

TEACHER EMPLOYMENT IN ARIZONA

by

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CHAPTER I

INTRODUCTION

The problem of turnover is one of the most serious faced by the teaching profession. It is widely understood, outside educational circles as well as within, that the mobility of teachers is far in excess of what it should be for the attainment of the best results.

Industry has long since learned that a high rate of turnover invariably results in inefficiency and decrease in production. This simply means a loss of dollars and cents. The increasing amount of time and money spent on welfare work together with the attention given to other problems of the employee reveals the fact that leaders of industry are aware of the existence of this problem and are trying to solve it.

The realization of the seriousness of this problem and the pressing need for its solution in the field of education are amplified when one tries to read the vast amount of material that has been written during the past few years relative to turnover and tenure. Yet, regardless of what has been done by legislative bodies, it is a fact that few are the states that have made anything like sound progress towards the solution of the problem.

Perhaps one reason why the problem is still with us and is so likely to remain, is because inefficient teaching is

not so easily recognized as is poor workmanship in other fields. Educational loss cannot be determined by a monetary measure. Hence the taxpayer is not cognizant of the great loss which he helps to sustain year after year because of teacher turnover. If the public could be made to realize that by countenancing this evil it is not only lowering the efficiency of the teaching profession, but also through its lack of interest, is encouraging a practice which ultimately results in a less efficient public, it is quite likely that it would show far more concern as to the amount and nature of its teacher turnover.

In view of the lack of information on this particular phase of education in Arizona it seemed worthwhile to the writer to make a survey of the amount of turnover, and an analysis of its causes among the public-school teachers in the state. It seemed that information concerning the rate and causes of turnover would not only be of vocational value to teachers in that it would reveal the reasons for and the degree to which they might anticipate change of position, but also such information would be of administrative significance to the extent to which it should be used in predicting and controlling changes in personnel.

With this purpose in mind the writer undertook to collect data showing the amount of and the reasons for teacher turnover in the state of Arizona. Information pertaining to the amount of turnover has been obtained, but it was soon learned that the gathering of information dealing with the causes for

turnover was too great an undertaking for the amount of time available for the study. The idea of getting such data was, therefore, abandoned. Liberty will be taken, however, to summarize the findings of several related studies for the purpose of showing that the same reasons for turnover obtain in different localities and that we may reasonably think of them as obtaining in Arizona

Statement of the Problem

The purpose of this investigation is to study teacher turnover in the state of Arizona during the academic years 1936 to 1940 inclusive. The word "turnover" is used here to mean the number of "new" teachers, experienced or inexperienced, found in the schools of the state for each of the four years. The word "teacher" is interpreted to include superintendents, principals, and supervisors. The word "new" is applied to those who did not occupy the same position the previous year. Answers to the following questions were sought:

1. How much turnover is there in the state?
2. What are the rates of turnover in schools of different sizes?
3. What are the rates of turnover in schools at different levels?
4. What are the causes for withdrawal?
5. What sources supply teachers occupying new positions.

Meaning of the word "Turnover"

Because the meaning of the word "turnover" as an expression of changes in personnel has never been standardized

it has been used differently to signify:

1. The number of persons added to an organization within a given period--number of additions.
2. The number whose employment is discontinued within a given period--number of separations.
3. The number of persons leaving who are replaced--number of replacements.

Since the number of additions is not equal to the number of separations in an organization which is increasing or decreasing in size it is realized that figuring turnover on the basis of either of these factors does not constitute a valid measure of stability. On the other hand, turnover computed on the basis of replacements constitutes a more reliable measure, and it is this meaning that is generally given to the term.

In this study, the word "turnover" will be used to indicate the loss and subsequent replacement of teachers plus additions due to growth. Liberty for departing from the general meaning of the term was taken because the writer was interested in all new teachers irrespective of whether their employment was a result of replacement or of growth. Since teachers are practically all hired on a yearly contract, and since the source of the data did not furnish information about teachers hired during the school term, the amount of teacher turnover is defined as the number of teachers leaving a school system during a given year who are actually replaced plus additions due to expansion. Rate of turnover

expressed in per cent is the ratio which has for its numerator the number of replacements plus the number of additions, and for its denominator the total number of teachers teaching at the same time for the school year.

Limitation and Source of Data

In obtaining data for the use of this study recourse was made to the Arizona Educational Directories for the academic years 1936 to 1940 inclusive. Through the courtesy of the State Department of Education the writer was given access to the certification records of the teachers of the state, from which the data relative to the source of training were obtained. Since the directories give no information about replacements occurring during the year, the investigation is limited to that turnover which occurs at the close of the year.

For the purpose of reviewing related studies recourse was made to the large amount of literature which has been published in regard to teacher turnover.

CHAPTER II

RELATED STUDIES BY STATES

The following extracts come from what seems to be the best studies in that phase of education which deals with teacher turnover, and represents an excellent summary of conditions as they have existed in the country as a whole.

Arizona

A survey of the Arizona public school system, conducted by C. Ralph Tupper under the authority of the state Board of Education and published January 1, 1925, shows these facts relative to teacher turnover:

"Thirty-five per cent of the teachers are teaching their first year in Arizona. Six per cent are teaching their first year in Arizona and have come from Arizona schools. Arizona therefore imported last year at least 29 per cent of her present teaching staff. The average Arizona teacher has had six years teaching experience and has held three positions in that time. Sixteen per cent of elementary teachers move every year. Eleven per cent of high-school teachers move every year. A tendency toward greater permanency in positions is evident among secondary teachers, although some localities show a reverse tendency, having an average annual turnover of 30 per cent in the grades and 50 per cent in the high school".¹

Kentucky

Some facts relative to the turnover of teachers in one-

1. Tupper, C. Ralph. "A Survey of the Arizona Public School System." Arizona State Department of Education, p. 37.

room schools of Kentucky are brought out in a study by A. L. Crabbe.² He found that in one county studied over a period of ten years, from 1910 to 1919 no school had fewer than five teachers for the ten-year period. He found that two of the schools had five teachers, two had six teachers, three had seven teachers, two had eight teachers, and one school used a new teacher for each of the ten years. The average consecutive tenure was 1.41 years.

New York

Further information dealing with turnover in rural schools is found in the "Rural School Survey of New York State".³ By means of a questionnaire study, the commission found that the largest proportion of immature teachers were in one-teacher schools. The study shows that the experience of the teacher increases with the size of the school. It also shows that teachers in small high schools have less experience than even teachers in the one room school.

Elsbree,⁴ in his study dealing with amount and causes of turnover in New York State, found that turnover was consistently higher in villages than in cities, and that the

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2. Crabbe, A. L. "A Study in Transiency." Peabody Journal of Education; 1:295, (May, 1924)
 3. Peterson, A. G. "The Turnover of Rural Teachers." Educational Administration and Supervision, 16:662.
 4. Elsbree, Willard S. Teacher Turnover in the Cities and Villages of New York State. Teachers College Contributions to Education, No. 300.

average rate of turnover among high-school teachers is considerably higher than among elementary teachers. He also found that the reasons for withdrawal were, according to importance: (1) resigned to take a better position, (2) resigned to be married, (3) dismissal.

Vermont

Steele, in his study of teacher training in Vermont⁵ found that the situation in schools with regard to turnover was serious. He shows that 76.4 per cent of the rural teachers were new to their positions in the year 1919-1920. In the graded schools, 35.7 per cent were new to their positions, whereas in the high schools 51.2 per cent of the teachers were new. For the year 1924-1925, the per cent of rural teachers new to their positions was 61.0, a decrease of 15.4 per cent.

Wisconsin

Anderson⁶ shows the situation in Wisconsin as follows: 65 to 68 per cent turnover among rural teachers, 56 to 60 per cent among graded school teachers, 30 per cent among city teachers and 41 to 48 per cent among high school teachers.

Iowa

In a study by Wendell White⁷ a comparison is made be-

5. Peterson, A. G. Op. Cit. p. 663.

6. Ibid., p. 663.

7. White, Wendell. "Rate and Causes of Turnover of Iowa Teachers." American School Board Journal; 71:52-54, (Dec. 1925)

tween the rates of turnover for small population groups and for large population groups in Iowa. He found that the problem was more serious in the smaller population groups. He gave as the chief reasons for withdrawal: (1) quitting for a better position, (2) quitting the teaching profession, (3) failure to make good.

Nebraska

In 1938 William Bogar⁸ made an investigation in Nebraska of the amount of turnover and the circumstances under which teachers leave their positions. His findings indicate that turnover varies inversely with the size of the school system, and that high-school teachers are decidedly less stable than any other group within the profession. He found that the factors accounting for ninety per cent of all turnover were: (1) transfer from one teaching position to another, (2) dismissal or attendant factors, (3) marriage.

Attention is directed to the interesting fact that in the studies referred to dealing with the causes for withdrawal, transfer to better position, marriage, and dismissal are listed as the three most important causes for turnover. A further discussion of these factors will be found in a later chapter.

National Survey

The National Survey of the Education of Teachers⁹ con-

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8. Saylor, Galen. "Turnover Among Nebraska Public School Teachers." Journal of Educational Research; 33:114-121, (Oct. 1939)
9. Evenden, Edward. "Summary and Interpretation." National Survey of the Education of Teachers. U. S. Office of Education, Bulletin 1933, No. 10.

ducted by the Office of Education in 1930-1931 indicates: that there was a turnover of approximately 20 per cent among teachers in the United States, that, for the country as a whole, there was no appreciable difference between the turnover among high-school teachers and elementary-school teachers, and that the greatest amount of turnover occurs in the smaller schools. The study also shows that there was a turnover of approximately 27 per cent among Arizona teachers for the year studied. The two most important causes for teacher turnover, as indicated by the survey, are: (1) resigned to take another position, (2) resigned to be married.

Summary

1. Turnover tends to vary inversely as the size of the community.
2. There is a higher rate of turnover among high-school teachers than among elementary-school teachers.
3. The three most important causes for turnover are:
(1) quitting for better position, (2) quitting to be married,
(3) dismissal.

CHAPTER III

AMOUNT OF TURNOVER

The amount of turnover with which any school system deals is in itself of considerable importance. Every new teacher in a system entails an expense over and above what the continued service of an old teacher would have cost. To the superintendent turnover means letters, application, interviews, and the selection of teachers. To principals it means time spent helping new teachers to adjust, extra supervision, and more problems of discipline. To the old teachers it means the added work of helping the newcomers to get started. It also often means the introduction of problems of discipline with which they may have to deal. To pupils it means new faces, adjustments to new personalities, and introduction to different methods of instruction. To parents it means the necessity of continually acquainting teachers with the individual needs of their children. Thus turnover is seen to be expensive.

This chapter, therefore, will deal with the amount of turnover in the state of Arizona; first, with total turnover in the state, next, with turnover in relation to the size of the school, and finally, with turnover in relation to the level of the school.

Total Turnover in the State

From Table I it will be seen that of the 3,441 total

teachers covered by the study for 1937-1938, 1,034 were new to their positions.

TABLE I

TOTAL TURNOVER IN ARIZONA 1937-1938 TO 1939-1940

Year	Total Teachers	Total Turnover	Per Cent Turnover
1937-1938	3,441	1,034	30.05
1938-1939	3,528	787	22.31
1939-1940	3,627	898	24.76
Total	10,596	2,719	25.66

This means that there was a turnover of 30.05 per cent, or that approximately 30 out of every 100 teachers in the state occupied new positions. Of the 3,528 teachers listed in the directory for 1938-1939, slightly over 22 teachers out of every 100 were new to their positions. For the following year, 1939-1940, approximately 25 out of every 100 teachers were new to their positions.

The average per cent of turnover among all teachers for the three year period was found to be 25.66. Because there is no reason to suppose that the period of this study presents other than normal conditions for the state we may reasonably say that each year 26 out of every 100 teachers may be found in new positions.

Turnover in Relation to the Size of the School

For comparative purposes, Arizona, unlike other states in which similar studies have been made, has too few large

cities to warrant a classification on the basis of population. Therefore, this phase of turnover has been dealt with on the basis of the size of the school. "Size of school" is based on the total number employed on the teaching and administrative staff.

The elementary schools were divided into five different groups, as follows:

1. Schools having 1 to 4 teachers.
2. Schools having 5 to 8 teachers.
3. Schools having 9 to 16 teachers.
4. Schools having 17 to 25 teachers.
5. Schools having over 25 teachers.

Of the 494* elementary schools studied 336 employed 1 to 4 teachers, 66 employed 5 to 8 teachers, 61 employed 9 to 16 teachers, 21 employed 17 to 25 teachers, and 10 schools employed over 25 teachers.

This classification was selected because it offers a sufficient number of groups for comparison and at the same time allows an appreciable number of schools in each group.

Table II shows the total turnover and the per cent of turnover for the several groups. It will be seen that without a single exception turnover varies inversely as the size of the school, which supports the idea that the larger schools have a greater holding power than small schools. It is significant to note the range of turnover for each year.

*Accommodation Schools included.

TABLE II

AMOUNT AND PERCENTAGE OF TURNOVER IN ELEMENTARY SCHOOLS
ACCORDING TO SIZE 1937-1938 TO 1939-1940

Size of School	Total Number of Teachers	Turnover	
		Number	Per Cent
1-4 Teachers			
1937-1938	530	259	48.87
1938-1939	530	198	37.36
1939-1940	535	237	44.30
Total	1595	694	43.51
5-8 Teachers			
1937-1938	434	153	35.25
1938-1939	446	111	24.89
1939-1940	460	131	28.48
Total	1340	395	29.48
9-16 Teachers			
1937-1938	757	213	28.14
1938-1939	783	180	22.99
1939-1940	815	177	21.72
Total	2355	570	24.20
17-25 Teachers			
1937-1938	422	112	26.54
1938-1939	425	70	16.47
1939-1940	421	68	16.15
Total	1268	250	19.71
Over 25 Teachers			
1937-1938	331	55	16.62
1938-1939	340	52	15.29
1939-1940	344	45	13.08
Total	1015	152	14.98

Because there were so few junior high schools they were not classified as to size. However, the data show that the same conditions prevail here as were found to prevail in the elementary schools; turnover decreases as the size of the school increases. Table III indicates the amount and per cent of turnover for the three-year period.

TABLE III

AMOUNT AND PERCENTAGE OF TURNOVER IN JUNIOR HIGH SCHOOLS
1937-1938 TO 1939-1940

Year	Total Teachers	Amount Turnover	Per Cent Turnover
1937-1938	120	34	28.33
1938-1939	126	16	12.69
1939-1940	133	32	24.06
Total	379	82	21.64

Senior high schools were classified according to the number of teachers in the following manner:

1. Schools having 5 teachers or less.
2. Schools having 6 to 10 teachers.
3. Schools having 11 to 15 teachers.
4. Schools having 16 to 25 teachers.
5. Schools having over 25 teachers.

Of the 57 senior high schools studied 10 employed 5 or fewer teachers, 23 employed 6 to 10 teachers, 11 employed 11 to 15 teachers, 7 employed 16 to 25 teachers, and 6 employed over 25 teachers.

Table IV shows the amount and per cent of turnover for these groups. It will be seen that, with one exception which occurs in 1939-1940 in the 16-25 teacher schools, turnover in high schools shows the same trend as in elementary schools, that is, the smaller the school, the higher the turnover.

TABLE IV

AMOUNT AND PERCENTAGE OF TURNOVER IN SENIOR HIGH SCHOOLS
ACCORDING TO SIZE 1937-1938 TO 1939-1940

Size of School	Total Number of Teachers	Turnover	
		Number	Per Cent
1-5 Teachers			
1937-1938	45	20	44.44
1938-1939	52	19	36.54
1939-1940	56	18	32.14
Total	153	57	37.25
6-10 Teachers			
1937-1938	200	70	35.00
1938-1939	202	59	29.21
1939-1940	204	68	33.33
Total	606	197	32.51
11-15 Teachers			
1937-1938	139	38	27.34
1938-1939	148	30	20.27
1939-1940	156	37	23.72
Total	443	105	23.70
16-25 Teachers			
1937-1938	152	28	18.42
1938-1939	154	17	11.04
1939-1940	154	24	15.58
Total	460	69	15.00
Over 25 Teachers			
1937-1938	311	52	16.72
1938-1939	322	35	10.87
1939-1940	349	61	17.48
Total	982	148	15.07

Turnover in Relation to the Level of the School

The question has often been raised as to whether turnover is greater among high-school teachers than among elementary-school teachers. Because there are more college-trained teachers in the high schools than in the elementary schools of the state the answer to the above question would indicate

to some degree which of the two groups is the more stable professionally.

Table V shows the amount of turnover and the per cent of turnover for the elementary, junior high, and senior high schools of the state. It will be seen that with one exception, which is the junior high schools for the year 1938-1939, turnover varies inversely with the level of the school. It is

TABLE V
TURNOVER IN RELATION TO THE LEVEL OF THE SCHOOL
FOR YEARS 1937-1938 TO 1939-1940

Schools	Total Number of Teachers	Turnover	
		Number	Per Cent
Elementary			
1937-1938	2474	792	32.01
1938-1939	2524	611	24.21
1939-1940	2575	658	25.55
Total	7573	2061	27.21
Junior H. S.			
1937-1938	120	34	28.33
1938-1939	126	16	12.69
1939-1940	133	32	24.06
Total	379	82	21.64
Senior H. S.			
1937-1938	847	208	24.56
1938-1939	878	160	18.22
1939-1940	919	208	22.63
Total	2644	576	21.78

interesting to note here that all studies carried on in other states, which were reviewed by the writer, show that turnover is consistently lower among high-school teachers than among elementary-school teachers. The fact that Tupper¹⁰

10. Op. cit.

in his survey carried on in 1925 also found that the rate of turnover was greater among elementary teachers than among high-school teachers of the state would indicate that this is a characteristic peculiar to Arizona schools. This difference may exist because there is probably a greater percentage of small schools in Arizona than in states where other studies have been made.

Data for the individual schools of the state show that there is a wide variation in the rate of turnover in schools of the same size. This means that the problem is more acute in some systems than in others of the same size, and indicates that local conditions play an important roll in the matter of turnover.

Contrary to what is generally believed, the rate of turnover among men is approximately as great as the rate of turnover among women. Of the 3,441 teachers studied in 1937-1938, 984 were men. Men teachers, therefore, constituted 28.56 per cent of the total teachers. For the same year the total turnover amounted to 1,034. Of this number 279 were men, therefore, men accounted for 26.98 per cent of the total turnover.

Summary

1. The rate of turnover is somewhat higher than in 1925.
2. The rate of turnover is consistently higher in the small schools.

3. The rate of turnover tends to vary inversely as the level of the school.

4. There is a wide variation in the rate of turnover in schools of the same size.

5. There is little difference between the rate of turnover among men and the rate of turnover among women.

CHAPTER IV

CAUSES OF TEACHER TURNOVER

As has been stated, the causes for turnover in the state have not been determined by this study. However, it is not enough to know only the amount of turnover. Progress toward the solution of the problem will come only through a knowledge of the relative importance of the reasons for teacher withdrawal. Therefore the writer feels justified in summarizing the findings of several of the men, who seem to have made the most comprehensive studies of this phase of the problem, to show that the same important causes obtain in different sections of the country and that in the absence of such information for Arizona we may think of them as being largely responsible for turnover here.

Elsbree¹¹ found in his study of turnover in New York State that the three most important causes of teacher withdrawal were (1) resigned to take a better position, (2) resigned to be married, (3) dismissal.

In Iowa White¹² found that the same three causes accounted for most of the turnover. He lists them in exactly the same order as does Elsbree: (1) quitting for a better position, (2) quitting the profession, (3) failure to make good.

11. Op. cit.
12. Op. cit.

Bogar¹³ in a recent study of turnover among Nebraska teachers listed the same three causes, but in a slightly different order: (1) transfer to another system, (2) dismissal, (3) marriage.

Quitting for Better Position

These studies indicate that quitting for better positions is the factor causing the greatest amount of turnover in the smaller communities, and that it decreases in relative importance in the larger towns. These facts indicate that in the judgment of teachers the better positions are in the larger schools. The solution of this problem may lie in the payment of larger salaries. Of course this depends upon the ability and willingness of a community to do so. It is believed, that as appreciation for good teachers increases, communities that are able will be willing to pay more to hold their better teachers. However, under the present manner of financing education, some communities will never be able to compete for the more competent teachers. Therefore, turnover due to this factor will continue to the extent to which these inequalities exist. Small schools will continue the process of breaking in new teachers only to lose them to the large schools.

Whether turnover due to this factor is desirable or not is an open question. Though teachers may welcome opportunities for advancement in position and salary this type of

13. Op. cit.

turnover is of grave significance to the schools losing such teachers.

Quitting the Profession

As to the rate of turnover due to quitting the profession it was found that marriage was the most important factor. The rate of turnover due to marriage was higher in the larger communities. Retirement and death figure as important factors in this type of turnover in large communities. Among men, quitting the profession for other types of work is an important cause. This cause also exists to a greater extent in the cities than in small communities. It would seem then that turnover in the larger towns due to marriage, retirement, death, and withdrawal to enter other lines of work creates the vacancies which are filled by teachers whose turnover is due to quitting for better positions.

To the degree to which this type of turnover is due to maladjustment it may be controlled, but to the degree that it is the result of marriage, death, or retirement it can not be controlled and will continue. From the social standpoint it is probable that most of this turnover is desirable.

Dismissals

The studies to which reference has been made indicate that the rate of turnover due to teachers failing to make good obtains conversely in accordance with the size of the community. This is due no doubt to the superior supervisory programs in the larger schools. The weak teacher through

this supervisory help is bolstered up and few dismissals are necessary. While in the small schools where supervisory aid is lacking teachers are left on their own and a high percentage of failures results. It is of little value to know that teachers fail. If anything is to be done about this phase of turnover the reasons for teacher failure must be known. However, the fact that this cause of withdrawal is listed among the first three shows the extent and therefore its importance in relation to other causes.

Application to Arizona Schools

If we may assume that these same causes for turnover obtain in Arizona it may be said that the amount of withdrawal found to be due to quitting for better positions, quitting the teaching profession, and quitting for marriage should indicate the amount of turnover that can not be materially decreased by legislation. The information as to turnover due to quitting for better positions should be of value to superintendents as it reveals the degree to which they may expect to lose their competent teachers, and to teachers this information is suggestive of the degree to which they may look forward to promotion.

It is in turnover resulting from failures and dismissals that the greatest reduction may be effected if a little concerted effort were brought to bear on the problem. The problem of dismissal and failure is closely connected with the selection of teachers. This means that the individuals

who have the responsibility of selecting teachers must carefully consider the qualifications of candidates for a "particular position" in the light of the kind of pupils to be taught and the type of community to be served. If more careful consideration were given to the selection of teachers the amount of turnover due to failures would be materially reduced.

Failure on the part of teachers is often the result of failure on the part of supervisors. Supervisors should feel it their responsibility to reduce teacher failures to the smallest possible number. In the case of the small school where the most of this kind of turnover takes place this means more sympathetic supervisory effort on the part of superintendents and principals.

Teacher failure often means, too, the failure of teachers to agree politically with the board, or to impress favorably influential members of the community, or to attend the community church. Teachers can do little about the existence of these conditions, but they can in many cases deal a little more diplomatically with them and thus reduce to some extent the turnover resulting from these unnecessary causes.

CHAPTER V

SOURCES SUPPLYING ARIZONA TEACHERS

It was thought, that in connection with the problem of turnover, data dealing with the sources of the yearly supply of teachers in Arizona would be interesting. To obtain this information an alphabetical list was made of all names, of public school teachers, appearing in the 1936-1937 directory. Lists were then made of the names of teachers, who were in new positions, for each of the three following years. By checking the names on each of these three lists against the names on all previous lists it was possible to determine, for each year after 1936-1937, which of the teachers were transfers from other schools in the state and which were teaching for the first time. "New teachers" here mean teachers whose names did not appear on the 1936-1937 list nor on any subsequent list previous to the particular year under consideration. It is highly probable that some teachers listed as new in either of the years 1937-1938 to 1939-1940 had taught in Arizona schools previous to 1936-1937. However, this does not affect the facts relating to the supply of teachers.

Of the 1,034 total turnover in 1937-1938, 583 were new teachers. Of these 583 teachers information regarding the source of training was obtained for 556. In 1938-1939

there was a total turnover of 787, of this number 421 were new teachers. However, data concerning training was found for only 408. The year 1939-1940 showed a total turnover of 898, of which 434 are new teachers. Data were obtained for 408 of the new teachers for this year.

Table VI shows the number and per cent of teachers coming from the training schools of the state and those coming from schools of other states. It will be seen that Tempe

TABLE VI

AMOUNT AND PERCENTAGE OF TEACHERS SUPPLIED FROM VARIOUS SOURCES FOR YEARS 1937-1938 TO 1939-1940 INCLUSIVE

Source	1937-1938	1938-1939	1939-1940	Total
Tempe				
Number	196	155	176	527
Per cent	35.25	37.99	40.55	37.93*
Flagstaff				
Number	104	76	65	245
Per cent	18.71	18.63	14.98	17.44*
U. of Arizona				
Number	96	76	84	256
Per cent	17.26	18.63	19.35	18.41*
Out of State				
Number	160	101	109	370
Per cent	28.77	24.73	25.11	26.20*
* Averages				

supplies the greatest number of the state's teachers. Out-of-state schools supply the next greatest number, while Flagstaff and the University of Arizona supply approximately the same number of teachers.

It is not to be understood that the total number of

teachers for each year as shown on the table was graduated from their respective schools that year. As has been previously stated these numbers include teachers who may have taught in Arizona schools before the year 1936-1937 but for some reason were not teaching during that year.

It is interesting to note here that the per cent of Arizona teachers supplied by other states has decreased but very little during the past fifteen years. Tupper¹⁴ found that in 1925, 29 per cent of Arizona's teachers were imported from other states. These figures indicate that the sources of supply in Arizona have little more than kept pace with the increase in demand.

Of the 37 states, supplying teachers for Arizona during the three-year period studied, California led the list with 73 teachers. Colorado, Iowa, Texas, Illinois, Oklahoma, Utah, Missouri, and Kansas figure quite high in the number of teachers supplied to Arizona schools. Most of these out-of-state teachers are from teachers colleges and find employment in the elementary schools of the state.

14. Op. cit.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The analysis of teacher turnover in Arizona has revealed the following conditions:

1. Total turnover in Arizona compares closely with total turnover in other states.
2. The rate of turnover varies inversely as the size of the school.
3. Contrary to what has been found to be true in other states, turnover in Arizona varies inversely as the level of the school.
4. There is wide variation in the amount of turnover for schools of the same size.
5. There is little difference between the amount of turnover among men and that among women.
6. The three main causes for turnover are (1) quitting for a better position, (2) quitting to be married, (3) dismissal.
7. Approximately 26 per cent of the yearly supply of teachers new to the position are imported.

While this study has revealed the amount of turnover in the state, and has reviewed the causes most frequently given as responsible for withdrawals it does not suggest any single remedy for this professional disorder. The underlying reasons

are so many and diverse in character that a single formula for control would be impossible. However, the study has disclosed some conditions which are subject to remedy, and thus steps may be taken for at least partial solution of the problem.

The opinion is often expressed that a certain amount of turnover is desirable. For example, it is said that turnover resulting from withdrawals for better positions makes for professional growth and at the same time introduces new personalities and new life into schools. This may be partially true, but even on these grounds it is hard to justify the amount of turnover due to this single cause.

In recent interviews with some 15 superintendents of schools the writer learned that most of them place a good deal of importance on the matter of experience when considering candidates for jobs. It is believed that this practice is partly responsible for the high percentage of withdrawals due to quitting for better positions. This practice works a hardship on the small schools whose lot becomes that of training teachers for the larger schools. Why it is thought that this practice is so advantageous to the larger schools is hard to understand. True, it does insure teachers with experience, but it does not take into account the fact that such experience may have been more harmful than beneficial. It would seem, then, that the larger schools, by giving more attention to supervision, could profitably fill most of their vacancies with carefully selected inexperienced teachers. If this were practiced, turnover due to this, the main cause,

would be materially reduced.

It was also learned that throughout the schools visited little effort is being made to remedy the local turnover situation. Records of teachers are very incomplete and do not furnish sufficient data for intensive study. It is recommended that personal history records be kept for all teachers with special attention to facts connected with those leaving the system. Such records would, in a short time, furnish pertinent data for intensive study.

Any conclusions or recommendations relative to the control of turnover due to marriage must necessarily come after the question of "married women teachers" has been settled. Obviously, if married women were given more consideration, this type of turnover would decrease. But then, turnover due to home conditions and maternity would increase. With the information at hand the writer does not feel justified in offering any suggestion regarding the control of this type of turnover.

Relative to turnover due to dismissals it is recommended that careful consideration be given the matter of selecting teachers. Superintendents should be given power comparable to that of managers in industry in the matter of hiring and firing. Not until this policy is practiced will responsibility be centralized or efficiency increased.

It is recommended that further effort be made to consolidate outlying schools and that comfortable quarters be

made available for teachers in such localities. This would result in professional association for these teachers, a most important factor.

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