This dissertation has been
microfilmed exactly as received 67-16,490

SMALLING, Jesse Lee, 1920-
AN ANALYSIS OF THE TEACHER WELFARE PROGRAMS IN THE STATE OF OKLAHOMA AND THEIR EFFECTS UPON TEACHER EFFECTIVENESS.

The University of Oklahoma, Ed.D., 1967
Education, administration

University Microfilms, Inc., Ann Arbor, Michigan

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/2276

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN ANALYSIS OF THE TEACHER WELFARE PROGRAMS IN THE STATE OF OKLAHOMA AND THEIR EFFECTS UPON TEACHER EFFECTIVENESS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

BY

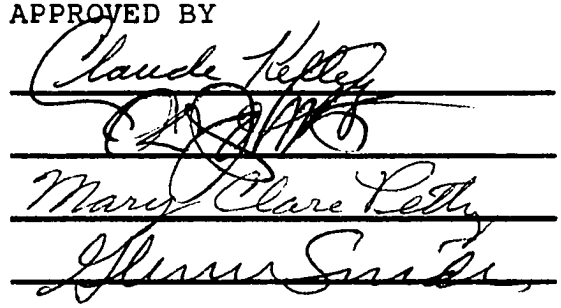
JESSE LEE SMALLING

Norman, Oklahoma

1967

AN ANALYSIS OF THE TEACHER WELFARE PROGRAMS IN THE STATE OF OKLAHOMA AND THEIR EFFECTS UPON TEACHER EFFECTIVENESS

APPROVED BY



DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to Dr. Claude Kelley, chairman of the doctoral committee and advisor, for his invaluable counsel; and to Dr. O. D. Johns, Dr. Mary Clare Petty, and Dr. Glen R. Snider, for serving on the doctoral committee and for reading and criticizing the manuscript.

The writer also wishes to express thanks to his wife, Doris, and to his sons, Brent and Terry, for inspiration and encouragement during the study.

TABLE OF CONTENTS

Page

LIST OF TABLES vi

Chapter

I. THE PROBLEM 1

Introduction
Statement of the Problem
Assumptions and Delimitations
Definition of Terms
Population and Sample Used
Method of Research
Analysis of Data
Organization of the Dissertation

II. REVIEW OF RELATED LITERATURE 13

III. TEACHER WELFARE PROGRAMS 25

IV. PRESENTATION OF THE DATA 33

Introduction
Sick Leave
Other Leave Programs
Credit Union
Teacher Retirement
Insurance Programs
Salaries
Teacher-Superintendent-School Board Relationships
Miscellaneous Fringe Benefits
Other Teacher Welfare Programs

V. ANALYSIS OF DATA 77

Introduction
Sick Leave
Other Leave Programs
Credit Union
Teacher Retirement

Chapter Page

V. (Continued)

Insurance Programs
Salaries
Teacher-Superintendent-School Board Relationships
Miscellaneous Fringe Benefits
Other Teacher Welfare Programs

VI. SUMMARY, CONCLUSIONS, RECOMMENDATIONS . . . 96

Introduction
Findings of the Study
Conclusions
Recommendations

BIBLIOGRAPHY 108

APPENDIX

A. LETTER MAILED TO SUPERINTENDENTS 114

B. QUESTIONNAIRE MAILED TO SUPERINTENDENTS . . 116

C. SCHOOL DISTRICTS TO WHICH QUESTIONNAIRES WERE SENT 123

D. SCHOOL DISTRICTS RETURNING QUESTIONNAIRES . 125

LIST OF TABLES

Table		Page
1.	School Districts Operating Both Elementary and Secondary Schools in Oklahoma According to the Number of Employed Certificated Employees	9
2.	Number and Per Cent of Practices in Effect .	41
3.	Small School Superintendents Ratings of the Value of Teacher Welfare Practices . . .	48
4.	Medium Sized School Superintendents Ratings of the Value of Teacher Welfare Practices	53
5.	Large School Superintendents Ratings of the Value of Teacher Welfare Practices . . .	58
6.	Weighted Responses of Superintendents Values of Teacher Welfare Practices	64
7.	Average Value of Superintendents Rating of the Value of Teacher Welfare Practices . .	69
8.	Comparison of the Ten Highest Weighted Totals of Groups B and C with Group A	74
9.	Comparison of the Ten Highest Weighted Totals of Groups A and C with Group B	75
10.	Comparison of the Ten Highest Weighted Totals of Groups A and B with Group C	76

AN ANALYSIS OF THE TEACHER WELFARE PROGRAMS IN THE STATE OF OKLAHOMA AND THEIR EFFECTS UPON TEACHER EFFECTIVENESS

CHAPTER I

THE PROBLEM

Introduction

The foundation of an exceptionally strong educational program in the schools is the teaching staff which has the unique role of directly influencing in some way the educational experiences of their students. These experiences will vary according to the ability of and the amount of work performed by the teachers. Since the experiences which mold individuals are unquestionably influenced by the processes of education, and since the educational opportunities of every individual who attends the public school are dependent upon the teachers, it is important that study be given to the teacher welfare programs offered in Oklahoma.

The concept of "conditions of work" helps to formulate the desired teacher welfare program while local conditions such as financial ability, administrator concern for the total program, and staff initiative are more generally

responsible for the individual school district policies and practices.

The "teacher welfare program" is broad, including many welfare practices, and affects not only every phase of the teaching process, but also affects the life of every child and the ultimate future of this country. The importance of these practices is then readily apparent. Evolution and growth of welfare programs not only are of paramount importance to the teaching profession but to the business and industrial professions as well. This is pointed out by the Commission on Staff Relations in School Administration, which states:

> The past fifty years have brought great changes in economic benefits for industrial employees. So-called fringe benefits, such as pensions, sick leave, vacations with pay, remuneration for overtime, bonuses, and profit-sharing plans, are becoming the rule rather than the exception.[1]

Even though there is variation in the growth of teacher welfare programs, some direction has been given to their growth, as French states:

> A number of specialists emerged in companies between 1880 and 1920 to assist with such matters as employment, welfare, rate-setting, safety, training, and health. These specialists were the forerunners of the modern personnel department, which is primarily a consolidation of such specialized personnel activities.[2]

---

[1]American Association of School Administrators, Staff Relations in School Administration (Washington, D. C.: National Education Association, 1955), p. 8.

[2]Wendell L. French, Personnel Management Process (Houghton Mifflin Company, Boston, 1964), p. 17.

From the many teacher welfare programs, teacher morale and incentive to excel probably are affected more by practices concerning salaries than any other factor. Argyle and others state:

> It may be concluded that differences produced by wage incentives, method study, and the use of automatic equipment are far greater than those caused by social factors.[1]

Educational processes have evolved in the United States from a period when the sole responsibility for education rested on the individual household, through community responsibility, then state, and now Federal involvement in the operation of schools.

From their beginning, public appraisal of schools has usually centered around the teacher or teachers. It is easily understandable that with improvements in staff there must be improvements in working conditions and monetary standards for teachers. With the development of trade unionism and collective bargaining in industry came many employee welfare programs. Strong organizations among the teachers have evolved even slower than unions in labor; therefore it is reasonable to believe that equity and balance among teacher welfare programs also have been slow.

Even though some phases of teacher welfare programs have existed since schools first began operation, no effort

---

[1]Michael Argyle, Godfrey Gardner, and Frank Cioffi, "Supervising Methods Related to Productivity, Absenteeism, and Labor Turnover" (Human Relations, XI:XXIV, 1958), p. 38.

has been made to standardize to any degree the extent of the existing practices nor to analyze the practices in an attempt to catagorize which are essential, desirable, or unnecessary.

Need for the Study

Public schools today are vastly different from those first established in this country. Changes have been slow and gradual, many coming as a result of the desires of the people. Efforts of educators in this country have contributed greatly to constant evaluation and improvement of the educational enterprise. Each succeeding generation has made adjustments in the educational programs in an attempt to meet the desired needs of their time, as seen by leaders and individuals in each specified period of time.

Realization of the importance of the teacher is evidenced by the improvements in teacher training programs, working conditions, and remuneration of teachers. The place of the teacher in society today is vastly different from what it was half a century ago. A great amount of variation is found in educational programs and teacher welfare practices. In Urban School Districts, this is indicated in a research study report by the National Education Association.[1]

---

[1]NEA, Research Division. "Personnel Administration in Urban School Districts, 1961-62" (Washington, D. C.: The Association, 1963), pp. 5-100.

Due to these wide variances the problem of personnel administration is of paramount importance. The quality of the educational program is directly related to teacher welfare practices, according to Chandler and Petty, who state that "the conditions under which teachers work, as well as the interpersonal relationships which prevail, affect the quantity and quality of educational service."[1]

The thinking that education is affected by conditions of work is strengthened by a publication of the Department of Classroom Teachers - a division of the National Education Association - which states "the working conditions under which the school staff labors either add to or detract from the educational opportunities of children and youth."[2]

Research is needed to analyze existing welfare programs. There is a need to identify desirable and feasible practices for maintenance of good teacher morale as well as economic and social satisfaction that will result in improved teacher effectiveness. Information obtained should be presented to the public, boards of education, administrators, and teachers to guide them in developing an improved program.

Teachers weigh the benefits offered by various school systems when looking for employment. Since teacher

---

[1]B. J. Chandler and Paul V. Petty, Personnel Management in School Administration (New York: World Book Company, 1955), p. 3.

[2]NEA, "Conditions of Work for Quality Teaching" (Washington, D. C.: The Association, 1959), p. 8.

welfare programs should be comparable in school districts of similar size in the state, and since the social and economic status of teachers has some effect upon their productivity in the classroom, a need for this study exists.

Statement of the Problem

The present study has ascertained the status of teacher welfare programs that exist in the public schools of the State of Oklahoma and how they relate to teacher effectiveness as viewed by superintendents of the schools. It also has examined existing practices and how they affect teacher morale and teacher tenure.

It is hoped that this study will be of value to local school administrators and boards of education responsible for the administration of schools and improvement of educational programs through improved teacher welfare. Also, state and local education associations should find this report helpful in planning their goals for the future.

Assumptions and Delimitations

The delimitations of this investigation were as follows:

(1) The study was limited to a sample drawn from school districts in Oklahoma operating both elementary and secondary schools in the school year 1965-1966.
(2) The districts were divided into three groups, according to the number of teachers employed.
(3) For the purpose of this study, analysis of existing teacher welfare programs was made in the following areas only:

(a) Sick leave
(b) Other leave programs
(c) Insurance programs
(d) Credit unions
(e) Teacher retirement
(f) Salaries
(g) Teacher-superintendent-school board relationships
(h) Miscellaneous fringe benefits
(i) Other teacher welfare programs

This investigation was based upon the following assumptions:

(1) That the superintendents of the sample schools were in the most logical position to complete the questionnaire.
(2) That the superintendents of the sample schools did assume the responsibility of completing the questionnaire as accurately as possible.

Definition of Terms

For the purpose of this study, significant terms used are defined as follows:

Schools---Public school districts operating elementary and secondary schools at public expense and with an elected board of education.

Teacher Welfare Programs---Those conditions under which a teacher accepts employment and teaches, commonly called working conditions.

Teacher Effectiveness---The extent to which a bona fide attempt is made by a teacher to exert maximum effort to excel in all phases of the job description of the position that he holds.

Teachers---Certificated personnel

Administrators---Those teachers employed as principals, superintendents, assistants to the superintendents, and other non-teaching personnel whose direct responsibility is to administer rules, regulations, laws, and board policies to operate the schools.

Personnel Administration---The employment, assignment, evaluation, and other personnel practices involving the teachers, administrators, and boards of education.

Personnel Practices---The actual personnel procedures followed by school administration and board of education.

Assignment---The duties and responsibilities designated to a particular teacher.

Retirement---A teacher leaving the services of a school permanently because of age.

Leave---A period of time that a teacher is absent from his assigned duties.

Insurance---A contract whereby a teacher is covered against loss from a specified peril or contingency.

Credit Union---An organization for teachers whereby they may either invest or borrow money.

Salaries---Monies paid teachers for services performed.

Professional Negotiations---Meetings between teacher and school board delegate or delegates for the purpose of resolving disagreements pertaining to teacher welfare policies and practices.

Fringe Benefits---Teacher benefits other than salary.

Teacher Tenure---The length of time a teacher has been teaching in his present school system.

Population and Sample Used

The study was conducted using 100 school districts in the State of Oklahoma offering an educational program in both the elementary and secondary levels as the sample. The names and addresses of the superintendents of the 100 school districts were obtained from the Oklahoma Educational Directory, 1965-1966.[1]

For purposes of this study the 519 school districts in the state operating both elementary and secondary schools were divided as shown in Table 1.

TABLE 1

SCHOOL DISTRICTS OPERATING BOTH ELEMENTARY AND SECONDARY SCHOOLS IN OKLAHOMA ACCORDING TO THE NUMBER OF CERTIFICATED EMPLOYEES

Group	Range of Teachers	Number of Districts	Per Cent of Total Districts	Number of Districts Used in Study
A	1-19	286	55	55
B	20-49	171	33	33
C	over 49	62	12	12
Total		519	100	100

To assure proper random sampling for this study, the school districts in each group were numbered consecutively

[1]Oklahoma Educational Directory, State Department of Education, Oklahoma City, 1965.

and numbers were drawn at random to determine the districts to be used in each group.

Method of Research

The survey method of research was used in the study. Using the questionnaire technique, information related to actual teacher welfare practices was obtained from the superintendents of schools from the selected districts. The questionnaire was a check-list type that covered existing aspects of teacher welfare, and opinions about those which should exist.

The questionnaire, a copy of which is found in Appendix B, was designed to gather data pertinent to the study. After a review of related literature concerning teacher welfare practices, and consulting with many school administrators, the areas of sick leave, other leave programs, insurance programs, credit unions, retirement, salaries, teacher-superintendent-school board relations, miscellaneous fringe benefits, and other teacher welfare programs were selected for the survey instrument. The final form was drafted using suggestions and criticisms from some of the faculty members of the College of Education, University of Oklahoma. Questionnaires were sent to 100 superintendents with 84, or 84 per cent, responding.

Each superintendent was requested to check those programs existing in his district and to place a value on

each practice listed, whether or not it existed in his school district, as to its effect on teacher effectiveness. Data listed in Tables 2 through 10 were analyzed to determine the extent and make a comparison of teacher welfare programs. From these conclusions were drawn and recommendations made.

Analysis of Data

The data obtained from the respondents to the survey were compiled into tables showing values and percentages and then used for study to make conclusions and recommendations. The data were presented in the same order that it appeared in the questionnaire.

Analysis of the data was made to discover:

(1) The teacher welfare programs now existing in the selected schools of the State of Oklahoma.
(2) A comparison of programs existing in the selected schools according to group size.
(3) The consistency among current practices of the three groups.
(4) The relationships of the value judgments of the superintendents of the sample schools concerning the effects of teacher welfare programs to teacher effectiveness.

Organization of the Remainder of the Dissertation

This study is divided into six chapters. Chapter I is devoted to the background and need for the study, the statement, assumptions and limitations of the problem, and the procedures used in the study. Chapter II includes a review of the related literature. Chapter III presents information pertaining to teacher welfare programs, the

relationship of welfare programs to teacher effectiveness, and the effects of the various practices upon the administration of schools. Chapter IV is devoted to the presentation of the data obtained from the respondents to the survey instrument. Chapter V is concerned with the analysis of data and appears in the same order as appears in the questionnaire. Chapter VI is a general summary of the study and gives conclusions and recommendations of the writer. Selected bibliography and appendices follow the chapters.

CHAPTER II

REVIEW OF RELATED LITERATURE

There has been much written in the various educational journals, books, commercial magazines, and newspapers concerning different phases of teacher welfare programs and practices, particularly during the past twenty years. From an extensive search for related research in this field, it was apparent that most writings were concerned with opinions relative to teacher welfare programs. It was apparent that salaries were predominately the most discussed practice. Most writers attached importance to teacher morale and in most cases indicated a relationship between the various welfare programs, morale, and the teaching process.

Invariably anyone writing about personnel management in education will cover some area of teacher welfare. Teacher effectiveness, as used in this study, is discussed by some educators and writers. More often writers are concerned with the relationship that exists between teacher welfare programs and those practices in effect in the areas of business and industry. An attempt has been made to group the literature in relation to the areas covered by the questionnaire.

Probably the most significant research in the area has been done by the National Education Association. This organization has conducted studies pertaining to teacher welfare practices for the years 1922-23,[1] 1927-28,[2] 1930-31,[3] 1940-41,[4] 1950-51,[5] and 1955-56.[6]

In November, 1961, the Research Division undertook the latest of this series of studies of personnel administration in local school districts using a two-part questionnaire and a national stratified sample of urban school districts of all sizes.

A summary of the findings of this report is given here.

Organization and Administration

(1) Responsibility for personnel administration was delegated to a personnel director other

---

[1]NEA, Salary Committee. "Teachers' Salaries and Salary Trends in 1923." Research Bulletin I, July, 1923.

[2]NEA, Research Division. "Practices Affecting Teacher Personnel." Research Bulletin VI, September, 1928.

[3]NEA, Research Division. "Administrative Practices Affecting Classroom Teachers." Research Bulletin X, January, 1932; March, 1932.

[4]NEA, Research Division. "Teacher Personnel Procedures: Selection and Appointment." Research Bulletin XX, March, 1942.

[5]NEA, Research Division. "Teacher Personnel Procedures, 1950-51: Employment Conditions in Service." Research Bulletin XXX, April, 1952.

[6]NEA, Research Division. "Teacher Personnel Practices, Urban School Districts, 1955-56." Special Memo., June, 1956.

than the superintendent of schools in only 11.9 percent of the districts. This practice was reported in over 87 percent of districts with a population of over 500,000.

(2) A formally adopted plan for grievance procedures was reported by 31 percent of the districts, with the large and small being about equal.

Recruitment and Selection

(1) 80.4 percent of the districts sent representatives to college campuses to recruit teachers.
(2) Written examinations were required by only 1.4 percent, but 69.6 percent of the largest districts required them.
(3) Applicants were interviewed by more than one person in 79.6 percent of the districts.

Employment Practices

(1) State requirements for certification were accepted by 87.6 percent.
(2) Rating members of the staff on the quality of their services was reported by 76 percent.
(3) The employment of either part-time or full-time teacher-aides was reported by 14.5 percent.

Compensation and Non-Salary Benefits

(1) In 55.9 percent the salary paid classroom teachers is paid throughout twelve months.
(2) Salary provisions for rewarding with extra pay those teachers judged to be superior in their classroom teaching continues to be rare.
(3) 52.8 percent required teachers to present evidence of continued professional growth.
(4) Short term leaves of absence with pay were sick leave, 87.6 percent; death in the family, 91.8 percent; and illness in the immediate family, 69.8 percent.
(5) The median number of days of sick leave was 10 days, allowed to accumulate to 60 days.
(6) Payroll deductions for a variety of purposes were reported by a number of districts.
(7) Credit union service was available in 52.7 percent.

(8) Compulsory retirement was set by local boards in 23.7 percent and by a retirement system in 57.4 percent.

Personnel Statistics

(1) Of the professional staff, 88 percent were classroom teachers.
(2) Of the other 12 percent, 9 percent were assigned to individual buildings and 3 percent to the central office.
(3) Among assignments to elementary schools, 85 percent were women.
(4) 17 percent of the teaching positions were filled by teachers who had been newly appointed during the preceding 12 months.[1]

In 1959, Deever studied personnel practices in selected school systems in a number of areas including: (1) personnel administration, (2) personnel policies, (3) staff assignment, (4) leaves of absence, (5) termination of services, and (6) teacher morale. In this study he attempted to determine the value of personnel policies and recommended written policies and a general improvement in personnel administration.

Deever concluded that (1) personnel practices in use in the Southwest Region are reasonably sound, (2) a number of schools do not have sufficient staff participation in the formulation and revision of policies, (3) personnel policies are inadequate, (4) most administrators are aware of sound principles in the assignment of teachers, (5) transfer of

---

[1]NEA, Research Division. "Personnel Administration in Urban School Districts, 1961-62." Research Report 1963-R13 (Washington, D. C.: The Association, December, 1963).

teachers within a system is based upon sound principles, (6) many schools have good procedures in the selection of administrative personnel, (7) sick leave policies are considered good in most cases, (8) leave for professional improvement is adequate, (9) dismissal practices need improving, (10) difficulties are experienced in establishing a policy for compulsory retirement, (11) conditions relative to teacher morale are misunderstood, (12) Oklahoma and Arkansas have weaker personnel practices, and (13) there is a gap between realized desired practices and those in operation.[1]

There is no evidence of research to establish a criteria for measuring teacher effectiveness but more agreement is being reached among educators and administrators relative to what good teaching is.

Biddle and Ellena point out that even though the amount of literature on teacher competence is overwhelming, few if any "facts" have been established concerning teacher effectiveness, no approved method of measuring competence has been accepted, and no methods of promoting teacher adequacy have been widely adopted.[2]

---

[1]Roy Merwin Deever, "An Analysis of Personnel Practices in Selected School Systems of the Southwest Region" (Ed. D. dissertation, University of Oklahoma, 1959).

[2]Bruce J. Biddle and William J. Ellena, Contemporary Research on Teacher Effectiveness (New York: Holt, Rinehart, and Winston, 1964).

Green studied the personnel policies in several areas including: (1) organization for personnel administration, (2) qualifications for employment, (3) selection and orientation of personnel, (4) in-service education, (5) leaves, (6) salaries, and (7) termination of service. From his study, Green concluded that all practices involving personnel should be based upon written policies.[1]

Elsbree and Reutter recognized that certain personnel policies were conducive to high productive effort, i.e., to better classroom effort. They stated that administrators and boards of education have a great responsibility and opportunity to select persons with superior qualifications to fill vacancies and to adopt the necessary written policies.[2]

Chandler stated that the economic status of a group or of an individual is determined by a number of factors such as salaries, cost of living, the relation of one's salary to other salaries, and fringe benefits received. He pointed out that (1) salaries have gradually increased, (2) gains in average salaries of teachers have exceeded increases in the cost of living each year since 1951, (3) the

---

[1]John Albert Green, "The Policies and Practices of Personnel Administration in the Public School Systems of Cities between 10,000 and 30,000 Population" (Ed. D. dissertation, University of Colorado, 1953).

[2]Willard S. Elsbree and E. Edmund Reutter, Jr., Staff Personnel in the Public Schools (New York: Prentice Hall, Inc., 1954).

relationship between teachers' salaries and of all wage earners has remained fairly constant, (4) most states have adopted minimum salary schedules, and (5) salaries for beginning teachers have increased more than average salaries.

Chandler also indicates that status is important to teachers, and the trend has been toward more respect and greater appreciation for teachers individually and for the profession as a whole. He states that as conditions continue to improve, more people will be attracted to the profession.[1]

Brembeck concludes that boards of education and citizens are more apt to support increased salaries and benefits for teachers if they feel the children of the community are being taught well. He states that teachers' welfare begins in the classroom - that teachers who teach well are devoted to their work and will inspire and advance the welfare of teachers. He feels that teacher tenure is a device for giving security to competent teachers.[2]

Burrup states that it is doubtful that any other problem in education has received more publicity in the last few years than has the problem of teachers' salaries and other rewards for teaching. He further states that to

---

[1]B. J. Chandler, Education and the Teacher (New York: Dodd, Mead, and Co., 1961).

[2]Cole S. Brembeck, The Discovery of Teaching (Englewood Cliffs, N. J.,: Prentice-Hall, Inc., 1962).

improve the rewards for teaching, teachers' salary schedules, merit rating, retirement, leave benefits, tenure, credit union, other economic benefits, and intangible benefits should be considered.[1]

According to a study by the National Education Association the number of schools with sick leave policies has constantly increased. In 1927 only 57 percent had a sick leave and 7 percent was accumulative, while by 1950 these figures had increased to 95 percent and 84 percent.[2]

A study by Almack and Lang shows that problems concerning teacher welfare practices have not changed considerably in the past forty years. They found that conditions were unsatisfactory and that tenure, load, preparation, salaries, and administration were closely related to the efficiency of a school and to the welfare of the teacher.[3]

Chandler and Petty agree with many others that the welfare of the teacher and the school system show a remarkedly close relationship. They conclude that whatever works for the teachers' benefit will usually produce a corresponding benefit for the school system, and vice versa.[4]

---

[1]Percy E. Burrup, The Teacher and the Public School System (New York: Harper and Brothers, 1960).

[2]NEA, "Growth of Sick Leave Plans in Urban School Systems, 1927-1951" (Washington, D. C.: The Association, March, 1956).

[3]John C. Almack and Albert R. Lang, Problems of the Teaching Profession (Boston: Houghton Mifflin Co., 1925).

[4]Chandler and Petty, op. cit.

There is more prestige in teaching than in many other occupations which pay more than teaching, according to Lieberman. He feels that teacher welfare must be an integral part of any careful study of teaching as a profession.[1]

Fringe benefits of white-collar workers averaged more than 25 percent of their salaries and firms with more than 1,000 white and blue-collar workers tended to spend more for benefits as a general rule, according to the periodical The Office.[2]

Sowers and Boyer state that fringe benefits play a big role in the morale, attitude, and performance of school employees. Schools, facing increasing competition for talented personnel from industry and business, are waking up to the important contributions fringe benefits make in attracting and keeping the people they need. They pointed out that a study conducted in the Philadelphia area supported these conclusions.[3]

The NEA points out that fringe benefits are no substitute for adequate professional salaries, but that school districts could better their chances of recruiting and

---

[1]Myron Lieberman, Education is a Profession (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956).

[2]"Fringe Benefits Paid to White-Collar Employees," The Office (Stamford, Conn.: Office Publications, Inc., May, 1966).

[3]Luther B. Sowers and Randall R. Boyer, "Make Your Fringe Benefits better Than Other Districts," The Nation's Schools (December, 1962).

holding personnel and at the same time give staff morale a boost by incorporating some suitable fringe benefits into their compensation plans.

It is also pointed out that substantial educational gains should be brought about by funds spent to provide personnel with fringe benefits comparable to those generally received by their counterparts in government and industry.[1]

Moore and Walters state that there are many attractions in educational work which make it a desirable career in general. The surroundings in which one works are definitely superior. Colleagues are generally congenial. Social position is respectable. Teachers can have the feeling of doing something worthwhile.

They further say that in spite of these and other intangible rewards of teaching, there never has been, nor is there now, an adequate supply of good teachers. These satisfactions and rewards are important but they do not buy bread and butter, pay the landlord, nor clothe the family.

A teacher or any other employee cannot be happy and effective if he is working under conditions which cause worry or anxiety. To secure better teachers and retain them in the profession, to give maximum security and satisfaction, to promote improvement of the work of the individual, care-

---

[1]"Fringe Benefits For Teachers," NEA Journal (Washington, D. C.: November, 1963).

ful attention to the policies and practices relating to employment conditions, which are of so much concern to the teachers themselves, must be given. Among these are those which relate to work loads, retirement, leaves of absence, health, and insurance.

They also state there is no conclusive evidence regarding the effect of any leave practice upon the effectiveness of the teachers concerned. Teachers testify they feel more effective after leaves of absence for professional improvement; supervisors make the same judgments.[1]

Haimann defines morale as a state of mind and emotions, affecting the attitude and willingness to work, which in turn affects individual and organizational objectives.[2]

Parker brings out the point that experts in the human-relations field have said over and over again that the best way to get people to do what you want them to do is to make them want to do it. All the research and analysis made of people, their wants, likes, and dislikes can be boiled down to one fundamental concept - make people feel important. People have the feeling they want to be somebody.[3]

---

[1]Harold E. Moore and Newell B. Walters, Personnel Administration in Education (New York: Harper and Brothers, 1955).

[2]Theo Haimann, Professional Management (Boston: Houghton Mifflin Co., 1962).

[3]Paul P. Parker, Tact and Skill in Handling People (New York: Frederick Fell, Inc., 1959).

The National Citizens Commission for the Public Schools states that moves are underway to increase teachers' effectiveness. Some methods are the use of teacher aides, television, reducing pupil-teacher ratio, making teaching more attractive by increased salaries, merit incentive pay, tenure, retirement, supervision, voice in decisions, and status in community.[1]

The Canadian Administrator states that most school administrators are convinced that the teacher is the crucial factor in determining the quality of any educational program. It also points out that it has been argued that the ability to distinguish between good and bad teaching is the unique qualification of the professional administrator in education, and it is his expertness in the appraisal of the teaching act that sets the school administrator apart from administrators of other organizations in our society; to a considerable extent it is involvement in teacher evaluation that gives educational administration its distinct character.[2]

---

[1] "How Can We Get Enough Good Teachers," National Citizens Commission for the Public Schools (New York: October, 1955).

[2] Walter H. Worth, "Can Administrators Rate Teachers," The Canadian Administrator (Edmonton, Canada: University of Alberta, I:I, October, 1961).

CHAPTER III

TEACHER WELFARE PROGRAMS

As complex as the educational process has become, it would contribute to the success of the program if the school administrators would carefully explain all personnel practices followed in their respective districts to all teachers and especially to the new staff members. The administration of personnel policies has grown in complexity as school systems have grown. This is due primarily to size and numbers involved but is also influenced by intensified pressures on administrators and boards of education to meet the challenges from industry and business to secure and keep outstanding people in education. To do this, those welfare practices that industry and business have found to increase effectiveness among employees are being demanded by those in the teaching profession.

The primary purpose of educational administration is to expedite desirable learning. The teacher, therefore, should be the center of the educational enterprise and everything else should be contributory. The teacher with his pupils is the focal point of educational administration.

If learning is centered around the teacher, then it is understandable to desire teacher conditions which will place him in a position most conducive for teaching. If factors affecting teaching help determine the extent and amount of teaching, or, the effectiveness of teaching, then these factors become so important in the educational process that boards of education and administrators cannot afford to overlook them.

Before a teacher accepts employment in a school he should investigate the welfare programs and determine if they promote maximum teacher effectiveness. Such things as teaching assignment, duties outside of teaching and other areas such as leaves of absence, credit union, retirement programs, insurance programs available, salaries, housing, tenure, and the extent to which there are written policies available should be fully understood. Orientation for new teachers before school starts and in-service education for all teachers during the school year are areas that should be considered also.

Collective action, professional negotiations, sanctions, teacher militancy, and strikes are terms that have only recently become widely associated with the educational profession. It probably would be accurate to point out these have evolved due to conditions that have existed in the teaching profession as compared to working conditions in other professions.

An article in the Twenty-second Yearbook of the American Association of School Administrators stressed that teachers should organize to improve conditions.

> Effective organization of teachers is essential for united action and prestige in the advancement of education as well as for personal inspiration and growth. There are great opportunities for statesmanship open to members of a united profession. Teachers have been laggard in their recognition of this relationship and in perfecting their knowledge of the political statutory, and administrative factors which set the conditions under which they work. If teachers are wise they will for the sake of the profession and efficiency of their work with children, inform themselves about these conditions so that they may strengthen the hands of those who are working for the best welfare of teachers, and if need be, protest action which stands in the way of effective progress in education.[1]

The educational enterprise is enormous. If improvements can be accomplished in teaching through consideration of teacher welfare programs, incentive systems that promote a desire to improve, or any other means, it should be imperative to move fast in these directions.

Concerning the measurement of teacher effectiveness, Brain made the following statement:

> Findings to date about teacher effectiveness are inconclusive and incomplete. Because we have not reached the time when empirical measurement of teacher effectiveness is possible, the problem of how to determine such effectiveness is a persistent one. It demands our attention. More is at stake here then meets the human eye.

---

[1] "Morale of Teachers," Morale for a Free World, Twenty-second Yearbook, American Association of School Administrators (Washington, D.C., 1944), p. 249.

> What troubles us is the fact that thus far we have been unable to agree either on the meaning of teacher effectiveness or on the means to evaluate it.[1]

It becomes more and more apparent that few writers agree. This is easy to comprehend when the basis for their writings are examined using the criteria of acceptable research as a guide.

Cronbach, a leading spokesman for education research and a critic of the new governmental emphasis on development and dissemination without the prior research, states:

> The improvement of education rests first of all on a commitment to the belief that the life of every individual and every nation, and society as a whole, can be lifted to a higher plane of significance through cultivation of the intellect. But improvement will be slight if educational efforts are illuminated by goodheartedness alone. It is a cruel hoax to hail an unsubstantiated method as a cure for an educational deficiency; to adopt it is only to delay the search for underlying causes and for treatments matched to these causes. Intellect begins to play some role in our educational decisions when we test the claims of each new method by assessing its effects in pilot schools. But the intellect takes up its proper duty when it tells us how education and learning proceed, when it tells us <u>why</u> one approach works and another does not, when it identifies the variables that we must adjust to achieve a prescribed effect.[2]

Many questions can be raised concerning personnel practices in various school districts. In 1965 the National Education Association conducted a study on the proper

---

[1]George Brain, "Evaluating Teacher Effectiveness," <u>NEA Journal</u>, LIV:II (Washington, D. C.: National Education Association, February, 1965), p. 35.

[2]Lee J. Cronbach, "The Role of the University in Improving Education," <u>Phi Delta Kappan</u>, XLVII:X, p. 544.

assignment of teacher. Since this is an important factor in teacher welfare, it should be noted what some of their conclusions were:

> Proper assignment is the task of placing the right teacher with the right children at the right time. Unfortunately, the failure to make a proper assignment may cause a teacher's morale or effectiveness to decline. The result--a decline in the quality of American education. Misassignment occurs in every type of setting. It is more common in rural schools. An inadequate supply of certain types of teachers and the teacher shortage are the chief causes of misassignment.[1]

From among the many topics concerning teacher welfare and personnel practices in the schools, the one that continues to be the most significant is that of staff morale. Teachers want better salaries, a greater voice in policy making, and better teaching conditions. These are inherent parts of good morale. Boards of education and administrators need to determine what constitutes and causes good staff morale, its relationship to effective teaching, and then busy themselves with the task of implementing the desirable programs.

Elsbree and Reutter deal with this area and point out some implications as follows:

> One reason why morale has received as little attention as it has in public school administration is that it is hard to define and difficult to measure.
>
> In order to satisfy those wants which are essential for the high morale of employees, management must take

---

[1]National Commission on Teacher Education and Professional Standards, The Assignment and Misassignment of American Teachers (Washington, D. C.: National Education Association, 1965), p. 1.

> the leadership, and in many cases considerable revision both of policy and procedure will be necessary.[1]

The connotation "welfare" should embrace every aspect that affects the teacher. Fringe benefits affect the welfare of teachers whether they be material or something which affect the physical or mental health. Staff welfare problems present a challenge to school administrators and members of boards of education. The development of sound and reasonable personnel practices is suggested by most educators and writers.

In considering welfare programs, it might serve the interests of staff members and be better accepted by the public if benefits other than salaries were the prime target or goal by those seeking to improve working conditions.

Certain fringe benefits might be considered to have advantages over salary increases. They might not be considered earned income and, therefore, not subject to income taxes. Group purchase of insurance usually provides better rates and also usually provides that all staff members may enroll in hospitalization and life insurance without a physical examination. In addition to these, there are several other areas of benefits being offered.

It is difficult to measure to what extent certain practices affect teacher effectiveness. In fact many administrators argue it is almost impossible while others

---

[1]Elsbree and Reutter, op. cit., p. 262.

state they can easily see improved teaching through improved teacher morale as a result of improved working conditions.

In an article published by the National Education Association, the method of teacher evaluation was of concern.

> The chief element in evaluation in many school systems is still the assigning of a general rating or classifying judgment. The general rating sorts the teachers into several ranks or levels such as "excellent," "very good," etc., or a series of symbols such as A, B, C, D, E. Many aspects of the teacher's work may also be rated separately. The rating may be made and filed without consulting the teacher concerned.
>
> In other systems, however, evaluation is a cooperative process of analysis and discussion; the teacher is a responsible participant, and if a general rating is made, he knows about it.[1]

Another factor in personnel administration, with which every administrator should be concerned, is that of bargaining, or professional negotiations. Those refusing to be concerned could find themselves facing their staff across the bargaining table. Many schools now have written policies for teacher-superintendent-board relations and in others teachers indicate a desire for such a policy. Cogan is very emphatic when he points out what teachers want.

> Negotiations are never really finished. Teachers should expect their salaries and other conditions of work to be imporved from year to year.

---

[1]NEA, Research Division. "Evaluation of Classroom Teachers." Research Report 1964-R14 (Washington, D. C.: The Association, December, 1964).

> It is certainly true that teachers demand negotiations for other things besides salaries. As a matter of fact, I personally would be inclined to place salaries third among the four main elements on which teachers bargain. I might put salaries ahead of fringe benefits, but I think that more important than either of these are working conditions (e.g., class size, freedom from non-teaching chores) and a definite voice in policy making.[1]

The material presented in this chapter has covered welfare programs affecting teachers. It is evident that school administrators and boards of education are, or soon will be, faced with the problem of what to do concerning these programs. There is agreement that conditions of work affect teacher efficiency but no apparent agreement concerning measurement of the affect upon such efficiency. The next three chapters will analyze data obtained from questionnaires and make conclusions and recommendations from it.

---

[1]Charles Cogan, "The Union Replies," School Management, June, 1966, p. 84.

CHAPTER IV

PRESENTATION OF THE DATA

This section of study was concerned with the presentation of the data obtained from the responses to the survey instrument. As pointed out earlier, 100 school districts offering both elementary and secondary education comprised the sample. The sample was drawn at random from all districts in Oklahoma. For the purpose of the study the stratified sample was used with districts divided into three groups according to size. Group A was composed of 55 districts from those employing less than fifteen teachers, Group B of 33 districts from those employing fifteen through forty-nine, and Group C of 12 districts employing more than forty-nine teachers.

Superintendents were asked to check certain practices if they were in effect in their districts and place a value on each practice regardless of whether it was in effect or not. Practices were divided into nine topical areas: (1) Sick Leave, (2) Other Leave Programs, (3) Credit Union, (4) Teacher Retirement, (5) Insurance, (6) Salaries, (7) Teacher-Superintendent-School Board Relations,

(8) Miscellaneous Fringe Benefits, and (9) Other Teacher Welfare Programs.

The questionnaire was designed to cover each of these nine areas, to collect data concerning the practices listed, and to use this data to make inferences about the extent of their effect upon teacher effectiveness. A letter, which is found in Appendix A, was sent with the questionnaire to each superintendent explaining the study. The questionnaire, which appears in Appendix B, was composed of questions designed in such a way as to enable superintendents to readily understand their meaning, check practices in effect, and indicate the value of the various practices.

School districts in which superintendents were mailed questionnaires are found in Appendix C. The division into three groups is shown. Appendix D lists those returning the questionnaires by groups.

Table 2 presents the number and per cent of responses of superintendents who returned the questionnaire indicating what practices were in effect in their districts. The practices covered in the Table are explained in Chapter V. Very few questions were checked by all superintendents returning the questionnaires.

Sick Leave

Short term leave for illness is usually referred to when discussing sick leave, although in most states leaves

for sicknesses are allowed to accumulate. In a study made by the NEA Research Division in 1961-62, up to 31.1 per cent of urban schools allowed sick leave to accumulate to an unlimited number of days.[1] In the questionnaire mailed to the superintendents of the sample districts, a provision was made whereby the number of days allowed for sick leave and the number of days to which it was allowed to accumulate could be shown. Of the 84 respondents all listed ten days allowed annually with 83 listing sixty days allowed by accumulation. This is not shown in a table since only responses to practices in effect and values placed upon them are in table form. According to an American Association of School Administrators publication, the trend in sick leave is definitely upward on an accumulative basis to an unlimited number of days.[2]

Other Leave Programs

Five leave programs were listed in the questionnaire, these being selected after discussions with superintendents of many schools, but no attempt was made to be all inclusive. The five were selected because it was felt by most superintendents that these were the leaves of most concern to teachers in the state. Leaves such as these are

---

[1] NEA Research Bulletin, 1950-51, op. cit., p. 49.

[2] American Association of School Administrators, op cit., p. 160.

considered important by many writers.

> "A modern school budget includes money for expenses of classroom teacher representatives who attend certain regional, state, and national conventions and conferences. Perhaps more important than the amount is the tangible encouragement of teachers to avail themselves of opportunities to participate in professional meetings."[1]

Credit Union

In 1960 the Oklahoma Education Association organized a teacher's credit union to provide a place for members to invest and to borrow money. This credit union was designed for any member but primarily for the benefit of those who did not have a credit union in their local association unit. A feature of the OEA Credit Union is that it provides loan protection insurance in the amount of a loan in case of total and permanent disability or death.

The questionnaire included credit union programs because of their implications upon teacher morale.

Teacher Retirement

The two prominent retirement systems in Oklahoma are the Social Security System and the state Teacher's Retirement System. Social Security coverage is optional by districts while the retirement system is compulsory for all new teachers entering the profession. There are still some teachers who were in the profession before the teacher

---

[1]Chandler and Petty, op. cit., pp. 198-199.

retirement law became effective in 1943 and who are not members.

Since compulsory retirement has been an issue for many years it was included in the questionnaire. The age for compulsory retirement is usually the most debated item, depending upon who is considering it and from what standpoint. Deever, in his study, stated there is apparent need for study relative to the value of compulsory retirement at a given age.[1]

Insurance Programs

Many different forms of insurance programs are available to teachers. Those considered the most prevalent were included in the questionnaire.

"The Welfare Commission of the Oklahoma Education Association has been vitally concerned with the legislation and activity on the part of the association to improve the personal welfare of OEA members."[2] Some programs available are salary protection, group life, hospital and surgical, and automotive insurance.

Salaries

In industry the basic law of supply and demand and operating for profit are considered when salaries are set.

---

[1]Deever, op. cit., p. 188.

[2]"Oklahoma Education Association Memorandum 378," OEA Research Division, Oklahoma City (February 10, 1967), p. 1.

In education only the first could be considered and it has been debated just how much influence this exerts upon teachers' salaries.

> "The determination of the pay of teachers and the establishment of salary schedules in general in public school systems has been a highly controversial issue throughout the history of the profession."[1]

For the purpose of this particular study those items considered to be the most important were included in the survey instrument.

Oklahoma has a state minimum of $4,180.00 for the bachelors degree teacher. Since teacher effectiveness depends to some extent upon teacher morale and teacher morale is certain to be affected by the amount of salary a teacher makes, this area was necessarily included in the questionnaire.

Teacher-Superintendent-School Board Relations

Written procedures for handling various forms of discussions among teachers, superintendents, and school boards have become prevalent in recent years. They have not become the rule in the United States but the amount of written and spoken words concerning teacher militancy and teacher participation in policy making has been tremendous during the past few years. It appears this trend will continue.

---

[1]Elsbree and Reutter, op. cit., p. 125.

> "Viewed in proper perspective, the concept of professional negotiation is neither new nor radical. It is neither antagonist nor adversary in nature. It is but an implementation of the partnership endeavor, which we all have embraced down the years as the source of great power and strength in the operation of the public schools.
>
> The great task before us, then, is for all of us--boards, administrators, and teachers--to study anew, to educate ourselves anew, to greatly changed roles."[1]

Miscellaneous Fringe Benefits

This part of the questionnaire was designed to cover the aspects of fringe benefits not covered under specific headings. Since certain benefits are provided and since teachers are involved in many other services, these practices were included. Even the classroom teachers will express themselves concerning the importance of such practices.

> "We, as teachers, must feel that we are properly prepared to do a good job and that we are doing the very best we can for each child in our classroom.
>
> Our own frustrations are inevitable when classrooms are too crowded, needed instructional supplies are not available, duties everything but teaching subject matter, and our salary is too low to meet the needs of a modern society."[2]

Other Teacher Welfare Programs

Some practices not covered anywhere else in the questionnaire were inserted here because these items warrant

---

[1]T. M. Stinnett, "Improving School Board-Superintendent-Teacher Relations" Bulletin of Education, Lawrence: University of Kansas Publications, XX:I (November, 1965), p. 6.

[2]Jaunita Kidd, "A Teacher Speaks for Education," OEA Journal (March, 1965), p. 20.

consideration when the subject of teacher welfare programs are discussed.

> "But many people do not realize that the high quality education expected cannot be produced under such conditions as overcrowded classrooms, long hours, and inadequate teachers' and administrators' salaries. Until recently, business and industry did not realize the direct relationship between working conditions and quality of product."[1]

> "Schools, in general, have kept pace with business and industry in providing desirable working conditions. Many school systems have not been able to establish desirable salary schedules, or to offer fringe benefits so necessary if personal satisfaction and staff morale are to be high. Most people in public education will agree that these factors have considerable bearing on the effectiveness of the teacher."[2]

Table 2 presents the per cent of responses of the superintendents who returned the questionnaires indicating practices in effect in their respective districts. The information obtained by tabulating the returns and listing them by percentages within groups gives a better comparison than listing them by the number of respondents within groups, since the number of districts within the groups are unequal, the division being Group A--40, Group B--32, and Group C--12.

Table 2 gives an accurate picture of the practices of teacher welfare programs followed by districts in Oklahoma in their attempt to provide benefits felt necessary to

---

[1] American Association of School Administrators, op. cit., p. 133.

[2] Ibid., p. 151.

TABLE 2

NUMBER AND PER CENT OF PRACTICES IN EFFECT

Practice	Group A		Group B		Group C	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SICK LEAVE						
1. The Board of Education has an established sick leave policy	40	100.0	32	100.0	12	100.0
2. There is a definite number of days provided yearly	40	100.0	32	100.0	12	100.0
3. Sick leave is allowed to accumulate	38	95.0	30	93.8	12	100.0
4. Proof of illness is required	27	67.5	14	43.8	4	33.3
5. A teacher is entitled to full pay when on sick leave	37	92.5	32	100.0	12	100.0
6. When a teacher misses more than entitled to, the board						
(a) deducts full salary for each day missed beyond number granted for sick leave	17	42.5	5	15.6	5	41.7
(b) deducts part of salary	12	30.0	10	31.3	0	0.0
(c) pays the teacher the full salary and let him pay his substitute	29	72.5	16	50.0	6	50.0
7. When a new teacher is hired, accrued sick leave is accepted from another district	22	55.0	2	6.3	1	8.3
8. When teacher employment is terminated, he is paid for accumulated sick leave	23	57.5	2	6.3	2	16.7

TABLE 2--Continued

Practice	Group A No.	Group A Per Cent	Group B No.	Group B Per Cent	Group C No.	Group C Per Cent
9. A teacher is allowed to use sick leave for illness to a member of his family	34	85.0	21	65.6	9	75.0
10. A teacher is allowed to use sick leave for illness or death to anyone outside the immediate family	24	60.0	8	25.0	5	41.7
OTHER LEAVE PROGRAMS						
1. The district allows leave with pay for						
(a) business purposes	22	55.0	7	21.9	2	16.7
(b) sabbatical purposes	21	52.5	4	12.5	1	8.3
(c) severance (for retirement only)	19	47.5	0	0.0	1	8.3
(d) summer school	23	57.5	3	9.4	2	16.7
(e) curriculum workshops and other educational meetings	33	82.5	24	75.0	11	91.7
CREDIT UNION						
1. Teachers have available for their use the following:						
(a) local teachers credit union	19	47.5	0	0.0	1	8.3
(b) Oklahoma Education Association credit union	33	92.5	28	100.0	12	100.0
(c) other credit unions	19	47.5	0	0.0	1	8.3
TEACHER RETIREMENT						
1. Teacher retirement programs are available as follows:						
(a) State Teachers Retirement System	39	97.5	32	100.0	12	100.0

TABLE 2--Continued

Practice	Group A No.	Group A Per Cent	Group B No.	Group B Per Cent	Group C No.	Group C Per Cent
(b) Social Security	33	82.5	28	87.5	12	100.0
(c) Other programs	9	45.0	0	0.0	2	16.7
2. The Board of Education has a compulsory retirement age	22	55.0	20	62.5	11	91.7
INSURANCE PROGRAMS						
1. Teachers have access to the following insurance programs:						
(a) Life	30	75.0	31	96.9	7	58.3
(b) hospitalization	37	92.5	31	96.9	11	91.7
(c) automotive	29	72.5	27	84.4	7	58.3
(d) professional liability	22	55.0	7	21.9	2	16.7
(e) annuity program	31	77.5	27	84.4	9	75.0
(f) salary protection	31	77.5	30	93.8	10	83.3
(g) workmen's compensation	14	35.0	4	12.5	0	0.0
(h) other	2	5.0	0	0.0	0	0.0
SALARIES						
1. The Board of Education pays a salary in relation to the state minimum as follows:						
(a) follows the state minimum this year	18	45.0	7	21.9	0	0.0
(b) pays all teachers above state minimum	26	65.0	24	75.0	12	100.0
(c) pays teachers above the local schedule for extra duties performed	25	62.5	21	65.6	11	91.7
2. The local teachers have a salary committee who works with the superintendent to make recommendations to the Board of Education	19	47.5	2	6.3	4	33.3

TABLE 2--Continued

Practice	Group A No.	Group A Per Cent	Group B No.	Group B Per Cent	Group C No.	Group C Per Cent
3. The district has a merit pay scale to reward certain classroom teachers	18	45.0	2	6.3	1	8.3
4. Teachers receive tenure after teaching in the district for a certain number of years	18	45.0	2	6.3	1	8.3
5. The district pays extra for						
(a) head-of-household	19	47.5	2	6.3	1	8.3
(b) male single teacher	18	45.0	0	0.0	0	0.0
(c) mileage for driving to work	18	45.0	0	0.0	0	0.0
TEACHER-SUPERINTENDENT-SCHOOL BOARD RELATIONS						
1. The district has written policies for professional negotiations	29	72.5	14	43.8	6	50.0
2. The policies were initiated by						
(a) local teachers association	15	37.5	4	12.5	4	33.3
(b) superintendent	23	57.5	11	34.4	3	25.0
(c) school board	20	50.0	12	37.5	3	25.0
(d) other	6	15.0	1	3.1	0	0.0
3. In case a teacher welfare problem is not resolved to the satisfaction of the teacher, the policies provide:						
(a) for the appointment of a committee from the teachers and board members to negotiate	13	32.5	3	9.4	1	8.3
(b) board accepts recommendations of the committee	15	37.5	2	6.3	0	0.0
(c) other	7	17.5	2	6.3	1	8.3

TABLE 2--Continued

Practice	Group A No.	Group A Per Cent	Group B No.	Group B Per Cent	Group C No.	Group C Per Cent
MISCELLANEOUS FRINGE BENEFITS						
1. When teacher assignments are made considerations are made as follows:						
(a) assignment to major field only	22	55.0	19	59.4	10	83.3
(b) high school teachers have a planning period	25	62.5	23	71.9	10	83.3
(c) pupil-teacher ratio in the system is below 25	29	72.5	20	62.5	6	50.0
2. Extra duties expected of teachers are explained in advance	39	97.5	31	96.9	11	91.7
3. Teachers perform extra duties without pay as follows:						
(a) hall duty	33	82.5	31	96.9	12	100.0
(b) playground duty	25	87.5	32	100.0	12	100.0
(c) collect lunch money and other types of monies	31	77.5	30	93.8	12	100.0
(d) work at athletic games, plays, and other activities	34	85.0	28	87.5	8	66.7
(e) sponsor plays, programs, and other activities	34	85.0	24	75.0	4	33.3
OTHER TEACHER WELFARE PROGRAMS						
1. The district furnishes houses for all or part of the teachers:						
(a) free of rent	30	75.0	4	12.5	1	8.3
(b) at a low rent (Less than $50 monthly)	18	45.0	2	6.3	0	0.0

TABLE 2--Continued

Practice	Group A No.	Group A Per Cent	Group B No.	Group B Per Cent	Group C No.	Group C Per Cent
2. The district furnishes utilities or pays for all or part of the utilities for all or part of the teachers	28	70.0	1	3.1	1	8.3
3. Assistance is provided for teachers in locating housing	25	62.5	15	46.9	7	58.3
4. Lounges are provided in all or in part of the classroom buildings for teachers	24	60.0	12	37.5	10	83.3
5. Faculty rest rooms are provided	24	60.0	11	34.4	6	50.0
6. The average teacher tenure in the system is as follows:						
(a) 0-5 years	14	41.2	4	12.5	0	0.0
(b) 6-10 years	15	44.1	15	46.9	4	33.3
(c) 11-15 years	5	14.7	9	28.1	7	58.3
(d) 16-20 years	0	0.0	3	9.4	0	0.0
(e) over 20 years	0	0.0	1	3.1	1	8.3

get and keep good staff members and to implement adequate and sound principles for good staff morale. An analysis of these practices is found in Chapter V.

There is some agreement between the conclusions Deever made and the results tabulated in Table 2.

> "The personnel practices in use in the Southwest Region (of the United States) are reasonably sound, although there are some areas in which improvement is needed.
>
> The official personnel policies of many schools are inadequate because they cover only limited areas of personnel administration. . . .
>
> Administrators have given considerable attention to personal leave and sick leave and these principles and practices are generally good. . . ."[1]

Table 3 shows the per cent of the responses indicating the value given each teacher welfare practice by the superintendents of Group A who returned the questionnaires. The value given each practice by each superintendent indicates his evaluation of the program as he feels it relates to teacher effectiveness. For estimate of value, superintendents were asked to check: (4) if they felt the program had tremendous value, (3) if high value, (2) if some value, or (1) if it had little or no value. Table 4 presents the same information for Group B and Table 5 for Group C.

In some cases superintendents did not check any number. Since the range of value was from "of no value" to "tremendous value", the reason for leaving certain practices

---

[1]Deever, op. cit., p. 183.

TABLE 3

SMALL SCHOOL SUPERINTENDENTS RATINGS OF THE VALUE OF TEACHER WELFARE PRACTICES

	Practice	4	3	2	1*
	SICK LEAVE				
1.	The Board of Education has an established sick leave policy	47.5	37.5	12.5	2.5
2.	There is a definite number of days provided yearly	52.5	37.5	10.0	0.0
3.	Sick leave is allowed to accumulate	42.5	40.0	10.0	2.5
4.	Proof of illness is required	20.0	10.0	15.0	22.5
5.	A teacher is entitled to full pay when on sick leave	65.0	25.0	2.5	0.0
6.	When a teacher misses more than entitled to, the board				
	(a) deducts full salary for each day missed beyond number granted for sick leave	15.0	15.0	5.0	7.5
	(b) deducts part of salary	0.0	15.0	10.0	5.0
	(c) pays the teacher the full salary and lets him pay his substitute	30.0	30.0	5.0	7.5
7.	When a new teacher is hired, accrued sick leave is accepted from another district	7.5	12.5	15.0	20.0
8.	When teacher employment is terminated, he is paid for accumulated sick leave	12.5	7.5	2.5	35.0
9.	A teacher is allowed to use sick leave for illness to a member of his family	32.5	17.5	7.5	27.5
10.	A teacher is allowed to use sick leave for illness or death to anyone outside the immediate family	10.0	7.5	17.5	25.0

TABLE 3--Continued

Practice	4	3	2	1*
OTHER LEAVE PROGRAMS				
1. The district allows leave with pay for				
(a) business purposes	7.5	15.0	5.0	27.5
(b) sabbatical purposes	5.0	10.0	7.5	30.0
(c) severance (for retirement only)	5.0	5.0	10.0	27.5
(d) summer school	12.5	10.0	7.5	27.5
(e) curriculum workshops and other educational meetings	12.5	32.5	2.5	10.0
CREDIT UNION				
1. Teachers have available for their use the following:				
(a) local teachers credit union	7.5	5.0	20.0	15.0
(b) Oklahoma Education Association credit union	40.0	22.5	25.0	5.0
(c) other credit unions	12.5	5.0	15.0	15.0
TEACHER RETIREMENT				
1. Teacher retirement programs are available as follows:				
(a) State Teachers Retirement System	65.0	17.5	12.5	2.5
(b) Social Security	57.5	17.5	7.5	0.0
(c) other programs	7.5	2.5	10.0	2.5
2. The Board of Education has a compulsory retirement age	20.0	15.0	10.0	10.0
INSURANCE PROGRAMS				
1. Teachers have access to the following insurance programs:				
(a) life	30.0	27.5	15.0	2.5
(b) hospitalization	50.0	40.0	2.5	0.0
(c) automotive	25.0	30.0	15.0	2.5
(d) professional liability	20.0	20.0	12.5	2.5

TABLE 3--Continued

Practice	4	3	2	1*
(e) annuity program	27.5	22.5	22.5	5.0
(f) salary protection	32.5	27.5	15.0	2.5
(g) workmen's compensation	10.0	10.0	5.0	10.0
(h) other	0.0	0.0	2.5	2.5
SALARIES				
1. The Board of Education pays a salary in relation to the state minimum as follows:				
(a) follows the state minimum this year	7.5	22.5	7.5	7.5
(b) pays all teachers above state minimum	42.5	15.0	5.0	2.5
(c) pays teachers above the local schedule for extra duties performed	25.0	17.5	12.5	7.5
2. The local teachers have a salary committee who works with the superintendent to make recommendations to the Board of Education	10.0	10.0	10.0	17.5
3. The district has a merit pay scale to reward certain classroom teachers	0.0	12.5	12.5	20.0
4. Teachers receive tenure after teaching in the district for a certain number of years	2.5	15.0	10.0	17.5
5. The district pays extra for				
(a) head-of-household	12.5	7.5	7.5	20.0
(b) male single teacher	0.0	7.5	12.5	25.0
(c) mileage for driving to work	0.0	2.5	17.5	25.0
TEACHER-SUPERINTENDENT-SCHOOL BOARD RELATIONS				
1. The district has written policies for professional negotiations	40.0	17.5	5.0	10.0

TABLE 3--Continued

Practice	4	3	2	1*
2. The policies were initiated by				
(a) local teachers association	12.7	12.5	5.0	7.5
(b) superintendent	30.0	20.5	2.5	5.0
(c) school board	20.0	20.0	2.5	7.5
(d) other	0.0	5.0	0.0	10.0
3. In case a teacher welfare problem is not resolved to the satisfaction of the teacher, the policies provide:				
(a) for the appointment of a committee from the teachers and board members to negotiate	15.0	5.0	5.0	7.5
(b) board accepts recommendations of the committee	12.5	12.5	7.5	5.0
(c) other	0.0	2.5	2.5	12.5
MISCELLANEOUS FRINGE BENEFITS				
1. When teacher assignments are made considerations are made as follows:				
(a) assignment to major field only	30.0	22.5	2.5	0.0
(b) high school teachers have a planning period	40.0	12.5	7.5	2.5
(c) pupil-teacher ratio in the system is below 25	57.5	15.0	0.0	0.0
2. Extra duties expected of teachers are explained in advance	62.5	27.5	5.0	2.5
3. Teachers perform extra duties without pay as follows:				
(a) hall duty	27.5	27.5	22.5	5.0
(b) playground duty	30.0	30.0	22.5	5.0
(c) collect lunch money and other types of monies	30.0	22.5	17.5	7.5
(d) work at athletic games, plays, and other activities	27.5	25.0	22.5	25.0

TABLE 3--Continued

Practice	4	3	2	1*
(e) sponsor plays, programs, and other activities	32.5	20.0	25.0	7.5
OTHER TEACHER WELFARE PROGRAMS				
1. The district furnishes houses for all or part of the teachers:				
(a) free of rent	52.5	15.0	2.5	5.0
(b) at a low rent (less than $50 monthly)	20.0	15.0	5.0	5.0
2. The district furnishes utilities or pays for all or part of the utilities for all or part of the teachers	25.0	20.0	10.0	15.0
3. Assistance is provided for teachers in locating housing	25.0	30.0	2.5	5.0
4. Lounges are provided in all or in part of the classroom buildings for teachers	20.0	25.0	7.5	7.5
5. Faculty rest rooms are provided	27.5	10.0	7.5	15.0
6. The average teacher tenure in the system is as follows:				
(a) 0-5 years	2.5	10.0	5.0	20.0
(b) 6-10 years	25.0	17.5	5.0	2.5
(c) 11-15 years	10.0	7.5	2.5	2.5
(d) 16-20 years	2.5	0.0	7.5	7.5
(e) over 20 years	0.0	0.0	5.0	10.0

*The number 4 indicates tremendous value, 3 high value, 2 some value, and 1 little or no value.

TABLE 4

MEDIUM SIZED SCHOOL SUPERINTENDENTS RATINGS OF THE VALUE OF TEACHER WELFARE PRACTICES

Practice	4	3	2	1*
SICK LEAVE				
1. The Board of Education has an established sick leave policy	34.4	50.0	12.5	3.1
2. There is a definite number of days provided yearly	31.3	50.0	12.5	0.0
3. Sick leave is allowed to accumulate	37.5	43.8	12.5	3.1
4. Proof of illness is required	6.3	21.9	34.4	9.4
5. A teacher is entitled to full pay when on sick leave	56.3	37.5	3.1	3.1
6. When a teacher misses more than entitled to, the board				
(a) deducts full salary for each day missed beyond number granted for sick leave	3.1	15.6	21.9	9.4
(b) deducts part of salary	3.1	25.0	21.9	9.4
(c) pays the teachers the full salary and lets him pay his substitute	9.4	25.0	25.0	6.3
7. When a new teacher is hired, accrued sick leave is accepted from another district	18.8	9.4	12.5	31.3
8. When teacher employment is terminated, he is paid for accumulated sick leave	9.4	9.4	9.4	37.5
9. A teacher is allowed to use sick leave for illness to a member of his family	18.8	34.4	15.6	18.8
10. A teacher is allowed to use sick leave for illness or death to anyone outside the immediate family	3.1	18.8	21.9	28.1

TABLE 4--Continued

Practice	4	3	2	1*
OTHER LEAVE PROGRAMS				
1. The district allows leave with pay for				
(a) business purposes	3.1	18.8	21.9	31.3
(b) sabbatical purposes	9.4	21.9	21.9	15.6
(c) severance (for retirement only)	0.0	18.8	6.3	43.8
(d) summer school	12.5	15.6	21.9	15.6
(e) curriculum workshops and other educational meetings	46.9	37.5	3.1	3.1
CREDIT UNION				
1. Teachers have available for their use the following:				
(a) local teachers credit union	6.3	6.3	12.5	9.4
(b) Oklahoma Education Association credit union	31.3	34.4	28.1	6.3
(c) other credit unions	6.3	3.1	3.1	21.9
TEACHER RETIREMENT				
1. Teacher retirement programs are available as follows:				
(a) State Teachers Retirement System	65.6	9.4	18.8	3.1
(b) Social Security	62.5	18.8	12.5	3.1
(c) other programs	6.3	12.5	3.1	9.4
2. The Board of Education has a compulsory retirement age	34.4	28.1	18.8	3.1
INSURANCE PROGRAMS				
1. Teachers have access to the following insurance programs				
(a) life	25.0	50.0	18.8	3.1
(b) hospitalization	31.3	50.0	12.5	3.1
(c) automotive	18.8	34.4	31.3	9.4
(d) professional liability	6.3	37.5	21.9	3.1

TABLE 4--Continued

Practice	4	3	2	1*
(e) annuity program	18.8	43.8	25.0	3.1
(f) salary protection	25.0	46.9	12.5	3.1
(g) workmen's compensation	3.1	25.0	25.0	6.3
(h) other	3.1	6.3	3.1	6.3
SALARIES				
1. The Board of Education pays a salary in relation to the state minimum as follows:				
(a) follows the state minimum this year	3.1	12.5	18.8	6.3
(b) pays all teachers above state minimum	40.6	25.0	18.8	6.3
(c) pays teachers above the local schedule for extra duties performed	37.5	31.3	6.3	0.0
2. The local teachers have a salary committee who works with the superintendent to make recommendations to the Board of Education	3.1	15.6	25.0	21.9
3. The district has a merit pay scale to reward certain classroom teachers	6.3	21.9	21.9	15.6
4. Teachers receive tenure after teaching in the district for a certain number of years	12.5	15.6	12.5	25.6
5. The district pays extra for				
(a) head-of-household	9.4	12.5	15.6	28.1
(b) male single teacher	0.0	9.4	15.6	37.5
(c) mileage for driving to work	0.0	3.1	15.6	43.8
TEACHER-SUPERINTENDENT-SCHOOL BOARD RELATIONS				
1. The district has written policies for professional negotiations	25.0	31.3	9.4	12.5

TABLE 4--Continued

Practice	4	3	2	1*
2. The policies were initiated by				
(a) local teachers association	9.4	9.4	12.5	3.1
(b) superintendent	15.6	15.6	9.4	3.1
(c) school board	6.3	34.4	6.3	3.1
(d) other	3.1	6.3	0.0	6.3
3. In case a teacher welfare problem is not resolved to the satisfaction of the teacher, the policies provide:				
(a) for the appointment of a committee from the teachers and board members to negotiate	6.3	18.8	6.3	6.3
(b) board accepts recommendations	3.1	21.9	6.3	6.3
(c) other	6.3	3.1	3.1	3.1
MISCELLANEOUS FRINGE BENEFITS				
1. When teacher assignments are made considerations are made as follows:				
(a) assignment to major field only	31.3	40.6	3.1	3.1
(b) high school teachers have a planning period	43.8	37.5	6.3	6.3
(c) pupil-teacher ratio in the system is below 25	43.8	28.1	9.4	0.0
2. Extra duties expected of teachers are explained in advance	46.9	37.5	6.3	15.6
3. Teachers perform extra duties without pay as follows:				
(a) hall duty	12.5	34.4	31.3	15.6
(b) playground duty	12.5	31.3	31.3	21.9
(c) collect lunch money and other types of monies	9.4	31.3	28.1	28.1
(d) work at athletic games, plays, and other activities	12.5	37.5	18.8	21.9

TABLE 4--Continued

Practice	4	3	2	1*
(e) sponsor plays, programs, and other activities	9.4	28.1	28.1	18.8
OTHER TEACHER WELFARE PROGRAMS				
1. The district furnishes houses for all or part of the teachers:				
(a) free of rent	9.4	0.0	18.8	37.5
(b) at a low rent (less than $50 monthly)	6.3	3.1	18.8	28.1
2. The district furnishes utilities or pays for all or part of the utilities for all or part of the teachers	6.3	0.0	9.4	46.9
3. Assistance is provided for teachers in locating housing	12.5	40.6	21.9	6.3
4. Lounges are provided in all or in part of the classroom buildings for teachers	31.3	37.5	21.9	3.1
5. Faculty rest rooms are provided	28.1	28.1	12.5	0.0
6. The average teacher tenure in the system is as follows:				
(a) 0-5 years	3.1	3.1	6.3	3.1
(b) 6-10 years	18.8	21.9	12.5	3.1
(c) 11-15 years	9.4	25.0	0.0	0.0
(d) 16-20 years	6.3	6.3	6.3	0.0
(e) over 20 years	6.3	3.1	3.1	3.1

*The number 4 indicates tremendous value, 3 high value, 2 some value, and 1 little or no value.

TABLE 5

LARGE SCHOOL SUPERINTENDENTS RATINGS OF THE VALUE OF TEACHER WELFARE PRACTICES

	Practice	4	3	2	1*
	SICK LEAVE				
1.	The Board of Education has an established sick leave policy	75.0	16.7	8.3	0.0
2.	There is a definite number of days provided yearly	58.3	33.3	8.3	0.0
3.	Sick leave is allowed to accumulate	75.0	8.3	16.7	0.0
4.	Proof of illness is required	33.3	8.3	33.3	8.3
5.	A teacher is entitled to full pay when on sick leave	83.3	8.3	8.3	0.0
6.	When a teacher misses more than entitled to, the board				
	(a) deducts full salary for each day missed beyond number granted for sick leave	16.7	16.7	16.7	16.7
	(b) deducts part of salary	8.3	0.0	8.3	8.3
	(c) pays the teacher the full salary and lets him pay his substitute	33.3	0.0	25.0	8.3
7.	When a new teacher is hired, accrued sick leave is accepted from another district	8.3	33.3	16.7	8.3
8.	When teacher employment is terminated, he is paid for accumulated sick leave	8.3	0.0	33.3	33.3
9.	A teacher is allowed to use sick leave for illness to a member of his family	33.3	50.0	16.7	0.0
10.	A teacher is allowed to use sick leave for illness or death to anyone outside the immediate family	25.0	16.7	33.0	8.3

TABLE 5--Continued

Practice	4	3	2	1*
OTHER LEAVE PROGRAMS				
1. The district allows leave with pay for				
(a) business purposes	25.0	8.3	8.3	25.0
(b) sabbatical purposes	25.0	16.7	8.3	8.3
(c) severance (for retirement only)	8.3	8.3	16.7	16.7
(d) summer school	16.7	25.0	8.3	0.0
(e) curriculum workshops and other educational meetings	58.3	33.3	8.3	0.0
CREDIT UNION				
1. Teachers have available for their use the following:				
(a) local teachers credit union	16.7	16.7	0.0	16.7
(b) Oklahoma Education Association Credit Union	33.3	41.7	8.3	0.0
(c) other credit unions	16.7	0.0	8.3	16.7
TEACHER RETIREMENT				
1. Teacher retirement programs are available as follows:				
(a) State Teachers Retirement System	91.7	8.3	0.0	0.0
(b) Social Security	91.7	8.3	0.0	0.0
(c) other programs	16.7	0.0	8.3	0.0
2. The Board of Education has a compulsory retirement age	50.0	33.3	0.0	0.0
INSURANCE PROGRAMS				
1. Teachers have access to the following insurance programs:				
(a) life	33.3	33.3	16.7	0.0
(b) hospitalization	41.7	41.7	8.3	0.0
(c) automotive	33.3	25.0	16.7	0.0
(d) professional liability	16.7	25.0	8.3	0.0

TABLE 5--Continued

Practice	4	3	2	1*
(e) annuity program	16.7	25.0	16.7	0.0
(f) salary protection	33.3	33.3	16.7	0.0
(g) workmen's compensation	25.0	0.0	16.7	0.0
(h) other	0.0	0.0	0.0	0.0
SALARIES				
1. The Board of Education pays a salary in relation to the state minimum as follows:				
(a) follows the state minimum this year	0.0	0.0	0.0	16.7
(b) pays all teachers above state minimum	58.3	33.3	0.0	0.0
(c) pays teachers above the local schedule for extra duties performed	66.7	16.7	0.0	0.0
2. The local teachers have a salary committee who works with the superintendent to make recommendations to the Board of Education	16.7	33.3	0.0	0.0
3. The district has a merit pay scale to reward certain classroom teachers	8.3	25.0	8.3	16.7
4. Teachers receive tenure after teaching in the district for a certain number of years	0.0	16.7	16.7	16.7
5. The district pays extra for				
(a) head-of-household	8.3	16.7	0.0	25.0
(b) male single teacher	0.0	16.7	0.0	33.3
(c) mileage for driving to work	0.0	8.3	8.3	33.3
TEACHER-SUPERINTENDENT-SCHOOL BOARD RELATIONS				
1. The district has written policies for professional negotiations	33.3	33.3	8.3	0.0

TABLE 5--Continued

Practice	4	3	2	1*
2. The policies were initiated by				
(a) local teachers association	33.3	8.3	0.0	8.3
(b) superintendent	16.7	16.7	0.0	16.7
(c) school board	16.7	8.3	0.0	16.7
(d) other	8.3	0.0	0.0	8.3
3. In case a teacher welfare problem is not resolved to the satisfaction of the teacher, the policies provide:				
(a) for the appointment of a committee from the teachers and board members to negotiate	8.3	0.0	0.0	16.7
(b) board accepts recommendations of the committee	8.3	0.0	0.0	16.7
(c) other	0.0	0.0	0.0	16.7
MISCELLANEOUS FRINGE BENEFITS				
1. When teacher assignments are made considerations are made as follows:				
(a) assignment to major field only	50.0	33.3	0.0	0.0
(b) high school teachers have a planning period	83.3	16.7	0.0	0.0
(c) pupil-teacher ratio in the system is below 25	33.3	16.7	0.0	0.0
2. Extra duties expected of teachers are explained in advance	41.7	50.0	0.0	0.0
3. Teachers perform extra duties without pay as follows:				
(a) hall duty	41.7	25.0	16.7	16.7
(b) playground duty	33.3	25.0	25.0	16.7
(c) collect lunch money and other types of monies	33.3	25.0	25.0	16.7
(d) work at athletic games, plays, and other activities	8.3	50.0	8.3	16.7

TABLE 5--Continued

Practice	4	3	2	1*
(e) sponsor plays, programs, and other activities	8.3	33.3	8.3	8.3
OTHER TEACHER WELFARE PROGRAMS				
1. The district furnishes houses for all or part of the teachers:				
(a) free of rent	8.3	8.3	16.7	25.0
(b) at a low rent (less than $50 monthly)	0.0	0.0	16.7	25.0
2. The district furnishes utilities or pays for all or part of the utilities for all or part of the teachers	8.3	8.3	16.7	25.0
3. Assistance is provided for teachers in locating housing	8.3	50.0	16.7	0.0
4. Lounges are provided in all or in part of the classroom building for teachers	33.3	41.7	8.3	0.0
5. Faculty rest rooms are provided	25.0	25.0	8.3	0.0
6. The average teacher tenure in the system is as follows:				
(a) 0-5 years	0.0	0.0	8.3	8.3
(b) 6-10 years	25.0	0.0	0.0	0.0
(c) 11-15 years	33.3	16.7	8.3	0.0
(d) 16-20 years	0.0	0.0	0.0	8.3
(e) over 20 years	0.0	8.3	0.0	8.3

*The number 4 indicates tremendous value, 3 high value, 2 some value, and 1 little or no value.

void of checks must have been personal rather than an adequate rating scale. Although not all superintendents checked all items, for the purpose of this study, sufficient responses were made to draw conclusions and make inferences.

Table 6 denotes the weighted total of the responses by groups. The number of responses indicating a tremendous value were multiplied by 4, of high value by 3, of some value by 2, and little or no value by 1. The four products were added to get the weighted total of each practice.

Table 6 shows a comparison of practices within groups with the comparison between groups discussed in Chapter V.

Table 7 reflects the average value of responses to each practice in the questionnaire. A comparison between groups relating to the value of personnel practices can be made from the information in this table. It also allows a further examination of the significance of each practice as indicated by the superintendents returning the instrument.

Table 8 marks the ten practices rated highest in total weighted value by Group A and discloses a comparison of the weighted total of the same practices with Groups B and C.

Tables 9 and 10 select the ten practices rated highest in total weighted value by Groups B and C and indicates a comparison of the weighted total of the same practices of A and C and of A and B respectively.

The succeeding chapter will analyze the data presented in this chapter.

TABLE 6

WEIGHTED RESPONSES OF SUPERINTENDENTS VALUES OF TEACHER WELFARE PRACTICES

	Practice	Weighted Total* Group A	Group B	Group C
	SICK LEAVE			
1.	The Board of Education has an established sick leave policy	132	101	44
2.	There is a definite number of days provided yearly	137	96	42
3.	Sick leave is allowed to accumulate	125	99	43
4.	Proof of illness is required	65	54	28
5.	A teacher is entitled to full pay when on sick leave	136	111	45
6.	When a teacher misses more than entitled to, the board			
	(a) deducts full salary for each day missed beyond number granted for sick leave	49	36	20
	(b) deducts part of salary	28	45	7
	(c) pays the teacher the full salary and lets him pay his substitute	91	54	23
7.	When a new teacher is hired, accrued sick leave is accepted from another district	47	51	19
8.	When teacher employment is terminated, he is paid for accumulated sick leave	45	39	16
9.	A teacher is allowed to use sick leave for illness to a member of his family	90	73	38
10.	A teacher is allowed to use sick leave for illness or death to anyone outside the immediate family	49	45	27

TABLE 6--Continued

Practice	Weighted Total* Group A	Group B	Group C
OTHER LEAVE PROGRAMS			
1. The district allows leave with pay for			
(a) business purposes	45	46	20
(b) sabbatical purposes	38	52	21
(c) severance (for retirement only)	33	36	13
(d) summer school	49	50	16
(e) curriculum workshops and other educational meetings	105	99	42
CREDIT UNION			
1. Teachers have available for their use the following:			
(a) local teachers credit union	40	25	16
(b) Oklahoma Education Association Credit Union	113	93	33
(c) other credit unions	44	20	12
TEACHER RETIREMENT			
1. Teacher retirement programs are available as follows:			
(a) State Teachers Retirement System	136	106	47
(b) Social Security	119	107	47
(c) other programs	24	25	10
2. The Board of Education has a compulsory retirement age	62	84	36
INSURANCE PROGRAMS			
1. Teachers have access to the following insurance programs:			
(a) life	94	93	32
(b) hospitalization	130	97	37
(c) automotive	89	80	29

TABLE 6--Continued

Practice	Weighted Total* Group A	Group B	Group C
(d) professional liability	67	59	19
(e) annuity program	91	83	27
(f) salary protection	98	86	32
(g) workmen's compensation	36	46	16
(h) other	3	14	0
SALARIES			
1. The Board of Education pays a salary in relation to the state minimum as follows:			
(a) follows the state minimum this year	48	30	2
(b) pays all teachers above state minimum	91	90	40
(c) pays teachers above the local schedule for extra duties performed	74	80	41
2. The local teachers have a salary committee who works with the superintendent to make recommendations to the Board of Education	43	42	20
3. The district has a merit pay scale to reward certain classroom teachers	33	44	17
4. Teachers receive tenure after teaching in the district for a certain number of years	37	63	12
5. The district pays extra for			
(a) head-of-household	43	43	13
(b) male single teacher	29	31	10
(c) mileage for driving to work	27	27	9
TEACHER-SUPERINTENDENT-SCHOOL BOARD RELATIONS			

TABLE 6--Continued

Practice	Weighted Total* Group A	Group B	Group C
1. The district has written policies for professional negotiations	93	72	30
2. The policies were initiated by			
(a) local teachers association	42	30	20
(b) superintendent	76	42	16
(c) school board	61	46	13
(d) other	10	12	5
3. In case a teacher welfare problem is not resolved to the satisfaction of the teacher, the policies provide:			
(a) for the appointment of a committee from the teachers and board members to negotiate	37	32	6
(b) board accepts recommendations of the committee	43	31	6
(c) other	10	14	2
MISCELLANEOUS FRINGE BENEFITS			
1. When teacher assignments are made considerations are made as follows:			
(a) assignment to major field only	77	82	36
(b) high school teachers have a planning period	86	98	46
(c) pupil-teacher ratio in the system is below 25	110	89	22
2. Extra duties expected of teachers are explained in advance	138	101	38
3. Teachers perform extra duties without pay as follows:			
(a) hall duty	97	74	35
(b) playground duty	104	73	33

TABLE 6--Continued

Practice	Weighted Total* Group A	Group B	Group C
(c) collect lunch money and other types of monies	92	69	33
(d) work at athletic games, plays, and other activities	96	71	26
(e) sponsor plays, programs, and other activities	99	63	19
OTHER TEACHER WELFARE PROGRAMS			
1. The district furnishes houses for all or part of the teachers:			
(a) free of rent	106	36	14
(b) at a low rent (less than $50 monthly)	56	32	7
2. The district furnishes utilities or pays for all or part of the utilities for all or part of the teachers	78	29	14
3. Assistance is provided for teachers in locating housing	80	71	26
4. Lounges are provided in all or in part of the classroom buildings for teachers	71	76	33
5. Faculty rest rooms are provided	68	71	23
6. The average teacher tenure in the system is as follows:			
(a) 0-5 years	28	12	3
(b) 6-10 years	66	54	12
(c) 11-15 years	28	36	24
(d) 16-20 years	13	18	1
(e) over 20 years	8	14	4

*A weight of 4 is applied to tremendous value, 3 to high value, 2 to some value, and 1 to little or no value.

TABLE 7

AVERAGE VALUE OF SUPERINTENDENTS RATINGS OF THE VALUE OF TEACHER WELFARE PROGRAMS

Practice	Average Value* Group A	Group B	Group C
SICK LEAVE			
1. The Board of Education has an established sick leave policy	3.3	3.2	3.7
2. There is a definite number of days provided yearly	3.4	3.2	3.5
3. Sick leave is allowed to accumulate	3.3	3.2	3.6
4. Proof of illness is required.	2.4	2.3	2.8
5. A teacher is entitled to full pay when on sick leave	3.7	3.5	3.8
6. When a teacher misses more than entitled to, the board			
(a) deducts full salary for each day missed beyond number granted for sick leave	2.9	2.2	2.5
(b) deducts part of salary	2.3	2.4	2.3
(c) pays the teacher the full salary and lets him pay his substitute	3.1	2.6	2.9
7. When a new teacher is hired, accrued sick leave is accepted from another district	2.1	2.2	2.4
8. When teacher employment is terminated, he is paid for accumulated sick leave	2.0	1.9	1.8
9. A teacher is allowed to use sick leave for illness to a member of his family	2.6	2.6	3.2
10. A teacher is allowed to use sick leave for illness or death to anyone outside the immediate family	2.0	2.0	2.7

TABLE 7--Continued

Practice	Average Value* Group A	Group B	Group C
OTHER LEAVE PROGRAMS			
1. The district allows leave with pay for			
(a) business purposes	2.0	1.9	2.5
(b) sabbatical purposes	1.8	2.4	3.0
(c) severance (for retirement only)	1.7	1.6	2.2
(d) summer school	2.1	2.4	2.2
(e) curriculum workshops and other educational meetings	3.2	3.4	3.5
CREDIT UNION			
1. Teachers have available for their use the following:			
(a) local teachers credit union	2.1	2.3	2.7
(b) Oklahoma Education Association Credit Union	3.0	2.9	3.3
(c) other credit unions	2.3	1.8	2.4
TEACHER RETIREMENT			
1. Teacher retirement programs are available as follows:			
(a) State Teachers Retirement System	3.5	3.5	3.9
(b) Social Security	3.6	3.6	3.9
(c) other programs	2.7	2.5	3.3
2. The Board of Education has a compulsory retirement age	2.8	3.7	3.6
INSURANCE PROGRAMS			
1. Teachers have access to the following insurance programs:			
(a) life	3.1	3.0	3.2
(b) hospitalization	3.5	3.1	3.4
(c) automotive	3.1	2.7	3.2

TABLE 7--Continued

Practice	Average Value* Group A	Group B	Group C
(d) professional liability	3.0	3.0	3.2
(e) annuity program	2.9	2.9	3.0
(f) salary protection	3.2	3.1	3.2
(g) workmen's compensation	2.6	2.4	3.2
(h) other	1.5	2.3	0.0
SALARIES			
1. The Board of Education pays a salary in relation to the state minimum as follows:			
(a) follows the state minimum this year	2.7	2.3	1.0
(b) pays all teachers above state minimum	3.5	3.1	3.6
(c) pays teachers above the local schedule for extra duties performed	3.0	3.3	3.7
2. The local teachers have a salary committee who works with the superintendent to make recommendations to the Board of Education	2.3	2.0	3.3
3. The district has a merit pay scale to reward certain classroom teachers	1.8	2.1	2.4
4. Teachers receive tenure after teaching in the district for a certain number of years	2.0	3.0	2.0
5. The district pays extra for			
(a) head-of-household	2.3	2.0	2.2
(b) male single teacher	1.6	1.6	1.7
(c) mileage for driving to work	1.5	1.4	1.5
TEACHER-SUPERINTENDENT-SCHOOL BOARD RELATIONS			
1. The district has written policies for professional negotiations	3.2	2.9	3.3

TABLE 7--Continued

Practice	Average Value* Group A	Group B	Group C
2. The policies were initiated by			
(a) local teachers association	2.8	2.7	3.3
(b) superintendent	3.3	3.0	2.7
(c) school board	3.0	2.9	2.6
(d) other	1.7	2.4	2.5
3. In case a teacher welfare problem is not resolved to the satisfaction of the teacher, the policies provide:			
(a) for the appointment of a committee from the teachers and board members to negotiate	2.8	2.7	2.0
(b) board accepts recommendations of the committee	2.9	2.5	2.0
(c) other	1.4	2.8	1.0
MISCELLANEOUS FRINGE BENEFITS			
1. When teacher assignments are made considerations are made as follows:			
(a) assignment to major field only	3.5	3.3	3.6
(b) high school teachers have a planning period	3.4	3.3	3.8
(c) pupil-teacher ratio in the system is below 25	3.8	3.3	3.7
2. Extra duties expected of teachers are explained in advance	3.5	3.4	3.4
3. Teachers perform extra duties without pay as follows:			
(a) hall duty	2.9	2.5	2.9
(b) playground duty	3.0	2.4	2.8
(c) collect lunch money and other types of monies	3.0	2.2	2.8

TABLE 7--Continued

Practice	Average Value* Group A	Group B	Group C
(d) work at athletic games, plays, and other activities	2.8	2.7	2.6
(e) sponsor plays, programs, and other activities	2.9	2.3	2.7
OTHER TEACHER WELFARE PROGRAMS			
1. The district furnishes houses for all or part of the teachers:			
(a) free of rent	3.5	1.7	2.0
(b) at a low rent (less than $50 monthly)	3.1	1.8	1.4
2. The district furnishes utilities or pays for all or part of the utilities for all or part of the teachers	2.8	1.4	2.0
3. Assistance is provided for teachers in locating housing	3.2	2.7	2.9
4. Lounges are provided in all or in part of the classroom buildings for teachers	3.0	3.0	3.3
5. Faculty rest rooms are provided	2.8	3.2	3.3
6. The average teacher tenure in the system is as follows:			
(a) 0-5 years	1.9	2.4	1.5
(b) 6-10 years	3.3	3.0	4.0
(c) 11-15 years	3.1	3.3	3.4
(d) 16-20 years	1.8	3.0	1.0
(e) over 20 years	1.3	2.8	2.0

*The average value awarded to each practice is determined by dividing the total weighted value of each by the number of responses to each practice.

TABLE 8

COMPARISON OF THE TEN HIGHEST WEIGHTED TOTALS OF GROUPS B AND C WITH GROUP A

	Practice	Group A Rank-Total	Group B Rank-Total	Group C Rank-Total
1.	Extra duties expected of teachers are explained in advance	1-138	4-101	11- 38
2.	There is a definite number of days sick leave provided yearly	2-137	10- 96	7- 42
3.	A teacher is entitled to full pay when on sick leave	3-136	1-111	4- 45
4.	The State Teacher's Retirement programs are available	3-136	3-106	1- 47
5.	The Board of Education has an established sick leave policy	5-132	4-101	5- 44
6.	Teachers have access to hospitalization insurance	6-130	9- 97	13- 37
7.	Sick leave is allowed to accumulate	7-125	6- 99	6- 43
8.	Social Security retirement is available	8-119	2-107	1- 47
9.	Oklahoma Education Association Credit Union programs are available	9-113	11- 93	16- 33
10.	When teacher assignments are made consideration is given to keeping pupil-teacher ratio below 25	10-110	13- 89	25- 22

TABLE 9

COMPARISON OF THE TEN HIGHEST WEIGHTED TOTALS OF GROUPS A AND C WITH GROUP B

	Practice	Group B Rank-Total	Group A Rank-Total	Group C Rank-Total
1.	A teacher is entitled to full pay when on sick leave	1-111	3-136	4- 45
2.	Social Security retirement is available	2-107	8-119	1- 47
3.	The State Teacher's Retirement System programs are available	3-106	3-136	1- 47
4.	Extra duties expected of teachers are explained in advance	4-101	1-138	11- 38
5.	The Board of Education has an established sick leave policy	4-101	5-132	5- 44
6.	Sick leave is allowed to accumulate	6- 99	7-125	6- 43
7.	The district allows leave with pay for curriculum workshops and other educational meetings	6- 99	13-105	7- 42
8.	When teacher assignments are made consideration for the high school teachers to have a planning is given	8- 98	26- 86	3- 46
9.	Teachers have access to hospitalization insurance	9- 97	6-130	13- 37
10.	There is a definite number of days sick leave provided yearly	10- 96	2-137	7- 42

TABLE 10

COMPARISON OF THE TEN HIGHEST WEIGHTED TOTALS OF GROUPS A AND B WITH GROUP C

	Practice	Group C Rank-Total	Group A Rank-Total	Group B Rank-Total
1.	The State Teacher's Retirement System programs are available	1- 47	3-136	3-106
2.	Social Security retirement programs are available	1- 47	8-119	2-107
3.	When teacher assignments are made consideration is given to allowing a planning period for high school teachers	3- 46	26- 86	8- 98
4.	A teacher is entitled to full pay when on sick leave	4- 45	3-136	1-111
5.	The Board of Education has an established sick leave policy	5- 44	5-132	4-101
6.	Sick leave is allowed to accumulate	6- 43	7-125	6- 99
7.	There is a definite number of days sick leave provided yearly	7- 42	2-137	10- 96
8.	The district allows leave with pay for curriculum workshops and other educational meetings	7- 42	13-105	6- 99
9.	Teachers are paid above the local schedule for extra duties performed	9- 41	30- 74	19- 80
10.	All teachers are paid a salary above the state minimum	10- 40	21- 91	13- 90

CHAPTER V

ANALYSIS OF DATA

For the purposes of this study it was considered significant if a practice were in effect in 50 per cent or more of the districts since this represented a majority of cases. Any practice not checked by a superintendent was considered not in effect in his district. When considering value judgments, a 25 per cent or more response to one of four value judgments was considered significant since respondents had a choice of four values - (1) tremendous, (2) high, (3) some, or (4) little or no value - from which to choose.

Teacher welfare programs or practices, commonly called working conditions, apparently do vary from district to district and throughout the United States. Throughout this study all references made from related literature indicate the importance placed upon teacher welfare practices and subsequent effects upon teacher effectiveness. Indications point to this.

> "Teacher effectiveness is related to the teacher's state of mind."[1]

---

[1]American Association of School Administrators, Thirty-third Yearbook, op. cit., p. 138.

"Few will dispute the claim that staff effectiveness depends upon the degree of satisfaction by those who make up the staff."[1]

"Teacher satisfactions go hand in hand with teacher effectiveness."[2]

The degree to which the superintendents responding to the questionnaire indicate certain practices in effect would certainly add support to these writings.

The nine parts of the survey instrument are treated separately.

Sick Leave

Table 2 shows two practices, (1) "the Board of Education has an established sick leave policy" and (2) "there is a definite number of days provided yearly," had a response from every superintendent returning the questionnaire showing it to be in effect in every district. Over 96 per cent indicated that sick leave is allowed to accumulate and that teachers are entitled to full pay when on sick leave.

Only two other practices were of significant value in the three groups. They were: (1) "when a teacher misses more than entitled to, the board pays the teacher full salary and lets him pay his substitute"; and (2) "a teacher is allowed to use sick leave for illness to a member of his family." The latter of these two shows 85 per cent of Group

---

[1] Ibid., p. 139.

[2] Ibid., p. 140.

A schools practicing it as compared with only 65.6 per cent in Group B.

The greatest variation is found in those responding to the practice of "when a new teacher is hired, accrued sick leave is accepted from another district." Group A shows a significant number, 55 per cent, practicing this compared to only 6.3 per cent of Group B districts. While only six practices were considered significant in Groups B and C, ten were in Group A. The three others not already stated are: (1) "proof of illness is required"; (2) "when teacher employment is terminated, he is paid for accumulated sick leave"; and (3) "a teacher is allowed to use sick leave for illness or death to anyone outside the immediate family."

Tables 3, 4, and 5 list the per cent of the responses placing a value judgment on the practices, regardless of whether they were in effect in the districts or not.

The practice of the Board of Education having an established sick leave policy was valued "of tremendous value" as it related to teacher effectiveness by 47.5 per cent of Group A, 34.4 per pent by Group B, and 75 per cent by Group C. Group C, the larger schools, placed more significance on this than the other groups. It was rated "of high value" by 37.5 per cent of Group A and 50 per cent of Group B.

Tables 6 and 7 show this practice to carry a significant weighted total and average value when rated by the respondents, and also show that Group C rates this of consider-

able more value as it relates to teacher effectiveness with an average value of 3.7.

Tables 8, 9, and 10 compare the rank of the top ten weighted totals between groups. "School Board of Education has an established sick leave policy" ranks fifth among Groups A and C and fourth with Group B.

"There is a definite number of days provided yearly," is a practice significant for both "of tremendous value" and "of high value" in all three groups. Using Tables 6 and 7 it is found that this is between high value and tremendous value as it relates to teacher effectiveness. There is some disagreement as to rank of this item with others. Tables 8, 9, and 10 show particular difference in rank of importance between Group A with a rank of second and Group B tenth.

Superintendents felt the practice of sick leave being allowed to accumulate was of tremendous value with Group A having 42.5 per cent giving this rating, Group B 37.5 per cent, and Group C showing by far the most significance with 75 per cent. Value placed upon this practice in Tables 6 and 7 show it to be between high value and tremendous value. Tables 8, 9, and 10 indicate that superintendents in all groups rank it almost identical with rankings of seventh, sixth, and sixth respectively.

The practice "proof of illness is required" indicates differences as to value placed upon it. Group A did not indicate any significant response. Group B felt it had "some

value" and in Group C 33.3 per cent rated it "of tremendous value" and 33.3 per cent "of some value." Tables 6 through 10 show this practice of no significance in relation to teacher effectiveness.

"A teacher is entitled to full pay when on sick leave" is a practice that respondents in all groups rate "of tremendous value" in a majority of cases with Group A 65 per cent, Group B 56.3 per cent, and Group C 83.3 per cent. Again Group C, the largest schools, place more value on this than the other size districts. Tables 6 and 7 indicate the value on this practice to average almost "of tremendous value" in all groups, the average being 3.7 on the four-point scale. It should be pointed out again that these values are placed upon each practice as they relate to teacher effectiveness. This practice ranks very high, third, first, and fourth, when respondents rank the practices in order of value.

Group B gave significance to the practice "when a teacher misses more than entitled to, the board deducts part of salary," but only "of high value." The rating was 25 per cent which just made the required percentage to be of any significance. The average value of respondents to this practice was not significant.

Tables 3, 4, and 5 show that Groups A and C agree on the significance of the practice "when a teacher misses more than entitled to, the board pays the teacher the full salary

and lets him pay his substitute." These two groups rate it "of tremendous value." Group B barely shows significance of both "of high value" and "of some value." Group C has 25 per cent with a rating "of some value" on this practice. The average value is significant with Group A only which shows a 3.1 average. None of the groups place it in the top ten in weighted value.

The practice, "when a new teacher is hired accrued sick leave is accepted from other districts," is of insignificant value to Group A districts. Group B gives it "some or little value" and Group C rates it "of high value." One significant comparison of responses from Group A shows this practice in effect in 55 per cent of the districts while only 7.5 per cent felt is was "of tremendous value."

"When teacher employment is terminated, he is paid for accumulated sick leave" is "of little or no value," according to the superintendents in Groups A and B, and "of some value" or "of little or no value" by Group C respondents. This practice is rated the lowest in value of all sick leave practices by all groups.

"A teacher is allowed to use sick leave for illness to a member of his family" is rated "of tremendous value" by 32.5 per cent of Group A and 33.3 per cent of Group C. This was rated "of high value" by 34.4 per cent of Group B and 50 per cent by Group C. The average value was significant only by Group C with a 3.2 average.

Group C also gives more significance to the practice, "a teacher is allowed to use sick leave for illness or death to anyone outside the immediate family," with 25 per cent checking it "of tremendous value" and 33 per cent "of some value." Groups A and B place "of little or no value" with 25 and 28.1 per cent respectively. The average value was not significant in any group.

Other Leave Programs

Table 2 shows practices in effect in Group A districts significant as follows: "The district allows leave with pay for business purposes," 55 per cent, "sabbatical purposes," 55 per cent, "summer school," 57.5 per cent, and "curriculum workshops and other educational meetings," 82.5 per cent. The only practice significant in Groups B and C was the last one with 75 and 91.7 per cent respectively.

Even though Group A, the group of smallest schools, indicate these practices in effect, they do not value any of them "of tremendous value" as related to teacher effectiveness.

Forty-six and nine-tenths per cent of Group B respondents rate curriculum workshops and other educational meetings "of tremendous value" and 37.5 per cent "of high value" and with Group C, the percentages are 58.3 and 33.3 respectively. Significance is shown with Group C showing "of tremendous value" for "leaves for business" and "sabbatical purposes," both with 25 per cent.

Group A, even though practicing most of the other leave programs, rated "business purposes," "sabbatical purposes," "severance," and "summer school" with "of little" or "no value" as related to teacher effectiveness. This agrees with Group B superintendents in "business purposes" and "severance" since they rate them "of little or no value."

The weighted value and average value found in Tables 6 and 7 show only "curriculum workshops and other educational meetings" to have significant values. None of the other leave programs are ranked in the top ten in importance.

Credit Union

Teachers in all Group B and C districts have the Oklahoma Education Association Credit Union programs available. Responses from Group A show this in effect in 92.5 per cent of the districts. According to the OEA all teachers can use this service if they are paid up members of the association.

Forty per cent of Group A superintendents rate this "of tremendous value" and 25 per cent "of some value," while 31.3 per cent of Group B rate it "of tremendous value," 34.4 per cent "of high value," and 28.1 per cent "of some value." In Group C 33.3 per cent rate the practice "of tremendous value" and 41.7 per cent "of high value." Groups A and C placed an average value on this high enough to be significant. Table 9 shows only Group A ranked this practice in the top

ten in value, ranking it ninth. No other credit union practice was rated of any significance.

Teacher Retirement

According to an Oklahoma law effective in 1943, all teachers must be members of the retirement system unless they were in the profession prior to that time, or were a qualified teacher in the Armed Forces of the United States.

In groups B and C, all teachers have this retirement plan available. As shown in Table 2, 97.5 per cent of Group A superintendents indicated membership available. This could possibly have been an oversight by the respondent completing the questionnaire, since membership in the Oklahoma Teacher Retirement System is mandatory.

Probably more significant, since it is not required by law, is the fact that 82.5 per cent of Group A, 87.5 per cent of Group B, and 100 per cent of Group C have Social Security available. All three groups value the availability of the State Teachers Retirement System and Social Security plan "of tremendous value" as related to teacher effectiveness. The weighted total and average value, according to Tables 6 and 7, show these both to be significant with the average value being almost "of tremendous value."

All three groups show the "Board of Education has a compulsory retirement age" with 55 per cent of Group A, 62.5 per cent of Group B, and a high 91.7 per cent of Group

C indicating this in effect. Group A did not value this highly but 34.4 per cent of Group B rated it "of tremendous value" and 28.1 per cent "of high value." Fifty per cent of Group C rated it "of tremendous value" and 33.3 per cent "of high value." Even though the majority of Group A practices this, they do not show any significance according to the average value in Table 7, while Groups B and C rate the average value above "of high value" and almost as high as "of tremendous value." This practice is not ranked in the top ten by the superintendents giving a value to it.

Insurance Programs

Districts in Group A have available insurance programs as follows: "life"--75 per cent, "hospitalization"--92.5 per cent, "automotive"--72.5 per cent, "professional liability"--55 per cent, "annuity"--77.5 per cent, "salary protection"--77.5 per cent; Group B as follows: "life"--96.9 per cent, "hospitalization"--96.9 per cent, "automotive"--84.4 per cent, "annuity"--84.4 per cent, "salary protection"--93.8 per cent; and Group C as follows: "life"--58.3 per cent, "hospitalization"--91.7 per cent, "automotive"--48.3 per cent, "annuity"--75 per cent, and "salary protection"--83.3 per cent.

The biggest difference between groups, as seen in Table 2, is in the professional liability practice where Groups B and C do not show enough practicing this to be significant. The value placed upon these practices show variations between groups and between practices.

Group A superintendents value the practices "teachers have access to life insurance programs," "hospitalization," "automotive," "annuity," and "salary protection" "of tremendous value" as related to teacher effectiveness. The only variation in practices in effect and value judgments is in "professional liability" where the value placed upon it by the superintendents is not significant. This is the same as the respondents indicated were in effect in the districts. This group rates the same five practices of high value also.

A significant number of superintendents in Group B value "life," "hospitalization," and "salary protection" "of tremendous value" and "life," "hospitalization," "automotive," "professional liability," "annuity," "salary protection," and "workmen's compensation" "of high value." "Workmen's compensation" was rated "of some value." One distinguishing factor shown by Table 2 is that only 12.5 per cent of Group B districts have "workmen's compensation insurance" and 25 per cent rate it "of high value" as related to teacher effectiveness.

As shown by Table 2 superintendents of Group C districts value "life," "hospitalization," "automotive," "salary protection," and "workmen's compensation" to be "of tremendous value." The same practices plus "professional liability" and "annuity programs" are rated "of high value." One outstanding fact is that no respondent reported the practice of

workmen's compensation," yet 25 per cent rated it "of tremendous value."

Those of Group A gave a significant average value to "life," "hospitalization," "automotive," "professional liability," and "salary protection." Group C superintendents gave a significant average value to all seven practices.

The practice of "teachers have access to hospitalization insurance" was ranked sixth in importance of value as related to teacher effectiveness by Group A and ninth by Group B.

Salaries

"The Boards of Education in a majority of districts pay teachers above the state minimum," is indicated by 65 per cent of Group A, 75 per cent of Group B, and 100 per cent of Group C. According to these percentages, the larger a school district, the more likely it is to pay above the minimum.

A majority of all three groups report the practice of "paying extra salary for extra duties performed." Group A indicates 62.5 per cent practice this, Group B 65.6 and Group C 91.7 per cent. All groups placed "of tremendous value" on "pays teachers above state minimum." Groups A and C rated "pays extra for extra duties performed" "of tremendous value" with Group B rating the practice "of high value."

The average value placed on the two salary practices

treated here shows both to be more than "of high value" for all groups. No practice relating to salaries was ranked in the top ten practices, according to weighted total and average value.

Teacher-Superintendent-Board Relations

A recent trend in education has been the establishment of written agreements in districts setting up procedures to handle matters of common concern.

It is shown in Table 2 that 72.5 per cent of Group A and 50 per cent of Group C superintendents reported their districts had written policies for professional negotiations. The districts comprising Group B did not indicate sufficient response to the practice to consider it significant. The respondents indicated ratings "of tremendous value" in the three groups as related to teacher effectiveness. Also Groups B and C gave the rating "of high value" significance also. Group A reported policies were initiated by both superintendent and school board.

Importance was given to the superintendents initiating the policies by those in Group A. Group B gave "of high value" to the school board initiating them while Group C gave "of tremendous value" to the local teachers association performing this.

The average value placed on each practice indicates superintendents placed a value almost corresponding with

practices in effect. Groups A and C placed a significant average value on districts having written policies. This is shown by Table 7. Also of significance, as seen by superintendents in Group A, was "policies should be initiated by the superintendent," with average value of 3.3; and "by the school board," 3.0. In Group B, an average value of 3.0 was given to the "superintendent initiating the policies" and in Group C, a rating of 3.3 for the local teachers initiating them.

Miscellaneous Fringe Benefits

When teacher assignments are made, "considerations are given to assignment to major field only" by 55 per cent of districts in Group A, 59.4 per cent in Group B, and 83.3 in Group C. The indication in Table 2 is that the smallest schools give less attention and the largest more to this practice. This is also true of "allowing high school teachers a planning period" with the percentages 62.5, 71.9, and 83.3 respectively. The inverse is true for "pupil-teacher ratio below 25" where Group A shows 72.5 following this practice, Group B with 62.5, and Group C 50 per cent. The value "of tremendous value" is assigned the three previous fringe benefit practices by all groups with one extremely high value of 83.3 per cent given by Group C to "high school teachers having a planning period."

The three practices are given average values of 3.6,

3.3 and 3.7 for Groups A, B, and C. Group A listed "keeping the pupil-teacher ratio below 25 students" as number ten in the top ten ranked values.

Almost all districts "explain extra duties in advance." Group A had 62.5 per cent rate this "of tremendous value" while Group B had 46.9 per cent and Group C 41.7. Groups B and C also had significant ratings placed on "of high value" with 37.5 and 50 per cent respectively. All three groups gave an average value about midway between "of high value" and "of tremendous value," or about 3.5. A most noticeable fact concerning this practice is that Group A gave it the position of number one among the top ten most highly rated values. Group B ranked it fourth. Also significant but inversely is that Group C districts did not even place this practice in their top ten.

Other responses showing practices in effect in Group A districts were as follows: "teachers perform hall duty"--82.5 per cent, "playground duty"--87.5 per cent, "collect lunch and other types of monies"--77.5 per cent, "work at athletic games, plays, and other activities"--85 per cent, and "sponsors plays, programs, and other activities"--85 per cent. For Group B districts the responses show 96.9, 100.0, 93.8, 87.5, and 75 percentages for the same practices. In Group C the percentages are 100.0, 100.0, 100.0, 66.7, and the only insignificant response was 33.3 per cent for Group C districts participating in the practice of "teachers spon-

soring plays, programs, and other activities."

Values placed on these practices are significant as to the relationship between groups. Tables 3, 4, and 5 show 27.5 per cent of Group A giving a rating "of tremendous value" to teachers performing hall duty, 12.5 per cent of Group B, and 41.7 of Group C. Also 30 per cent of Group A placed "of tremendous value" on "playground duty," as compared with 12.5 per cent of Group B and 33.3 per cent of Group C. "The collection of monies" was rated "of tremendous value" by 30 per cent of Group A, 9.4 per cent of Group B, and 33.3 per cent of Group C. The "working at and sponsoring activities" drew a significant rating from Group A superintendents while Group C felt this had very little value.

The only average values of significance are found in Group A where the average for "hall duty" and "playground duty" was 3.0, as shown in Table 7. None of these had a weighted total sufficient to list them among the top ten ranked practices, as seen by the superintendents returning the questionnaires.

Other Teacher Welfare Programs

Some practices not listed under other headings in the study but of importance to this study are considered under this heading.

It was reported by Group A superintendents that 75 per cent furnish houses for all or part of the teachers free

of rent. This item was hardly given a second look by Groups B and C, as indicated by Table 2. In complete agreement with this report is the fact that only Group A reports any significance in the value of this practice. The rating "of tremendous value" was given "houses free of rent" by 52.5 per cent of this group. The average value assigned by Group A was 3.5 for "houses free of rent" and 3.1 for "at low rent." This was not considered among the top ten.

Of practices reported in this group, 70 per cent of the superintendents in Group A reported that districts furnished some utilities for teachers. Again Groups B and C hardly responded to this.

"Assistance is provided for teachers in locating houses" in the majority of the districts of Groups A and C. Twenty-five per cent of Group A respondents considered this "of tremendous value" as related to teacher effectiveness. Even though Group A indicated 58.3 per cent gave assistance, they did not indicate this was "of tremendous value." Fifty per cent felt it should be considered "of high value." Not enough superintendents of Group B reported this practice in effect to have any degree of significance but 40.6 per cent felt it should be given a high value rating as it affects teacher effectiveness. The average value by all Group A superintendents was listed in Table 7 at 3.2.

According to Table 2, Groups A and C provide lounges and rest rooms for teachers in a majority of cases. One very

significant figure pertaining to this practice is that Group B districts do not show very many with lounges and rest rooms but that both "of tremendous value" and "of high value" ratings carried enough responses in this group to be significant. Groups A and C respondents felt these were "of tremendous value" but Group A did not have enough indicating this response to be significant. The average values for "lounges" for all three groups were 3.0, 3.0, and 3.3 respectively. For "faculty rest rooms" Table 7 shows only Groups B and C with significant average values of 3.2 and 3.3.

Since the practice of "teacher tenure" is divided into five parts, it must be treated differently than previous practices in the study. Table 2 shows that for Group A, 41.2 per cent report an average tenure within a district of 0-5 years while 44.1 per cent show an average of from 6-10 years. Very few Group A district superintendents reported an average tenure of over ten years. In Group B the average having 0-5 years drops all the way to 12.5 per cent while 6-10 years is the significant number with 46.9 per cent reporting this range. In the large districts, Group C, the average tenure with the largest response was in the range of 11-15 years.

Group A respondents placed "of tremendous value" only on the range of 6-10 years average tenure. Group B rates 11-15 years "of high value" while Group C indicated both the 6-10 and 11-15 ranges of tenure "of tremendous value." Group A reported an average value of 3.3 and 3.1 on average tenure

of 6-10 and 11-15 years. Group B superintendents felt that three groups, 6-10, 11-15, and 16-20 years were significant with slightly over a three-point average. Group A had an average value of 4.0 for the value of tenure of 6-10 years and 3.4 for 11-15 years. By combining within Groups A, B, and C, it can be pointed out that Group A places "of high value" on teacher tenure within districts with an average of 6-15 years, Group B 6-20, and Group C 6-15, as it relates to teacher effectiveness.

Chapter VI summarizes the findings listed in Chapter V. To make conclusions, these findings are reviewed in relation to the statement of the problem and to the related literature.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This study was designed to determine to what extent selected teacher welfare practices existed in the public elementary and secondary school districts of Oklahoma. Categories of practices selected for this study were: (1) sick leave; (2) other leave programs; (3) credit union; (4) teacher retirement; (5) insurance programs; (6) salaries; (7) teacher-superintendent-school board relations; (8) miscellaneous fringe benefits; and (9) other teacher welfare programs. The study was also designed to discover how the superintendents of the responding schools valued these practices in relation to teacher effectiveness and the relationship of welfare practices in their schools to the values placed on these practices.

The survey instrument used for the research was the questionnaire, designed to secure the information desired, both facts and attitudes or judgments. A stratified random sample of one hundred school districts with both elementary and secondary schools were selected for the study. For stratification the districts were divided according to size,

determined by the number of teachers in each district as listed in the Oklahoma Educational Directory for 1965-1966. For the purpose of this study the divisions were: (1) Group A, including districts with one through fourteen teachers; (2) Group B, including districts with fifteen through forty-nine teachers; and (3) Group C, including districts with over forty-nine teachers.

There were 519 eligible districts in the state. Since 55 per cent of these were within the range of Group A districts, 55 districts were used for this group. There were 33 per cent of the total in the range of Group B districts so 33 districts were used for this group; and since 12 per cent were in the range of Group C districts, 12 districts were used for this group.

Responses were received from 84 superintendents, or 84 per cent of those who received questionnaires. From the 55 superintendents in Group A, 40 were returned. From the 33 in Group B, 32 were returned; and from the 12 in Group C, all 12 were returned.

The purpose of this chapter is to present the findings of the study, conclusions, and recommendations.

Findings of the Study

Sick Leave

1. All school systems included in the study have sick leave policies established by the Boards of Education

and have a definite number of days provided yearly. It was reported in most cases that sick leave is allowed to accumulate. Oklahoma ranks above the national average with all districts allowing ten days or more.

2. A teacher is entitled to full pay when on sick leave in all districts in Groups B and C and almost all in Group A.

3. When a teacher is ill and misses more days than entitled to miss, one-half of the districts in Groups B and C pay the full salary and make the teacher responsible for paying the substitute. Almost three-fourths of those in Group A follow this practice.

4. Sick leave accrued in other districts is seldom accepted. Teachers are rarely paid for accumulated sick leave when employment is terminated.

5. Almost all of the districts in Group A allow teachers to use sick leave for illness to a member of the immediate family. This is true in approximately 70 per cent of the districts of Groups B and C.

6. A significant number of Group A districts allow sick leave to be used for illness or death outside the immediate family.

7. Superintendents placed the greatest value on "allowing full pay when a teacher was on sick leave" and on "the Boards of Education having an established sick leave policy."

Other Leave Programs

1. Almost all districts in Group C allow teachers to attend curriculum workshops and other educational meetings with pay. This varies for the other groups down to 75 per cent for districts in Group B.

2. In the practices of "leave for business purposes," "sabbatical," severance," and "summer school," slightly over fifty per cent of Group A reported that the districts allowed pay. In the other groups, the percentage was insignificant, ranging all the way to none for "severance pay" in Group B.

3. The superintendents evidently did not feel that most of the other leave practices were of sufficient value to adopt them in their districts. Value placed upon "leave for curriculum workshops and other educational meetings" was very high. This corresponds to the frequency that this was in effect in the districts.

Credit Union

1. Practically all districts participate in the "credit union sponsored by the Oklahoma Education Association." Only three districts in Group C did not report participation.

2. Superintendents felt this practice did affect teacher effectiveness.

Teacher Retirement

1. Only one school did not report participation in the "State Teachers Retirement System," this being in Group C.

2. "Social Security" is available in most districts with only a few in Groups A and B not participating in this program.

3. Almost all districts in Group C had "a compulsory retirement age fixed by the local board." Only about 50 per cent of the districts in Groups A and B reported this practice. The age reported by almost all districts was 65 years.

4. Superintendents rated "retirement programs" and "compulsory retirement" "of tremendous value" as related to teacher effectiveness.

Insurance Programs

1. Nearly all districts reported teachers have access to "hospitalization" and "salary protection" programs. In about 75 per cent "life," "annuity," and "automotive" insurance programs were reported available.

2. Superintendents indicated they felt the effect upon teacher effectiveness that "life," "hospitalization," "automotive," and "salary protection" programs brought about was very substantial.

Salaries

1. In practices relating to salaries only two areas

were reported used to a significant amount. In the large districts, Group C, all reported paying more than the state minimum, compared with 75 per cent in Group B and 65 per cent in the Group A, the smallest districts.

The only other practice pertaining to salaries that was reported by a significant number was "extra pay for extra duties performed." This was reported by almost all Group C districts and by about two-thirds of Groups A and B.

In all groups the superintendents placed significant importance on "paying above state minimum." Groups B and C valued "paying extra salary for extra duties performed" highly as related to teacher effectiveness. Such practices as "tenure," "merit pay," "salary committees," "head-of-household pay," and "pay for driving to work" were not considered important by those reporting.

Teacher-Superintendent-Board Relations

1. Written policies for professional negotiations were reported by over 70 per cent in Group A, but only 44 per cent in Group B. One-half of the districts in Group C said they had such policies.

2. The superintendents were given credit for initiating the policies more often than teachers, school boards, or others with Group A indicating this to be true in over 50 per cent of the districts.

Superintendents in all three groups placed little value on "written policies for professional negotiations."

Miscellaneous Fringe Benefits

1. The large schools, Group C, clearly indicate more concern given to "teaching assignments." Eighty-three per cent in this group reported "teacher assignments are made in major fields only." In Groups A and B slightly more than one-half indicate this to be true.

2. About 70 per cent reported "high school teachers have a planning period."

3. It was considered significant that almost 70 per cent of the districts in Groups A and B had a "pupil-teacher ratio of below 25 pupils" while only 50 per cent of Group C reported this in effect.

4. Practically all superintendents reported "extra duties explained in advance."

5. A large majority of districts signified teachers perform "hall duty," "playground duty," and "collect monies" without extra pay. Groups A and B reported almost all districts require teachers to "work or sponsor activities without receiving extra compensation" and Group C indicated only 33 per cent "sponsor plays, programs and other activities."

6. Values placed upon practices in miscellaneous fringe benefits coincide very closely with those reported in effect by all groups. About three-fourths of the superintendents felt the effect upon teacher effectiveness was very significant. All respondents in Group C felt the effect of a planning period was extremely important.

Other Teacher Welfare Programs

1. One of the greatest variations found in the study among the practices reported was that 75 per cent of Group A, which includes the smaller districts, "furnishes housing free of rent." This compares with 13 per cent in Group B and 8 per cent among Group C. Likewise Group A "furnishes all or part of the utilities for teachers" in 70 per cent of the cases, while Group B showed 3 per cent and Group C 8 per cent.

2. "Lounges" and "rest rooms for teachers" are available in most districts of Groups A and C but not in B. Superintendents placed a high value on providing "lounges" and "rest rooms for teachers."

3. One significant comparison shows the average tenure in Group A districts to be zero to five years in 41.2 per cent of the districts but the superintendents rated the value of this very low as related to teacher effectiveness.

In comparing practices in effect to value of practice, superintendents of Group B districts indicated only 9.4 per cent had an average tenure of 16-20 years but rated it as significantly affecting teacher effectiveness.

CONCLUSIONS

1. It appears evident from the study that most superintendents perceive a high degree of value from teacher welfare programs, as they relate to teacher morale, tenure,

and ultimately to teacher effectiveness in the classroom.

2. Members of the teaching profession in Oklahoma may participate in a variety of welfare programs, some even to a greater extent than in other states throughout the nation.

3. Several practices vary according to school size. Superintendents of smaller districts place more value upon practices they feel necessary to obtain teachers.

4. Indications are that trends in welfare programs are following those that have existed in industry and business for some time.

5. Superintendents recognize the value of leave programs as they relate to teacher effectiveness with sick leave apparently considered the most important.

6. It is apparent that the State Teacher's Retirement System contributes to teacher effectiveness and that the Federal Social Security program is considered important except by superintendents of several of the small schools.

7. It seems evident from the data that consideration for making welfare programs uniform and consistent for all districts, regardless of size or individual superintendent's value judgment on these practices, is lacking.

8. From the study it is evident that superintendents give little value to written policies for improving teacher-superintendent-school board relations. This is probably due to superintendents having relatively little or

no experience in this area. In the future this will probably become a more important consideration by boards of education and administrators. Administrators in small districts perceive themselves as the agent to initiate these policies. Those in large schools indicate they feel they should originate in local teachers' organizations.

9. Teacher tenure in districts in Oklahoma has little consistency. Small schools have shorter tenure and larger districts have longer. Even this is not true in all districts. It is apparent superintendents value longer tenure than now exists very high in relation to teacher effectiveness. School boards and superintendents evidently have not studied nor discussed to any significant degree methods of obtaining better average teacher tenure.

10. Information obtained from the data indicates several fringe benefits are available but apparently with little uniformity.

RECOMMENDATIONS

1. Even though teacher welfare programs create administrative problems, superintendents and school boards need to examine more closely the practices available to their teachers and the effects upon teacher morale, attitude, performance, and subsequently, on teacher effectiveness as a result of the presence or absence of these practices.

2. Superintendents and school boards need to evaluate the practice of accepting sick leave accrued in other

districts.

3. It is recommended that study be made concerning a compulsory retirement age as it relates to teacher effectiveness.

4. The several insurance programs available to teachers in some districts, through state or local associations, should be made available to all. Workmen's compensation insurance should be required.

5. It is recommended that a study be made concerning written policies for teacher-school board negotiations.

6. The superintendents and school boards should examine the effects of extra duties as related to teacher effectiveness.

7. Since faculty rest rooms and lounges affect teacher effectiveness, boards of education should include these in all future plans of remodeling or building.

8. A study should be made to determine the correlation of average teacher tenure to district size; and, what significant effects, if any, short tenure has on teacher effectiveness.

9. Using teachers from which to get information and value judgments instead of superintendents, a study concerning welfare programs should be made.

10. It is recommended that a concerted effort be made by the boards of education, through the State Association of School Boards, and the superintendents, through the

Oklahoma Association of School Administrators, or other appropriate organizations, to evaluate all teacher welfare programs. They should strive to make available, through all available means, those programs that contribute favorably to the educational processes in Oklahoma.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Adams, Sir John. The Teacher's Many Parts. Los Angeles: Ivan Deach, Jr., 1932.

Almack, John C. and Lang, Albert R. Problems of the Teaching Profession. Boston: Houghton Mifflin Company, 1925.

American Association of School Administrators. Administering a Sick-Leave Program for School Personnel. Washington, D. C.: National Education Association, 1954.

_____. Staff Relations in School Administration. Thirty-third Yearbook. Washington, D. C.: National Education Association, 1955.

_____. Roles, Responsibilities, Relationships of the School Board, Superintendent, and Staff. Washington, D. C.: The Association, 1963.

_____. Management Surveys for Schools, Their Uses and Abuses. Washington, D. C.: The Association, 1964.

_____. "Morale of Teachers," Morale for a Free World. Twenty-second Yearbook. Washington, D. C.: The Association, 1944.

Biddle, Bruce J. and Ellena, William J. Contemporary Research on Teacher Effectiveness. New York: Holt, Rinehart, and Winston, 1964.

Brembeck, Cole S. The Discovery of Teaching. Englewood Cliffs: Prentice-Hall, Inc., 1962.

Burrup, Percy E. The Teacher and the Public School System. New York: Harper and Brothers, 1960.

Chandler, B. J. Education and the Teacher. New York: Dodd, Mead, and Company, 1961.

Chandler, B. J., and Petty, Paul V. Personnel Management in School Administration. Yonkers, N. Y.: World Book Company, 1955.

Elsbree, Willard S. and Reutter, E. Edmund, Jr. Staff Personnel in the Public Schools. Englewood Cliffs: Prentice-Hall, Inc., 1954.

French, Wendell L. Personnel Management Process. Boston: Houghton Mifflin Company, 1964.

Grieder, Calvin, Pierce, T. M., and Rosenstengel, W. M. Public School Administration. New York: Ronald Press Company, 1956.

Gross, Neal. Who Runs Our Schools? New York: John Wiley and Sons, 1939.

Haimann, Theo. Professional Management. Boston: Houghton Mifflin Company, 1962.

Huggett, A. J. and Stinnett, T. M. Professional Problems of Teachers. New York: The Macmillian Company, 1956.

Jucius, Michael J. Personnel Management. Homewood, Ill.: Richard D. Irwin, Inc., 1955.

Kindred, Leslie W. and Woodard, Prince B. Staff Welfare Practices in the Public Schools. Washington, D. C.: The Center for Applied Research in Education, Inc., 1963.

Lieberman, Myron. Education is a Profession. Englewood Cliffs: Prentice-Hall, Inc., 1956.

Moore, Harold E. and Walters, Newell B. Personnel Administration in Education. New York: Harper and Brothers, 1955.

National Commission on Teacher Education and Professional Standards. The Assignment and Misassignment of American Teachers. Washington, D. C.: National Education Association, 1965.

National Education Association. Practical Personnel Policies Essential for Good Schools. Committee on Tenure and Academic Freedom. Washington, D. C.: The Association, 1954.

Parker, Paul P. Tact and Skill in Handling People. New York: Frederick Fell, Inc., 1959.

Tompkins, Arnold. School Management. Boston: Ginn and Company, 1903.

Whitehill, Arthur M., Jr. Personnel Relations. New York: McGraw-Hill Book Company, 1955.

Periodicals

Argyle, Michael, Gardner, Godfrey, and Cioffi, Frank. "Supervising Methods Related to Productivity, Absenteeism, and Labor Turnover," Human Relations, XI:XXIV, 1958, pp. 37-40.

Brain, George. "Evaluating Teacher Effectiveness," NEA Journal, LIV:II, Washington, D. C.: The Association, (February, 1965), pp. 35-36.

Cogan, Charles. "The Union Replies," School Management, (June, 1966), pp. 84-85.

Cronbach, Lee J. "The Role of the University in Improving Education," Phi Delta Kappan, XLVIII, (June, 1966), pp. 539-649.

Estes, Nolan, Carter, Robert, and Kinnamon, Lynn R. "Fringe Benefits for Teachers," NEA Journal, Washington, D. C.: The Association, 1965, pp. 13-14.

"Fringe Benefits Paid to White-Collar Employees," The Office, LXIII:V, Stamford, Conn.: Office Publications, Inc., (May, 1966), pp. 99-101.

Gorman, B. W. "Personnel Policies and the Teacher Shortage," The American School Board Journal, CXXXII, (April, 1936), pp. 34-36.

"How Can We Get Enough Good Teachers," National Citizens Commission for the Public Schools, New York, (October, 1955).

Kidd, Jaunita. "A Teacher Speaks for Education," OEA Journal, Oklahoma City: Oklahoma Education Association, (March, 1965), pp. 20-22.

Morris, Richard Knowles. "The Public Image of the Teaching Profession," The Education Digest, XXXI, (September, 1965), pp. 4-6.

National Education Association. "Conditions of Work for Quality Teaching," Department of Classroom Teachers. Washington, D. C.: The Association, 1959.

_____. "Teachers Salaries and Salary Trends in 1923," Research Bulletin I. Washington, D. C.: The Association, (July, 1923), pp. 1-115.

_____. "Practices Affecting Teacher Personnel," Research Bulletin VI. Washington, D. C.: The Association, (September, 1928), pp. 205-255.

_____. "Administrative Practices Affecting Classroom Teachers," Research Bulletin X. Washington, D. C.: The Association, (January, 1932), pp. 1-32, (March, 1932), pp. 33-75.

_____. "Teacher Personnel Procedures: Selection and Appointment," Research Bulletin XX. Washington, D. C.: The Association, (March, 1942), pp. 49-79.

_____. "State School Legislation, 1965," Research Bulletin XLIII:IV, (December, 1965).

_____. "Teacher Personnel Procedures, 1950-51: Employment Conditions in Service," Research Bulletin XXX. Washington, D. C.: The Association, (April, 1952), pp. 33-63.

_____. "Teacher Personnel Practices, Urban School Districts, 1955-56," Special Memorandum. Washington, D. C.: The Association, (June, 1956).

_____. "Growth of Sick Leave Plans in Urban School Systems, 1927-1951," NEA Journal. Washington, D. C.: The Association, (March, 1956).

_____. "Evaluation of Classroom Teachers," Research Report 1964-R14. Washington, D. C.: The Association, (December, 1964).

_____. "Fringe Benefits for Teachers," NEA Journal. (November, 1963), pp. 17-18.

_____. "High Spots in State School Legislation, January 1 - August 1, 1965," Research Report 1965-R14. (October, 1965), pp. 5-107.

_____. "Personnel Administration in Urban School Districts, 1961-62," Research Report 1963-R13.

_____. "Personnel Policies for Schools of the Future," Washington Conference Report. Washington, D. C.: The Association, 1957.

"Oklahoma Educational Directory," State Superintendent's Bulletin 109-0. Oklahoma City, 1965.

Stinnett, T. M. "Improving School Board-Superintendent-Teacher Relationships," Bulletin of Education, XX:I. Lawrence: University of Kansas Publications, (November, 1965), pp. 5-9.

Sowers, Luther B. and Boyer, Randall R. "Make Your Fringe Benefits Better Than Other Districts," The Nation's Schools. (December, 1962), pp. 41-43.

"Summary of OEA Welfare Programs," Research Division Memorandum 378. Oklahoma City: Oklahoma Education Association, (February 10, 1967), pp. 1-2.

Worth, Walter H. "Can Administrators Rate Teachers," The Canadian Administrator. Edmonton, Canada: University of Alberta, I:I, (October, 1961).

Unpublished Material

Deever, Roy Merwin. "An Analysis of Personnel Practices in Selected School Systems of the Southwest Region." Unpublished Ed.D. dissertation, University of Oklahoma, 1959.

Green, John Albert. "The Policies and Practices of Personnel Administration in the Public School Systems of Cities Between 10,000 and 30,000 Population." Unpublished Ed.D. dissertation, University of Colorado, 1953.

APPENDIX A

LETTER MAILED TO SUPERINTENDENTS

J. L. SMALLING
College of Education
The University of Oklahoma
Norman, Oklahoma

March 10, 1966

Dear Superintendent:

I am engaged in a doctoral study at the University of Oklahoma to appraise the public school teacher welfare programs in the State of Oklahoma and their effects upon teacher effectiveness in the classroom.

Teacher welfare is the conditions under which a teacher accepts employment and teaches. Teacher effectiveness, for the purpose of study, is defined as the extent to which a bonefide attempt is made by a teacher to exert maximum effort to excel in all phases of the job description of his position. Teacher morale, enthusiasm, and the vigor with which he attempts to excel may be influenced by the teacher welfare practices in the school.

This study will identify, examine, describe, and evaluate the programs from the results of a questionnaire completed by the superintendents of schools in each system selected at random in Oklahoma. The results of the study should be especially pertinent to superintendents and boards of education assessing the financial aspects and employment practices of the schools.

I realize you are very busy, but your cooperation in this will be greatly appreciated. An immediate return of this questionnaire is of utmost importance for adequate evaluation of the subject area. You or your school will in no way be identified in this study and the contents of the returned questionnaire will be treated as confidential. A summary of the study will be available to you as soon as it is completed.

Thank you for your cooperation.

Sincerely,

J. L. Smalling
College of Education
The University of Oklahoma
Norman, Oklahoma

APPENDIX B

QUESTIONNAIRE MAILED TO SUPERINTENDENTS

A STUDY OF TEACHER WELFARE PROGRAMS IN THE PUBLIC SCHOOLS OF OKLAHOMA

DIRECTIONS

The items contained in the questionnaire are related to the certificated personnel in your school district.

(1) To the left of each statement check those practices currently in effect in your school system.

(2) To the right of each statement please circle the number that indicates your evaluation of each program as it relates to teacher effectiveness, whether it is in effect in your school system or not. For estimate of value, circle (4) if you feel the program has tremendous value, (3) if it has high value, (2) if it has some value, or (1) if it has little or no value.

Number of certificated personnel in your school system_____

Sick Leave

Check items in effect			Circle the Proper Number
___	1.	The Board of Education has an established sick leave policy.	4 3 2 1
___	2.	There is a definite number of days provided yearly. How many?_____	4 3 2 1
___	3.	Sick leave is allowed to accumulate To how many days?_____	4 3 2 1
___	4.	Proof of illness is required	4 3 2 1
___	5.	A teacher is entitled to full pay when on sick leave	4 3 2 1
___	6.	When a teacher misses more than entitled to, the board	
		(a) deducts full salary for each day missed beyond number granted for sick leave	4 3 2 1
		(b) deducts part of salary	4 3 2 1
		(c) pays the teacher the full salary and lets him pay his substitute	4 3 2 1

___	7. When a new teacher is hired, accrued sick leave is accepted from another district	4	3	2	1
___	8. When teacher employment is terminated, he is paid for accumulated sick leave	4	3	2	1
___	9. A teacher is allowed to use sick leave for illness to a member of his family	4	3	2	1
___	10. A teacher is allowed to use sick leave for illness or death to anyone outside the immediate family	4	3	2	1

Other Leave Programs

	1. The district allows leave with pay for				
___	(a) business purposes	4	3	2	1
___	(b) sabbatical purposes	4	3	2	1
___	(c) severance (for retirement only)	4	3	2	1
___	(d) summer school	4	3	2	1
___	(e) curriculum workshops and other educational meetings	4	3	2	1

Credit Union

	1. Teachers have available for their use the following:				
___	(a) local teachers credit union	4	3	2	1
___	(b) Oklahoma Education Association credit union	4	3	2	1
___	(c) other credit unions	4	3	2	1

Please List

_____

Teacher Retirement

	1. Teacher retirement programs are available as follows:				
___	(a) State Teachers Retirement System	4	3	2	1
___	(b) Social Security	4	3	2	1
___	(c) other programs	4	3	2	1

Please List

_____

___ 2. The Board of Education has a compulsory retirement age 4 3 2 1
Please state age_____

Insurance Programs

1. Teachers have access to the following insurance programs:

		Check District Pays	Check Teacher Pays				
___	(a) life	_____	_____	4	3	2	1
___	(b) hospitalization	_____	_____	4	3	2	1
___	(c) automotive	_____	_____	4	3	2	1
___	(d) professional liability	_____	_____	4	3	2	1
___	(e) annuity program	_____	_____	4	3	2	1
___	(f) salary protection	_____	_____	4	3	2	1
___	(g) workmen's compensation	_____	_____	4	3	2	1
___	(h) other	_____	_____	4	3	2	1
	Please List						
	_____			4	3	2	1
	_____			4	3	2	1

Salaries

1. The Board of Education pays a salary in relation to the state minimum as follows:

___ (a) follows the state minimum this year 4 3 2 1

___ (b) pays all teachers above state minimum 4 3 2 1

Please state amount paid above state minimum for beginning teachers _____

Please state any other variations from the state minimum _____

___ (c) pays teachers above the local schedule for extra duties performed 4 3 2 1

___ 2. The local teachers have a salary committee who works with the superintendent to make recommendations to the Board of Education 4 3 2 1

___ 3. The district has a merit pay scale to reward certain classroom teachers 4 3 2 1

___ 4. Teachers receive tenure after teaching in the district for a certain number of years 4 3 2 1
After how many years?_____

5. The district pays extra for
___ (a) head-of-household 4 3 2 1
___ (b) male single teacher 4 3 2 1
___ (c) mileage for driving to work 4 3 2 1

Teacher-Superintendent-School Board Relations

___ 1. The district has written policies for professional negotiations 4 3 2 1

2. The policies were initiated by
___ (a) local teachers association 4 3 2 1
___ (b) superintendent 4 3 2 1
___ (c) school board 4 3 2 1
___ (d) other 4 3 2 1

Please List

_____

3. In case a teacher welfare problem is not resolved to the satisfaction of the teacher, the policies provide:
___ (a) for the appointment of a committee from the teachers and board members to negotiate 4 3 2 1
___ (b) board accepts recommendations of the committee 4 3 2 1
___ (c) other 4 3 2 1

Please List

_____

Miscellaneous Fringe Benefits

1. When teacher assignments are made considerations are made as follows:
___ (a) assignment to major field only 4 3 2 1
___ (b) high school teachers have a planning period 4 3 2 1
___ (c) pupil-teacher ratio in the system is below 25 4 3 2 1

Please give pupil-teacher ratio _____

___	2. Extra duties expected of teachers are explained in advance	4	3	2	1
	3. Teachers perform extra duties without pay as follows:				
___	(a) hall duty	4	3	2	1
___	(b) playground duty	4	3	2	1
___	(c) collect lunch money and other types of monies	4	3	2	1
___	(d) work at athletic games, plays, and other activities	4	3	2	1
___	(e) sponsor plays, programs, and other activities	4	3	2	1

Other Teacher Welfare Programs

	1. The district furnishes houses for all or part of the teachers:				
___	(a) free of rent	4	3	2	1
___	(b) at a low rent (less than $50 monthly)	4	3	2	1
___	2. The district furnishes utilities or pays all or part of the utilities for all or part of the teachers	4	3	2	1
___	3. Assistance is provided for teachers in locating housing	4	3	2	1
___	4. Lounges are provided in all or in part of the classroom buildings for teachers	4	3	2	1
___	5. Faculty rest rooms are provided	4	3	2	1
	6. The average teacher tenure in the system is as follows:				
___	(a) 0-5 years	4	3	2	1
___	(b) 6-10 years	4	3	2	1
___	(c) 11-15 years	4	3	2	1
___	(d) 16-20 years	4	3	2	1
___	(e) over 20 years	4	3	2	1

Please list any Teacher Welfare Program offered your teachers or any other information pertinent to this study not covered by this questionnaire.

APPENDIX C

SCHOOL TO WHICH QUESTIONNAIRES WERE SENT

SCHOOL DISTRICTS TO WHICH QUESTIONNAIRES WERE SENT

Group A

Achille
Arnett (Hollis)
Avant
Battiest
Bearden
Braggs
Bray
Butler
Cleo Springs
Cobb
Colony
Corn
Crawford
Davenport
Davidson
Eakly
Eureka (Baker)
Felt
Fort Supply
Glenpool
Goodwell
Gracemont
Graham
Greenfield
Harris
Hitchita
Kaw City
Kiefer
Lacy
Lenapah
Loco
Marland
Milfay
Mulhall
Nash
Oakwood
Olustee
Paden
Paoli
Piedmont
Plainview (Griggs)
Port (Sentinel)
Preston
Ralston
Reed
Roff
Schulter
St. Louis
Strang
Tupelo
Tyrone
Vamoosa
Wainwright
Wanette
Woodland

Group B

Balko
Buffalo
Calumet
Carnegie
Cement
Chandler
Cherokee
Cheyenne
Cordell
Custer City
Cyril
Dover
Elgin
Erick
Fairview
Gotebo
Granite
Healdton
Hooker
Konawa
Leedy
Lone Wolf
Mangum
Mannford
Newcastle
Nowata
Snyder
Tishomingo
Turpin
Verden
Vici
Wayne
Weatherford

Group C

Alva
Anadarko
Burns Flat
Chickasha
Elk City
Guymon
Lindsay
Norman
Oklahoma City
Tahlequah
Vinita
Woodward

APPENDIX D

SCHOOLS RETURNING QUESTIONNAIRES

SCHOOL DISTRICTS RETURNING QUESTIONNAIRES

Group A

Achille
Arnett (Hollis)
Avant
Battiest
Bearden
Bray
Cleo Springs
Colony
Corn
Crawford
Davenport
Eakly
Eureka (Baker)
Felt
Fort Supply
Goodwell
Gracemont
Graham
Greenfield
Kiefer
Lacy
Marland
Milfay
Mulhall
Nash
Oakwood
Olustee
Paoli
Piedmont
Plainview (Griggs)
Port (Sentinel)
Preston
Reed
Roff
Schulter
St. Louis
Tyrone
Vamoosa
Wainwright
Woodland

Group B

Balko
Buffalo
Calumet
Cement
Chandler
Cherokee
Cheyenne
Cordell
Custer City
Cyril
Dover
Elgin
Erick
Fairview
Gotebo
Granite
Healdton
Hooker
Konawa
Leeky
Lone Wolf
Mangum
Mannford
Newcastle
Nowata
Snyder
Tishomingo
Turpin
Verden
Vici
Wayne
Weatherford

Group C

Alva
Anadarko
Burns Flat
Chickasha
Elk City
Guymon
Lindsay
Norman
Oklahoma City
Tahlequah
Vinita
Woodward