

FACTORS EFFECTING TENURE OF CERTIFIED TEACHERS
ASSIGNED TO CLASSROOMS FOR EDUCABLE MENTALLY
RETARDED CHILDREN IN THE STATE OF KANSAS

A Thesis

Presented to

the Department of Psychology

Kansas State Teachers College of Emporia

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

Effie Bertha Wadlowe

August 1969

TI
//

Approved for the Major Department

Del H. Case

Approved for the Graduate Council

Freeman Hayes

288328⁸

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	2
Statement of the problem	2
Importance of the study	3
Limitations	3
Organization of remainder of the thesis	3
II. REVIEW OF RELATED LITERATURE AND RESEARCH	4
III. PROCEDURE AND TECHNIQUE	14
Selection of the sample	14
Questionnaire	15
Treatment of data	15
IV. PRESENTATION AND INTERPRETATION OF DATA	16
Reasons Why Teachers Leave Special Education	26
V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS	30
Summary	30
Conclusions	31
Recommendations	31
BIBLIOGRAPHY	33
APPENDIX	36

LIST OF TABLES

TABLE	PAGE
I. Undergraduate Colleges Attended	21
II. Graduate Schools Attended	23

LIST OF FIGURES

FIGURE	PAGE
1. Age Distribution of E. M. R. Teachers	17
2. Sex of E. M. R. Teachers	18
3. Marital Status of E. M. R. Teachers	19
4. Future Plans of E. M. R. Teachers	27

CHAPTER I

INTRODUCTION

Today America faces a great problem regarding the training for useful living of the thousands of educable mentally retarded persons in its very complex and technical society.

One of the major goals of the day-school special class is to equip the child, insofar as possible, to be a self sustaining and contributing member of society. An implication of this point of view is that, to be most effective, the usual program offered should be extended both upward and downward to cover a larger extent of the child's life, and thus increase the possibility of attaining this objective.¹

The Presidential Panel considering the difficulties preventing the retarded child from taking his place in society was reported by Hutt and Gibby to have stated:

Much of the difficulty in providing facilities stems from the lack of adequately trained special class teachers. In 1962, some 500 new teachers, trained to teach retarded children, were graduated from our training institutions. The Panel noted that this number hardly served to replace those who left the profession for various reasons! It is estimated that, in order to meet the education needs of the children presently known to be retarded, 75,000 teachers would be required. It was stated that it would be necessary to add 6,000 new teachers per year to our existing pool of trained teachers in order to meet

¹Max L. Hutt and Robert Gwyn Gibby, The Mentally Retarded Child Development, Education and Treatment (Boston: Allyn and Bacon, 1968), p. 410.

the existing goals. This goal can not be attained in the near future, unless drastic steps are taken.²

The obstacle before us is the lack of qualified personnel needed to teach and train these thousands of handicapped persons for social adjustment and useful living. Thus the question is this: How may qualified teachers in the field of the Educable Mentally Retarded be retained?

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to identify the factors effecting tenure of certified teachers assigned to teach the educable mentally retarded in the state of Kansas.

The following questions were posed:

1. What were the general characteristics of the Special Education teachers according to age, sex, marital status, and the number of dependents.
2. What was the educational background of these teachers as to colleges attended, degrees received, and the field of concentration?
3. What were the number of years in the teaching profession and the number of years in Special Education?
4. What were the teacher's reasons for entering the field of Special Education?
5. What were the teacher's prior experiences with Handicapped children?
6. Did the teacher plan to remain in the field of Special Education and for how long a period?

²Ibid., p. 410.

7. What did the teachers think were the reasons for teachers leaving the field and not having as long a tenure as the teachers in general education?
8. If teachers had left the field of Special Education, what were their reasons for leaving?

Importance of the study. Although there is much information on the tenure and turnover of the regular classroom teacher, there is very little research pertaining to teachers of the educable mentally retarded children. It is hoped:

1. This study would prove helpful in evaluating the course of study for the training of teachers of the mentally retarded children in the state of Kansas.

2. It would also show what is needed in each local community to acquire and retain teachers of Special Education classes for longer periods of time.

Limitations. This study is limited in that results can only be generalized to Kansas.

Organization of remainder of the thesis. Chapter II is a review of related literature and research. Chapter III presents the method used in gathering material. Chapter IV presents the interpretation of the data. Chapter V presents the summary, conclusions, and recommendations. The Appendix includes a copy of the questionnaire and letter that was used in the study.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

The following studies for the most part were related to the tenure and dropout rate of the regular classroom teacher. There have been relatively few studies that deal specifically with the dropout rate of the teachers of the educable mentally retarded children.

In 1965 a report was made by the state of Idaho, stating some reasons for the turnover of teachers. According to Orlich "The Idaho studies have become somewhat of a classic; they represent the only longitudinal statewide survey of teacher turnover in the nation."³

It was noted that those teachers who were better prepared tend to receive the higher salary scales. Males seem to earn a higher salary because of their better preparation. This also meant that the better trained the teacher was the more mobility he tended to have. Males also tend to be more dissatisfied with their respective school, communities, and teaching conditions than did females.⁴

³Donald C. Orlich, "Idaho Teacher Turnover: 1965 A Selected Analysis of the Problem," Journal of Teacher Education, XVIII (Winter, 1967), p. 447.

⁴Ibid., p. 450.

The mobility patterns of Idaho teachers were very similar to the general migration of Idahoans. In Idaho approximately one out of every five or six teachers changed positions, left the state, or left teaching.

The national turnover rate has been difficult to determine, but it appears to be located between 10 and 14 per cent. The magnitude of the teacher turnover in Idaho may, in the long run, have a deleterious effect on Idaho public education. Yet, there is an apparent job mobility of approximately 11 per cent of the nation's entire work force. It might be stated that teacher turnover is but one aspect of job mobility.⁵

If the younger male teacher can not be retained, teaching in Idaho will become "an old lady's job." This means the recruitment of young males to the teaching field will become more and more difficult. School boards, superintendents, and the legislature must become more aware that they are in competition for personnel.⁶

According to Wolf and Wolf in their article on teacher dropout they stated for the past one hundred years there has been a rather consistent teacher dropout pattern. They stated for every one hundred students who are certified to teach about sixty enter the classroom. Of this number between nine and ten of these leave teaching by the end of their first professional year. In the second year of the fifty-three who returned 10

⁵Ibid., p. 452.

⁶Ibid.

to 15 per cent of these will leave teaching. Two years after the original one hundred prospective teachers graduated less than half are engaged in teaching, and after ten years twelve to fifteen of the original one hundred prospective teachers may be teaching in the elementary and secondary classroom.⁷

Many people in our society are qualified to teach but for a variety of reasons are not in the classroom. The major problem confronting educators is how to retain career-oriented people in American classrooms. The easiest solution would be to raise salaries to a level that would be comparable to other professional groups.⁸

The teacher training program could be a start. The program of training must be a challenge. Generally, individuals who work hard to attain a position are not apt to give it up so easily. An educational task force needs to establish a criterion of excellence and delegate a body that accredits teacher training programs to enforce it.

Next the task force could select students who evidence long term professional possibilities. This

⁷Willavene Wolf and William C. Wolf, Jr., "Teacher Dropouts," School and Society (April 18, 1964), p. 193.

⁸Ibid.

would have to be done through serious undergraduate student counseling done early in one's college career.⁹

Classroom teaching is primarily a necessary step to supervisory, administrative, or college positions. These, of course, are the prestige positions with more remuneration.

Team teaching may be another help to retaining classroom personnel.¹⁰ Nevertheless these two or three persons who are involved in team teaching must be compatible or there will not be effective teaching.

Steiner states in an article that the years between 1950-1959 a California survey found the following reasons for teachers leaving the classroom:

1. About 57 per cent of those who resign for marriage, maternity, and moving out of the state.
2. About 10 per cent (but 20 per cent of the men) cited dissatisfaction that stemmed from the human relations factors.¹¹

According to Nelson and Thompson they state:

Financial difficulties and present economic problems are the two most frequent causes of anxiety for teachers.¹²

⁹Ibid.

¹⁰Ibid.

¹¹George J. Steiner, "Report on Why Teachers Quit Teaching," Chicago School Journal (October, 1963), p. 35.

¹²Robert H. Nelson and Michael L. Thompson, "Why Teachers Quit," The Educational Digest (September, 1963), pp. 12-15.

Teaching loads, extra-class duties, inadequate supervision, poor assignments, and discipline problems are many reasons first year teachers give for leaving the profession. Poor mental health may be intensified due to unsatisfactory teaching conditions. Marriage can be a cause: the male's salary may not be adequate--the female wants to become a housewife or is approaching maternity.¹³

Gourly and Pourchot from Northern Illinois University report that teacher dropout is a serious concern to school administrators. The following statement justifies this:

A National Education Association research division report in 1957 stated that 6 per cent of the men teachers questioned indicated that they did not plan to teach until retirement and another 8 per cent said that they probably would not.¹⁴

Research indicated that the principal factors are home responsibilities, such as marriage and maternity; low salaries; lack of opportunities for advancement; and factors involving teacher morale.

In The Vale-Fairfield Study reveals that three in four women in the elementary school teaching with five or fewer years of experience hope and expect

¹³Ibid.

¹⁴Robert A. Gourly and Leonard L. Pourchot, "Teacher Dropouts," Illinois Education, 53 (February, 1965), p. 259.

to give up teaching at least temporarily in order to raise a family.¹⁵

In a study of Northern Illinois University teacher graduates, 94 of the 411 had left the profession within a five year period. Of this group 50 per cent of the men gave insufficient salary as the reason for leaving. To substantiate this fact the reports issued by the U. S. Bureau of Labor Statistics showed that the lifetime earnings of all men in the United States with only a high school education are 9 per cent higher than lifetime earnings of a male high school teacher with four years of preparation. Not only are teachers' salaries low as compared to other professional groups, but it is almost impossible to double one's salary without additional years of training or without inflation.¹⁶

The urge to "get ahead" has taken good classroom teachers into administration, supervision, and guidance. Others have left teaching in order to pursue more promising careers in miscellaneous fields of work. The large number of former teachers who sell insurance, textbooks, and miscellaneous products testify to the extent of teacher dropouts.

.....

Factors affecting low teacher morale are working conditions, physical conditions, supervisory and administrative problems, insecurity, hostile attitudes, lack of acceptance, and the unmet social needs.

.....

¹⁵Ibid., p. 260.

¹⁶Ibid.

The task of administration is two-fold: to achieve the goals of the school, and to meet the needs of the participating human beings. The two are inseparable. The individual human being in school organization must be made to feel important. Three general statements of advice to administrators would be to reduce anxieties, to provide the most satisfying physical conditions, and to share responsibilities.¹⁷

Some of the teachers' problems would vanish if they were asked to help solve them.

Comradeship, solidarity, and mutual support in personal attitudes number among the intangible rewards which make a position so much more satisfying.

Good teachers who quit teaching because of family responsibilities and other reasons and want to return should be helped to do so. Salary deficiencies should be corrected. Tangible and intangible rewards in teaching should be provided. The school organization should be geared to promote high teacher morale. Through these means a great deal¹⁸ of teacher dropout could be brought under control.

According to Knox's study the turnover rate among the younger teachers was somewhat higher. It appeared higher in the metropolitan areas than in the non-metropolitan areas. But this could be related to an age factor rather than to the size of the school district.

Recruitment efforts need to be directed toward experienced teachers as well as students, if maintaining stability in the teaching population is a concern.¹⁹

¹⁷Ibid., pp. 261-62.

¹⁸Ibid., p. 262.

¹⁹Stanley C. Knox, "Turnover Among Teachers of the Mentally Retarded," Exceptional Children, 35:3 (November, 1968), p. 235.

Another finding was that women were more likely than men to remain in the field of teaching of the mentally retarded over a longer period of time. It was noted that many of the men had moved to administrative positions, while many of the women had left to take homemaking responsibilities. It may well be that men stay in educational programs but in a different capacity than that of teacher.²⁰

This study was limited because it involved only teachers in the state of Minnesota; it is questionable whether these findings would be applicable to other states.²¹

Although this study was done in Minnesota, the findings seem to be similar to the Idaho study. The Idaho study had been done over a longer period of time.

According to this article the losing districts must begin to analyze the teaching records of personnel who leave and the reasons for their leaving. Attitudes of the community and the administrators toward special programs may offer indications for self improvement and pressure for desirable changes. State departments should note migrations from certain districts and out of the state. Then these departments should consider new formulas

²⁰Ibid.

²¹Ibid.

of financial support or in-service projects to improve leadership in the affected Special Education area.²²

Conner reports if the flow of personnel talent from some of the poorer to the wealthier states and local districts is to be reduced so that special education programs can be more effective everywhere, then the initiative must be taken by the losing rather than the receiving localities. . . . A great measure of responsibility falls upon administrators of state and local programs, upon professional preparation institutions, and upon objective study of the weaknesses and strengths of programs which are victims of the "brain drain."²³

At one time the city systems with higher salary schedules drew the best graduates. Later the federal scholarships and fellowship colleges or universities and the suburban districts became the brain drain demons. Opportunities for advancement and the experimental approach to teaching tend to also uproot the better personnel.²⁴

The grants and scholarships from the Office of Education make no commitment from the recipients. Maybe a new look at these policies is needed and teaching services could be exchanged for scholarships.²⁵

Men are lured away into research and administrative positions. Titled positions, high salaries, and the

²²Ibid.

²³Leo E. Conner, "The Brain Drain in Special Education," Exceptional Children (November, 1967), p. 219.

²⁴Ibid.

²⁵Ibid.

status symbols are hard items to beat in this competitive society of today.²⁶

These studies all indicate that the following intangible reasons are evident and need correcting:

1. upgrade working conditions
2. reduce anxieties and hostile attitudes
3. share responsibilities.

The tangible reason that was given was salary deficiencies. All of these reasons were given for both the teachers of general education and the Special Education teachers as well.

²⁶Ibid.

CHAPTER III

PROCEDURE AND TECHNIQUE

The purpose of this chapter is to present procedures and techniques used in this study. The following topics are discussed: (1) Selection of the Sample, (2) Questionnaire, and (3) Treatment of Data.

Selection of the sample. The writer obtained lists from the Division of Special Education, State Department of Public Instruction, Topeka, Kansas, containing the names of all teachers of educable mentally retarded children for the years 1963-1968. From these lists the names of 482 different teachers were identified, representing the total number of different teachers employed in Kansas during the past five years to work with educable or retarded children. To each of the 482 certified teachers on this list the following information was forwarded: (1) a letter explaining the study, (2) a questionnaire, and (3) a self-addressed stamped envelope.

Of the 482 letters mailed, 54 were returned address unknown, 6 were returned person deceased, 163 failed to respond. Eight were returned partially completed and therefore had to be discounted. The remaining 251

returned with the questionnaire completed, constituted the sample for the study.

Questionnaire. The questionnaire used in the study was derived from a study conducted by Heller when investigating characteristics of Special Education teachers.²⁷ It was submitted to members of the graduate committee for review. With minor changes by the graduate committee the questionnaire, as it appears in the appendix, was approved and forwarded to the 482 persons comprising the master list.

Treatment of data. The computations for this study were carried out using responses obtained from the questionnaires. These data were tabulated and percentages computed for nine items appearing on the questionnaire. Presentation of data in graphical form is presented in Chapter IV.

²⁷ Harold Heller, "The Relationship Between Certain Background Characteristics of Special Education Teachers and Their Decisions to Leave Special Education," Teachers College Journal, 37 (March, 1966), pp. 187-88.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

The results of the study were obtained from the 251 or 52 per cent of the letters answered.

The age distribution of the Special Education teachers in the state of Kansas may be noted in Figure 1 (page 17). Examination of Figure 1 reveals 83 teachers or 33 per cent of the total were in the group of 50 plus years. The second highest per cent of 28.2 or 71 people was represented by the age group of 20 to 30 years. Twenty and seven-tenths per cent or 52 persons were represented in the 40 to 50 year age group. The smallest group of 17.9 per cent was in the 30 to 40 year age group.

It may be seen in Figure 2 (page 18) that 16.3 per cent or 41 of the respondents were men. The remaining 210 or 83.6 per cent represents the women.

Data presented in Figure 3 (page 19) indicate 201 or 80 per cent of the teachers were married. The remaining 20 per cent was divided as follows: 13.1 per cent or 31 were single, 17 or 6.8 per cent of the group were either separated or divorced.

The results of the question pertaining to the college or university from which the teachers earned

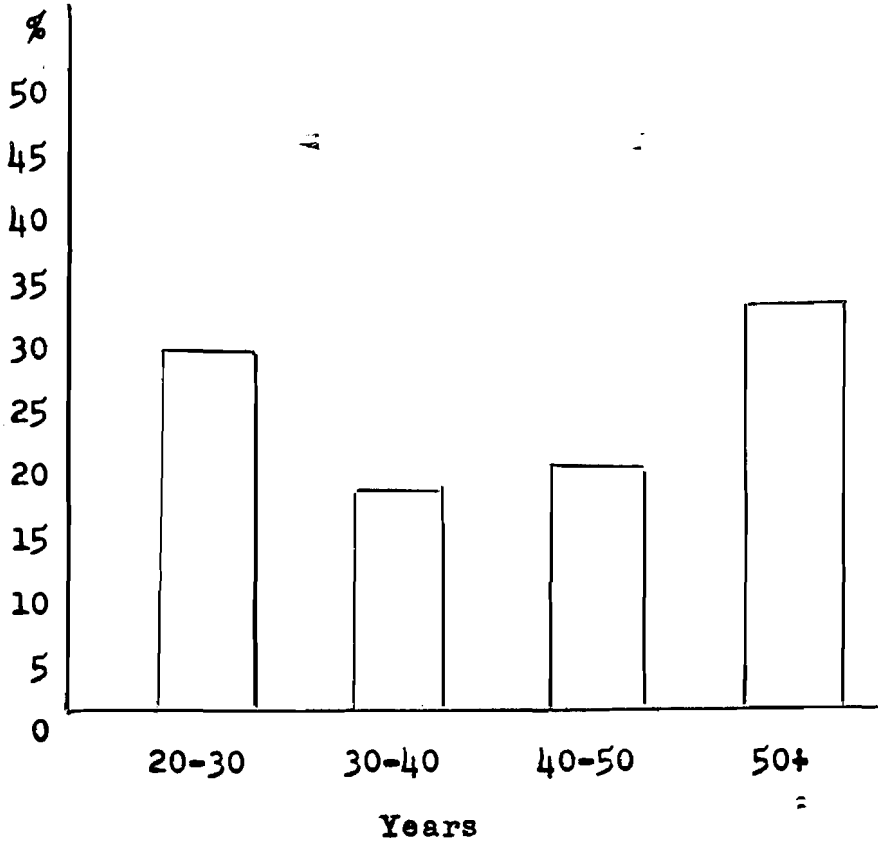


FIGURE 1

AGE DISTRIBUTION OF E. M. R. TEACHERS

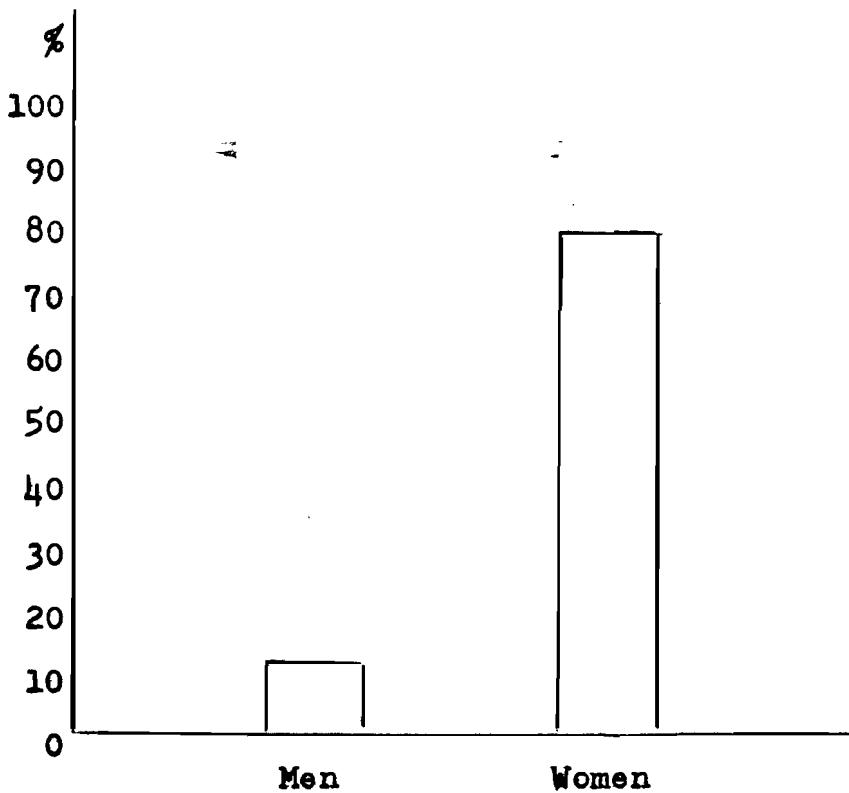


FIGURE 2

SEX OF E. M. R. TEACHERS

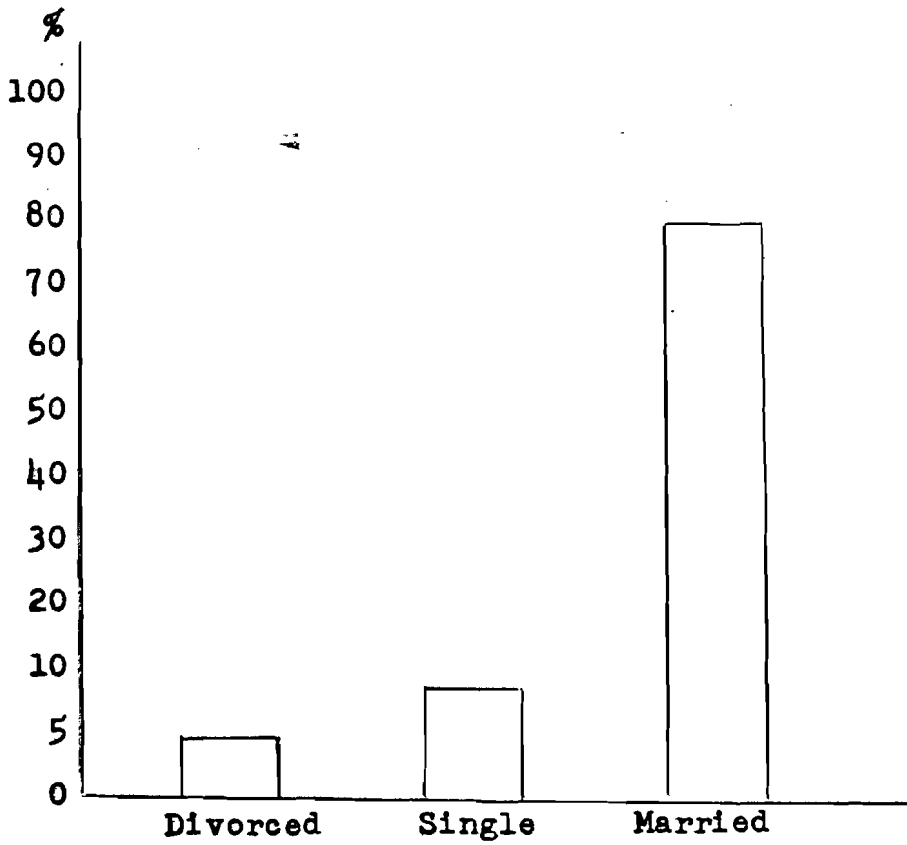


FIGURE 3

MARITAL STATUS OF E. M. R. TEACHERS

their Baccalaureate Degrees are represented in Table I. Investigation of this table reveals that most of the teachers, 172 or 71.5 per cent, attended and graduated from Kansas colleges. Kansas State Teachers College, Emporia, ranked number one among the colleges attended having trained 49 or 20 per cent of the teachers reporting.

Sixty-six respondents listed thirty-eight colleges out of the state of Kansas. The state of Oklahoma rated the next highest to Kansas in individual states with a total of 30 people or 20 per cent. Fifty-six different colleges were represented in the number of schools attended.

Information pertaining to graduate schools attended is presented in Table II (page 23).

This group of 251 teachers attended thirty-one different graduate schools. Two hundred thirty-three of that number went to graduate schools in Kansas, a percentage of 87. The greatest number of students, 109 or 43.3 per cent attended Kansas State Teachers College at Emporia.

Thirty-one colleges from eleven states and Washington, D. C., represented the graduate schools they attended. Table II (page 23) lists the state, college or university, and the number of persons who attended those graduate schools.

TABLE I

UNDERGRADUATE COLLEGES ATTENDED

State	Number	State	Number
<u>Kansas</u>		<u>Missouri</u>	
K. S. Col. Pittsburg	31	Missouri University	1
K. S. T. C. Emporia	49	Central Mo. State Col.	2
Ottawa University	3	Park College	1
Fort Hays	19	U. M. K. C.	2
Kansas University	21	Northwestern Mo. State	1
Avila	1		
Washburn	7	<u>West Virginia</u>	
Friends University	5	West Liberty	1
Mt. St. Scholastica	2		
McPherson	4	<u>South Dakota</u>	
College of Emporia	2	Northern State	1
Wichita State	6	Dakota Wesleyan U.	1
Baker University	1		
Sterling College	6	<u>Iowa</u>	
Sacred Heart	1	St. Ambrose	1
Bethany	1	Iowa State Teachers Col.	1
Kansas State University	13		
		<u>Colorado</u>	
<u>Oklahoma</u>		University of Colorado	1
Oklahoma State	6	Colorado State College	4
Central State	2		
Okla. College for Women	1	<u>Michigan</u>	
Oklahoma City U.	2	Wayne State	1
Northwestern State Col.	1	Univ. of Michigan	1
Southwestern State Col.	14		
Langston University	1	<u>Illinois</u>	
Northeastern State Col.	3	Greenville	1
		Mundelein	1
<u>Pennsylvania</u>			
California State Col.	1	<u>Florida</u>	
		University of Miami	1
<u>Arizona</u>		Rollins	1
Arizona State U.	1		
		<u>New York</u>	
<u>New Jersey</u>		City College N. Y. U.	1
Paterson State	1		

TABLE I (continued)

State	Number	State	Number
<u>Arkansas</u> John Brown University	1	<u>Texas</u> T. W. U.	1
<u>Nebraska</u> University of Nebraska	2	<u>Idaho</u> Idaho State College	1
<u>Georgia</u> Georgia State College	1	<u>Louisiana</u> Southern University	1
<u>Wisconsin</u> Lawrence University	1	<u>Indiana</u> Indiana University	1

TABLE II

GRADUATE SCHOOLS ATTENDED

State	Number	State	Number
<u>Kansas</u>		<u>Missouri</u>	
K. S. T. C. Emporia	109	Univ. of Mo. at K. C.	3
Kansas University	55	Central Mo. State	2
K. S. Col. Pittsburg	29	Missouri U.	1
Fort Hays	21	St. Paul's School of	
Wichita	6	Theology	1
Kansas State Univ.	2	St. Louis University	1
Washburn	1		
<u>Oklahoma</u>		<u>Colorado</u>	
Northern State	2	Colorado State College	1
Phillips University	1	Denver University	1
Central State	3		
University of Okla.	1	<u>Michigan</u>	
Okla. State University	1	Michigan State U.	1
Northeastern State Col.	1		
<u>New York</u>		<u>Indiana</u>	
Cornell University	1	Indiana University	1
Teacher's College			
Columbia N. Y. U.	2	<u>Nebraska</u>	
		University of Nebraska	1
<u>Tennessee</u>		<u>Montana</u>	
Peabody College	1	University of Montana	1
University of Tennessee	1		
<u>Illinois</u>		<u>Washington, D. C.</u>	
University of Illinois	1	George Washington U.	1
		<u>Mississippi</u>	
		University of	
		Mississippi	1

The teachers were very well trained. There were 151 who already held a Masters Degree; 2 have the Specialist Degree; and 2 hold a Doctor of Education Degree. There were 7 who have Masters degrees plus additional hours. Additional hours earned above the masters degree ranged from four to forty-four hours.

The average number of years of teaching experience was 14.4 years. The shortest time was one year with the longest time being forty-four years.

The average years of teaching Special Education was five years. There were only four with one year of experience and one with twenty-six years of experience in Special Education.

The reason given most often (20 per cent of the time) for a person entering the field of Special Education was the request of the personnel director or the administrator. Nineteen per cent of the teachers had empathic feelings for these children. The other reasons are listed according to the number of times they appeared on the questionnaires.

1. It was a new field.
2. Opportunities offered in the field.
3. Became interested in the field in high school and/or in college.

4. Personal experience with a retarded child/
personal contact in the family.
5. Extra increments for teachers of Special
Education.
6. Need in their town.
7. Wanted to work on an advanced degree.
8. Wanted a change from the regular class.
9. Encouraged by teacher.
10. Enthusiasm of a college instructor.
11. Classes and programs at K. S. T. C.
12. New openings in the field of Special Education.
13. Observed in classes of M. R. children.
14. Encouraged by psychologist.
15. Better hours than nursing.

Prior to entering the field of Special Education the experience given as working with the E. M. R. child by forty-three persons was as a classroom teacher. The other experiences most often given were M. R. children in the family. Fifteen had experiences at different state hospitals. One had worked at the Institute of Logopedics in Wichita, two had worked with the Emotionally Disturbed, three had been volunteer workers with the Trainables, and six had worked with the Trainables at the Lyon County Day Care Center in Emporia. Two had worked in Head Start, two had taught them in Sunday

School, two had taught swimming to M. R. children, had been home bound teachers, two had been in special therapy, and one had taught brain damaged children.

One hundred and eighty-one or 71.8 per cent to remain. Nine per cent or 23 were uncertain. Figure (page 27) illustrates the future plans of these Special Education teachers. The question of how long they to remain in the field was raised with the following results: ninety-five or 37 per cent replied until retirement, 20 per cent answered indefinitely. Three had retired.

Reasons Why Teachers Leave Special Education

Twenty-eight per cent of the teachers reported that the physical and emotional demands were too great and that was their number one reason for leaving the field. The second reason was the lack of communication between Special Education teachers and the regular classroom teacher. The following list contains other reasons given by teachers for leaving the Special Education classroom:

1. Lack of support by the superintendent and the principal.
2. Dumping grounds for all of the problems and too many emotional and learning problems in one room.

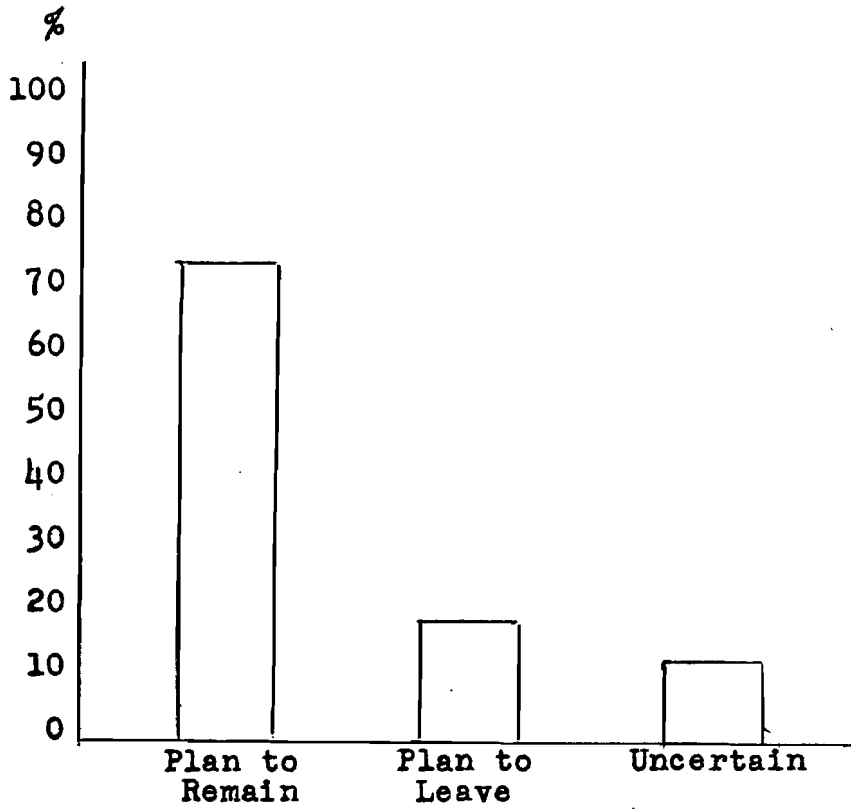


FIGURE 4

FUTURE PLANS OF E. M. R. TEACHERS

3. Frustration in getting materials--not many already prepared materials available.
4. Leave for a better paying job.
5. Lack of teacher preparation.
6. General working conditions.
7. Not enough compensation in pay.
8. Could see no progress.
9. Need a change or need to return to regular class at intervals.
10. State requirements of six hours a year until certified.
11. Lack of parental support.
12. Pregnancy.
13. Lack of patience and understanding on the teacher's part.
14. No free time away from the children.
15. Lack of specified curriculum.
16. Better class screening needed.
17. Personal health reasons.
18. Longer working hours than the regular teacher.
19. Want to teach a regular class.
20. Range of abilities too great.
21. Want to become a homemaker.
22. Need a helping teacher or a teacher's aide.
23. Too many outside meetings and duties.

24. Draft status of husband.

25. Classes were closed.

26. Program in Kansas not systematic or progressive.

One response was "that teacher preparation at the University did not include observation or the opportunity to actually work with the children early enough in the program to discourage those who were not suited to teach in the field." This might be the solution to one of our problems why the teachers leave after one year of teaching.

Some teachers who have already left the classroom and the teaching of the educable mentally retarded children are still in the field as teacher consultants, school psychologists, and directors of special education. Several have left to work on more advanced degrees because they plan to be administrators or to teach at the college level. Only three have retired. Thirty-one left for a better paying job, it was not noted whether they were still in the education field or not.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

I. SUMMARY

The writer found both in the literature and the questionnaires that one of the greatest problems that the Special Education teacher had to face was whether his health would stand up under the physical and emotional strains of teaching this type of class. Emotional strains can be increased on these E. M. R. teachers by the attitudes of the regular classroom teacher, and the attitudes of administrators and supervisors. Additional pressures can be brought about with the extra duties, meetings, clerical work, and all of the problems of the Educable Mentally Retarded child.

The writer found that if male teachers and the teachers in the thirty to fifty age bracket are not retained, teaching will become "an old lady's job" as stated in the Idaho study.

As Gourly states in his study the reports issued by the U. S. Bureau of Labor Statistics showed that the lifetime earnings of all men in the United States with only a high school education are 9 per cent higher than lifetime earnings of a male high school teacher with

four years of preparation. Not only are teachers' salaries low as compared to other professional groups, but it is almost impossible to double one's salary without additional years of training.

The individual human being in the school organization must be made to feel important. This is a problem of the administration. The administrator needs to provide the most satisfying physical conditions possible.

II. CONCLUSIONS

It is the conclusion of the writer that Special Education teachers must be treated more as professionals than they are presently if Kansas is to retain the best teachers. If the teacher is to be expected to sell the program to the faculty and to the public, they must have better administrative support and obviously must be very able. The current practice of poor psychological and ancillary services for the classroom and the use of the room as a "dumping ground" lessens the chance of the special teacher being professional and of staying in the field.

III. RECOMMENDATIONS

The Special Education room should be one of the brightest, best, and cheeriest rooms in the school, not

the room in the basement or the storage room that has been converted to a classroom. It needs the most and the best equipment. The teacher also should be the best equipped mentally to meet the myriads of daily problems.

It is recommended the Special Education teacher were changed to a regular classroom every three to five years to give him a new perspective.

Local and state districts must look again at their professional preparation institutions that prepare these people to be career teachers. It has been suggested that an educational task force needs to establish a criterion of excellence and delegate a body that accredits teacher training program with enforcement powers. Let the task force select the students who evidence long term professional possibilities. This would have to be done through serious undergraduate student counseling early in one's college career. Then have a student do a probationary period of working with these students, come back for an evaluation period and discuss what was right and wrong. This might be one way to maintain the best possible teachers of the Educable Mentally Retarded classes in the state of Kansas.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Best, John W. Research in Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959.
- Campbell, William Giles. Form and Style in Thesis Writing. Boston: Houghton Mifflin Company, 1954.
- Foskett, D. J. How to Find Out: Educational Research. Oxford: Pergamon Press, 1965.
- Good, Carter V. Introduction to Educational Research. New York, New York: Appleton-Century-Crofts, 1959.
- Good, Carter V., and Gordon Hendrickson. Abstracts of Graduate Thesis in Education. Vol. IV. Cincinnati, Ohio: The Mountel Press Company, 1944.
- McAshan, Hildreth Hoke. Elements of Educational Research. New York, New York: McGraw-Hill Book Company, 1963.

B. PERIODICALS

- Conner, Leo. "The Brain Drain in Special Education," Exceptional Children, Vol. 34 (November, 1967), 219-220.
- Gourley, Robert H., and Leonard L. Pourchot. "Teacher Dropouts," Illinois Education, 53: 259-62, February, 1965.
- Groff, Patrick J. "Teaching the C. D. Child: Teacher Turnover," California Journal of Educational Research, Vol. XVIII, March, 1967.
- Heller, Harold. "The Relationship Between Certain Background Characteristics of Special Education Teachers and Their Decisions to Leave Special Education," Teachers College Journal, 37: 187-91, March, 1966.

- Knox, Stanley C. "Turnover Among Teachers of the Mentally Retarded," Exceptional Children, Vol. 35 (November, 1968).
- Nelson, Robert H., and Michael L. Thompson. "Why Teachers Quit," The Educational Index (September, 1963).
- Orlich, Donald C. "Idaho Teacher Turnover: 1965 -- A Selected Analysis of the Problem," Journal of Teacher Education, 18: 447-53, Winter, 1967.
- Smith, J. K. "Special Education Teacher," The Instructor, 77:35-8, June/July, 1968.
- Steiner, George J. "Report on Why Teachers Quit Teaching," Chicago School Journal, 45:35, October, 1963.
- Wolf, Willavene, and William C. Wolf, Jr. "Teacher Drop-out: Still a Dilemma," School and Society, 92:193-4, April 18, 1964.

APPENDIX

3315 N. 33rd Terrace
Kansas City, Kansas
November 15, 1968

Dear Special Educator:

Please let me take about ten minutes of your busy day to help a fellow Special Education teacher.

I am working on my thesis for my Master's Degree in Special Education at Kansas State Teachers College in Emporia. My subject is to discuss Factors Effecting Tenure of Certified Teachers Assigned to Classrooms for Educable Mentally Retarded Children. HELP! I do need your help. If you will answer these eleven questions on this enclosed questionnaire and return it to me in the stamped self-addressed envelope as soon as possible, I shall be ever grateful. Thank you.

Sincerely yours,

Effie B. Wadlowe

Questionnaire for securing information for thesis

1. Age: 22-30 _____ 30-40 _____ 40-50 _____ 50 up _____
2. Sex: Male _____ Female _____
3. Marital Status: Single _____ Married _____ Separated
or Divorced _____ No. of Dependents _____
4. Education: College Attended _____ Degree Received _____
Field of Concentration of Major _____ Minor _____
Graduate School Attended (name) _____
Degree Received _____
Field of Interest _____
If no Degree Hours Completed _____
In What Field _____
Hours in Mental Retardation _____
5. Number of Years in Teaching Profession _____
6. Number of Years of Teaching in Special Education _____
If not current, how long ago did you teach? _____
7. List Reasons for Entering Field of Special Education:
 - a. _____
 - b. _____
 - c. _____
8. List Prior Experience with Handicapped Children:
 - a. _____
 - b. _____
 - c. _____

9. Do you plan to remain in the field of Special Education?

_____ If answer is yes, how long? _____

10. It has been noted that generally teachers in the field of Special Education do not remain in the field and do not have as long a tenure as those in other areas of teaching education. What do you think is responsible for this? List your reasons why you think this is true. If you can think of more than one reason, please list them in order of importance.

a. _____

b. _____

c. _____

d. _____

11. If you have left Special Education, list reasons for doing so:

a. _____

b. _____

c. _____