

AN ANALYSIS OF TEACHER'S REWARDS  
USING DOUGLAS' GRID AND GROUP

BY

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## CHAPTER ONE: INTRODUCTION

As the United States school population becomes increasingly culturally and racially diverse, talented teachers who represent this diversity are essential (Haberman, 1987; Smith, 1989; Tewell and Trubowitz, 1987). The recruitment and retention of talented minority teachers thus becomes one of the critical educational issues of the 1990s. There is a scarcity, both of minority teachers in particular (Hatton, 1988) and of talented teachers in general (Murnane, Singer, and Willett, 1989).

Varying perspectives on the reasons why minority teachers are important include the notion that minority teachers are needed by minority students (as well as students of other ethnicities) to serve as role models and help these students experience the reality that minorities are and can be successful (Graham, 1987). Minority students are in particular need of teachers who can understand and teach within the context of the minority experience and who believe and expect them to be successful (Alexander and Miller, 1989; Posey and Sullivan, 1990).

Despite this need, few minorities are entering the teaching profession (Graham, 1987; Irvine, 1988) and some data suggest that many who do enter leave soon afterwards. Minority teachers are not entering the teaching profession in numbers even minimally approximating those needed to ensure a well-balanced education for all youth.

The research literature points to a high attrition rate among all beginning teachers. Some research has been done to assess why beginning teachers enter and leave the profession yet, this research has not focused enough attention on teachers of color,

As the teaching profession explores methods to recruit and retain talented individuals to the field, it is important to examine the experiences and perspectives of those who are most needed. Therefore, this researcher will explore the experiences of several groups of teachers, both non-white and white, focusing on the reasons why they chose to enter teaching-despite the availability of other career options-and their perspectives of the factors influencing the retention of others like themselves.

### Background

Significant legislation during the last half of this century has insured that people of all races have an equal opportunity for employment in public offices. Many individuals have come to believe that affirmative action as a means of improving equal employment opportunities has evolved as an outgrowth of the civil rights movement of the 50's and 60's.

However, beginning in the 1930's legislation has tried to eliminate discrimination from federal employment and in federal contracts. At the present time, there are six bodies of law with corresponding precedents that support affirmation action in employment (Ham and Jacob, 1987):

- 1). federal executive orders
- 2). federal anti-discrimination laws
- 3). state anti-discrimination laws
- 4). judicial decisions

- 5). laws regulating collective bargaining agreements
- 6). institutional policies prohibiting discrimination

Title VI of the Civil Rights Act of 1964 says that no person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance (July 2, 1964, P.L. 88-352, Title VI, 601, 78 Stat. 252).

The Civil Rights Act of 1964 was designed to eliminate among other things, race, as a factor in the hiring practices of institutions receiving federal financial aid. Public schools receiving federal monies cannot discriminate in the hiring of personnel. Race should not be a determining factor when hiring teachers.

Research shows that despite the Civil Rights Act of 1964 the number of ethnic minority teachers is not increasing in relationship to the number of ethnic minority students (Evans and Morris, 1993). Minorities represented about 13% of the school teacher population in 1985, compared to 14% in 1995. African-American teachers were 9% of this total. Hispanic-Americans represent about 3% of the total, Asian-Pacific Islanders 1% and Native Americans less than half a percent. Data indicates that a slight increase in representation of minorities in teaching positions has occurred, but a rate alarmingly slower than the growth of enrollment of minority students in our public schools.

Current projections based on trends in public education show that African-Americans will constitute only 5% of the teaching force by the year 2000 (Turner, 1994). Nor do the prospects for other minorities look promising.

The two conflicting notions co-exist because of the following reasons:

- 1). fewer ethnic minorities are entering college,
- 2). fewer ethnic minorities are entering the field of education
- 3). once there, fewer ethnic minorities are staying in education, and
- 4). the use of standardized tests in education may harm ethnic minorities.

How can minority students from modest and low income households pay for four or five years of college? Arfin (1986) points out that the Talented Teachers Act passed by Congress in 1984 still has not been implemented. Pell Grants for economically disadvantaged students are still available, but eligibility has been tightened, affecting especially those from modest family incomes. Student loans require repayment from a relatively low teacher's salary. Work-study programs do offer some relief.

The decrease of ethnic minorities entering the educational profession has been traced to two things: salary and status. When we encourage minorities to become educators, we are encouraging them to earn less than the other professions are paying their employees.

Furthermore, the American public may not have a significantly greater ability to pay more than they currently do. Federal, state and local budgets are constantly being stretched through the years. Income for teachers has been sacrificed for the sake of other educational considerations. Many argue that without higher prestige we will not attract more minorities. Part of this issue relates to money since status is often related to salary. But another part relates to the frustrating and often oppressive conditions under which teachers work.

There are numerous explanations offered to account for the decrease in the number of minority teachers. Many of the explanations begin at the teacher education training programs offered at our colleges and universities. Most minorities in the university are pursuing degrees in business, engineering and social sciences. There are even higher numbers of minority students who are undeclared that there are who express a preference for pursuing studies in education (Opp and Smith, 1993). Until colleges and universities actively recruit minorities into the field of education, unfortunately the numbers of minority teachers will continue to decrease.

American universities confer only 100,000 new bachelor degrees a year on minority students in all disciplines, and less than 10% of these students are in teacher education (Mancuso, 1994). In most major universities, the number enrolled in teacher education is less than 5%. Clearly, minority enrollment must be increased.

Another significant factor in the decrease of minority teachers is the increasing use of competency tests either at the beginning or the end of teacher education programs. African-Americans scored less than 100 points lower than the national norm (Mercer, 1983). Witty (1982) put it this way:

Do minimum competency tests unfairly discriminate against racial minorities and bilingual students, or do minimum competency tests serve as neutral measures of basic skills for which all students ought to be held accountable both for their own good and that of society (page 12)?

### Statement of the Problem

Another factor that could exist is that of cultural experiences. This could be one possible explanation not yet explored. How do non-white teachers see the culture of teachers? Are their life experiences different from white teachers? Do they have a totally different perspective of the teaching profession than do their white counterparts? Do cultural experiences explain the reasons why non-whites become teachers, or once they are a teacher, do cultural experiences explain why they stay in teaching?

On the other hand, how do white teachers answer the same questions? Are there any similarities between the two cultures? What are the differences? Do cultural experiences explain these similarities and differences?

### Purpose of the Study

The purpose of this study is to explore the retention of ethnic minority men and women in the field of education. The study will disclose reasons why both white and non-white men and women became teachers. It will disclose the aspects of teaching that the experimental group considers to be positive in nature. It will also disclose the aspects of teaching that the experimental group considers to be negative in nature. The study will show what the experimental group would consider to be changes in the teaching profession that would create an environment conducive for retaining teachers. The study will conclude with recommendations from the experimental group to others who would aspire to become teachers.

### Objectives of the Study

This study has three main objectives:

- 1). What cultural categories exist within the non-white teachers' culture?



- 2). What cultural categories exist within the white teachers' culture?
- 3). To what extent does Douglas' Cultural Theory Model explain the differences, if any, between non-white and white teachers' cultural categories?

### Conceptual Assumptions

Mary Douglas (1982) has developed a typology that has been used to interpret and compare social environments. The purpose of this research has been to examine the applicability of her typology to a selected educational context: namely, teachers. Douglas divided her social structure into two independent variables, grid and group.

Grid refers to the degree to which an individual's choices are constrained within a social system by imposed formal prescriptions such as role expectation, rules and procedures (Douglas, 1982). Grid strength can be plotted on a continuum of high to low. Social environments at the high end of the grid variable exhibit such characteristics as strict rules and regulations and restraint of individual autonomy. As one moves down-grid the roles are more achieved than ascribed, and individuals are responsible for their own life choices.

Douglas (1982) suggests four criteria to determine grid: insulation, autonomy, control and competition. High-grid environments have inherent structural networks that insulate the individual from others outside his or her particular social layer or caste.

Autonomy allows one to move about freely within a social environment making one's own decisions. The issues of control and competition are closely linked with each other and the concept of role. Where roles are primarily ascribed, grid controls are high, no competition exists for status and classificatory distinctions are valued (Harris, 1995).

Group represents the degree to which people value collective relationships and are committed to a social unit larger than the individual (Gross and Rayner, 1985). Like grid, there is a continuum of high to low for group. In high-group social environments there are specific membership criteria, explicit pressures to consider group relationships, and the survival of the group becomes more important than the survival of individual members within it. The goal of the group interaction is to perpetuate the life of the social collective rather than its individual members.

Group, like grid, has four considerations: survival/perpetuation, membership criteria, life support and group allegiance.

Douglas (1982) identifies four distinct prototype possibilities of social environments as present in Table 1.

*Table 1. Types of social environments.*

High-Grid	B Bureaucratic Systemic	C Corporate Systemic
Low-Grid	Individualist A	Collectivist D

In Individualist (low grid, low group) environments, relationships and experiences of the individual are not constrained by imposed formal rules or traditions. Role status and rewards are competitive and are contingent on existing standards. The emphasis on social distinction among individuals is submerged, there are few insider-outsider screens, and little value is placed on long-term corporate survival.

Bureaucratic Systemic (high-grid, low group) contexts offer little individual autonomy. They are often hierarchical environments, and the classifying criteria focuses on such factors as race, gender, family heritage, or ancestry. Individual behavior is fully defined and without ambiguity. Cultural members have meaningful

relationships and life-support networks outside of the group and little value is placed on group goals or survival.

In Corporate Systemic (high grid, high group) contexts, social relationships and experiences are influenced by boundaries maintained by the group against outsiders. Individual identification is heavily derived from group membership. Individual behavior is subject to controls exercised in the name of the group. Roles are hierarchical; at the top of the hierarchy, roles have unique value and power (generally limited to a small number of experts). There are many role distinctions at the middle and bottom rungs. Perpetuation of traditions and group survival are of utmost importance.

Collectivist (low grid, high group) contexts have few social distinctions. Role status is competitive, yet because of the strong group influence, rules for status definitions and placement are more stable than in weak group societies. The perpetuation of corporate goals and group survival are highly valued.

Central to Douglas' theory is that each of the above social environments leads to a distinctive cultural bias, or unique way of looking at the world.

## Summary

There is a severe shortage of minority teachers in the public school systems of the United States. This research will look into one possible explanation of that shortage. That explanation being that race is an issue in the retention of teachers. To explore race as a possibility to the low numbers of minority teachers this researcher will examine the culture of both non-white and white teachers through the use of interviews. On the basis of those interviews, the cultures will be studied using the cultural theory model developed by Mary Douglas.

## CHAPTER TWO: REVIEW OF THE LITERATURE

Research concerning the topic about minority teachers can be found in many publications. Research concerning the topic of retention of those minority teachers was limited. This chapter deals with the literature that was available concerning minority teachers and possible reasons why there are not more minorities involved in the educational process.

Although the number of minority students in the United States public school system continues to increase, the number of ethnically diverse teachers is declining. By the year 2000, it is estimated that minority students will comprise 33 percent of the school population and that this percentage will grow to 39 percent by the year 2020 (Johnson, 1991). The number of minority teachers, however, is expected to decline. The American Association of Colleges for Teacher Education has predicted that minority teachers will represent less than 5 percent of all teachers in the United States by the year 2000. Currently, minorities make up only 16 percent of all secondary teachers, no more than 10 percent of the faculty in postsecondary institutions, and less than 10 percent of university faculty in education.

African-American teachers may be an endangered species by the year 2000, although the majority of the students will be minorities (Goodlad, 1990). "We will have an almost homogenous teaching force

teaching a culturally diverse population. We need to find what is unique to African-American teachers, then help to target these populations to get more African-American teachers", says Goodlad (1990).

There are a number of reasons why smaller numbers of African-Americans are becoming teachers.

The black community no longer views teaching in the same way. Teaching as a whole has lost its prestige in many minority communities. Before desegregation, teaching was one of the few career choices open to African-Americans. Since desegregation, public schools have lost many African-American teachers. They were out of a job, reassigned or left to pursue other careers as other opportunities became available. Today, teacher testing, uncomfortable and unwanted teaching assignments and poor salary are believed to be among the reasons blacks are turning a deaf ear to the nation's cries for more minorities in teaching (Hamburg, 1992).

This has turned into another form of segregation. Black students are separated from black teachers who can model for them what it means to strive for success in the face of hardship. So many African-American students say that they want more teachers that look like them, and understand the problems that they face every day (Hodgkinson, 1993).

This is a national problem, and one that is not confined solely to the African-American culture. All minorities face similar problems. Because of the increasing number of minorities entering public school, we are seeing a disparity in the number of minority students and minority teachers.

Over the past decade, educators and policy makers have expressed concern about minority teacher shortages. As minority student enrollment in public schools increases, the population of minority teachers decrease. The American Association of Colleges for Teacher Education (AACTE) (1988) cautions that if a national intervention policy is not instituted to reverse this trend, the faces of minority teachers will disappear from the nation's classrooms.

Black, Hispanic, Asian-Pacific Islanders and Native American teachers are important role models to both minority and majority students growing up in an environment of diverse cultures and ethnicity. The American Council on Education (ACE) (1989) emphasized that the absence or lack of role models for minority students would result in educational deficits for the nation's youth. Such a deficit would threaten America's future prosperity and ability to compete when compared to other industrialized nations of the world.

The demand and supply of teachers is balanced if the number of available teaching position are equal to the number of teachers needed to fill these positions (Irvine, 1992). If, for any reason this balance is offset, then those most concerned with the education of our children are alarmed.

### Is There an Increased Demand for Minority Teachers?

Recent estimates from the National Center for Education Statistics (NCES) (1989) shows that the number of public school teachers has increased from 2.2 million in the fall of 1988 to 2.3



million in the fall of 1989. This represents a 1.9 percent increase in 1989, suggesting that the current demand for teachers at the national level is fairly stable.

Hecker (1986) and Feistritz (1986) share the view that no real teacher shortages are anticipated. They argue that the supply of teachers, like any other labor market, will equal demand.

Hecker contends that salary increases and the status of the profession will lure enough individuals to fill the projected aggregate demand for teachers between 1990 and 2000.

Contrary to this view, data collected by the National Education Association (NEA) (1986) indicated that 32,000 teaching vacancies exist in the 100 largest school districts, with 79 districts facing a real teacher shortage or the following year. The Carnegie Task Force on Teaching as a Profession estimates that between 1990 and 2000, 1.3 million new teachers will be needed. Earlier projections from NCES (1989) estimated that the annual demand for teachers will increase from 165,000 in 1990 to 215,000 in 2000. The pool of new teacher graduates available to meet this demand will shrink from 87 percent to less than 65 percent within the same period.

Disaggregating the NEA (1986) by race, minorities account for only 10.3 percent of the teaching force. In fact, the proportion of public school teachers who are minorities has decreased from 12.2 percent in 1985 to 10.5 percent in 1989 (NCES, 1989). Black children represent 16.2 percent of the students in public school, however, black teachers constitute only 6.9 percent of the teaching force. Hispanics represent 9.1 percent of the children in public school but only 1.9 percent of the teaching force.

Asian/Pacific Islanders represent 2.5 percent of the children in public school but only 0.9 percent of the teachers. American Indians/Alaskan Natives represent 0.9 percent of the children in public schools, but only 0.6 percent of the teachers. These numbers are startling once you consider that whites represent 71.2 percent of the children in the public school but 89.7 percent of the teachers (NEA, 1986).

The nation will need approximately 200,000 teachers each year to meet the NCES 1992 projections. Roth (1985) suggests that supply will not meet demand. Although the overall supply of teachers as a percentage of demand roughly balanced in 1990 at 102.8 percent, such percentages will decrease steadily through 1995 to 65.6 percent of demand. ACE (1989) reported similar data noting that degrees awarded in education between 1984-1985 and 1989-1990 academic years decreased by 26 percent for bachelors, 26 percent for masters and 10 percent for doctorates.

Although the number of teachers produced each year is gradually increasing, the reverse is the case with minority teachers. The percentage of first-year minority students enrolled in historically black colleges and universities who intended to major in education fell from 13.4 percent in 1985 to 8.7 percent in 1990 (Purnell and Hill, 1992).

## Are There Factors Contributing to Shortages of Minority Teachers?

The growing minority student enrollment in public schools has increased the demand for proportional minority teacher representation. Minority K-12 enrollment increases are largely due to the baby boomers of postwar era who are now having their own children, the high fertility rate of certain minority groups and to the continued influx of immigrants to the United States (Allen and Turner, 1988).

Over the past decade, interest in the teaching profession declined from 19.3 percent during the 1980s to 6.2 percent during the 1990s. Low teacher salaries that are not competitive with salaries of most other professions partially explain the decline. Although there is a recent reversal in this trend, lost ground in the number of teachers has not been fully regained. Excluding Hispanics, the number for other minority groups actually declined (Darling-Hammond, 1987).

An estimated 900,000 teachers retiring in the next decade (Watts, 1986) threatens to exacerbate teacher shortages unless aggressive efforts to attract, train and retain more teachers are made. A teacher attrition rate estimated between 6 to 8 percent annually due to resignation or migration to other professions further contributes to this shortage. Raised standards through increased testing have also adversely affected the supply of minority teachers. According to some reports the passing rates of minorities of these tests are significantly lower than those of their white counterparts (Wilson and Melendez, 1988).

This trend has increased the possibility that a student may complete 12 years of public education without coming into contact with a minority teacher, thus distorting social reality for the child (Witty, 1982), denying the child successful minority role models, and suggesting that teaching is off limits to minorities.

One of the factors contributing to the decrease in minority teachers is that academically talented minorities now have more career choices available to them than in the past. These choices may offer greater financial rewards and better working conditions (Darling-Hammond, 1987). Low salaries and low occupational prestige are major reasons for difficulties in recruiting for the teaching profession. Other factors include restrictive bureaucratic controls, inadequate administrative support, and lack of opportunities for advancement (Darling-Hammond, 1987). Moreover, salaries and working conditions are often least attractive in schools with predominantly minority enrollments, where minority teachers might be interested in working.

The collapse of the teacher job market in the 1970s may also be shrinking the talent pool now available. The previous lack of good job possibilities for teachers may be continuing to lead potential recruits away from the profession, for they still may believe that there is a surplus of teachers (Witty, 1982).

Of course, minorities cannot become teachers unless they graduate from college. But education enrollment rates of blacks and Hispanics, which had been increasing, are now declining. Fewer minority students are entering college because of (1) less available financial aid; (2) the lack of a perceived relationship between a college

degree and a good job; (3) inadequate high school counseling, which leaves students ill-prepared for entering and succeeding in college (Ramon, 1986). Recruitment efforts also influence access to higher education (Cooper, 1986).

Though black colleges historically have produced more than half of the nation's black teachers, their teacher training programs are being threatened. Many black schools and their education departments may lose their accreditation because they do not meet recent state mandates that a prescribed percentage of graduates pass competency tests. Since 1987, the number of new teachers produced by 45 predominantly black colleges has declined by 47 percent (The Holmes Group, 1990).

Public concern over the quality of education has led to increased emphasis on teacher competency testing, although such tests have not been shown to predict effective teaching. In states with competency testing, the failure rate for blacks and other minorities is two to ten times higher than that of whites (Allington and McGill, 1992). As minorities become aware of these statistics, they may reject a teaching career altogether, or at least reject states with competency testing.

The high rate of test failure for minorities reflects two critical conditions: a lack of interest in teaching by minority students who could easily pass the tests, and the general failure of education to teach students to read with comprehension, write clearly, and perform routine mathematical computations (Gifford, 1985). It is possible also that the standardized tests are biased against minorities and low income students (Mercer, 1983).

Ironically, the Brown vs. Board of Education decision in 1954 may have contributed to the declining participation of minorities in teaching. Ethridge (1979) and Smith (1984) note that the decision was followed by the loss of thousands of teaching jobs that would have gone to minorities under a segregated system, but which went to whites under the new integrated system.

Seniority and tenure provisions won by teacher unions have also contributed to the loss of teaching positions held by minorities. Those dismissed during periods of enrollment decline and fiscal restraint are usually those with least seniority, and frequently those most recently hired are minorities (Encarnation and Richards, 1984). Further, Gehrke and Sheffield (1985) show how the decision about whether to lay teachers off in an urban school district or to place them in another content area was resolved more frequently in favor of white males than women and minorities.

In the past, major government-supported programs such as compensatory education and bilingual education increased minority teacher employment. The recent federal and state movement toward incentive grants and tax incentives may serve to diminish the direct and positive effects of government aid on minority employment by limiting or eliminating programs in which there is a high concentration of minority teacher employment (Encarnation and Richards, 1984).

To increase the number of minority recruits to the teaching profession, state reform initiatives should address the effects of educational deprivation resulting from weak programs in elementary and secondary education which leave many minorities unprepared for a teaching career (Hackley, 1985; Hoover, 1984; Witty, 1982).

### Programs to Foster Development, Placement of Minority Teachers.

Martinez (1991) offered several strategies to enhance the recruitment of minorities:

1. Develop candidate pools. Teachers, counselors, and administrators in high schools, community colleges, technical schools, and universities can collaborate to identify pools of talented minority students to recruit for the teacher education professions.
2. Promote vocational education in the schools. Various strategies should be used to promote postsecondary education to vocational education students. One technique would be to have a vocational career day where university educators come to high schools and area vocational schools to discuss teacher education programs, college entrance requirements, financial aid, and so forth.
3. Establish scholarships for minority students. Financial aid is of great importance to minority students as many of them come from economically disadvantaged backgrounds and cannot pursue education without support.
4. Recruit at community colleges. Community colleges and technical institutes should make vocational education foundation courses available and have articulation agreements with universities that will facilitate student transfers.

5. Look for candidates in business and industry. A public service advertising campaign conducted by Recruiting New Teachers, Inc., Belmont, Massachusetts, successfully recruited potential teachers from a variety of areas, including some employed in business and industry (Harris, 1993). About half of the individuals who responded to the campaign (29 percent of the respondents were minorities) said they had been considering the profession for some time and were prompted by the predominantly television-oriented advertising campaign.

Other strategies for recruiting minority individuals into a teacher preparation course of study emerged from California State University at Fullerton's Teacher Track Project (Yopp et al, 1991). This project targeted instructional aides and high school students for recruitment. Its efforts were influenced by the results of a needs assessment survey that identified three factors considered to be roadblocks to obtaining a teaching credential: expense, need to quit job to attend classes, and uncertainty about where to get help in selecting appropriate coursework. Project activities offered in response to these needs, represent effective recruitment practices: "the use of role models, the establishment of mentoring relationships between university faculty and community college students, the establishment of peer groups, the availability of financial aid incentives, and the distribution of promotional materials which reflect diversity" (p.38). Support offered by the local school districts and the ongoing participation of university and community college faculty were mentioned as integral to the success of the project.



To enhance recruitment, Martinez (1991) suggests that minorities be included in all phases and at all levels of the recruitment process and that personal contact with students be emphasized:

- Vocational teachers could serve as mentors for their minority students.
- Colleges and universities can establish alternative vocational teacher, administrator, and counselor certification programs with flexible admissions policies for minorities with degrees who come to the education field from business and industry.
- School districts can pay for relocation expenses and housing assistance for minority vocational teachers, offer jobs to minority vocational student teachers, and encourage minority paraprofessionals and teachers to complete courses and obtain necessary certifications and degrees.
- Professional organizations can advance more minorities to organizational leadership positions and promote the idea of minorities in education.

Cooperative programs between university schools of teacher education and school districts are growing in importance nationwide (Diaz-Rico, 1993). At present, several programs show promising cooperation between universities and local schools in the preparation of increased numbers of minority teachers.

One such program is being conducted in Kentucky. In the Minority Teacher Recruitment Project, the school district has spearheaded the recruitment effort by committing a staff position primarily to minority recruitment, by reserving noncertified staff positions for prospective

teachers so they can work for the district while preparing to become teachers, and by making summer employment available to provide extra financial support for those staff members working of obtaining teaching credentials. In cooperation with a local university, the school district has provided student teacher placements and identified outstanding minority teachers in the district to serve as cooperating teachers. An overall climate of professional growth and enrichment within the district has encouraged a prestigious profile for the teaching profession as a whole.

Within this model, the role of the university is to assist minority students in planning their course of study, to offer courses at times which are compatible with family and job responsibilities, to design special summer programs for minority youth, to give students credit for work experience to fulfill practicum and field observation requirements, and to designate certain courses as transition classes for those students who are transferring from junior colleges or who have been away from the college environment for many years. In addition, the university plays a role in offering financial aid inducements in the form of loans, scholarships, and grants.

In addition to advising and modifying the course of study to encourage minority enrollment, the university has made a commitment to affirmative action hiring to increase the numbers of minority staff and faculty who are available to mentor future teachers. University faculty and staff members also encourage minority enrollment by participating in career fairs and by spending time in the schools collaborating on mutual projects and classroom research.

Teachers also play a crucial role in recruiting minority students into the profession. The quality of the daily interaction with students is a vital link to students' perception of a teaching career. In the Kentucky model, teachers formed a support group called "Friends of Education." Such local organizations have adopted individuals with scholarships and have also acted as catalysts to urge state and national teachers' organizations to endorse and promote recruitment activities.

For economic development and cultural diversity in the workplace, the Minnesota Department of Children, Families and Learning awarded a grant of \$47,080, to Winona State University, Winona Public Schools, and Rochester Public Schools to support the recruitment, preparation and retention of minority teachers for Minnesota public schools.

The grant was awarded under the Teachers of Color Program established by the Minnesota legislature. Under the leadership of Dr. Maudie Williams, a professor of education at Winona State University, and Sandra Means, an administrator with the Rochester School District, the goals of the program are to improve recruitment and training of minority students, to increase the number of minority teachers in Rochester and Winona schools, and to encourage minority students in grades 9-12 to become teachers.

The program, which ran during the 1995-96 and 1996-97 school years, represents an opportunity for Winona and Rochester Schools, in collaboration with Winona State University, to tap into the existing racial and ethnic paraprofessional teaching opportunities within the Winona and Rochester public schools.

Project coordinators Williams and Means describe the most important benefit from this program as the presence of diversity of all kinds in classrooms, providing an educational and social advantage for students and preparation for work in a multicultural, ethnic workplace.

Throughout the two-year program, 21 students of Cambodian, Native American, African-American and Vietnamese ethnicities will receive academic scholarships while enrolled at Winona State University, Rochester Community College and the University of Wisconsin-River Falls.

Many scholarships have conditions attached to them-requirements that must be met in order for the student to keep the money, such as a minimum GPA or a specific major. A new Florida scholarship fund will award \$4,000 to minority education students with a requirement that they stay in Florida and teach after graduation.

The Florida fund for Minority Teachers is a statewide program intended to increase the number of Florida public school teachers by 700 in the next two years by requiring recipients of the scholarship to teach in Florida for as many years as they receive money. For each year students don't teach, they must pay back the money at 8 percent interest.

Each college and university in the state that has a qualified education department will be allowed to pick 25 minority students to \$4,000 scholarship for up to three years. The program will target African-Americans, Asian-Pacific Islanders, Hispanics and Native Americans.

Students are not the only benefactors of this program. Every time students graduate from the program, the schools will receive \$2,000 each. For every male graduating from the program, each school will receive \$2,500. And for every graduate who is qualified to teach math or science, each school will receive \$2,500.

The extra \$500 for males and for science and math teachers is because of a shortage in these areas.

In order to qualify, students must have attended a community college for two years and plan to graduate from a four-year institution with a major in education.

Pitching his race initiative to the NAACP convention, President Clinton offered \$350 million in inner-city teacher incentives to demonstrate his resolve to do more than talk about racial healing. Clinton pledged to offer college scholarships to students who commit to teach in poor urban and rural school districts for at least three years.

The initiative also would provide funding for additional teacher training and preparation at the nation's best teaching schools. His proposal also calls for an emphasis on recruiting minority teachers for urban school districts.

President Clinton stressed the role education could play in bringing races closer. To the NAACP, Clinton said, "We really have not only an opportunity but an obligation to address and better resolve the vexing, perplexing, often painful issues surrounding our racial history and our future."

Clinton has called upon the NAACP to support higher education standards and hold students, teachers and parents accountable for making sure those standards are achieved.

### Cultural Bias and Life Experiences

An important argument in Douglas' typology is that each social environment leads to a logical consistent, yet distinctive, cultural bias which has profound influence on the way individuals perceive and embrace life experiences. Cultural bias can be defined as those social values, preferences, and assumptions about the world and life that are generated from and essential to a particular social environment (Douglas 1992, 1996).

In individualist environments, imposed rules or traditions do not constrain individuals' relationships and experiences. Roles and social distinctions among individuals are minimal and reward are competitive. There are few, in any, insider-outsider screens, and little value is placed on corporate survival (Harris, 1995). The cultural bias most commonly associated with this social environment is termed as "individualism" and is characterized by a high commitment to personal autonomy and individual negotiation. Individualism is further characterized by:

- 1) minimum loyalty to the larger group or institution and a preference for minimum structure,
- 2) risk in decision making is viewed in terms of potential for personal opportunity,
- 3) blaming other cultural groups, especially the structured corporatists, when individual freedoms are

constrained, 4) technology is viewed as a means for individual power, authority, and personal advancement, 5) a commitment to individual negotiation and competition for reward and status, and 6) an antipathy for apathy in that apathy implies consent to cultural constraints on autonomy.

Bureaucratic environments, in contrast, are constraining to individual choice. They are typically highly structured and classifying systems void of corporate loyalty. The cultural bias associated with this culture is termed "fatalism", characterized by: 1) minimum loyalty to cultural structure, 2) a passive avoidance of risk, 3) blaming fate for life's predicaments, 4) technology is viewed as a personal asset and means for individual control of personal time, property, and resources, 5) inability to either negotiate freely or join influential groups, and 6) an apathetic disposition to life.

In corporate environments, individual identification and behavior are corporately focused, and status is typically hierarchical with many role distinction and prescriptions. The cultural bias associated with this culture is "hierarchy", characterized by: 1) strong group loyalty and strong structure, 2) risk in decision-making is viewed in terms of management of safety and security, 3) blame is usually laid on weak definition of responsibilities and inadequate organization, 4) technology is viewed as a means for group power, authority and wealth, 5) a restraint of free negotiation for the sake of the whole, and 6) an antipathy for apathy because apathy can destroy the group.

In collectivist environments, position in society is competitive and rules for status definitions, placement, and choice are more stable than in weak-group cultures. Egalitarianism is the orientation of the collectivists. Egalitarianism is characterized by belief in equal political, economic, social, and civil rights for all. Other criteria include: 1) minimum structure coupled with strong group loyalty, 2) risks are viewed in terms of perceived dangers to equity, 3) blame is usually laid on outside system, 4) a distrust and lack of appreciation for technology, 5) free negotiation for the purpose of equal distribution, and 6) apathy is viewed as tantamount to consent to inequitable hierarchy.

Research has demonstrated that a need exists for an increase in the population of minority teachers. That need has been caused by many factors: 1) a decrease in the number of minorities enrolling in college, 2) a decrease in the number of minority students entering the field of education, 3) lower test scores, 4) minorities not staying in the field of education.

By using Douglas' theory of grid and group the minority teachers' culture can be examined and compared to white teachers' culture to determine whether or not race is a factor in explaining this shortage.

### Summary

According to Douglas (1982), culture is comprised of two distinct, but interacting dimensions: grid and group. The dimension of grid refers



to the degree to which individual autonomy is constrained by imposed formal prescriptions such as role expectation, rules, and procedures. In strong-grid environments, role and rule dominate social interactions and personal decision-making. In weak-grid environments, individuals have the freedom to define and structure life decisions. Strong-grid contexts constrain personal freedoms; weak-grid environments promote individual liberty.

The dimension of group represents the degree to which people in a social environment value collective relationships and are committed to a social ideology greater than themselves. In strong-grid societies, the survival of the culture and corporate ideals are more important than the survival of individual members. Further, long-standing and pervasive tradition reinforces group identity, and distinction between insiders and outsiders leads to a pattern of social relationships, characterized by incorporation and exclusion. In low-group environments, pressure for collective activities and relationships is weak, group survival is of little or no concern, and individual interests frequently supersede collective arrangements. In low-group environments, people negotiate their way through life on their own behalf, neither constrained by, nor reliant upon, a single group of others.

Both grid and group respectfully, have continuums of high (strong) and low (weak). High-grid social contexts are those in which role and rule dominate individual life choices; low-grid environments are characterized by individual autonomy, competition, and freedom in life choices.

Strong-group environments are characterized by strict insider/outsider requirements and inherent survival strategies; weak-group contexts value individual interests over collective arrangements. Grid and group are interactively present in any social context, and the simultaneous consideration of high or low strength in the grid and group dimensions generate four distinctive classifications: Individualist (low-grid, low-group), Bureaucratic (high-grid, low-group), Corporate (high-grid, high-group) and Collectivist (low-grid, high-group).

The concept of grid is divided into four basic cultural characteristics: insulation, autonomy, control and competition. Each characteristic is analyzed and compared with one another. The results of this comparison determine a culture's grid.

The concept of group is also divided into four basic cultural characteristics: survival, membership criteria, allegiance and perpetuation. Each characteristic is analyzed and compared with one another. The results of this comparison determine a culture's group.

When both grid and group are examined, the final results determine a culture's social environment according to the Douglas model.

### CHAPTER THREE: METHODOLOGY

Methods and procedures will be discussed in this chapter. The process by which the study was conducted will include explanations of data sources, data collection, data needs, data analyses, significance of the study, summary and reporting.

#### Data Sources

The population for this study included twelve teachers from Unified School District #259, Wichita, Kansas. This school district represents the largest teacher population in the state of Kansas. The largest teacher population in the state instructs the largest student population in the state of Kansas. The largest student population in the state represents the largest concentration of non-white and white students in Kansas. To service the needs of these students USD #259 employs the most non-white and white teachers in Kansas.

The group of twelve teachers included six men and six women. This gave the study an equal amount of representation according to gender.

The group of twelve teachers included six non-white teachers and six white teachers, regardless of gender. This gave the study an equal amount of representation according to race.

The group of twelve teachers included six secondary teachers and six elementary teachers, regardless of gender or race. This

gave the study an equal amount of representation according to building level.

### Data Collection

The teachers were interviewed at length using the qualitative research method of long interview. The same series of five questions were asked of each teacher. The questions were designed for the purpose of exploring the culture of teachers and the similarities and differences between the cultures of non-white and white teachers. They were designed for the purpose of disclosing any cultural categories that may exist within this social environment. Follow-up questions were developed at the conclusion of each interview.

Data collection took place during the summer of 1997. Each of the twelve teachers was interviewed in their classrooms at their respective school buildings. The interviews lasted approximately one hour in length. The follow-up sessions also lasted approximately one hour.

### Data Needs

For the purposes of this research data needs included two tape recorders. The primary tape recorder was used for recording each interview and the second tape recorder was kept at hand as a back-up in

case of a malfunction, either mechanical or human, in the primary recorder. Twelve blank tapes were used, one for each interviewee. Each tape was six-hours in recording length. This allowed ample recording space, with room for additional comments by the researcher at the end of each interview. This allowed the researcher to devote one full notebook to teacher person interviewed. This also allowed for each interview to be transcribed and notes to be written following each transcription. A transcriber was used to write each interview. The transcription was transferred to a computer and printed in the long interview form allowing for data analysis of each interview.

### Data Analysis

Data analysis begins with the researcher getting a sense of the problem or issue. Developing RAWs and a PERL on the problem at the university library begins this process. RAW refers to a research abstract worksheet. This tool is used to collect data and process that information into personal reviews of literature. PERL refers to personal reviews of literature.

The next step will be to create the interview. The interview has two basic rules: one, the aim of the interview is to understand the culture of those being interviewed, and two, "don't lead".

The third step of the process is to do an interview. Prepare a transcript and store the information.

Step four is to adjust the interview, or adjust the interview questions if necessary. At this point of the analysis it may be necessary to adjust the interview techniques.

Step five analyzed the interview transcript for the purpose of discovering any cultural themes or cultural categories that may exist. A list of these themes and some initial root diagrams was begun.

This process was done for each interview. As an interview was concluded, it was compared with each of the interviews that preceded it. Commonalities with the interviews were explored. Each theme/category scheme was carefully reviewed. New categories were created and old categories were consolidated.

After each person had been interviewed and categorized they were then compared to Douglas' Cultural Theory according to various categories.

### Significance of the Study

The significance of this study will lead to further research into the existing culture of non-white and white teachers. The culture of non-white teachers represents a largely untapped source of research. As the number of non-white students increases in our public schools, it becomes imperative to understand the possible existence of a culture that is the non-white teacher. Further research will gain insights on the

possible effects of this culture on recruitment and retention of non-white teachers.

### Summary

The purpose of this study has been to explore the culture of non-white and white teachers. It is hoped through the use of long interviews this researcher will discover cultural categories that exist within the social environment of the non-white teachers. It is further hoped that this research will be useful for further explorations into the culture of non-white teachers.

### Reporting

The remainder of this research will be devoted to the review of literature that exists concerning non-white and white teachers, analysis of the data that was collected from the interviews, and recommendations for further research.

CHAPTER FOUR: ANALYSIS OF INTERVIEW DATA BY GENDER,  
RACE AND BUILDING LEVEL

An analysis of the findings will be reported in this chapter. The methods and procedures used to disaggregate the information collected from the twelve interviews is explained. The data collected from interview questions is discussed in detail, as is the responses from each of the cultural categories.

Data collected from the interviewees was disaggregated by the following categories:

1. gender
  - a. female teachers
  - b. male teachers
  
2. race
  - a. white teachers
  - b. non-white teachers
  
3. building level
  - a. elementary teachers
  - b. secondary teachers
  
4. race and building level
  - a. white elementary teachers
  - b. non-white elementary teachers
  - c. white secondary teachers
  - d. non-white secondary teachers
  
5. gender and building level
  - a. elementary male teachers
  - b. elementary female teachers



- c. secondary male teachers
  - d. secondary female teachers
6. race, building level and gender
- a. white elementary male teachers
  - b. white elementary female teachers
  - c. non-white elementary male teachers
  - d. non-white elementary female teachers
  - e. white secondary male teachers
  - f. white secondary female teachers
  - g. non-white secondary male teachers
  - h. non-white secondary female teachers

The data collected was further divided into two categories: "likes" and "dislikes". Data collected from these categories was used to answer dissertation questions numbers two and three.

#### Order of Responses by Gender

Information collected by this group of six males and six females was divided into "likes" and "dislikes". The following information was gathered as to the order in which responses were given.

To the question "What aspects of the teaching profession do you like?", males listed their preferences as summer vacations. Mr. Cedar's response to the question was "My first inclination is to say summer vacation. Would that be too obvious?" Working with students, community role models, contact with students, working hours and straight days were other popular responses with males. At the end of the preference list answers such as the decision-making process, class size, teaching partners, researching the subject area and leadership were given.

To the same question females listed first summer vacations, working with students, straight days, teaching partners, contact with students and the curriculum. Mrs. Oak responded, "The best thing about teaching is the summer vacation." Answers given last were such things as researching the subject area, coaching, credibility, leadership, the decision-making process and serving as a role model.

To the question "What aspects of the teaching profession do you dislike?" males tended to list salary, fringe benefits, no resources, no money, special education, the curriculum and state mandates at the top of the order. As Mr. Cherry put it, "Obviously, salary. We don't get paid enough for the things we do." At the bottom of the order they listed class size, the decision-making process, no sense of respect, leadership, parents and poor teachers.

Females answering the same question listed salary, fringe benefits, no resources, no money, curriculum, state mandates, special education and low self-esteem as their top choices. Mrs. Ash said, "All these things that the state tells us we have to do. Get real!" At the bottom of their preferential order were leadership, little accomplishment, class size and the decision-making process.

#### Order of Responses by Race

Information collected by this group of six white and six non-white teachers was divided into "likes" and "dislikes". The following information was gathered as to the order in which responses were given.

To the question, "What aspects of the teaching profession do you like?", white teachers listed in order: summer vacation, straight days, contact with students, role models, working with students, curriculum and class size. Mrs. Ash answered for the majority of people in this group by saying, "Oh, that's easy. Summer vacation. Three months off to do whatever I want." In the middle tier of answers were such things as the decision-making process, researching their subject area, coaching and credibility. Last in the order of responses were contact with their own children, hours, teaching partners, leadership and a feeling of accomplishment.

To the same question, non-white teachers responded with summer vacations, straight days, contact with students, role models, working with students, curriculum and teaching partners. Mr. Birch responded by saying, "Summer vacation is the obvious answer, but beyond that I would have to say that the thing I like best about teaching is the kids. Without them I wouldn't have a job." In their middle range of answers was class size, coaching and credibility. Last on their list was researching their subject area, contact with their own children, leadership, hours and a feeling of accomplishment.

To the question, "What aspects of the teaching profession do you dislike?", white teachers listed salary, fringe benefits, no money, curriculum, low self-esteem, state mandates, parents and special education as their first responses. "I don't like low salaries and few benefits. There's not much we can do about that I guess. It seems like

everything comes down to money, and our district is broke", answered Mrs. Maple. Answers listed at the end included: no sense of respect, little accomplishment, class size, leadership, unions and the decision-making process.

To the same question, non-white teachers listed salary, fringe benefits, no resources, low self-esteem, curriculum and parents as their top choices. Mrs. Walnut says, "Are you kidding? Money, what else? Money for salaries, money for supplies, money for this, money for that. Money!" At the bottom of their order were little accomplishment, leadership, no sense of respect, the decision-making process, class size and unions.

#### Order of Responses by Building Level

Information gathered by this group of six elementary teachers and six secondary teachers was divided into "likes" and "dislikes". The following information was gathered as to the order in which responses were given.

To the question, "What aspects of the teaching profession do you like?", elementary teachers responded with summer vacation, the decision-making process, class size, straight days, working with students and the curriculum. "I already mentioned that summer vacation was the best benefit of being a teacher. I would have to say that a close second would be the opportunity to work with children" says Mrs. Oak.

Elementary teachers listed other items as less of a preference. Hours, contact with their own kids, feeling of accomplishment, teaching partners, role models were all answers given at the end of the list. Mrs. Pine says, "I enjoy being a role model for the students. If I can make it, so can they."

Secondary teachers listed in order of preference the following responses: summer vacation, straight days, contact with students, coaching, curriculum, leadership, working with students and researching their subject area. Several interesting answers came up in this group. Mr. Cedar says, "I'm a history teacher so I like being able to concentrate on just my subject area." Mr. Willow's comment was "It gives me an opportunity to coach and be with kids that are willing to work hard and sacrifice of themselves to achieve team success." At the bottom of their list of "likes" was class size, feeling of accomplishment, teaching partners, roles models and credibility.

To the question, "What aspects of the teaching profession do you dislike?" elementary teachers listed salary, no resources, state mandates, fringe benefits, no money, special education and low self-esteem. The following items were mentioned less frequently and near the bottom of the list: no sense of respect, little accomplishment, poor teachers, curriculum, the decision-making process and parents. Mrs. Walnut's answer of "poor teachers" was explained in the following manner. "I don't like working with others who don't share my enthusiasm for teaching," she said.

Secondary teachers listed at the top of "dislikes" the following: salary, no resources, state mandates, fringe benefits, no money, special education, parents and curriculum. Items mentioned, but near the end of the list included little accomplishment, no sense of respect, leadership and poor teachers. On the subject of no sense of respect, Mrs. Ash says that "I get the feeling that teachers do not receive the amount of respect they deserve."

#### Order of Responses by Race and Building Level

Information collected by this group was disaggregated between white elementary teachers and non-white elementary teachers. The following information was gathered as to the order in which responses were given.

To the question, "What aspects of the teaching profession do you like?" white elementary teachers responded with summer vacations, straight days, decision-making process, leadership, working with students, contact with students and curriculum. "Contact with the students is high on my list of 'likes'," says Mrs. Maple. Last to be mentioned on their list of "likes" was hours, feeling of accomplishment, teaching partners and role models.

Non-white elementary teachers listed as "likes" summer vacation, decision-making process, working with students, straight days, teaching partners and curriculum. Mrs. Pine says, "My teaching partners are very, very supportive. We work well as a team."

Listed at the bottom of the list were hours, contact with their own kids, feeling of accomplishment and class size.

To the question, "What aspects of the teaching profession do you dislike?" white elementary teachers answered with the following order:

salary, fringe benefits, no money, no resources, state mandates, low self-esteem, parents and curriculum. The response of "parents" led Mrs. Oak to say, "Too often we have to deal with parents who are not creating the nurturing environment that children need to succeed." Responses at the end of the list included no sense of respect, unions, little accomplishment, and poor teachers.

To the same question, non-white elementary teachers answered with the following order: salary, no resources, fringe benefits, state mandates, no money, low self-esteem and the decision-making process. At the end of the list of "dislikes" was special education, unions, class size, curriculum, and parents. "My classes are way too large. There's not enough time in the day to meet the needs of the students," says Mr. Fir.

#### Order of Responses by Race and Building Level

Information collected by this group was disaggregated between white secondary teachers and non-white secondary teachers. The following information was gathered as to the order in which responses were given.

To the question "What aspects of the teaching profession do you like?" white secondary teachers answered summer vacation, contact with students, research their subject area, straight days, leadership, curriculum and coaching. "I like being with kids, all kids, not just those in my class," says Mr. Cedar. Near the end of the order of "likes" were class size, feeling of accomplishment, hours, working with students, credibility and role models.

Non-white secondary teachers answered the same question with the following order: summer vacations, coaching, contact with students, role models, curriculum, straight days and working with students. Mr. Birch echoed the sentiments of some teachers when he said, "I've got a job that is Monday through Friday, very little late nights and few weekends." Near the end of their order of "likes" were class size, feeling of accomplishment, teaching partners, hours and research their subject area.

To the question "What aspects of the teaching profession do you dislike?" white secondary teachers answered: salary, no resources, fringe benefits, low esteem, no money, special education and parents. Mrs. Ash voiced the opinion of many respondents by saying, "Our salaries are way too low. The fringe benefits are not enough, and our union is too weak." Listed last in order were unions, state mandates, poor teachers. leadership and curriculum.

To the same question non-white secondary teachers answered: salary, no sense of respect, state mandates, fringe benefits, no money, special education and low self-esteem. Mr. Spruce said, "State



mandates limit our ability to perform our duties". Listed last in order were little accomplishment, unions, leadership, poor teachers, parents and curriculum.

#### Order of Responses by Gender and Building Level

Information collected from this group was disaggregated between elementary males, elementary females, secondary males and secondary females. The information was gathered as to the order in which responses were given.

Elementary males responded in this sequence: summer vacation, straight days, working with students, contact with students and hours. Mr. Cherry was quoted as saying, "Summer vacations. Boy, do I like my summers!" Mentioned last in order were decision-making, class size, curriculum and role models.

Elementary males did not like the following aspects of teaching: salary, fringe benefits, unions, low self-esteem, parents and poor teachers. Mr. Fir was not alone when he said, "Salary has got to be the number one disadvantage of teaching." Mentioned last in order were no resources, no money, special education and state mandates.

Elementary females mentioned as their "likes" the following: summer vacation, straight days, working with students, teaching partners and a feeling of accomplishment. Last on their list were items such as contact with their own kids, class size and curriculum.

"Since I'll have smaller classes this year, I'll be able to accomplish a lot," Mrs. Maple was quoted as saying.

Elementary females did not like the following aspects of their job: salary, fringe benefits, low self-esteem, parents, no resources and decision-making. Mrs. Pine says, "There's not enough insurance and other fringe benefits." At the end of their responses were special education, curriculum, parents and no money.

Secondary males answered "likes" in the following way: summer vacation, straight days, coaching, working with students and researching a subject area. Mr. Birch responded by saying, "I like teaching only one subject. I can really research it in detail." The list ended with class size, curriculum and hours.

Secondary males listed their "dislikes" as salary, fringe benefits, unions, low self-esteem, parents and poor teachers. Mr. Cedar and Mr. Willow both mentioned the same thing. Mr. Cedar says, "The really bad thing about teaching is that the salary is so low." Mr. Willow says, "The number one thing is a low salary with no fringe benefits." Mentioned less frequently were no sense of respect, special education and state mandates.

Secondary females listed their "likes" as being summer vacation, straight days, working with students, research subject area and a feeling of accomplishment. "I like the opportunity to work with the students," says Mrs. Ash. At the end of the list were contact with their own kids, leadership and curriculum.

They listed as their "dislikes" the following things: salary, fringe benefits, low self-esteem, parents and poor teachers. Mrs. Elm answered the question with a response of "poor teachers". She justified this position with this comment. "I don't like to receive students into my class that have not been prepared in the previous class," she said. Less mentioned, but still on the less were no resources, special education, leadership and state mandates.

#### Order of Responses by Race, Gender and Building Level

Information collected in this group was divided into "likes" and "dislikes". There were a total of eight groups: one white elementary male, one non-white elementary male, two white elementary females, two non-white elementary females, two white secondary males, two non-white secondary males, one white secondary female and one non-white secondary females. The information was gathered as to the order in which responses were given.

The group consisting of one white elementary male listed in order summer vacation, working with students and contact with students as his first choice of "likes". Work hours, serving as a role model and straight days were mentioned last in order. "It's an eight hour day, everyday," says Mr. Cherry.

Among the "dislikes" for this group were salary, low self-esteem, poor teachers, no resources and no money. Mr. Cherry explained, "Low self-esteem. I feel like I need to apologize for being a teacher." In the middle of this list were fringe benefits, parents, state mandates and special education. Mentioned last by this group were class size, curriculum and decision-making.

The group consisting of one non-white elementary male listed their "likes" in order of preference summer vacation, straight days, serving as a role model, hours and contact with students. Contact with students was explained by Mr. Fir when he said, "Being surrounded by kids is a genuine pleasure for me." Mentioned last were working with students, curriculum, class size and teaching partners.

The "dislikes" of this group were salary, fringe benefits, low self-esteem, the decision-making process and no resources. "The teacher's union has hindered our professional self-esteem," said Mr. Fir. Mentioned last were parents, poor teachers, special education, state mandates and no money.

The group of white elementary females consisted of two people. Their list of "likes" began with summer vacation, contact with their own kids, the decision-making process, contact with other children, straight days and the curriculum. Mrs. Maple interpreted the decision-making process as meaning the building administrator. This is what she said about her administrator. "The administrator at my school makes us feel like we're appreciated," she said. At the bottom of their list were teaching partners, role models and a feeling of accomplishment.

Their "dislikes" included their salary, special education, fringe benefits, state mandates and low self-esteem. Mrs. Oak had the same opinion as the other teachers when she said, "Salary is the biggest drawback to teaching." Mentioned in the middle range of their answers were things such as parents, curriculum, class-size, decision-making and no money. Last on the list of "dislikes" were poor teachers, little accomplishment and no resources.

The group of non-white elementary females listed their "likes" as summer vacation, straight days, working with students, teaching partners, feeling of accomplishment and contact with students. "Working with the kids is really important to me," responded Mrs. Pine. Mid-range answers included contact with their own kids, decision-making and class size. Last on their list was curriculum and role models.

Their "dislikes" included salary, no resources, state mandates, curriculum, no money, parents and fringe benefits. Mentioned last in order of preference were low self-esteem, poor teachers, special education, class size and decision-making. Mrs. Walnut answered, "We can work all day and it still seems like nothing gets done."

The group of white secondary males listed their "likes" as summer vacation, coaching, straight days, curriculum, working with students and credibility. As a sponsor of an extracurricular activity, Mr. Cedar said, "Coaching and sponsoring activities keep me going outside of the classroom." Mentioned last in order of preference were leadership, research subject area, contact with students, hours, feeling of accomplishment and class size.

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They listed as their "dislikes" salary, fringe benefits, low self-esteem, special education, no money and poor teachers. Like many other teachers, Mr. Willow said, "There is no money for the classrooms and no money for supplies." Mentioned last in order were leadership, state mandates, parents, poor teachers, no resources and curriculum.

The group of non-white secondary males listed their "likes" as summer vacation, straight days, curriculum, coaching, working with students, role models, credibility and leadership. Like so many other teachers, Mr. Birch said, "I have to admit that summer vacations are very important." Mentioned last were aspects such as researching their subject area, contact with students, hours, teaching partners, feeling of accomplishment and class size.

Their "dislikes" included salary, fringe benefits, parents, low self-esteem, no sense of respect, poor teachers and no resources. "There is no sense of self-respect for those of us that teach," said Mr. Spruce. No money, leadership, state mandates, curriculum, special education, unions and little accomplishment were listed last.

The group of white secondary females listed their "likes" as summer vacation, straight days, contact with students, credibility, feeling of accomplishment and class size. Mrs. Ash was of the few teachers who mentioned class size as a "like". She explained her response by saying, "My classes are small and manageable. Real teaching can take place." Their last preferences included researching subject areas, role models, coaching, working with students and teaching partners.

Their "dislikes" started with salary, low self-esteem, poor teachers, no sense of respect, fringe benefits, state mandates and special education. "The fringe benefits really need to get better," says Mrs. Ash. Their "dislikes" ended with leadership, parents, no money, no resources and the curriculum.

The group of non-white secondary females listed their "likes" as summer vacation, straight days, working with students, leadership and credibility. Mrs. Elm stated, "Working with the students of a daily basis is a big reward for me." In order given, the last responses were researching subject areas, role models, hours and straight days.

The group of non-white secondary females listed their "dislikes" as salary, fringe benefits, teachers' unions, state mandates, special education and leadership. Mrs. Elm said this on the subject of leadership: "An improvement in the leadership of this school would help a lot."

### Summary

Information gathered from the interviewed group was disaggregated into a number of different categories. Each category was examined to see if any clues could be found to answer questions about the cultural environment of white and non-white teachers.

The interviewed group disclosed a variety of responses to each question of the interview. It now becomes the researcher's responsibility to interpret those responses, assign each teacher to a quadrant of the Douglas model and analyze the group as a whole.



## CHAPTER FIVE: ANALYSIS OF DATA USING DOUGLAS' MODEL

### Douglas' Model compared to the Culture of the Interviewed Group

The interviewed group of twelve teachers when compared to Douglas' model showed some surprising results, and some not-so-surprising results. Many of the responses given to dissertation questions (see Appendix A) could have been predicted. Many of the responses given to dissertation questions could not have been predicted (see Appendix B through Appendix F). The following pages will compare the responses given by the interviewed group to the theoretical model developed by Douglas.

Each of the eight characteristics ( four determining grid and four determining group) of Douglas' model will be used to explore the culture of teachers used in this study.

### Interviewed Group and the Considerations of Grid

Grid refers to the degree to which individual choices are constrained by imposed formal prescriptions such as role expectation, rules and procedures.

Insulation has been defined as the space between members of a culture. The term insulation is used to make the distinction that members of a culture have the freedom to make choices that determine

their own future. Decisions freely made without interference from any prescribed rules or regulations set forth by society.

The interviewed group of teachers used in this study have the ability to make many of their own decisions. All of them made the decision to become teachers without interference from societal expectations. The position of a teacher is not heretical. It's a position that one must attain through years of dedication and training. To become a teacher one must make a conscious decision and follow through with a commitment to years of preparation. The professional teacher continues to grow throughout their career free from guidelines set forth by culture.

Many of the teachers interviewed in this study have the ability to conduct their classrooms independently of other teachers. They have the freedom to teach their classrooms to the best of their ability without the burden of prescribed methods of instruction. While there exists many methods of instruction, the teachers in this interviewed group have the freedom of choice as to which method of instruction suits their needs the best. Method of instruction is just one of the many decisions teachers have the ability to make within the guidelines or recommendations of their educational setting.

Autonomy is defined as the freedom to make these choices. All members of the interviewed group must cope with the demands made upon them by federal, state and local laws. These laws must be followed and are expected to be followed by everyone. The list of teacher "dislikes" (see Appendix C) includes the notion that many do

not like the idea of the restraints placed upon them by state mandates. To the teachers, state mandates limit their autonomy. It restricts their ability to make decisions that they deem important to their classrooms and to their personal lives. Other "dislikes" that limit teacher autonomy include: curriculum, leadership and special education.

Control is defined as "the rules of the game". Every culture has rules and regulations they must adhere to and follow. Every culture has traditions, beliefs, customs and social mores to perpetuate their very existence. The responsibility of control rests largely with the teachers themselves. Every teacher must follow and abide by the social constraints dictated to them by society. Should they choose not to adhere to society's demands as a teacher, their professional careers would be at risk. Within the culture of teachers there exists a high degree of individual choices. These choices must include the willingness to follow the "rules of the game"

Competition within a culture either exists or it does not exist. The existence of competition within members of a culture will help in the determination of its social environment. Competition does exist within the culture of teachers. Status is granted to many within the teaching profession. Rewards for attaining various levels of excellence exist within this culture. All teachers strive for excellence and thus expect to obtain the rewards and status for their achievements.

Salary schedules exist to reward teachers for years of service. The longer a teacher is employed, the greater the salary. This does not

mean that the longer a person teaches, the better he or she becomes. It is simply a reward for longevity. To reward a teacher for excellence, salary schedules include provisions that grant teachers more pay for advancement in the area of attaining advanced degrees. Advanced degrees in the field of education are looked upon as achieving levels of excellence. It also demonstrates a commitment to the profession and the willingness to achieve status.

The status and rewards of the teaching profession are incentives for individual negotiations by members of the teaching culture. Some members of the experimental group looked upon teaching as having low status. Some members of the interviewed group viewed teaching as having high status. All felt that low salaries were the major "dislike" of their culture. The important consideration to remember is that all have the ability to make the choice of becoming a teacher, staying a teacher or striving to reap what status and rewards are available.

#### Interviewed Group and the Considerations of Group

Group represents the degree to which people value collective relationships and are committed to a social unit larger than the individual.

Survival, a culture's determination of continue, is its most basic instinct. The very existence of the culture depends upon its willingness to survive and flourish. The culture of teachers strives

to survive. Their willingness to survive makes this culture not unlike any other. Most members of the interviewed group have demonstrated the desire for the survival of its group. While the reasons for survival may vary, most were willing to sacrifice for the good of the entire group.

The reasons for survival (see Appendix C) ranged from 1) working with children, 2) role models, 3) contact with students and 4) contact with own kids. These reasons for survival differ, but the main impetus is to continue in the teaching profession.

The membership criteria for belonging to a certain social environment varies from culture to culture. To belong to the culture of teachers, one must go through several steps before attaining membership. Graduation from an accredited college of education is the main requirement for all teachers. Each member of the interviewed group finished years of preparation in a school of education at the college or university of their choice. Each member of the interviewed group applied for and received a teaching certificate from the state of Kansas. Each member of the interviewed group was hired by and is currently employed by Unified School District #259 in the city of Wichita, Kansas. Some members of the interviewed group belong to the team of secondary teachers and some members of the interviewed group belong to the team of elementary teachers. All members of the interviewed group belong to the culture of teachers. The ability of

individuals to not only belong to a culture but also belong to one or more sub-cultures helps to determine their social environment.

Group allegiance is very significant in a group context. The group being more important than the individual is the hallmark of many cultures. Group allegiance with the interviewed group fluctuates between high and low. According to responses gathered from the interviewed group, some members of the group showed no willingness for group allegiance. They were not willing to contribute to the welfare of the group by joining teacher's unions, work with other teachers or even cooperate with administration in the affairs of the school. According to responses gathered from the interviewed group, some members of the group showed a high degree of willingness for group allegiance. They enjoyed working with other teachers, worked well with administration, looked forward to being with students and accepted additional responsibilities for advancing the welfare of the school.

Each group must have a life support system to perpetuate itself. Perpetuation of the group is paramount for a culture to exist. The group must pass on traditions, beliefs and customs to the next generation or it fails to exist as a culture.

Some members of the interviewed group were the children of teachers (see Appendix B). Their parents passed along all the values of their culture to their children. Passing the values and beliefs of a culture from generation to generation will perpetuate that culture.

Passing the values and beliefs of a culture does not necessarily have to be from parents to children. In the teaching profession, perpetuation of the culture may take the form of influence placed upon a student in the classroom who may decide to become a teacher, coach or administrator because of the influence one could make on his or her life.

### Placing the Interviewed Group into a Douglas Quadrant

In placing the interviewed group into a quadrant in the Douglas matrix, consideration was given to each of the four characteristics of grid and group according to Douglas (1982).

The interviewed group exhibited evidence of belonging to several of the four social environments. The interviewed group of twelve teachers gave responses that would fall into three of the four quadrants (see Table 2).

Two of the teachers exhibited characteristics that would place them into the bureaucratic quadrant. This quadrant has the high-grid, low group characteristics. Mr. Fir, a non-white elementary teacher, and Mrs. Walnut, a non-white elementary teacher, both gave responses that could place them into this quadrant.

Both teachers listed as their "likes" (see Appendix C) answers that indicate a high degree of grid. Items on the list included leadership, curriculum, and the decision-making process. Other items appeared on

their list of "likes" indicated a low degree of group. Answers such as salary, fringe benefits, no special education and state mandates indicate that these two teachers negotiate their careers on their own. There seemed to be no group loyalty. Mr. Fir said, "Teaching is fine, but you can't expect to support your family doing it."

The bureaucratic quadrant offers little individual autonomy. Cultural members have meaningful relationships and life-support networks outside of the group and little value is placed on group goals or survival.

Two of the teachers exhibited characteristics that would place them into the collectivist quadrant. This quadrant has the low-grid, high-group characteristics. Mrs. Pine, a non-white elementary teacher, and Mrs. Maple, a white elementary teacher, both gave responses that could place them into this quadrant.

Collectivist contexts have few social distinctions. Role status is competitive, yet because of the strong group influence, rules for status definitions and placement are more stable than in weak group societies. The perpetuation of corporate goals and group survival are highly valued.

Both women listed as "likes" (see Appendix C) responses such as teaching partners, contact with students, working with students and a feeling of accomplishment. These responses indicate a high degree of collective loyalty.

They also indicated in their "dislikes" (see Appendix C) responses that would indicate a low degree of grid: state mandates, leadership,



decision-making, etc. Mrs. Pine said it best when she said, "The teaching profession is all I know. It's all I ever wanted to do. I'd like to change some things, but I'd never consider doing anything else."

None of the interviewed teachers gave responses that would indicate that they could be placed into the corporate quadrant (high-grid, high-group) of Douglas' model. In the field of education, public schools would not fit into this area. Private schools and religious schools could be placed into this quadrant because characteristics of those types of schools are vastly different from those of a public school.

It is the opinion of this researcher that the majority of the interviewed teachers, eight to be exact, would be placed into the individualist quadrant (low-grid, low-group).

The responses indicate that the group of teachers interviewed during this research gave every indication that they would exist largely in an environment that is more decentralized than centralized. There exists evidence that this social environment is more fragmented than coordinated.

This particular social environment has, as a power base, a more decentralized power-authority. The teachers retain independent power and control of labor (staffing), finances (budget), and resources (curriculum).

The locus of decision making is reserved for or controlled by teachers, parents or community members. Several of the interviewed teachers gave as responses in the "dislike" category (see Appendix C) the aspect of decision-making. This indicated that there is

dissatisfaction with either the administration or some other level of authority higher than the teachers themselves. In an individualist social environment, decision-making is negotiated. In the schools of the interviewed teachers decision-making is a shared responsibility. There are teachers' groups, site councils and parent organizations. All have the ability to give input into the decisions that are made to run schools.

There exists a "leveled" chain of command in the organization. No where is this more evident than in the public school systems. From the school board on down through the superintendent, principal and teachers is the chain of command more pronounced. This chain of command has been in existence for decades, even centuries. Leadership as a "dislike" was listed by several of the teachers during their interviews. However, this researcher understood those responses to include only their immediate supervisor and not an indictment for the entire system.

Roles and status are achieved through competition rather than through hereditary means. Competition among teachers could include salary, coaching, class achievements and committee appointments. Years of service is the most common method used to increase salary. Attainment of advanced degrees is another. Assuming responsibility for extracurricular activities can be yet another way of increasing salary.

There is a weak, if not nonexistent, heritage of common beliefs, traditions, customs, etc. Ritual and symbol are manifested weakly.

Group membership criteria is weakly defined. It takes a college degree to become a teacher. Not everyone with the finances and perseverance could attain the position. Exclusion from this group is determined by the individual rather than from society.

Except in a few instances, survival or perpetuation of the group is of little or no importance. Several members of the interviewed group did strive to perpetuate the group. They stressed the importance of the teaching profession, but they fell short of actually practicing what they preached.

Group allegiance is nonexistent. No where was there concrete evidence of group allegiance. The "good of the whole" idea did not exist within the interviewed group.

The interviewed group of eight teachers placed into the individualist quadrant appeared to be blaming other cultural groups for many of the restrictions placed upon them. Any cultural group that placed restrictions upon the teachers was viewed as a threat to individual freedom. Examples of this appeared in the list of "dislikes" (see Appendix C): unions, leadership, decision-making, state mandated programs, special-education, class size and curriculum. The interviewed group, as a whole, have little or no say in any of the above areas directly concerned with their environment.

*Table 2. Placing the Interviewed Group into a Social Environment*

<p>BUREAUCRATIC (High grid-Low group)</p> <p>Mr. Fir Mrs. Walnut</p>	<p>CORPORATE (High grid-High group)</p> <p>(none)</p>
<p>INDIVIDUALIST (Low grid-Low group)</p> <p>Mrs. Ash Mr. Birch Mr. Cedar Mr. Cherry Mrs. Elm Mrs. Oak Mr. Spruce Mr. Willow</p>	<p>COLLECTIVIST (Low grid-High group)</p> <p>Mrs. Pine Mrs. Maple</p>

## Summary

The interviewed group of twelve teachers represented the diverse group of people belonging to the culture of public school teachers. Within the make-up of this group there could be found men and women, non-white and white teachers and elementary and secondary teachers. Each were asked to respond to the same series of questions concerning their environment at school. On the basis of their responses they were placed into one of the four social environments of Douglas' Model of Grid and Group.

No members of the interviewed group were found to exhibit characteristics placing them into the corporate quadrant (high-grid, high-group). Two members of the interviewed group were found to exhibit characteristics placing them into the bureaucratic quadrant (high-grid, low-group). Two members of the interviewed group were found to exhibit characteristics placing them into the collectivist quadrant (low-grid, high-group). The remaining eight members of the interviewed group were found to exhibit characteristics placing them into the individualist quadrant (low-grid, low-group).

## CHAPTER SIX: FINDINGS AND RECOMMENDATIONS

### Introduction

Based upon the responses from the twelve members of the interviewed group, this researcher will discuss make recommendations for additional research into the cultural bias and the retention of minority teachers.

These recommendations will answer the three dissertation questions raised in Chapter One of this research.

### Question One: What Cultural Categories Exist Within the Non-White Teachers' Culture?

The interviewed group consisted of six non-white teachers. Three members of the group were men, and three members of the group were women. Three of the teachers worked at the elementary level, and three of the teachers worked at the secondary level. This gave the researcher a base from which to draw information about the non-white teachers' culture

It was found that cultural categories existing within this culture varied from teacher to teacher. Two members of this group were placed into the bureaucratic quadrant because of responses to the interview questions. One member of this group was placed into the collectivist

quadrant because of responses to the same interview questions. The remaining three members of this group were placed into the individualist quadrant. None were placed into the corporate quadrant.

When categorized by gender, the non-white teachers were divided as follows: one non-white man was placed into the bureaucratic quadrant, one non-white woman was placed into the bureaucratic quadrant, one non-white woman was placed into the collectivist quadrant, two non-white men were placed into the individualist quadrant and one non-white woman was placed into the individualist quadrant.

When categorized by building level, the non-white teachers were divided as follows: two non-white elementary teachers were placed into the bureaucratic quadrant, one non-white elementary teacher was placed into the collectivist quadrant, three non-white elementary teachers were placed into the individualist quadrant.

### Question Two: What Cultural Categorizes Exist Within the White Teachers' Culture?

The interviewed group consisted of six white teachers. Three members of the group were men, and three members of the group were women. Three of the teachers worked at the elementary level, and three of the teachers worked at the secondary level. This gave the researcher a base from which to draw information about the white teachers' culture.

It was found that cultural categories existing within this culture varied from teacher to teacher. None of the interviewed group of white teachers was placed into the corporate or bureaucratic quadrant. One member of this group was placed into the collectivist quadrant. The remaining five members were placed into the individualist quadrant.

When categorized by gender, the white teachers were divided as follows: one white female teacher was placed into the collectivist quadrant, two white female teachers were placed into the individualist quadrant, and all three white male teachers were placed into the individualist quadrant. None were placed into the corporate or bureaucratic quadrants.

When categorized by building level, the white teachers were divided as follows: one white elementary teacher was placed into the collectivist quadrant, two white elementary teachers were placed into the individualist quadrant and three white secondary teachers were placed into the individualist quadrant. None were placed into the corporate or bureaucratic quadrants.

Question Three: To What Extent Does Douglas' Cultural Theory Model explain the differences, if any, between non-white and white teachers' cultural categories?

The differences between non-white teachers and white teachers were at a minimum. Both groups were analyzed according to their responses to the interview questions (see Appendix A). While some



minute differences appeared in some of the responses, they were not significantly different so as to draw any conclusions from them. The two groups were more homogenous based on their responses.

### Summary

Based on the results of the interview questions, race was not a factor in the cultural bias and retention of minority teachers. Also based on the results of the interviews, gender was not a factor in the cultural bias and retention of minority teachers. Responses to the interview questions simply did not disclose a noticeable answer to the questions raised about cultural bias and the retention of minority teachers.

The biggest difference between the two interviewed groups was that of building level. The differences between elementary teachers and secondary teachers provided the best insight into the cultural categories that existed among the twelve teachers interviewed.

It is, therefore, this researcher's desire to see additional research in the following areas.

First, could Douglas' model be applied to a larger population of people? With only twelve teachers interviewed, the sample is small. If the sample population were larger would it produce similar results? If the teachers were concentrated in a large metropolitan area would those results be similar?

Secondly, further research into the division of elementary and secondary teachers could explain the differences between those two groups. The differences exposed in this document might be better examined if research focused on just the building levels of teachers. One could go even further and research just one level of teachers. This would allow even additional research to begin studying the other level.

Thirdly, research into other arenas in which non-white and white adults interact on a daily basis could produce results measurable using Douglas' model. This research was done in the arena of public schools. Would research into local law enforcement agencies produce similar results? Would research into the political arena produce similar results?

Fourthly, research could be conducted by surveying teachers who are now retired, but spent the majority of their adult lives teaching in public schools. Surely their view of the culture of teachers needs to be explored.

Research into these areas could lead to a greater understanding of the question: Why aren't there more minority teachers in public schools?

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## APPENDIX A

## DISSERTATION QUESTIONS

1. What made you decide to become a teacher?
2. What aspects of the teaching profession do you like?
3. What aspects of the teaching profession do you dislike?
4. What changes would you recommend that could make schools a better place to work?
5. Would you recommend teaching as a career? Why?

## APPENDIX B

## RESPONSES TO DISSERTATION QUESTION NUMBER ONE

What made you decide to become a teacher?

## ORDER OF RESPONSES

## White Elementary Male

1. parents were teachers
2. interest in children
3. summer vacation

## White Elementary Females

1. interest in children
2. secondary income
3. spouse is a teacher

## White Secondary Males

1. summer vacation
2. support family
3. coaching career

## White Secondary Females

1. parents were teachers
2. interest in children
3. secondary income
4. spouse is a teacher

## Non-white Elementary Males

1. summer vacation
2. interest in children
3. support family

Non-white Elementary  
Female

1. parents were teachers
2. interest in children
3. secondary income

## Non-white Secondary Males

1. summer vacation
2. coaching career
3. role model
4. support family

Non-white Secondary  
Females

1. role model
2. summer vacation
3. secondary income

## APPENDIX C

## RESPONSES TO DISSERTATION QUESTIONS NUMBERS TWO AND THREE

What aspects of the teaching profession do you like?

What aspects of the teaching profession do you dislike?

## ORDER OF RESPONSES BY GENDER

## Males

## Likes

1. summer vacation
2. working with students
3. role models
4. straight days
5. contact with students
6. hours
7. curriculum
8. credibility
9. leadership
10. coaching
11. research subject area
12. teaching partners
13. class size
14. decision-making

## Dislikes

1. salary
2. fringe benefits
3. no resources
4. no money
5. special education
6. curriculum
7. state mandates
8. unions
9. low self-esteem
10. poor teachers
11. parents
12. leadership
13. no sense of respect
14. decision-making
15. class size

## Females

## Likes

1. summer vacation
2. working with students
3. straight days

## Dislikes

1. salary
2. fringe benefits
3. no resources

- |                               |                           |
|-------------------------------|---------------------------|
| 4. teaching partners          | 4. no money               |
| 5. contact with students      | 5. curriculum             |
| 6. curriculum                 | 6. state mandates         |
| 7. class size                 | 7. special education      |
| 8. role models                | 8. low self-esteem        |
| 9. feeling of accomplishment  | 9. parents                |
| 10. contact with own children | 10. poor teachers         |
| 11. decision-making           | 11. decision-making       |
| 12. leadership                | 12. class size            |
| 13. credibility               | 13. little accomplishment |
| 14. coaching                  | 14. leadership            |
| 15. research subject area     |                           |

#### ORDER OF RESPONSES BY RACE

##### Whites

##### Likes

1. summer vacation
2. straight days
3. contact with students
4. role models
5. working with students
6. curriculum
7. class size
8. decision-making
9. research subject area
10. coaching
11. credibility
12. feeling of accomplishment
13. leadership
14. teaching partners
15. hours
16. contact with own kids

##### Dislikes

1. salary
2. fringe benefits
3. no money
4. curriculum
5. low self-esteem
6. state mandates
7. parents
8. special education
9. poor teachers
10. no resources
11. decision-making
12. unions
13. leadership
14. class size
15. little accomplishment
16. no sense of respect

## Non-whites

## Likes

1. summer vacation
2. straight days
3. contact with students
4. role model
5. working with students
6. curriculum
7. teaching partners
8. class size
9. decision-making
10. coaching
11. credibility
12. feeling of accomplishment
13. hours
14. leadership
15. contact with own kids
16. research subject area

## Dislikes

1. salary
2. fringe benefits
3. no resources
4. no money
5. low self-esteem
6. curriculum
7. parents
8. special education
9. state mandates
10. poor teachers
11. unions
12. class size
13. decision-making
14. no sense of respect
15. leadership
16. little accomplishment

## ORDER OF RESPONSES BY BUILDING LEVEL

## Elementary

## Likes

1. summer vacation
2. decision-making
3. class size
4. straight days
5. working with students
6. curriculum
7. contact with students
8. role models
9. teaching partners
10. feeling of accomplishment
11. contact with own kids

## Dislikes

1. salary
2. no resources
3. state mandates
4. fringe benefits
5. no money
6. special education
7. low self-esteem
8. parents
9. decision-making
10. class size
11. curriculum

- |           |                           |
|-----------|---------------------------|
| 12. hours | 12. poor teachers         |
|           | 13. unions                |
|           | 14. little accomplishment |
|           | 15. no sense of respect   |

### Secondary

#### Likes

1. summer vacation
2. straight days
3. contact with students
4. coaching
5. curriculum
6. leadership
7. working with students
8. research subject area
9. credibility
10. role models
11. hours
12. teaching partners
13. feeling of accomplishment
14. class size

#### Dislikes

1. salary
2. no resources
3. state mandates
4. fringe benefits
5. no money
6. special education
7. parents
8. curriculum
9. poor teachers
10. leadership
11. unions
12. no sense of respect
13. little accomplishment

### ORDER OF RESPONSES BY RACE AND BUILDING LEVEL

#### White Elementary

#### Likes

1. summer vacation
2. straight days
3. decision-making
4. leadership
5. working with students
6. contact with students
7. curriculum
8. role models
9. teaching partners

#### Dislikes

1. salary
2. fringe benefits
3. no money
4. no resources
5. state mandates
6. low self-esteem
7. parents
8. curriculum
9. class size

- |                               |                           |
|-------------------------------|---------------------------|
| 10. contact with own kids     | 10. poor teachers         |
| 11. feeling of accomplishment | 11. special education     |
| 12. hours                     | 12. curriculum            |
|                               | 13. decision-making       |
|                               | 14. little accomplishment |
|                               | 15. unions                |
|                               | 16. no sense of respect   |

### Non-White Elementary

#### Likes

1. summer vacation
2. decision-making
3. working with students
4. straight days
5. teaching partners
6. curriculum
7. role models
8. contact with students
9. class size
10. feeling of accomplishment
11. contact with own kids
12. hours

#### Dislikes

1. salary
2. no resources
3. fringe benefits
4. state mandates
5. no money
6. low self-esteem
7. decision-making
8. poor teachers
9. parents
10. curriculum
11. class size
12. unions
13. special education

### White Secondary

#### Likes

1. summer vacation
2. contact with students
3. research subject area
4. straight days
5. leadership
6. curriculum
7. coaching
8. role models

#### Dislikes

1. salary
2. no resources
3. fringe benefits
4. low self-esteem
5. no money
6. special education
7. parents
8. curriculum



- |                               |                    |
|-------------------------------|--------------------|
| 9. credibility                | 9. leadership      |
| 10. working with students     | 10. poor teachers  |
| 11. hours                     | 11. state mandates |
| 12. feeling of accomplishment | 12. unions         |
| 13. class size                |                    |

### Non-White Secondary

#### Likes

1. summer vacation
2. coaching
3. contact with students
4. role models
5. curriculum
6. straight days
7. working with students
8. leadership
9. credibility
10. research subject area
11. hours
12. teaching partners
13. feeling of accomplishment
14. class size

#### Dislikes

1. salary
2. no sense of respect
3. state mandates
4. no resources
5. fringe benefits
6. no money
7. special education
8. low self-esteem
9. curriculum
10. parents
11. poor teachers
12. leadership
13. unions
14. little accomplishment

### ORDER OF RESPONSES BY GENDER AND BUILDING LEVEL

#### Elementary Males

#### Likes

1. summer vacation
2. straight days
3. working with students
4. contact with students
5. hours
6. decision-making
7. class size

#### Dislikes

1. salary
2. fringe benefits
3. unions
4. low self-esteem
5. parents
6. poor teachers
7. no resources

8. curriculum
9. role models

8. no money
9. special education
10. state mandates

### Elementary Females

#### Likes

1. summer vacation
2. straight days
3. working with students
4. teaching partners
5. feeling of accomplishment
6. contact with own kids
7. class size
8. curriculum

#### Dislikes

1. salary
2. fringe benefits
3. low self-esteem
4. parents
5. no resources
6. decision-making
7. special education
8. curriculum
9. parents
10. no money

### Secondary Males

#### Likes

1. summer vacation
2. straight days
3. coaching
4. working with students
5. research subject area
6. decision-making
7. class size
8. curriculum
9. hours

#### Dislikes

1. salary
2. fringe benefits
3. unions
4. low self-esteem
5. parents
6. poor teachers
7. no sense of respect
8. no money
9. special education
10. state mandates

### Secondary Females

#### Likes

1. summer vacation
2. straight days
3. working with students
4. research subject area
5. feeling of accomplishment
6. contact with own kids
7. leadership
8. curriculum

#### Dislikes

1. salary
2. fringe benefits
3. low self-esteem
4. parents
5. poor teachers
6. no resources
7. special education
8. leadership
9. state mandates

### ORDER OF RESPONSES BY RACE, GENDER AND BUILDING LEVEL

#### White Elementary Male

#### Likes

1. summer vacation
2. working with students
3. contact with students
4. hours
5. curriculum
6. role models
7. straight days
8. decision-making
9. class size

#### Dislikes

1. salary
2. low self-esteem
3. poor teachers
4. no resources
5. no money
6. fringe benefits
7. parents
8. special education
9. state mandates

#### Non-White Elementary Male

#### Likes

1. summer vacation
2. straight days
3. role models
4. hours
5. contact with students

#### Dislikes

1. salary
2. fringe benefits
3. low self-esteem
4. decision-making
5. no resources

- |                          |                      |
|--------------------------|----------------------|
| 6. working with students | 6. parents           |
| 7. curriculum            | 7. poor teachers     |
| 8. class size            | 8. special education |
| 9. teaching partners     | 9. state mandates    |

### White Elementary Females

#### Likes

1. summer vacation
2. contact with own kids
3. decision-making
4. contact with students
5. straight days
6. curriculum
7. class size
8. working with students
9. teaching partners
10. role models
11. feeling of accomplishment

#### Dislikes

1. salary
2. special education
3. fringe benefits
4. state mandates
5. low self-esteem
6. parents
7. curriculum
8. class size
9. decision-making
10. no money
11. poor teachers
12. little accomplishment
13. no resources

### Non-White Elementary Females

#### Likes

1. summer vacation
2. straight days
3. working with students
4. teaching partners
5. feeling of accomplishment
6. contact with students
7. contact with own kids
8. decision-making
9. class size
10. curriculum
11. role models

#### Dislikes

1. salary
2. no resources
3. state mandates
4. curriculum
5. no money
6. parents
7. fringe benefits
8. low self-esteem
9. poor teachers
10. special education
11. class size

## White Secondary Males

## Likes

1. summer vacation
2. coaching
3. straight days
4. curriculum
5. working with students
6. credibility
7. leadership
8. research subject area
9. contact with students
10. hours
11. feeling of accomplishment
12. class size

## Dislikes

1. salary
2. fringe benefits
3. low self-esteem
4. special education
5. no money
6. poor teachers
7. leadership
8. state mandates
9. parents
10. poor teachers
11. no resources
12. curriculum

## Non-White Secondary Males

## Likes

1. summer vacation
2. straight days
3. curriculum
4. coaching
5. working with students
6. role model
7. credibility
8. leadership
9. research subject area
10. contact with students
11. hours
12. teaching partners
13. feeling of accomplishment
14. class size

## Dislikes

1. salary
2. fringe benefits
3. parents
4. low self-esteem
5. no sense of respect
6. poor teachers
7. no resources
8. no money
9. leadership
10. state mandates
11. curriculum
12. special education
13. unions
14. little accomplishment

## White Secondary Female

## Likes

1. summer vacation
2. straight days
3. research subject area
4. class size
5. contact with students
6. coaching
7. credibility
8. leadership
9. role models
10. working with students
11. feeling of accomplishment

## Dislikes

1. salary
2. parents
3. no money
4. state mandates
5. fringe benefits
6. poor teachers
7. curriculum
8. special education
9. low self-esteem
10. no resources
11. leadership

## Non-White Secondary Females

## Likes

1. summer vacation
2. straight days
3. contact with students
4. credibility
5. feeling of accomplishment
6. class size
7. research subject area
8. role models
9. coaching
10. working with students
11. teaching partners

## Dislikes

1. salary
2. low self-esteem
3. poor teachers
4. no sense of respect
5. fringe benefits
6. state mandates
7. special education
8. parents
9. no money
10. no resources
11. curriculum

## APPENDIX D

## RESPONSES TO DISSERTATION QUESTION NUMBER FOUR

What changes would you recommend that could make schools a better place to work?

## ORDER OF RESPONSES

## White Elementary Male

1. more resources
2. more classrooms
3. parenting classes
4. increased personal safety

## White Elementary Females

1. more classrooms
2. stricter discipline
3. less extracurricular activities
4. no special education

## White Secondary Males

1. more resources
2. stricter discipline
3. smaller class size
4. no special education

## White Secondary Females

1. more money
2. stricter discipline
3. more classrooms
4. increased personal safety
5. less extracurricular activities

## Non-White Elementary Males

1. more resources
2. no special education
3. stricter discipline
4. more classrooms

## Non-White Elementary Females

1. more money
2. more resources
3. self-contained classes
4. parenting classes
5. increased personal safety

## Non-White Secondary Males

1. more resources
2. stricter discipline
3. increased personal safety
4. smaller class size

## Non-White Secondary Female

1. increased personal safety
2. more resources
3. stricter discipline
4. more money



## APPENDIX E

## RESPONSES TO DISSERTATION QUESTION NUMBER FIVE

Would you recommend teaching as a career? Why?

## RESPONSES

Teacher	Response	Why
Ms. Ash	Yes	"Despite everything, there is no greater source of self-gratification than teaching."
Mr. Birch	Yes	"I would recommend the teaching profession to anyone who loves working with children."
Mr. Cedar	Yes	"Summers are made for people like me, and only in teaching can you have the summer off."
Mr. Cherry	No	"If I had it to do all over again, I'd do something different."
Ms. Elm	Yes	"It's a good way to supplement the family income."
Mr. Fir	No	"You can't support your family on a teacher's income. I would recommend them getting a better paying job."
Ms. Maple	Yes	"I just love kids. Besides, I have the same schedule as my own children."

Ms. Oak	No	"Instead of knocking my brains out each day worrying about kids who don't care, I'd go into the business field and put my talents to better use."
Ms. Pine	Yes	"The teaching profession is all I know. It's all I ever wanted to do. I'd like to change some things, but I'd never consider doing anything else."
Mr. Spruce	Yes	"Sure, why not? It's been good to me and my family."
Ms. Walnut	Yes	"I like the hours, I like the days, and I sure like the summers."
Mr. Willow	Yes	"I love working with children. I think I can make a difference in their lives."

## APPENDIX F

## Frequency of Responses

## FREQUENCY OF RESPONSES DISAGGREGATED BY GENDER

Question One: What made you decide to become a teacher?

## Males

	Responses	1st	All	Not	Total
1.	parents were teachers	0	2	4	6
2.	interest in children	0	2	4	6
3.	summer vacation	3	3	0	6
4.	support family	1	2	3	6
5.	coaching	1	1	4	6
6.	role model	1	1	4	6
7.	secondary income	0	0	6	6
8.	spouse is a teacher	0	2	4	6

## Females

	Responses	1st	All	Not	Total
1.	parents were teachers	1	2	3	6
2.	interest in children	1	5	0	6
3.	summer vacation	1	5	0	6
4.	support family	1	5	0	6
5.	coaching	0	0	6	6
6.	role model	1	2	3	6
7.	secondary income	0	6	0	6
8.	spouse is a teacher	1	3	2	6

## Question Two: What aspects of the teaching profession do you like?

## Males

	Responses	1st	All	Not	Total
1.	summer vacation	6	0	0	6
2.	working with students	0	6	0	6
3.	role models	0	6	0	6
4.	straight days	0	6	0	6
5.	contact with students	0	6	0	6
6.	hours	0	6	0	6
7.	curriculum	0	6	0	6
8.	credibility	0	4	2	6
9.	leadership	0	4	2	6
10.	coaching	0	4	2	6
11.	research subject area	0	4	2	6
12.	teaching partners	0	1	5	6
13.	class size	0	2	4	6
14.	decision-making process	0	2	4	6
15.	contact with own kids	0	0	6	6

## Females

	Responses	1st	All	Not	Total
1.	summer vacation	6	0	0	6
2.	working with students	0	6	0	6
3.	role models	0	6	0	6
4.	straight days	0	6	0	6
5.	contact with students	0	4	2	6
6.	hours	0	0	6	6
7.	curriculum	0	6	0	6
8.	credibility	0	2	4	6
9.	leadership	0	2	4	6
10.	coaching	0	2	4	6
11.	research subject area	0	2	4	6
12.	teaching partners	0	6	0	6
13.	class size	0	6	0	6

14.	decision-making process	0	4	2	6
15.	contact with own kids	0	4	2	6

Question Three: What aspects of the teaching profession do you dislike?

#### Males

Responses	1st	All	Not	Total
1. salary	6	0	0	6
2. fringe benefits	0	6	0	6
3. unions	0	6	0	6
4. low self-esteem	0	6	0	6
5. parents	0	6	0	6
6. poor teachers	0	6	0	6
7. no resources	0	6	0	6
8. no money	0	6	0	6
9. curriculum	0	6	0	6
10. leadership	0	4	2	6
11. state mandates	0	6	0	6
12. special education	0	6	0	6
13. no sense of accomplishment	0	1	5	6
14. class size	0	2	4	6
15. no sense of respect	0	2	4	6

#### Females

Responses	1st	All	Not	Total
1. salary	6	0	0	6
2. fringe benefits	0	6	0	6
3. unions	0	0	6	6
4. low self-esteem	0	6	0	6
5. parents	0	6	0	6
6. poor teachers	0	6	0	6
7. no resources	0	6	0	6
8. no money	0	6	0	6
9. curriculum	0	6	0	6

10.	leadership	0	2	4	6
11.	state mandates	0	6	0	6
12.	special education	0	6	0	6
13.	no sense of accomplishment	0	3	3	6
14.	class size	0	4	2	6
15.	no sense of respect	0	1	5	6

Question Four: What changes would you recommend that could make schools a better place to work?

#### Males

Responses	1st	All	Not	Total
1. more resources	6	0	0	6
2. more classrooms	0	2	4	6
3. parenting classes	0	1	5	6
4. increased personal safety	0	3	3	6
5. stricter discipline	0	5	1	6
6. smaller class size	0	4	2	6
7. no special education	0	3	3	6
8. more money	0	0	6	6
9. fewer extracurriculars	0	0	6	6
10. self-contained classrooms	0	0	6	6

#### Females

Responses	1st	All	Not	Total
1. more resources	0	3	3	6
2. more classrooms	2	0	4	6
3. parenting classes	0	2	4	6
4. increased personal safety	1	3	2	6
5. stricter discipline	0	4	2	6
6. smaller class size	0	1	5	6
7. no special education	0	2	4	6
8. more money	3	1	2	6
9. fewer extracurriculars	0	3	3	6

10. self-contained classrooms      0      2      4      6

Question Five: Would you recommend teaching as a career?

Males

Responses	1st	All	Not	Total
1. yes	4	0	2	6
2. no	2	0	4	6

Females

1. yes	5	0	1	6
2. no	1	0	5	6

Why?

Males

Responses	1st	All	Not	Total
1. self-gratification	1	5	0	6
2. working with children	2	3	1	6
3. summer vacation	1	5	0	6
4. do something different	1	2	3	6
5. family income	1	5	0	6

Females

Responses	1st	All	Not	Total
1. self-gratification	2	4	0	6
2. working with children	1	4	1	6
3. summer vacation	1	5	0	6
4. do something different	1	1	4	6
5. family income	1	5	0	6

## FREQUENCY OF RESPONSES DISAGGREGATED BY RACE

Question One: What made you decide to become a teacher?

## Whites

	Responses	1st	All	Not	Total
1.	parents were teachers	3	0	3	6
2.	interest in children	2	3	2	6
3.	summer vacation	1	1	4	6
4.	support family	0	1	5	6
5.	coaching	0	1	5	6
6.	role model	0	0	6	6
7.	secondary income	0	4	2	6
8.	spouse is a teacher	0	4	2	6

## Non-whites

	Responses	1st	All	Not	Total
1.	parents were teachers	1	0	5	6
2.	interest in children	0	3	3	6
3.	summer vacation	4	1	1	6
4.	support family	0	4	2	6
5.	coaching	0	2	4	6
6.	role model	1	2	3	6
7.	secondary income	0	2	4	6
8.	spouse is a teacher	0	0	0	6

Question Two: What aspects of the teaching profession do you like?

## Whites

	Responses	1st	All	Not	Total
1.	summer vacation	6	0	0	6
2.	working with students	0	6	0	6
3.	role models	0	6	0	6
4.	straight days	0	6	0	6



5.	contact with students	0	6	0	6
6.	hours	0	3	3	6
7.	curriculum	0	6	0	6
8.	credibility	0	3	3	6
9.	leadership	0	3	3	6
10.	coaching	0	3	3	6
11.	research subject area	0	3	3	6
12.	teaching partners	0	3	3	6
13.	class size	0	4	2	6
14.	decision-making process	0	3	3	6
15.	contact with own kids	0	2	4	6

## Non-whites

	Responses	1st	All	Not	Total
1.	summer vacation	6	0	0	6
2.	working with students	0	6	0	6
3.	role models	0	6	0	6
4.	straight days	0	6	0	6
5.	contact with students	0	6	0	6
6.	hours	0	3	3	6
7.	curriculum	0	6	0	6
8.	credibility	0	3	3	6
9.	leadership	0	3	3	6
10.	coaching	0	3	3	6
11.	research subject area	0	3	3	6
12.	teaching partners	0	4	2	6
13.	class size	0	4	2	6
14.	decision-making process	0	3	3	6
15.	contact with own kids	0	2	4	6

Question Three: What aspects of the teaching profession do you dislike?

## Whites

Responses	1st	All	Not	Total
1. salary	6	0	0	6
2. fringe benefits	0	6	0	6
3. unions	0	3	3	6
4. low self-esteem	0	6	0	6
5. parents	0	6	0	6
6. poor teachers	0	6	0	6
7. no resources	0	6	0	6
8. no money	0	6	0	6
9. curriculum	0	6	0	6
10. leadership	0	3	3	6
11. state mandates	0	6	0	6
12. special education	0	6	0	6
13. no sense of accomplishment	0	3	3	6
14. class size	0	3	3	6
15. no sense of respect	0	0	6	6

## Non-Whites

Responses	1st	All	Not	Total
1. salary	6	0	0	6
2. fringe benefits	0	6	0	6
3. unions	0	3	3	6
4. low self-esteem	0	6	0	6
5. parents	0	6	0	6
6. poor teachers	0	6	0	6
7. no resources	0	6	0	6
8. no money	0	6	0	6
9. curriculum	0	6	0	6
10. leadership	0	3	3	6
11. state mandates	0	6	0	6
12. special education	0	6	0	6

13.	no sense of accomplishment	0	1	5	6
14.	class size	0	3	3	6
15.	no sense of respect	0	3	3	6

Question Four: What changes would you recommend that could make schools a better place to work?

#### Whites

Responses	1st	All	Not	Total
1. more resources	3	0	3	6
2. more classrooms	2	2	2	6
3. parenting classes	0	1	5	6
4. increased personal safety	0	2	4	6
5. stricter discipline	0	5	1	6
6. smaller class size	0	2	4	6
7. no special education	0	4	2	6
8. more money	1	0	5	6
9. fewer extracurriculars	0	3	3	6
10. self-contained classrooms	0	0	6	6

#### Non-Whites

Responses	1st	All	Not	Total
1. more resources	3	3	0	6
2. more classrooms	0	1	5	6
3. parenting classes	0	2	4	6
4. increased personal safety	1	4	1	6
5. stricter discipline	0	4	2	6
6. smaller class size	0	3	3	6
7. no special education	0	1	5	6
8. more money	2	1	3	6
9. fewer extracurriculars	0	0	6	6
10. self-contained classrooms	0	1	5	6

## Question Five: Would you recommend teaching as a career?

## Whites

	Responses	1st	All	Not	Total
1.	yes	4	0	2	6
2.	no	2	0	4	6

## Non-whites

	Responses	1st	All	Not	Total
1.	yes	5	0	1	6
2.	no	1	0	5	6

## Why?

## Whites

	Responses	1st	All	Not	Total
1.	self-gratification	1	4	1	6
2.	working with children	2	3	1	6
3.	summer vacation	1	5	0	6
4.	do something different	2	2	2	6
5.	family income	0	2	4	6

## Non-Whites

	Responses	1st	All	Not	Total
1.	self-gratification	2	4	0	6
2.	working with children	1	5	0	6
3.	summer vacation	1	5	0	6
4.	do something different	0	2	4	6
5.	family income	2	3	1	6

## FREQUENCY OF RESPONSES DISAGGREGATED BY BUILDING LEVEL

Question One: What made you decide to become a teacher?

## Elementary Teachers

Responses	1st	All	Not	Total
1. parents were teachers	2	0	4	6
2. interest in children	2	4	0	6
3. summer vacation	2	1	3	6
4. support family	0	2	4	6
5. coaching	0	0	6	6
6. role model	0	0	6	6
7. secondary income	0	2	4	6
8. spouse is a teacher	0	2	4	6

## Secondary Teachers

Responses	1st	All	Not	Total
1. parents were teachers	2	0	4	6
2. interest in children	0	2	4	6
3. summer vacation	2	1	3	6
4. support family	0	3	3	6
5. coaching	0	3	3	6
6. role model	0	3	3	6
7. secondary income	0	3	3	6
8. spouse is a teacher	0	2	4	6

Question Two: What aspects of the teaching profession do you like?

## Elementary Teachers

Responses	1st	All	Not	Total
1. summer vacation	6	0	0	6
2. working with students	0	6	0	6

3.	role models	0	6	0	6
4.	straight days	0	6	0	6
5.	contact with students	0	6	0	6
6.	hours	0	2	4	6
7.	curriculum	0	6	0	6
8.	credibility	0	0	6	6
9.	leadership	0	0	6	6
10.	coaching	0	0	6	6
11.	research subject area	0	0	6	6
12.	teaching partners	0	5	1	6
13.	class size	0	6	0	6
14.	decision-making	0	6	0	6
15.	contact with own kids	0	4	2	6

### Secondary Teachers

	Responses	1st	All	Not	Total
1.	summer vacation	6	0	0	6
2.	working with students	0	6	0	6
3.	role models	0	6	0	6
4.	straight days	0	6	0	6
5.	contact with students	0	6	0	6
6.	hours	0	4	2	6
7.	curriculum	0	6	0	6
8.	credibility	0	6	0	6
9.	leadership	0	6	0	6
10.	coaching	0	6	0	6
11.	research subject area	0	6	0	6
12.	teaching partners	0	2	4	6
13.	class size	0	2	4	6
14.	decision-making process	0	0	6	6
15.	contact with own kids	0	0	6	6

Question Three: What aspects of the teaching profession do you dislike?

#### Elementary Teachers

Responses	1st	All	Not	Total
1. salary	6	0	0	6
2. fringe benefits	0	6	0	6
3. unions	0	3	3	6
4. low self-esteem	0	6	0	6
5. parents	0	6	0	6
6. poor teachers	0	6	0	6
7. no resources	0	6	0	6
8. no money	0	6	0	6
9. curriculum	0	6	0	6
10. leadership	0	0	6	6
11. state mandates	0	6	0	6
12. special education	0	6	0	6
13. no sense of accomplishment	0	3	3	6
14. class size	0	6	0	6
15. no sense of respect	0	0	6	6

#### Secondary Teachers

Responses	1st	All	Not	Total
1. salary	6	0	0	6
2. fringe benefits	0	6	0	6
3. unions	0	3	3	6
4. low self-esteem	0	6	0	6
5. parents	0	6	0	6
6. poor teachers	0	6	0	6
7. no resources	0	6	0	6
8. no money	0	6	0	6
9. curriculum	0	6	0	6
10. leadership	0	6	0	6
11. state mandates	0	6	0	6
12. special education	0	6	0	6

13.	no sense of accomplishment	0	1	5	6
14.	class size	0	0	6	6
15.	no sense of respect	0	3	3	6

Question Four: What changes would you recommend that could make schools a better place to work?

#### Elementary Teachers

Responses	1st	All	Not	Total
1. more resources	2	2	2	6
2. more classrooms	2	2	2	6
3. parenting classes	0	3	3	6
4. increased personal safety	0	3	3	6
5. stricter discipline	0	3	3	6
6. smaller class size	0	0	6	6
7. no special education	0	3	3	6
8. more money	1	0	5	6
9. fewer extracurriculars	0	2	4	6
10. self-contained classrooms	0	2	4	6

#### Secondary Teachers

Responses	1st	All	Not	Total
1. more resources	4	2	0	6
2. more classrooms	0	1	5	6
3. parenting classes	0	0	6	6
4. increase personal safety	1	3	2	6
5. stricter discipline	0	6	0	6
6. smaller class size	0	5	1	6
7. no special education	0	2	4	6
8. more money	1	1	4	6
9. fewer extracurriculars	1	5	0	6
10. self-contained classrooms	0	0	6	6



Question Five: Would you recommend teaching as a career?

#### Elementary Teachers

	Responses	1st	All	Not	Total
1.	yes	3	0	3	6
2.	no	3	0	3	6

#### Secondary Teachers

	Responses	1st	All	Not	Total
1.	yes	6	0	0	6
2.	no	0	0	6	6

Why?

#### Elementary Teachers

	Responses	1st	All	Not	Total
1.	self-gratification	1	3	2	6
2.	working with children	1	4	1	6
3.	summer vacation	1	5	0	6
4.	do something different	2	3	1	6
5.	family income	1	3	2	6

#### Secondary Teachers

	Responses	1st	All	Not	Total
1.	self-gratification	2	2	2	6
2.	working with children	2	4	0	6
3.	summer vacation	1	5	0	6
4.	do something different	0	4	2	6
5.	family income	1	4	1	6

## APPENDIX G

## Responses categorized by Intrinsic or Extrinsic answers

## Answers to Question One

INTRINSIC		EXTRINSIC	
1.	parents' were teachers	1.	summer vacation
2.	interest in children	2.	support family
3.	spouse is a teacher	3.	secondary income
		4.	coaching career
		5.	role model

## Answers to Question Two

INTRINSIC		EXTRINSIC	
1.	working with students	1.	summer vacation
2.	teaching partners	2.	straight days
3.	research subject	3.	no weekends
4.	contact with students	4.	coaching career
5.	contact with own kids	5.	feeling of accomplishment
6.	decision-making process	6.	hours
7.	class size	7.	leadership
8.	curriculum	8.	credibility
		9.	role models

## Answers to Question Three

INTRINSIC	EXTRINSIC
1. poor teachers	1. salary
2. decision-making process	2. fringe benefits
3. class size	3. unions
4. curriculum	4. low self-esteem
	5. parents
	6. little accomplishment
	7. no sense of respect
	8. no resources
	9. no money
	10. hours
	11. leadership
	12. state mandates
	13. special education

## Answers to Question Four

INTRINSIC	EXTRINSIC
1. more classrooms	1. more resources
2. smaller classes	2. more money
3. stricter discipline	3. no special education
4. self-contained classrooms	4. increased personal safety
	5. fewer extracurriculars

## Answers to Question Five

INTRINSIC	EXTRINSIC
1. working with children	1. self-gratification
	2. summer vacation
	3. do something different
	4. family income

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
HUMAN SUBJECTS REVIEW

**Date:** 03-30-98

**IRB #:** ED-98-090

**Proposal Title:** RETENTION OF MINORITY TEACHERS

**Principal Investigator(s):** Martin Burlingame, John H. Purvis

**Reviewed and Processed as:** Exempt

**Approval Status Recommended by Reviewer(s):** Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.

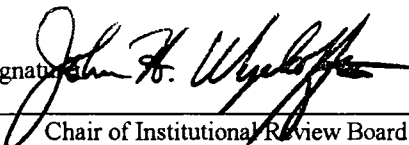
APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

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**Comments, Modifications/Conditions for Approval or Disapproval are as follows:**

Signature



Chair of Institutional Review Board

cc: John H. Purvis

Date: April 6, 1998

VITA

2

John H. Purvis

Candidate for the Degree

Doctor of Education

Thesis: AN ANALYSIS OF TEACHERS' REWARDS USING DOUGLAS'  
GRID AND GROUP

Major Field: Educational Administration

Biographical:

Personal Data: Born in Ottawa, Kansas, on August 26, 1949,  
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Education: Graduated from Baldwin High School, Baldwin City,  
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Manhattan, Kansas in December, 1971; received Master of  
Science degree in educational administration from Kansas  
State College of Pittsburg, Pittsburg, Kansas in 1975;  
received Educational Specialist degree in educational  
administration and supervision from The Wichita State  
University, Wichita, Kansas in 1986; completed the  
requirements for the Doctor of Education degree with a  
major in educational administration from Oklahoma State  
University, Stillwater, Oklahoma in May, 1998.

Experience: Raised in the rural community of Baldwin City,  
Kansas; employed as a teacher, coach and administrator  
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USD #506, Altamont, Kansas; spent twenty-two years in  
USD #357, Belle Plaine, Kansas; administrator at elementary  
school level, middle school level and high school level.  
Beginning 1998 school year as Assistant Superintendent of  
USD #379 in Clay Center, Kansas.