and leave because these factors are not present. Another assumption that was then made was that areas identified as those of low teacher turnover would contain many factors influencing teachers to remain. These factors would be absent in areas identified as those of high teacher turnover. The corollary of this assumption is that areas of high teacher turnover have certain characteristics or contain factors which influence teachers to leave. These characteristics or factors would be found to a lessening degree in areas of moderate and low turnover.

The data failed to support this. It had been mentioned previously in the study that the factors which contributed to the satisfaction or dissatisfaction of teachers were present in all three groups: high, moderate, and low turnover areas and that no one group held a monopoly on a factor so that, through that factor, an area could be identified as one of high, moderate, or low turnover. The positive and negative comments were generally evenly distributed among all three groups so that basically the only significant difference was the rate of teacher turnover.

In reviewing the positive and negative comments of the respondents, one may see indications that a teacher's decision to remain or leave is influenced by a number of factors rather than by a single factor. This is also in agreement with the findings of other studies. Butefish (1967) mentions this point in his study. Stewart (1969) found that this was true of teacher turnover in a single enterprise community. Greenberg's and McCall's human capital theory implies that several factors are considered when decisions to remain or leave are made. Herzberg and associates (1959) identified factors responsible for job satisfaction or dissatisfaction, each of which may be of varying degree in importance to the individual. The two factors they identified (referred to as motivators and hygienes) encompass many sub-factors which appear among the issues discussed by the respondents. Flowers and Hughes (1973) whose view is that the employee's decision to stay

is influenced by factors from both inside and outside the company, further supports the findings of this study.

The analysis of the findings indicates that the decision to remain or to stay is reached mainly through personal motivation. Personal motivation itself is influenced by a number of factors which may include family attitudes, the workload, economics, community conditions, administrative climate, pupils and professional factors among others. Strongly influencing the personal motivation is the person's background itself. For example, a teacher's age, training, number of degrees held, years of teaching experience and the number of years in the present school division are all factors which may have a considerable bearing on the present workload. The number of children, their ages, economics (e.g., salary) and accommodations may all be factors related to the family attitude and may all be considered when decisions are made to remain or leave.

That personal motivation is the basis for that type of decision making is pointed out in Keeler's study (1973) where he discovered that the main reasons why teachers leave concerns their private lives rather than job conditions. Stewart (1969) in dealing with the problem of teacher turnover in the Thompson area, found that personal characteristics and personal and family factors were important contributors to movement.

Age itself is a variable of great importance. The findings of this study tend to agree with the findings of

the study described in the NEA Research Bulletin (Mar. 1969). The study reported on the analysis of the satisfaction of employees as related to the age of the employees. The analysis stated that teachers in the early twenties to the early thirties are future oriented, concerned with rewards to come and shrug off dissatisfaction. This is especially evident in this study when beginning teachers with urban backgrounds accept positions in rural divisions to gain experience which would aid in later securing positions desired in the first place. The analysis of the number of moves indicates that many older teachers who are satisfied with their present position have also followed this pattern. Charter's findings (1956) supports this.

Related to personal motivation are other factors such as marital status, family ties, rural or urban background on which compatibility with the community depends, and personal ambition all warranting consideration in the problem of teacher turnover. The data indicates that these are factors playing a great part in some teacher's decisions. The profiles of rural teachers point out that teachers who remain were very often a product of the area. Marital status was important when a spouse was originally from the area or had vested interests in the area. Likely because these factors are beyond the control of anyone except, to a greater extent, the person himself, the studies have paid little attention to them.

The findings indicate that although personal motivation is the stronger influence when decisions are made whether to remain or leave, a group of factors related to work conditions are also very important. This is especially important because school board officials have some control over them. These factors include working conditions at the school, the administration, and board-teacher relations. Concerns stated in the findings indicate that these factors play a significant part in influencing the morale of teaching staffs. This appears to support Chase (1951) who in his study stated that enthusiasm (job satisfaction) correlated with teacher participation in curriculum making, policy formation, preparation of salary schedules, leadership displayed by supervisors and principals, clearly defined goals in the system, and recognition of good work by the teacher. The NEA Research Bulletin (Dec. 1971) also published a study reporting that the five most common reasons influencing teacher morale and which were responsible for causing teachers to leave were 1) large class size, 2) insufficient preparation time, 3) lack of public support, 4) inadequate salary, and 5) inadequate clerical help. The first three factors mentioned are also among the most mentioned concerns in this study. Salary is not likely a factor in this province.

It appears that the findings of the studies referred to in the review of the literature have been confirmed to

a great extent. However if the notion that the uniqueness of the rural setting involving a different set of conditions with which a teacher has to cope requires a psychological compatibility between the teacher and community that differs from that found in urban centres is carried further, it is possible to develop a model which describes this concept of compatibility. The data gathered by this study and my personal feeling that the factors related to teachers remaining or leaving may be interpreted differently is the basis for this model.

The factor that seems to dominate the profiles describing those teachers who remain is that they are often a product of the area. These ties linking the teacher with the community may be difficult to break. For the purpose of this model, the term used to describe these ties is roots. To facilitate the portrayal of this model, it is necessary to divide the respondents into four categories:

1. those with roots in the community and who are compatible with the setting where they are presently teaching,
2. those with roots who are not compatible,
3. those who have no roots in the community but are compatible, and
4. those who have no roots and are not compatible with the setting.

The model can then be described by the following diagram:



## COMPATIBILITY

R O O T S		YES	NO
	Y E S	<sup>1</sup> (STAYERS)	<sup>2</sup> (STAYERS BUT MAY LEAVE)
	N O	<sup>3</sup> (LIKELY TO STAY)	<sup>4</sup> (LEAVERS)

This model can be expanded to indicate the characteristics of the four categories of teacher respondents.

	COMPATIBILITY	NO COMPATIBILITY
R O O T S	<ul style="list-style-type: none"> <li>- regard area as home town</li> <li>- understand and accept the underlying politics of small town and its organizations and are involved themselves</li> <li>- satisfied with educational program and own role</li> <li>- comfortable life</li> <li>- common ethnic or religious background</li> </ul>	<ul style="list-style-type: none"> <li>- regard area as home town</li> <li>- common ethnic or religious background</li> <li>- ambitions for change in personal status</li> <li>- sees need for changes</li> <li>- frequent complainers</li> </ul>
N O  R O O T S	<ul style="list-style-type: none"> <li>- agrarian or small town background</li> <li>- common ethnic or religious background</li> <li>- content with new life style</li> <li>- achieved desired position</li> <li>- enjoys community and are becoming involved with organizations</li> </ul>	<ul style="list-style-type: none"> <li>- urban background</li> <li>- new to area</li> <li>- hold values at odds with rest of community</li> <li>- frustrated with pace of life of community</li> <li>- ideas for change in educational program receives little support</li> <li>- commute daily or weekends</li> </ul>

If the model has a strong element of accuracy, then it is possible to predict that teachers who fit the characteristics of ROOTS-COMPATIBILITY and NO ROOTS-COMPATIBILITY will remain in the community. Teachers who match most of the characteristics of NO ROOTS-NO COMPATIBILITY will in all likelihood make their stay in the division a temporary one. The category ROOTS-NO COMPATIBILITY applies to teachers who are not happy with their present situation and remain only because it ensures employment. Moving out of the division or the profession has been seriously considered. Another qualifier may be intentional involvement in commercial activities which are profitable financially, promote personal interest and act as a restraint when leaving is considered.

To summarize, the findings of the study tend to agree quite strongly with the findings of studies described in the related literature which dealt mainly with urban organizations. These studies basically state that personal motivation is a major factor in influencing teachers' decisions to remain or leave. Working conditions is a less important factor in teacher turnover but still quite significant. This study agrees with the two major factors but proposes that the concept involving roots and compatibility which is most strongly affected by personal motivation and working conditions is a better general explanation of teacher turnover in rural divisions.

## CHAPTER 7

### CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to uncover as many factors related to the problem of teacher mobility in rural Manitoba as possible. Several related secondary purposes can be listed in the form of questions which ask:

1. Why do beginning teachers apply for positions in rural Manitoba?
2. Why do teachers remain in a rural school division?
3. Why do teachers leave rural school divisions and accept employment elsewhere?
4. What areas of similarity and difference exist among groups of school divisions identified as those with high, moderate and low turnover?
5. What recommendations can be made on the basis of this study?

Most of the report has dealt with the state of teacher turnover in rural divisions as it exists now. Statistics have been presented in Chapter 1 showing differences in rates of teacher turnover among fifteen rural divisions as well as differences between urban and rural divisions. The difference appears significant. Causes and effects of teacher turnover were discussed in Chapter 2 essentially indicating that high turnover rates

were not beneficial to school systems. Studies dealing with job satisfaction which could be related to teacher turnover were also discussed concluding that a variety of factors were usually responsible for convincing an employee to remain or leave. These factors can be grouped into two general categories. One deals with factors related to the employee's personal environment and the other includes factors centered around the job itself. Profiles of rural teachers were compiled indicating differences between those teachers who leave and those who stay. A considerable amount of information was presented in Chapter 5 listing favourable and negative impressions of teachers on several topics related to education in rural Manitoba. These findings of the study were closely related to findings from earlier studies mentioned in Chapter 2.

The answer to the question of why do beginning teachers apply for positions in rural Manitoba can be found in greater detail at the beginning of the fourth chapter of this study where profiles of beginning teachers have been composed. Basically the reasons appear to be:

1. Tight job market.
2. Proximity to urban centre and home.
3. Opportunity to garner experience and to obtain permanent certification.
4. A feeling of an obligation to accept a position because of a heavy investment of time in training.

Why do teachers remain in a rural school division? Why do teachers leave rural divisions and accept employment elsewhere? The reason these two questions are being combined is that in all three types, the high, the moderate and the low turnover areas, the answers from the respondents were similar. Teachers remained or left mainly because of personal factors, many which were beyond the control of the school division. Considered in the decision whether to stay or leave were age, marital status, family ties, rural or urban background which led to compatibility with the community, and personal ambitions. The second group of factors, over which school division officials had some control, were those related to work conditions. These included work conditions at the school, the administration, and board-teacher relations. Salary is not likely to be a factor in Manitoba.

What similarities and what differences exist among groups of school divisions identified as those with high, moderate and low turnover? It is easy to assume that these exist. However there is nothing to indicate in the data that high turnover areas, for example, have anything in common that is non-existent in the other two types of areas. The only major difference among the above groups is the rate of turnover.

## Recommendations

The recommendations are implied in the many pages of concerns put forward by the respondents. These concerns were common, in most cases, to all fifteen divisions included in the study. The following suggestions may be of help.

A certain amount of teacher turnover is inevitable. Because of this inevitability, it may be valuable for school division officials to analyse the turnover rate in their divisions and begin to develop policies in the recruitment and retention of personnel.

How may the model on roots-compatibility help? Because of the relatively small number of teachers (between 100-200) in each rural division, the task of generally classifying the teachers into the four categories according to their characteristics is not a formidable one. The category of ROOTS-COMPATIBILITY is the desired state and a short study of these characteristics would provide the division with data for a profile of an applicant who may be expected to remain in the division. This information may be incorporated into the initial interviews. The objective of the division officials would be to help maintain the present status to prevent slippage into the category ROOTS-NO COMPATIBILITY.

Another priority would be to make an attempt, possibly through interviews or workshops, to determine the expectations of the teachers in the category ROOTS-

NO COMPATIBILITY. Clarification of their expectations, identification of their strengths followed by a possible change of assignment may involve these teachers in areas where job satisfaction increases to the point where they find themselves compatible with the situation and in the category ROOTS-COMPATIBILITY.

As more beginning teachers with urban backgrounds are turning to rural divisions for jobs, one can assume that most of the candidates will fall into category NO ROOTS-COMPATIBILITY or NO ROOTS-NO COMPATIBILITY. Again by observing the characteristics of teachers in their divisions who fit these categories, division officials can determine through interviews which characteristics new candidates meet, and on that basis make choices. The present members of the staff who are in category NO ROOTS-NO COMPATIBILITY may be safely expected to leave making some long range planning possible for reassignment of positions.

To promote compatibility, the expectations of both the candidates and the division officials must be clarified. This may be accomplished to some extent through interview committees composed of division officials, principals, and teachers from schools and subject areas where openings exist. In addition, orientation of new teachers should be a priority in the early part of the year. This may be followed by periodic meetings to monitor adjustments to the division and to clarify misconceptions.

Measures should be explored to clarify the roles that the teachers and board members play in the community. The understanding of what each does and why can lead to greater mutual respect and more positive images of each other. A better public image for both parties may also come about when these two groups cooperate on educational issues. This may result in better community support.

The problem of teacher turnover is one faced by all rural divisions. There are variations in intensity between divisions as well as annual variations. The problem may be alleviated to some extent through the use of a model such as described in this study. With the uniqueness of each division, it will be necessary to modify the model to suit existing conditions. With careful application of the model, the long term results will be better than the ad hoc processes employed to this time.



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APPENDIX A

INTRODUCTORY LETTER TO THE RESPONDENT  
AND INTERVIEWEE INFORMATION FORM

## APPENDIX A

## INTRODUCTORY LETTER TO THE RESPONDENT

THE STUDY OF TEACHER MOBILITY IN RURAL MANITOBATo The Respondent

The purpose of this study can be summarized by the following three questions:

1. What are the factors that attract teachers to rural school divisions?
2. What are the factors existing in rural school divisions which aid in retaining teachers?
3. What are the factors that lead teachers to leave rural school divisions?

The problem of teacher mobility is a complex one, affecting teachers, school divisions and students. It is not possible to measure the effects and costs of job dissatisfaction on the part of teachers nor the costs to students affected by program disruption. The amounts spent on teacher recruitment by rural divisions are high even in periods of teacher oversupply.

It is interesting to note that certain rural divisions have teacher turnover rates that are consistently high while other divisions appear to be quite successful in terms of teacher retention. Although numerous surveys have been carried out to determine the number of teachers leaving school divisions, there has been little emphasis placed on discovering why they leave. Probably a more important question is why do teachers remain in the rural areas.

It is my contention that if these two questions are explored, valuable data can be uncovered leading to helpful recommendations. The implementation of these recommendations may result in changes of school board policies such as the well-being of teachers and recruitment policies among others. Hopefully it will eventually result in better service to students.

Your responses to the questionnaire and the interview will be greatly appreciated and will be held in strict confidence.

W. Badiuk

INTERVIEWEE INFORMATION FORM

1. Name \_\_\_\_\_ Sex: M \_\_\_\_\_ F \_\_\_\_\_
2. Marital Status; Single \_\_\_\_\_, Married \_\_\_\_\_,  
Widowed, separated or divorced \_\_\_\_\_.
3. Number of children; under 6 years of age \_\_\_\_\_  
between 6 and 12 \_\_\_\_\_  
between 13 and 18 \_\_\_\_\_  
over 18 \_\_\_\_\_
4. Your age: Under 20 \_\_\_\_\_ 20-24 \_\_\_\_\_ 25-29 \_\_\_\_\_ 30-39 \_\_\_\_\_  
40-49 \_\_\_\_\_ 50-54 \_\_\_\_\_ over 60 \_\_\_\_\_
5. I was born in \_\_\_\_\_.
6. My father's (or the family's) occupation was \_\_\_\_\_.
7. My home during childhood was in (a) city; (b) a small town; (c) rural area.
8. Where was your education obtained?
  - (a) High School \_\_\_\_\_.
  - (b) Teacher Training \_\_\_\_\_.
  - (c) University \_\_\_\_\_.  
Degrees held \_\_\_\_\_.
  - (d) Was your university course work obtained primarily through:
    - a) Full time attendance \_\_\_\_\_.
    - b) Summer School \_\_\_\_\_.
    - c) Winter evening classes \_\_\_\_\_.
    - d) Other \_\_\_\_\_.
9. How long have you been teaching? Check one.
 

2 years or less \_\_\_\_\_ 3-5 years \_\_\_\_\_ 6-10 years \_\_\_\_\_  
 11-15 years \_\_\_\_\_ 16-20 years \_\_\_\_\_ 21-25 years \_\_\_\_\_  
 26-30 years \_\_\_\_\_ over 30 years \_\_\_\_\_
10. How long have you been teaching in your present school? Check one.
 

2 years or less \_\_\_\_\_ 3-5 years \_\_\_\_\_ 6-10 years \_\_\_\_\_  
 11-15 years \_\_\_\_\_ 16-20 years \_\_\_\_\_ 21-25 years \_\_\_\_\_  
 26-30 years \_\_\_\_\_ over 30 years \_\_\_\_\_

11. Please state the names of the school, division and number of years you taught in each in sequential order.

1st appointment \_\_\_\_\_.  
 2nd appointment \_\_\_\_\_.  
 3rd appointment \_\_\_\_\_.  
 4th appointment \_\_\_\_\_.  
 5th appointment \_\_\_\_\_.  
 6th appointment \_\_\_\_\_.

(Use reverse side if necessary)

12. Are you presently teaching at the:

a) Elementary level \_\_\_\_\_  
 b) Junior High level \_\_\_\_\_  
 c) Senior High level \_\_\_\_\_  
 d) Other (please specify) \_\_\_\_\_  
 \_\_\_\_\_

If you have checked (b) or (c), what are the main subjects you are teaching? \_\_\_\_\_  
 \_\_\_\_\_

13. How many miles do you live from school?

0-5 miles \_\_\_\_\_ 11-15 miles \_\_\_\_\_ over 20 miles \_\_\_\_\_  
 6-10 miles \_\_\_\_\_ 16-20 miles \_\_\_\_\_

14. Which of the following describes your present living arrangements?

renting apartment _____	own trailer _____
renting house _____	own home _____
board and room accommodation _____	living with parents _____
hotel or motel accommodation _____	teacherage _____
renting trailer _____	other _____

15. If you are married, please state your spouse's main occupation. \_\_\_\_\_

16. Are you involved or are contemplating involvement in a business or activity in addition to your regular teaching occupation? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please specify. \_\_\_\_\_

What is the satisfaction of this involvement? \_\_\_\_\_  
 \_\_\_\_\_



17. Do you, at this point, entertain any thoughts of eventually obtaining a teaching position in one of the urban divisions of Manitoba? Yes \_\_\_\_ No \_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

18. In general, how would you compare teaching as a profession today and teaching five years ago?

- (a) Getting better \_\_\_\_
- (b) Staying the same \_\_\_\_
- (c) Getting worse \_\_\_\_
- (d) Not a teacher five years ago \_\_\_\_

APPENDIX B

INTERVIEW GUIDE

## APPENDIX B

### SECTION II INTERVIEW GUIDE

#### TOPIC: Family

#### Comments

1. What is the attitude of your spouse toward teaching as a career?
2. What is the attitude of your spouse regarding your acceptance of a position in this division, your intention to stay in this division, or your intention to leave this division?
3. Is this area your birthplace? Is it the birthplace of your spouse? Do close relatives live here? Is this, in your opinion a suitable place to raise a family? (Why or why not?)

#### TOPIC: Teaching load

1. On the whole do you feel that your teaching load is a fair one?
2. What comments could you make in regards to your teaching load in terms of the following factors?
  - a) Class size
  - b) Number of subjects
  - c) Clerical duties
  - d) Extra duties
  - e) Unsatisfactory grouping arrangements

f) Lack of preparation time

g) Other

3. Is your teaching assignment in a subject area which you prefer to teach?

4. Is your teaching assignment in a subject area corresponding to your university training?

TOPIC: Economics

1. How does the agreement salary schedule with your school division compare with those of surrounding divisions? in terms of salary and benefits?

2. What aspects of the contract do you personally feel are inadequate?

3. Are you finding that you are making enough money to live comfortably?

4. What factors make for costlier living in your division as compared to urban living?

TOPIC: Community Conditions

1. What type of image do teachers have in this community?

2. How supportive of the school's programs and projects is the community?

3. What expectations does the community have for participation by teachers in activities outside the school?

4. Do you feel that you are part of the community?

5. Does the community provide:

- a) a variety of recreational activities and facilities;
- b) cultural activities;
- c) opportunity for making extra money;
- d) the availability of educational opportunities for your own children;
- e) a religious denomination of your preference;
- f) accommodations, relatively inexpensive and readily available;
- g) Is distance from a metropolitan center an important factor? Why?
- h) Is your community likely to grow?
- i) If applicable to your case, could you comment on the situation for the unmarrieds? Do you feel there is a sufficient number of young people to make life interesting?

TOPIC: Administrative Climate

1. What is the degree of support you receive for the things you wish to do in this school from:

- (a) Other teachers
- (b) Principal (Vice-Principal)
- (c) Superintendent
- (d) School Board

2. (a) Are the board members aware of the needs of youth?
- (b) Is the board concerned fairly equally about all parts of the school program?
- (c) Are promotions within the school system handled fairly?
- (d) On the whole how would you describe the relations between the board and the teachers?
- (e) Do you agree with the educational objectives of your school system?

3. What kind of a person is your immediate supervisor?

Do you feel a part of the organization?

Does he show his approval or disapproval of your work?

In what ways?

Is he consistent?

Does he have integrity?

Is he professional?

Does he know education?

Is he an inspiring leader?

Does he communicate with his faculty?

Does he know how to allocate time, effort, etc.?

How does he treat parents?

How does he treat pupils?

How does he treat faculty members?

How does he treat central administrators?

Does he encourage innovative teachers?

Does he keep up to date?

Is he easily available for help?

Does he back his teachers?

TOPIC: Pupils

1. The following are common complaints heard from teachers about their students. Are any of the following a serious problem in your school?

(a) lack of moral values

(b) lack of adequate academic standards

(c) lack of self-control concerning order and discipline

(d) lack of respect for authority

(e) other

2. Do you see the situation becoming better or worse?

3. Do you feel that any of the above conditions being more prevalent in urban areas than in the rural divisions?

TOPIC: Professional Factors

1. Were you satisfied with your orientation to the division?
2. What in your opinion could have been done to improve the situation?

3. How do you rate the work that has been done by your MTS local?
- (a) \_\_\_ very good - beneficial to teachers and the division
- (b) \_\_\_ aside from salary negotiations I'm not sure what the local does
- (c) \_\_\_ adequate
- (d) \_\_\_ poor

Comments:

4. What opportunities do exist in the division which can help you improve yourself professionally?
5. Do any opportunities exist where teachers can meet socially?
6. Are the meetings and conferences you are asked to attend:
- (a) of considerable value
- (b) sometimes of little value
- (c) in general, a waste of time
- (d) do not apply to my job
7. Who in most cases plans your inservices?

What factors exist in this school division that influence teachers to remain?

What factors exist in this school division that influence teachers to leave?

What are your reactions to this type of survey?



## APPENDIX C

### TABULAR PRESENTATION OF DATA

TABLE IV

## MALE TEACHERS - MORE THAN TWO YEARS IN A RURAL DIVISION - REMAINING - HIGH TURNOVER AREAS

Respondent	Marital Status	Children (Yes or No)	Age of Respondent	Place of Birth	Background of Parent	Home During Early Childhood	Obtained Teacher Training	No. of Degrees held	Years of Experience	No. of Years in Present School Division	No. of Moves	Interest in city	Accommodations	Outside Business Involvement
1.	M	Yes	30-39	over 100 miles	carpenter	Small town	N.B.	2	6-10	3-5	2	No	Owns House	Yes
2.	M	Yes	25-39	within 50 miles	carpenter	Small town	Brandon	1	6-10	6-10	1	No	Owns Trailer	Yes
3.	M	Yes	30-39	Latin America	Farm Manager	Large Farm	Wpg.	1	6-10	6-10	1	No	Rents	Yes
4.	M	No	25-29	within 50 miles	Farmer	Farm	Wpg.	1	6-10	6-10	2	No	Owns House	Yes
5.	M	Yes	30-39	within 50 miles	Farmer	Farm	Wpg.	None	6-10	3-5	2	No	Owns House	No

TABLE V

## MALE TEACHERS - MORE THAN TWO YEARS IN A RURAL DIVISION - REMAINING - MODERATE TURNOVER AREA

Respondent	Marital Status	Children (Yes or No)	Age of Respondent	Place of Birth	Background of Parent	Home During Early Childhood	Obtained Teacher Training	No. of Degrees held	Years of Experience	No. of Years in Present School Division	No. of Moves in city	Interest in city	Accommodations	Outside Business Involvement
1.	M	Yes	30-39	Between 50 and 100 miles	Farmer	Farm	Wpg.	1	11-15	11-15	3	No	Owns Trailer	No
2.	S	-	30-39	Within 50 miles	Farmer	Small Town	Wpg.	1	6-10	3-5	2	No	Rents House	No
3.	M	Yes	40-49	Asia	Business	City	India	4	16-20	6-10	6	Yes	Owns House	Yes
4.	M	Yes	25-29	Between 50 and 100 miles	Automobile Dealer	City	Wpg.	1	6-10	6-10	2	Yes	Owns House	Yes
5.	M	None	25-29	Between 50 and 100 miles	Prof. Athlete	City	Wpg.	2	3-5	3-5	1	No	Owns House	Yes
6.	M	Yes	50-59	Within 50 miles	Merchant	Small Town	Wpg.	1	10-15	6-10	4*	No	Owns House	Yes

\* returned to teaching after a break of 25 years.

TABLE VI

MALE TEACHERS - MORE THAN TWO YEARS IN A RURAL DIVISION - REMAINING - LOW TURNOVER AREAS

Respondent	Marital Status	Children (Yes or No)	Age of Respondent	Place of Birth	Background of Male Parent	Home During Early Childhood	Obtained Teacher Training	No. of Degrees held	Years of Experience	No. of Years in Present School Division	No. of Moves in city	Accommodations	Outside Business Involvement
1.	M	Yes	40-49	Within 50 miles	Labourer	Small Town	Wpg.	2	26-30	11-15	7	Owns House	Contemplating
2.	S	-	40-49	Over 100 miles	Farmer	Farm	Wpg.	2	16-20	11-15	2	Owns House	No
3.	M	Yes	30-39	Within 50 miles	Farmer	Farm	Wpg.	2	11-15	6-10	6	Owns House	Yes
4.	M	Yes	30-39	Within 50 miles	Car-penter	Farm	Wpg.	2	16-20	16-20	2	Owns House	No
5.	M	No	30-39	Within 50 miles	Farmer	Farm	Wpg.	1	16-20	11-15	6	Owns House	No
6.	M	Yes	30-39	Within 50 miles	Farmer	Farm	Wpg.	None	11-15	11-15	2	Owns House	Yes

TABLE VII

## MALE TEACHERS - LESS THAN TWO YEARS IN A RURAL DIVISION - REMAINING - HIGH TURNOVER AREAS

Respon- dent	Marital Status	Children (Yes or No)	Age of Respon- dent	Place of Birth	Back- ground of Male Parent	Home During Early Child- hood	Obtained Teacher Training	No. of Degrees held	Years of Experi- ence	No. of Moves	Accomo- dations	Interest in city
1.	S	-	25-29	U.S.A.	Teacher	Small Town	U.S.A.	1	Less than 2	1	Rents House	No
2.	M	No	35-39	Europe	Farmer	Small Town	Europe	1	11-15	5	Owms House	Yes
3.	M	Yes	40-49	Within 50 miles	Mechanic	Small Town	Brandon	-	16-20	4	Owms House	No

## MODERATE TURNOVER AREAS - NO RESPONDENTS CONTACTED

## LOW TURNOVER AREAS

1.	S	-	25-29	Over 200 miles	Real Estate	City	Red River	Diploma	Less than 2	1	Rents Apts.	No
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TABLE VIII

## FEMALE TEACHERS - MORE THAN TWO YEARS IN A RURAL DIVISION - STAYING - LOW TURNOVER AREAS

Respon- dent	Marital Status	Children (Yes or No)	Age of Respon- dent	Place of Birth	Back- ground Of Male Parent	Home During Early Child- hood	Obtained Teacher Training	No. of Degrees held	Years of Experi- ence	No. of Years in Present School Division	No. of Moves in city	Accomo- dations	Outside Business Involve- ment
1.	M	Yes	50-59	Within 50 miles	Labourer	Small Town	Wpg.	-	21-25	21-25	2	Owns House	No

## HIGH TURNOVER AREA

1.	M	Yes	50-59	Within 50 miles	Farmer	Small Town	Wpg.	-	26-30	11-15	6	Owns House	No
2.	M	Yes	50-59	Within 50 miles	Road Builder	Small Town	Brandon	1	16-20	11-15	4	Owns House	No

TABLE IX

FEMALE TEACHERS - MORE THAN TWO YEARS IN A RURAL DIVISION - STAYING - MODERATE TURNOVER AREAS

Respon- dent	Marital Status	Children (Yes or No)	Age of Respon- dent	Place of Birth	Back- ground of Male Parent	Home During Early Child- hood	Obtained Teacher Training	No. of Degrees held	Years of Experi- ence	No. of Years in Present School Division	No. of Moves	Interest in city	Accomo- dations	Outside Business Involve- ment
1.	S	-	30-39	Within 50 miles	Farmer	Farm	Alta.	1	6-10	3-5	3	No	Owms House	No
2.	M	Yes	30-39	Between 50 and 100 miles	R.C.A.F. Farmer	City	Brandon	1	6-10	3-5	1	No	Owms House	No
3.	M	Yes	40-49	Within 50 miles	Farmer	Farm	Wpg.	1	11-15	3-5	4	No	House provided For Spouse	No
4.	WDS*	Yes	50-59	Within 50 miles	Farmer	Farm	Wpg.	1	16-20	11-15	2	No	Owms House	No

\* Widowed, Divorced or Separated

TABLE X

## FEMALE TEACHERS - LESS THAN TWO YEARS IN A RURAL DIVISION - STAYING - HIGH TURNOVER AREAS

Respondent	Marital Status	Children (Yes or No)	Age of Respondent	Place of Birth	Background of Male Parent	Home During Early Childhood	Obtained Teacher Training	No. of Degrees held	Years of Experience	No. of Years in Present School Division	No. of Moves	Interest in city	Accommodations	Outside Business Involvement
1.	S	-	20-24	Within 50 miles	Farmer	Small Town	Wpg.	1	Less than 2	Less than 2	1	No	Board & Room	No
2.	S	-	20-24	More than 100 miles	Farmer	Farm	Red River	diploma	Less than 2	Less than 2	1	No	Board & Room	No
3.	S	-	20-24	Between 50 and 100 miles	Trucker	Farm	Wpg.	-	Less than 2	Less than 2	1	Yes	Rents Apt.	No
4.	WDS*	Yes	25-29	Within 50 miles	Farmer	Small Town	Red River	diploma	Less than 2	Less than 2	1	No	Owns House	No
5.	S	-	20-24	More than 100 miles	Trucker	Small Town	Brandon	-	Less than 2	Less than 2	1	Yes	Rents Apt.	No

\* Widowed, Divorced or Separated.



TABLE XI

FEMALE TEACHERS - LESS THAN TWO YEARS IN A RURAL DIVISION - STAYING - MODERATE TURNOVER AREA  
- LOW TURNOVER AREA

Respon- dent	Marital Status	Children (Yes or No)	Age of Respon- dent	Place of Birth	Back- ground of Male Parent	Home During Early Child- hood	Obtained Teacher Training	No. of Degrees held	Years of Experi- ence	No. of Years in Present School Division	No. of Interest Moves in city	Accomo- dations	Outside Business Involve- ment
MODERATE TURNOVER AREA													
1.	WDS*	Yes	30-39	Within 50 miles	Black Smith	Small Town	Wpg.	-	3-5	Less than 2	3	No Lives With Parents	No
2.	M	Yes	30-39	Between 50 and 100 miles	Farmer	Farm	Wpg.	-	Less than 2	Less than 2	2	No Owns House	No
3.	WDS*	Yes	40-49	Between 50 and 100 miles	Farmer	Farm	Wpg. & N.B.	2	16-20	Less than 2	6	No Owns House	No
LOW TURNOVER AREA													
1.	S	-	30-39	More than 100 miles	Welder	Small Town	Ont.	1	3-5	Less than 2	1	No Rents House	No

\* Widowed, Divorced or Separated

TABLE XII

## MALE TEACHERS - MORE THAN TWO YEARS IN A RURAL DIVISION - LEAVING

Respondent	Marital Status	Children (Yes or No)	Age of Respondent	Place of Birth	Background of Male Parent	Home During Early Childhood	Obtained Teacher Training	No. of Degrees held	Years of Experience	No. of Years in Present School Division	No. of Moves in city	Interest in city	Accommodations	Outside Business Involvement
HIGH TURNOVER AREA														
1.	S	-	25-29	Over 100 miles	Farmer	Farm	Wpg.	1	6-10	6-10	1	No	Rented Apt.	Yes
MODERATE TURNOVER AREAS - NO RESPONDENTS CONTACTED														
LOW TURNOVER AREAS														
1.	S	-	25-29	Within 50 miles	Farmer	Farm	Wpg.	2	3-5	3-5	1	No	Rented Apt.	Yes
2.	M	Yes	30-39	Over 100 miles	Grain Buyer	Farm	Wpg.	1	6-10	6-10	2	No	Owns House	Yes

TABLE XIII  
MALE TEACHERS - LESS THAN TWO YEARS IN A RURAL DIVISION - LEAVING

Respondent	Marital Status	Children (Yes or No)	Age of Respondent	Place of Birth	Background of Parent	Home During Early Childhood	Obtained Teacher Training	No. of Degrees held	Years of Experience	No. of Years in Present School Division	No. of Moves in city	Interest in city	Accommodations	Outside Business Involvement
HIGH TURNOVER AREAS														
1.	M	Yes	25-29	Over 100 miles	Geologist	Small Mining Town	Wpg.	1	Less than 2	Less than 2	1	No	Owns House	No
2.	S	-	20-24	Over 100 miles	Plumber	City	Wpg.	1	Less than 2	Less than 2	1	Yes	Rents House	No
MODERATE TURNOVER AREA														
3.	M	No	30-39	Over 100 miles	Teacher	City	Sask.	2	3-5	Less than 2	2	No	Owns House	No
LOW TURNOVER AREA														
4.	M	Yes	40-49	Over 100 miles	-	City	Wpg.	1	6-10	Less than 2	3	Yes	Owns House	No
5.	S	-	35-39	Over 100 miles	Civil Servant	Small Town	Wpg.	1	6-10	Less than 2	6	Yes	Apt.	No
6.	M	Yes	50-59	N/A	Business	City	Alta.	1	Less than 2	Less than 2	1	Yes	Commuted from home in city	No

TABLE XIV

## FEMALE TEACHERS - MORE THAN TWO YEARS IN A RURAL DIVISION - LEAVING

Respon- dent	Marital Status	Children (Yes or No)	Age of Respon- dent	Place of Birth	Back- ground of Male Parent	Home During Early Child- hood	Obtained Teacher Training	No. of Degrees held	Years of Experi- ence	No. of Years in Present School Division	No. of Moves	Interest in city	Accomo- dations	Outside Business Involve- ment
HIGH TURNOVER AREA														
1.	S	-	25-29	Within 50 miles	Customs Officer	City	Wpg.	1	3-5	3-5	1	Yes	Apt.	No
MODERATE TURNOVER AREA - NO CONTACT MADE														
LOW TURNOVER AREA														
2.	S	-	25-29	50-100 miles	Elevator Agent	Farm	Brandon	2	3-5	3-5	2	Yes	Board & Room	No

TABLE XV

## FEMALE TEACHERS - LESS THAN TWO YEARS IN RURAL DIVISION - LEAVING - HIGH TURNOVER AREAS

Respondent	Marital Status	Children (Yes or No)	Age of Respondent	Place of Birth	Background of Parent	Home During Early Childhood	Obtained Teacher Training	No. of Degrees held	Years of Experience	No. of Years in Present School Division	No. of Moves	Interest in city	Accommodations	Outside Business Involvement
1.	S	-	20-24	Between 50 and 100 miles	Painter	City	Brandon	1	Less than 2	Less than 2	1	Yes	Rents Apt.	No
2.	S	-	20-24	Within 50 miles	Deceased	Small Town	Wpg.	1	Less than 2	Less than 2	1	Yes	Lives With Parent	No
3.	S	-	20-24	More than 100 miles	Teacher	City	Wpg.	-	Less than 2	Less than 2	1	Yes	Board & Room	No

TABLE XVI

## FEMALE TEACHERS - LESS THAN TWO YEARS IN A RURAL DIVISION - LEAVING - MODERATE TURNOVER AREAS

Respondent	Marital Status	Children (Yes or No)	Age of Respondent	Place of Birth	Background of Male Parent	Home During Early Childhood	Obtained Teacher Training	No. of Degrees held	Years of Experience	No. of Years in Present School Division	No. of Moves	Interest in city	Accommodations	Outside Business Involvement
1.	S	-	25-29	Within 50 miles	Farmer	Small Town	Wpg.	1	Less than 2	Less than 2	2	No	Living With Parents	No
2.	M	No	20-24	Within 50 miles	Teacher	Small Town	Brandon	1	Less than 2	Less than 2	1	No	Owns Trailer	No
3.	S	-	25-29	Between 50 and 100 miles	Social Worker	Small Town	Wpg.	1	Less than 2	Less than 2	1	Yes	Rents Apt.	Yes
4.	S	-	20-24	U.S.A.	Rancher	Ranch	U.S.A.	1	Less than 2	Less than 2	1	No	Rents Apt.	No

APPENDIX D

RELATED NEWSPAPER ARTICLES

# Free Press

Final  
Edition

WEDNESDAY, JULY 21, 1976

15 CENTS

25c WITH  
COLORED COMICS

★ ★

## Lots of jobs but not for local teachers

## Province imports teachers

Mr. Lee. He is particularly concerned about industrial arts.

Earlier in the year, Education Minister Ben Hanuschak increased the minimum teacher certification training from two to three years of university.

"As a result, we will not be graduating any industrial arts teachers in 1978," predicted Mr. Lee.

But Art Reimer, president of the 12,000-member Manitoba Teachers' Society doubts whether the new training requirement will affect the need for specialized teachers.

The Manitoba Teachers' Society was a main force behind the move to increase teacher certification by one year. But, according to Mr. Reimer, many would-be teachers were taking more than two years of training

By ROBERT WIELAARD  
Manitoba had to import 350 teachers from other provinces last year while 65 local teachers were actively seeking work, department of education figures show.

And, says Roydon Lee, director of the department's teacher certification and records branch, this situation is not likely to change in the next few years.

"Our impression is many spring graduates with a degree in education will have a hard time finding a job."

One of the major problems facing education is the increasing need for specialists — a problem compounded by

the unwillingness of many teachers to leave the main urban areas for a job in the north.

"There is a definite shortage of teachers for children with special needs such as the emotionally disturbed," Mr. Lee said in a recent interview.

"We also need more bilingual, industrial arts, home economics, and business education teachers."

The shortage of teachers with special skills is especially felt in senior grades and will remain so for the next few years, according to

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before the new program.

He acknowledged, however, that many teachers — particularly in the Winnipeg area — are often unwilling to move to rural areas or the north.

The failure of rural and northern schools to attract staff, and a high turnover rate (in some communities as high as 50 per cent annually), continues despite the efforts of the faculty of education at the Brandon University to recruit and train natives as teachers.

The shortage of specialist teachers is matter of great concern to the Manitoba Association of School Trustees, according to one of its directors, Ed Martens.

Mr. Martens said Premier

Ed Schreyer told the recently-formed Regional Secondary Schools Task Force "to take a hard look, giving more weight to field training (of teachers)..."

"When we're talking about field training," said Mr. Martens, "we mean people who have worked in industry for a number of years and whose experience in welding, for instance, could be considered an equivalent of a Red River Community College degree."

The difference in pay scales between a teacher and a professional is so great it does not pay to leave industry for a classroom job, said Mr. Martens.

But, even with similar scales, professionals would hesitate to leave their jobs to take a three-year university course to get a teaching certificate, he said.



## Trips to hire bilingual teachers justified, education bureau says

By ROBERT WIELAARD

The French section of the department of education will continue sponsoring top school division officials in travel outside Manitoba to recruit bilingual staff until such time as enough bilingual teachers can be found here.

So says Raymond Hebert, head of the bureau de l'education francaise which paid at least \$1,300 earlier this month to cover the air fare and living expenses of three division superintendents who travelled to Quebec to recruit bilingual teachers there.

Bilingual teachers are in

short supply in Manitoba and particularly in the 12 school divisions that offer courses in French.

In an interview Monday Mr. Hebert said until the Institute Pedagogique of St. Boniface College can supply enough bilingual teachers to meet the demand in Manitoba his bureau will continue to pay school divisions to travel outside the province to find staff.

But, added Mr. Hebert, in the not too distant future, "the Institute Pedagogique will certainly fill the demand."

But statistics on how many "home-grown" bilingual teachers will be avail-

able during the next few years or how many will be needed are lacking.

Much will depend on the success of the bureau to increase the amount of French instruction in Manitoba public schools. At the moment it is almost certain the department of education will have to continue issuing special teaching permits to persons capable of teaching French but who lack the standard teacher training.

From July 5-8 the superintendents of the Birdtail, Mountain and Agassiz school divisions travelled to Quebec City — air fare and living expenses paid for by the bureau de l'education francaise — and interviewed about 20 candidates for teaching jobs here.

While there is a shortage of bilingual teachers in Manitoba there is a surplus of teachers in Quebec. The candidates for jobs here were lined up by the Quebec department of education which sponsored advertisements in both local and rural newspapers there.

A total of four candidates were contracted — one each to fill a vacancy in the Birdtail and Mountain school division and two in the Agassiz division.

Mr. Hebert said the travel costs of three superintendents — at least \$1,300 — are reasonable compared to the costs of an advertising campaign.

"In the past I have heard of one school division expending up to \$1,000 in advertisements. Once they got a response they either had to travel and interview the candidate or the candidate had to come to Manitoba."

He stressed the three superintendents did not go to Quebec City to recruit staff for their divisions only. "They represented all 12 divisions (with a French program)," he said.

Some of the candidates interviewed in Quebec may yet find a job in other school divisions he said.

Henri Bouvier, superintendent of the Mountain school division who went to Quebec City said Monday some candidates were either not bilingual or unwilling to take a job in rural Manitoba.

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WEDNESDAY, JULY 23, 1976

2nd Class Mail Registration Numt

APPENDIX E

EXPANDED PROFILES OF BEGINNING TEACHERS

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### EXPANDED PROFILES OF BEGINNING TEACHERS

#### 1. The Beginning Teacher (Male)

Mr. New Teacher is twenty-four years old and has spent his entire life in the city. He has obtained a Bachelor of Arts degree from one of the two universities located in the city through full time attendance and has successfully completed his teacher training.

This coming year he will teach mainly Senior High classes with one or two Junior High Classes. His teaching load includes two subjects extended over several grades. This is rather heavier than the teaching load of his supervising teacher in the suburban high school where his student teaching was done. He had become aware during his interview that the preparation time is limited but he feels confident that he will be able to manage quite nicely.

He has met both the principal of the school and the superintendent of the division. The principal has impressed him as "the type you could work with" who would offer support and indicate what is expected. The promise made by the principal to keep an eye open for any vacant houses or suites which Mr. New Teacher could rent was heartening indeed. The visit to the school was impressive in the sense that it seemed to be running smoothly and quietly. The students seemed no different from the city students and likely shared the same problems. Their priorities probably differed but these could be checked out in September.

Mr. New Teacher had received a considerable amount of support from members of his family when he had decided to become a teacher. They were not as enthusiastic when he announced his decision to accept a position in a rural division although they realized that experience was valuable for eventually obtaining a position in the city. The fact that the job market was tight was brought home to Mr. New Teacher and his family when there were only two replies to the many letters of application he had mailed out. The new job meant going to the community where he had no friends or relatives and leaving behind a girlfriend who had a fairly well-paying job in the city.

As far as the community conditions are concerned, the brightest aspect appears to be the manageable commuting

distance that it is located from the city. It is much too far for daily travel but is close enough to permit him to be home in time for supper on Fridays. There seem to be many recreational activities in the small town and, from the figures he's heard quoted, the curling and golfing fees are a mere fraction of those his dad pays in the city. However, with this being a new job with much preparation, going home every weekend, and coaching a hockey team, it's doubtful he'll have much opportunity for any recreational sports.

The contract he signed is causing him a few second thoughts because there are many questions to which he does not know the answers. What does conciliation and arbitration mean? Does the contract compare quite favourably to those of surrounding divisions? He hopes so, for he has heard that most teacher contracts are similar. The money promised as wages seemed more than fair. It should certainly be enough to enable him to live comfortable although items such as food and gasoline will likely be more costly. An added expense will be travelling to the city on weekends.

Someone had mentioned the M.T.S. but Mr. New Teacher's knowledge of the organization and its function were extremely limited. He is aware that he will be asked to support the organization through dues but he is totally ignorant of the benefits it provides.

Mr. New Teacher's future? There are several positive comments that can be said for accepting a position in the community. The pace of life appears much slower, the scenery is really quite nice, the town is quite close to the city, and of course, it is a job. On the other hand, all the people who are important to him are in the city, he is only required to teach two years before he receives permanent certification which will aid him in securing a position elsewhere and, when faced with the question whether he would like to remain in the small community as a teacher for a long period of time, the answer is no.

## 2. The Beginning Teacher (Female)

Miss New Teacher is twenty-three years old. She has spent her entire life in the city where she completed her high school education and teachers training.

After sending out dozens of letters of application and undergoing several interviews, she was finally offered a teaching position in a high school in a small town nearly two hundred miles from the city. Although her parents expressed reservations about accepting the position, Miss New Teacher felt that the time had come to assert her

independence. The tight job market also very strongly influenced her decision to accept the offer. The greatest regret was the leaving behind of her friends, among them her steady boyfriend.

The teaching load described at the interview was quite heavy. Miss New Teacher was also made aware that very few people in the division had any expertise in the subject area she was expected to teach. The responsibility of setting up the program in the school was chiefly hers.

She was informed that living accommodations in the community consisted of either board and room or a rented suite in the local motel and that she could expect to receive help from the principal in making arrangements. She also learned that virtually no opportunities were available in the area where she could attend concerts or theatre presentations. Hockey, curling, and baseball seemed to be the focus of the people's interest.

Since her acceptance of the position, she has become more aware of her ignorance of two aspects of the teaching profession. One is the contract and its implications and the other is the Manitoba Teachers' Society. However she feels that with time she will be more informed on these two subjects. Her main concern at this time is to survive her first year of teaching.

She agrees that the position in the small town has certain attractive features for one who enjoys scenic beauty and friendly people. However Miss New Teacher definitely cannot see herself remaining here any longer than she has to. The position is regarded as a necessary step towards obtaining her permanent certification and eventually returning to the city where her interests lie.