AMOS, Oris Carter, 1929-
SATISFACTION AND COMMITMENT OF OHIO
TEACHERS OF EDUCABLE MENTALLY RETARDED
CHILDREN.

The Ohio State University, Ph.D., 1971
Education, special

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SATISFACTION AND COMMITMENT
OF
OHIO TEACHERS OF EDUCABLE MENTALLY RETARDED CHILDREN

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of the Ohio State University

By
Oris Carter Amos, A.B., M.A.

The Ohio State University
1971

Approved by

[Signature]
Adviser
Department of Education
PLEASE NOTE:

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UNIVERSITY MICROFILMS
ACKNOWLEDGMENTS

I am extremely grateful to all persons who have supported me throughout my doctoral study. Thanks to the persons who guided me in course selection and evaluated my performance in the general and oral examinations: Dr. G. Orville Johnson - Exceptional Children, Dr. Elsie Alberty - Curriculum, and Dr. L. O. Andrews - Teacher Education. To the dedicated scholars who served on my reading committee - Dr. L. O. Andrews, Chairman, Dr. Viola Cassidy and Dr. John Shea, goes my sincere appreciation.

Three hundred and fifty-nine special education teachers took the time to respond to the inventory used in this study, and I am humbly grateful for their cooperation. Thanks to Sam Bonham, Director, Ohio Division of Special Education for permitting this study to be conducted. My friends, Jacque Cross and Geraldine Parham of the Ohio Division of Special Education have given me tremendous support - moral and other during the entire study.
My husband, Winsom and my daughter, Patsi have stood by me and excused me in my "lowest" moments and have rejoiced with me in my "highest" moments. To these two persons, words are far too inadequate.

Finally, I shall never forget the faith that my deceased father had in education as a key to the liberation of the oppressed. His dedication to and sacrifices for his children were and will always be an inspiration to me.
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INTRODUCTION

Problem and Rationale

About three per cent of the nation's population or about 6,000,000 people will at sometime in their lives need specialized training and/or service because of limited social and intellectual functioning. These 6,000,000 people are the nation's mentally retarded. The President's Committee on Mental Retardation in its 1967 report to the nation indicated that one of the most limiting problems in the field of mental retardation is the "acute shortage of professional specialists - especially teachers, therapists, physicians, social workers and nurses".

Although millions of dollars in training grants have been made available through federal and state agencies, the need for trained teachers and other professionals to work with mentally retarded persons presents an acute manpower shortage. The President's Panel stated in 1962 that 6,000 teachers each year for ten years would be needed to staff classrooms for the mentally retarded. This critical need for trained personnel has not been eliminated. Mackie has
More than five times the number of special educators are employed today to work directly with exceptional children compared with two decades ago. Even so, the nationwide shortage of qualified teachers for exceptional children continues to be critical.

Mackie's report points out further that more than 540,000 children were enrolled in special classes for the mentally retarded in 1966, and that this figure is less than half of the number of such children estimated to need some form of special education.

During the seventies the manpower issue will continue to be one of the most perplexing problems. From the proceedings of the International Conference on Manpower and Mental Retardation, held in Alberta, Canada in 1969, Julius Cohen wrote:

One of the largest problems facing this field during the decade of the seventies is that of manpower: educating new comers for service in the field; providing in-service training experience for those already actively involved in programs for the retarded; and educating personnel in related areas and the general public to the needs and abilities of the retarded.

In addition to the effect of the current recruitment programs, studies of persons already teaching retarded children should help with the manpower problem in this area by identifying factors which might be related to teacher satisfaction and commitment to the field of special
education. Such studies would be instrumental in gathering data about the characteristics of practicing special education teachers. Findings from the studies should influence recruitment and holding strategies, thus helping to ease the manpower burden.

There is a paucity of studies about teachers of educable mentally retarded children. Although millions of dollars are used to recruit and train teachers for the field, little is known about (a) reasons for choice of special education as a career, (b) general occupational patterns of special education teachers, (c) areas of satisfaction, (d) extent of participation in the field, and (e) the commitment of special education teachers to the field.

In the discussion during the Conference on Manpower and Mental Retardation, 1969, one of the highlights was the lack of data on which to make manpower decisions in this field. The conference participants indicated that it had never been established whether the shortage of qualified workers in mental retardation is due to:

1. Unequal geographic distribution of personnel
2. Self-imposed isolation by various services that result in staff duplication
3. Lack of training facilities
4. Unattractiveness of some vocational levels and roles, or
5. The possibility that most staff positions in the present structures force personnel to work at levels
either above or below their training and abilities.  

Much of the literature related to teachers of retarded children has tended to be theoretical or based on postulates without adequate data to support the theories. The studies which have been reviewed tended to have serious limitations, which the researchers frequently pointed out, and most of the researchers indicated a need for replications and more research in the special teacher area.

Several studies in special education have set out to identify personality variables and needs of teachers of exceptional children. Jones and Gottfried studied psychological needs and preferences of special education teachers, regular teachers, and prospective special education teachers; using the Edwards Personal Preference Schedule to assess the relationship between psychological needs and preference for teaching certain exceptional children. No decisive statement could be made about the results, but Jones and Gottfried suggested that extension of similar types of investigations should be made.

A study conducted by White attempted to measure the effects of teacher warmth, empathy, and genuineness by the achievement of educable mentally retarded students. Although teachers were identified as having high or low scores on the personality variables, no significant difference was
found in the achievement of the students. The small number of subjects (twenty teachers and sixty students) may have been a limiting factor in this research effort.

Efforts have been made to investigate factors which attracted teachers to the special education field. Lord and Wallace report that the influence of friends and relatives as well as actual contacts with exceptional children were related to the decision to become special education teachers. These findings were substantiated by Gottfried and Jones in 1964.

Jones and Gottfried also conducted studies on the prestige of special education teaching using employed special education teachers as well as prospective teachers of exceptional children. These studies showed that (a) the prestige of teachers of severely retarded children was rated as being higher than that for teachers of educable mentally retarded children, and (b) teachers and prospective teachers of educable mentally retarded children rated themselves lower than they are rated by regular classroom teachers.

Questions have continued to be raised about the type of experiences which teachers of retarded children should have previous to the teaching of the special class. In a study by Annettee Rich in 1960, eighty-nine per cent of the administrators surveyed said that special teachers should have regular class teaching before an assignment to a special
Although this suggestion for having regular class experience before special class experience is often made, no data have been forthcoming to support the feasibility of this procedure. Louis Fliegler, President of the Teacher Education Division, Council for Exceptional Children, has indicated that the issue of special class teaching following regular class teaching is a critical area which should be studied. Among other important issues related to preparation of teachers for retarded children, Fliegler mentioned: (a) attitudes of the effective special teacher, (b) initial certification in elementary or secondary, (c) the sequence of courses in teacher education, and (d) laboratory and clinical experiences which should be provided. The issues raised by Fliegler have not been adequately studied; consequently it is not known which types of experiences and training will produce effective, satisfied, committed teachers of retarded children.

The Council for Exceptional Children continues to stipulate in the Standards for Personnel in Education of Exceptional Children that persons preparing to teach retarded children should have ample opportunity for extensive observation, demonstration, and participation experience with retarded children of various abilities and age levels in a variety of settings. Even though this suggestion is often made, there is no hard data about whether such pre-service
experience is generally available to prospective teachers or whether such experience enhances the teacher's satisfaction with or commitment to the field of mental retardation.

**Justification for the Study**

Reliable data about teachers of retarded children are alarmingly meager and inadequate. Although much research effort has been devoted to the effectiveness or lack of effectiveness of the special class in comparison to the regular class, little or no research effort has been devoted to teachers who direct the special classes. At present, little is known about:

1. The general personal characteristics of teachers of the retarded
2. The education and training of the teachers of the retarded
3. The professional activities of the teachers of the retarded, including their general concerns about the profession
4. The general morale of the teachers of the retarded—their degree of satisfaction or dissatisfaction
5. The aspects of the teaching tasks that the teachers like or dislike
6. The teachers' assessment of their ability to participate in and contribute to activities in the field.
Answers to these questions are important in their own right, but even more important is a consideration of any systematic patterns or relationships which may exist among the variables studied in this research. If certain relationships are found to exist, better strategies for selection, recruitment, and training of teachers for the retarded might be possible. Such information might also shed light on how to improve the "holding power" of teachers who are already active in the field.

Purpose of the Study

The purposes of this study are:

1. To ascertain the extent to which this group of Ohio teachers of educable mentally retarded children are satisfied and committed to the area of education of educable mentally retarded children.

2. To ascertain whether certain personal characteristics of this group of teachers are related to their satisfaction and commitment to the area of teaching retarded children.

3. To ascertain whether certain pre-service experiences, training levels (elementary, secondary, special), and reasons for entry to the field are related to their satisfaction and commitment.

4. To ascertain whether types of degree (bachelor,
masters), or ability to make contributions to the field outside of the classroom are related to satisfaction and commitment.

5. To ascertain whether there is interrelationship between the variables - satisfaction and commitment.

Definition of Terms

Educable Mentally Retarded: In Ohio, children and young adults whose intelligence quotients as measured by the Stanford Binet or the Wechsler Intelligence Scale fall in the range of about 50 to the middle 70's are designated "educable mentally retarded" (EMR). These individuals tend to be slower in their overall development, but can be taught academic and social skills within functional limits. The definition of retardation adopted by the American Association on Mental Deficiency is generally the most widely accepted and used: "Mental retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior."\(^{15}\)

Teacher Satisfaction: In this study, satisfaction is measured by the teachers' self report on their own feelings of satisfaction. An item on the inventory asks: "In general are you satisfied with your work as a teacher of educable mentally retarded children?" The teacher could respond by
checking items indicating that they are (a) very satisfied, (b) somewhat satisfied, (c) somewhat dissatisfied, or (d) very dissatisfied.

**Teacher Commitment:** This factor is related to a teacher's self report that within the next two years, his/her plans are to remain in some area of working with retarded children as a teacher, work-study coordinator, consultant or supervisor. The non-committed are those who plan to change to teaching in an area other than mental retardation, or to leave the field of education for other endeavors.

**Limitations**

During the last five years there have been many criticisms of the present structure and effectiveness of the special classes for educable mentally retarded children. As changes are proposed in the general structure of programs for retarded children, assessment of characteristics and skills of teachers currently in the field should be made. It would be highly feasible for this study to be conducted on a national scale. The limitations of time and money prohibit such a comprehensive study for a dissertation project unless that project received a special research grant. Because of costs involved, this research was limited to a sample of 418 Ohio teachers of educable mentally retarded children selected randomly from a computer print-out of
active teachers of educable mentally retarded children in Ohio, 1970-1971. Because the sample studied was selected from Ohio, the generalizability of the findings is somewhat limited.

This research does not address itself to whether teacher effectiveness is related to satisfaction of teachers of retarded children. Questions related to characteristics of the most effective teacher for retarded children remain unanswered. Does the satisfied and committed teacher produce the better adjusted, higher achieving pupils? Again, although this is an important issue, the limitations of time and money were prohibiting factors.

Summary

In Chapter I, an overview of the problem to be studied in this research project was presented. It was pointed out that while abundant research has been conducted to ascertain the effectiveness or lack of effectiveness of special classes in comparison to regular classes, little research effort has been devoted to the teachers who guide classes for educable mentally retarded children. It was pointed out in Chapter I that while federal and state grants have been made available to attract persons to the field of mental retardation, little follow-up has been conducted to ascertain whether these grants have attracted satisfied and committed
candidates to the field. The sample chosen for the study was a group of Ohio teachers of educable mentally retarded children. This selection tends to limit somewhat the generalizability of the results, a situation which was discussed as a limitation of the study. Also discussed in Chapter I, were the definition of terms and the justification of the study.

**Succeeding Chapters**

Chapter II will include a review of related literature. Chapter III will discuss the methods and procedures used to conduct the study. Chapter IV will present an analysis and discussion of the data, and Chapter V will present the summary of the results and recommendations.
Notes to Chapter I


4. Ibid., p. 22.


6. Ibid., p. 29.


CHAPTER II

REVIEW OF LITERATURE

To focus more adequately upon satisfaction and commitment of this sample of Ohio teachers of educable mentally retarded children, the related literature and research have been divided into three sections: (a) Career Choice - A Conceptual Framework, (b) Satisfaction of Teachers and other Occupational Groups, and (c) Satisfaction and Commitment of Teachers of the Educable Mentally Retarded.

Career Choice - A Conceptual Framework

For many years counselors, psychologists and others involved with vocational counseling and guidance have been interested in why people make certain occupational or career choices, and why certain choices become satisfactory or dissatisfactory. Several interesting theories of occupational choice have been advanced by Hoppock\(^1\) and by Ginzberg.\(^2\) The theories of both of these authors can lend themselves to studies of the choice of special education as a career. Hoppock has postulated that occupations are chosen to meet needs and that satisfaction can result from a job which promises to meet present needs or needs of the future.\(^3\)

Ginzberg has postulated that occupational choice is a
developmental process; the process is largely irreversible; compromise is an essential aspect of every choice. In Ginzberg’s discussion, three distinct occupational decision making periods are outlined as (a) fantasy choice, (b) tentative choice and (c) a realistic choice emerging in early adulthood. According to the Ginzberg theory, the career choice ends with the first major job.

Two authors - Hoppock, 1957 and Osipow, 1968 - have compiled comprehensive reviews of theories of career choice. Theories discussed by the authors included those emphasizing: (a) the matching of abilities to fit certain career openings, (b) selecting of careers by error or accident, (c) choosing a career to meet needs, and (d) selecting a career which promises a certain life style or the satisfaction of certain aspirations.

If proposed career choice theories have merit, then satisfaction or dissatisfaction will depend upon the initial motivational factor in the choice of a particular career. If, for example, an individual chooses a career to meet a need or to fulfill an aspiration, then satisfaction may depend upon whether the perceived need is met through the career. On the other hand, if a career is chosen by accident or error or circumstance, it is conceivable that the career may not be entirely satisfactory.
Ginzberg summarizing research in order to develop a theory of career choice, lists three distinct types of satisfaction. Ginzberg states:

The first and most obvious, is the return of monetary rewards and prestige. Second is the intrinsic satisfactions - the pleasure in a specific activity and in the accomplishment of specific ends. The third element can be designated as concomitant satisfactions such as those which certain people derive from working in a particular physical environment or with a particular group.

**Satisfaction of Teachers and Other Occupational Groups**

Some of the more extensive research about job satisfaction has been conducted with industrial workers as subjects. From studies of industrial, factory, and office workers, George Friedman concluded that worker satisfaction increases with the complexity of work performed. Friedman found in his studies with the industrial workers that jobs which did not challenge the workers' skills or time led to dissatisfaction.

Herzberg in his studies of the job satisfaction of many occupational groups, concludes that feelings of strong job satisfaction come from the task itself. Work motivators according to Herzberg are: (a) achievement, (b) recognition, (c) responsibility, (d) advancement to a higher order of task, and (e) growth in competence.

Related to studies of occupational choice are the areas
of satisfaction with a job or position and subsequent commitment to the job or position. Many very early studies of job satisfaction were conducted by Robert Hoppock. As early as 1935, Hoppock studied a group of 500 teachers from 51 urban and rural communities in Northeastern United States using four attitude scales. The significant findings of this study showed:

1. The satisfied had better human relationships with superiors and associates.

2. More of the satisfied were teaching in cities above ten thousand population.

3. The satisfied felt more successful.

4. More of the satisfied teachers "selected" their vocations.

5. The satisfied were 7.5 years older than the dissatisfied group.

6. The difference in average salary was not significant.

Several researchers have investigated areas of teacher satisfaction and dissatisfaction. Kenneth Dunn, Superintendent of Schools in Leona, New Jersey, became alarmed in 1961 when the school system witnessed a 72 per cent turnover in five years. Dunn administered what he called an "exit" follow-up of sixty-five teachers who had left the system at the end of a term. Forty-four teachers returned the questionnaire. Most of the teachers surveyed were dissatisfied
with one administrator and one supervisor. With a shift in
the assignment of the problem administrator and supervisor,
teacher drop-out in one system dropped from 21 teachers in
one year to two teachers in the next. Dunn emphasizes that
"problem" administrators and/or supervisors can cause teacher
dissatisfaction.\(^{11}\)

Robert H. Nelson and Michael Thompson (1963) followed
up beginning teachers who quit their jobs after one year of
teaching and found teacher dissatisfactions with the follow­
ing:

1. Teaching loads
2. Extra assignments other than teaching
3. Inadequate or unfair supervision
4. Discipline problems
5. Marriage
6. Inadequate facilities\(^{12}\)

In 1969, the National Education Research Division (NEA),
conducted an analysis of the effect of personal character­
istics of age, sex, marital status, type of position to see
if there were differences in teachers' answers to various
questions about job satisfaction. The findings from this
study showed:

1. Persons in the 20-30 age category
   are future oriented and are concerned
   with rewards to come and shrug off
   many dissatisfactions.
2. From late 30's to early 50's, subjects are "present oriented" -- unrealized aspirations become quite real; they might find fault with the work environment. Job satisfaction is lower.

3. From age 50 to the end of working years, a person tends to be more "reality oriented" - that is he can look at himself and his career more objectively and continue to have high job satisfaction.

4. Women are more satisfied in their teaching positions than men.

5. Married women are more satisfied than single women.

The NEA study conducted in 1969 revealed findings similar to an earlier review of literature conducted by Herzberg in 1957 in which this review of the literature showed that:

1. Morale is high among young workers.

2. Morale tends to go down during the first few years of employment.

3. The low point is reached when workers are in their middle and late twenties or early thirties.

4. After thirty, job morale climbs with age.

In the fall of 1968, John Check surveyed 125 teachers to ascertain the areas of their dissatisfactions. These teachers were graduate students at Wisconsin State University, and forty-six were male and 73 were female. Among the most cited reasons for dissatisfaction were:
1. Too much outside work
2. Salary inadequate
3. Lack of cooperation from administration
4. Too many unrelated tasks
5. Over-crowded conditions
6. Too much paper work
7. Lack of public respect for the position
8. Inadequate supplies and aids
9. Decreasing authority given teachers
10. Lack of professional unity

In an early study, Francis S. Chase (1951) surveyed 1,784 teachers in over 200 school systems in 43 states to ascertain factors related to satisfaction in teaching. Chase's major findings showed that the satisfied teachers were those who:

1. Had a sense of professional status and responsibility.
2. Felt that their salaries were adequate.
3. Felt that the professional leadership and supervision were adequate.
4. Felt that they had an opportunity to participate regularly in planning and policy making.
5. Felt that the teaching load, school plant, equipment, and supplies were such as to permit effective work.
Satisfaction and Commitment of Teachers of Educable Mentally Retarded Children

In a review of research on job satisfaction in 1963, H. Alan Robinson et al indicated that over 40 per cent of the studies and discussion-type articles on job satisfaction was related to teachers. Although research data are available for regular class teachers related to satisfaction, little or no research has been forthcoming about the satisfaction or career commitment of special education teachers. It is conceivable that special class teacher opinion may have been included with data collected for regular class teaching in some of the studies, but this type of specific information was not available in the studies.

One of the most exhaustive studies of the status of teachers of the educable mentally retarded was conducted by Annette Rich in 1960. The purpose of Rich's study was to ascertain the status of teachers of the educable mentally retarded. Five basic elements were studied by Rich:

1. Supply and demand of teachers of educable mentally retarded.
2. Personal background of the teachers
3. Professional background of the teachers
4. State requirements for special education to teach the mentally retarded
5. State legislation pertaining to teachers of the educable mentally retarded.
Rich used a questionnaire as the data gathering instrument to survey administrators in 181 cities about supply and demand of teachers. A second questionnaire, developed by Rich, gathered data about the personal and professional background of 579 teachers in these 181 cities. Among the findings listed by Rich were that:

1. Seventy per cent of the teachers of EMR children were women.
2. The mean age of the teachers was 43.6.
3. About forty-five per cent of the teachers had Masters Degrees.
4. A salary differential was paid to teachers of educable mentally retarded children in 40.9 per cent of the cities.
5. A majority of the teachers said they would not prefer to teach a regular class.
6. Sixty-two per cent chose to teach the mentally retarded because the work was more interesting and challenging.

A more recent study by Knox (1968) conducted with 304 teachers of EMR children in Minnesota was designed to compare two groups of teachers. One group called "persisting" teachers were those who had taught mentally retarded children more than two years. Non-persisting teachers were those who quit teaching the mentally retarded during the five-year period from which the subjects were selected. Knox found that:
1. Turnover was higher among younger teachers.

2. Turnover was higher among those with minimum certification.

3. Turnover was higher in metropolitan areas.

4. Teachers who completed undergraduate programs were no more persistent than teachers who returned to school for training.

5. Many of the men had moved into administrative positions while the women had left for homemaking responsibilities.

Although in the Knox study, no data were included about the specific areas of satisfaction or commitment, the study sheds light on the general characteristics of the non-tenure teachers.

Findings from several studies - Herzberg,21 Hoppock,22 and Check23 - indicate that when teachers or other workers feel that they have a voice in the planning and day-to-day activities in a company or a school, there is a higher degree of satisfaction.

Wayne Lance, former president of the Division of Mental Retardation, Council for Exceptional Children in April 1970 asked teachers to let their voices be heard on critical matters in the area of mental retardation such as:

1. Categorizing and labeling children

2. The relationship of special education to regular education
A review of literature did not identify any studies of the extent of participation of teachers of EMR children in professional or inservice activities. However, in the study conducted by Rich, fifty-five per cent of the teachers surveyed belonged to the Council for Exceptional Children, one of the professional organizations for teachers working with exceptional children.\textsuperscript{25}

Summary

The literature is replete with theories about how people select an occupation or career. In Chapter II, a review of the literature indicated that occupations or careers may be chosen because of certain needs or aspirations, or because of accidents or circumstances over which the individual has no control, or a selection may be made with counseling in which certain ability and potential are matched to occupational openings. An extensive amount of research has also been conducted in the area of satisfaction and dissatisfaction of workers. A review of the literature indicates
that young workers tend to be very satisfied with a job or position, but the degree of satisfaction may decrease with the length of service. As the age increases, there tends to be a period of less satisfaction, with an increase in satisfaction as the worker's age moves toward the middle years. The work itself is suggested as a key to satisfaction. In other words, opportunities for growth, recognition, and achievement may be more significant to satisfaction than benefits such as wages, vacations, or hours on the job. Poor and inadequate supervision were factors cited fairly frequently by dissatisfied workers.

Little research has been devoted to teachers of the educable mentally retarded. From the limited data which are available, it was shown that women tend to make up the largest percentage of the teachers in the area of mental retardation and tend to be more committed (will remain in the field longer). The middle aged group (those 35 and older) also seem to stay in the field longer.

Chapter III will present a discussion of the methods and procedures which were used to conduct this study.
Notes to Chapter II


Teachers of educable mentally retarded children represent a population on which meager data presently exist. Although abundant theories have been advanced about the kind of experiences and training which should be provided for preparing teachers of the educable mentally retarded, little hard data are available to support the postulates. For this survey research study, a sample of teachers was selected randomly from the total of 2,168 teachers of educable mentally retarded children as identified through the computer services of the Ohio Department of Education, Columbus, Ohio. In addition to the computer source for identifying teachers and their assignments, a 1970-1971 Special Education Directory from the Division of Special Education, Columbus, Ohio was used. Only special teachers of educable mentally retarded were included in the sample population. Teachers defined as assigned to classes for the multi-handicapped, or those with a combination of regular class and special class teaching assignments were not included. Also, supervisors and consultants to special classes were eliminated from the sample population. Beginning with a
"blind" or random selection first, a sample of every fifth teacher was chosen for the study. (N=418). The teachers' names were in zip code order.

A Special Education Teacher Characteristics Inventory was developed by the writer (Appendix F) based on (1) the writer's nine years of experience in special education, (2) informal interviews with practicing and non-practicing special education teachers, and (3) conferences with a researcher in special education, and two college professors in special education.

A pilot test (Appendix D) of the inventory was conducted using eighteen special educators. The pilot group included:

1. Five practicing teachers of educable mentally retarded children
2. Two former teachers of educable mentally retarded children
3. Three public school teacher consultants for the educable mentally retarded
4. One director of an education resource and materials center
5. Two Ph.D. graduate students
6. Two work-study coordinators
7. One elementary school principal with certification
in mental retardation

8. One Ohio State Department of Education administrator of special education

9. One Ohio State Department of Education consultant

The pilot instrument (Appendix D) included several "open-ended" questions in order that the pilot respondents could present more in-depth discussions which could result in a more comprehensive and extensive listing or possible responses for the final instrument. A follow-up interview with each of the eighteen pilot respondents was held to gather suggestions about further refinement and clarification of the inventory.

Following further refinement of the inventory, a cover letter (Appendix C), the inventory, and a return stamped envelope were mailed to the 418 randomly selected respondents. Two weeks following the first mailings, responses from 252 subjects had been received. A follow-up letter to the nonrespondents (Appendix E) was mailed three weeks following the first mailing. The total number of responses from subjects was 359 - representing an eighty-six per cent return. Fifteen of the 359 returned inventories could not be included because of insufficient information, change in assignment, or inventories returned too late to be analyzed.
The Nonrespondents

Of the nonrespondents, N-59, thirteen were males and forty-six were female. Thirty-two were from small or suburban school districts and 27 were from medium or large urban school districts. Forty-one nonrespondents were assigned to elementary programs, and 18 were assigned to junior or senior high schools.

The characteristics of the nonrespondents were not too dissimilar to the respondents. The nonrespondents included 78 per cent female and 22 per cent male; whereas the responding group included 69 per cent female and 31 per cent male. A slightly higher per cent of females were among the nonrespondents.

The teaching levels of the nonrespondents included 70 per cent at the elementary level and 30 per cent at the secondary level; the respondent group included 57 per cent elementary and 43 per cent secondary.

The nonrespondents whose teaching assignment was in a rural or suburban community represented 54 per cent while the respondents from a rural or suburban community represented 51 per cent. Table 1 shows the comparison of the nonrespondents and respondents.


**TABLE 1**

COMPARISON OF RESPONDENTS AND NONRESPONDENTS

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Nonrespondents</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage</td>
<td>Percentage</td>
</tr>
<tr>
<td>Sex:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>22</td>
<td>31</td>
</tr>
<tr>
<td>Female</td>
<td>78</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Assignment:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>70</td>
<td>57</td>
</tr>
<tr>
<td>Secondary</td>
<td>30</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Teaching Community:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural, Suburban</td>
<td>54</td>
<td>51</td>
</tr>
<tr>
<td>Medium City or Urban</td>
<td>46</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Questions To Be Answered By The Study

In this study, answers to the following questions were investigated:

Question 1:
To what extent does this group of teachers of educable mentally retarded children report that they are (a) satisfied with their position as special class teachers and (b) are committed? (The committed are those teachers who report that they will remain in the field of mental retardation during the next two years.)

Because of the slower rate of development of retarded children and the lower achievement of this group, the skills of the teacher must be appropriate to meet the specific individual needs of the students. Because of the additional training required and the slower progress of the pupils, it is predicted in this study that the teacher turnover rate in the area of mental retardation is somewhat higher than that for regular class teachers. The National Education Association in 1969 indicated that 8.5 per cent of the teachers would leave the teaching field annually. This finding was also substantiated by John Shea in his study of Ohio State University graduates in mathematics, science, and industrial arts.

Discussing job satisfaction researches of 1964 and 1965,
H. Alan Robinson et al indicated that of dissatisfied workers of varying types including teachers, a median of 13 per cent dissatisfied had held constant for the past decade. It is predicted in this study that a somewhat larger per cent of dissatisfied than the median 13 per cent reported by Robinson will be found.

Question 2:

Does a significant relationship exist between the two variables - satisfaction and commitment?

In this study, teachers were asked to report their degree of satisfaction - indicating whether they are (a) very satisfied, (b) somewhat satisfied, (c) somewhat dissatisfied, or very dissatisfied. Teacher commitment was measured by whether the teacher indicated that his/her future plan is to remain in some area of working directly or indirectly with retarded children. It would seem logical that teachers who report being either very satisfied or somewhat satisfied would also indicate that they are committed to the field. However, if non-tenure factors such as women leaving teaching to become housewives or to rear families, or men leaving to become administrators - as reported by Knox and by Shea - are considered, there will not be a strong relationship between commitment and satisfaction.

It is hypothesized in this study that teachers who
report that they are very satisfied will also be committed to the field of education and training of the educable mentally retarded.

**Question 3:**

Are there certain personal qualities which may be related to satisfaction with and commitment to teaching educable mentally retarded children? (age, marital status, race, sex)

Several investigators, Ginzburg, Robinson et al, and Chase found that (a) job satisfaction increases with age - except for the very young new workers, (b) married women tend to be more satisfied than single women. No "clear cut" information to differentiate the degree of satisfaction of men and women seems to be available.

One study by Gottlieb found that Negro elementary school teachers were more satisfied with their jobs than their white counterparts. The limitations of the Gottlieb study were the small sample size (89), and the situation of having younger Negro teachers than the white subjects.

It is predicted that middle-aged married women will be the largest percentage of the very satisfied, and that there will be interrelationship between age, marital status, sex, satisfaction and commitment.
Question 4:

Will teachers who received special traineeships and fellowships to complete certification in special education be very satisfied and committed to special education?

To recruit teachers for educable mentally retarded children, traineeships, graduate fellowships, and summer grants for teachers have been made available to prospective teachers. It is assumed that such grants and fellowships will attract and hold the candidates who are recipients of these college training grants.

It is hypothesized that teachers who received traineeships and fellowships will be among the very satisfied and committed, thus a relationship will exist between receiving a traineeship or fellowship and satisfaction and commitment.

Question 5:

Will the type of training program - elementary, secondary, or the major field of special education be related to satisfaction and commitment of special education teachers?

There has been continuous discussion about the type of training special teachers of retarded children should have. The discussions have centered around whether teachers should be trained as elementary teachers, whether teachers should be trained exclusively in special education, or whether it is feasible to re-train teachers from other teaching areas.
where there is no demand for the teaching area or skill.

Since the retarded exhibit slower development and thus have a lower rate of achievement, it seems that training at the elementary level might aid the teacher in the instructional activities required. Therefore, it is predicted that teachers trained at the elementary level will tend to be more satisfied and committed.

**Question 6:**

Will the level of assignment - whether primary, intermediate, junior high or senior high be related to satisfaction and commitment?

Teachers of educable mentally retarded children may be assigned to primary special classes of children whose ages range from about 6 to 9 or 10 years of age, or to intermediate classes of children whose ages range from about 11 to 14, to junior high special classes, or to senior high assignments, or to teacher coordination of senior high and work-study programs.

It is predicted that teachers at the elementary level will be more satisfied and committed. This prediction is based on the assumption that elementary trained teachers have skills to deal with readiness and other child development concepts.
Question 7:

Will the reason for entering the field of mental retardation be related to satisfaction and commitment?

The demand for teachers of retarded children continues to be greater than the supply of trained candidates. Consequently, teachers for EMR children are selected in varying ways. Some teachers become interested in working with retarded children through friends or relatives; other prospective teachers may have relatives or friends who are or have been pupils in a special class. Sometimes administrators ask teachers to take positions as teachers of EMR children when no other teaching position is open. While no data are available about how frequently this method of staffing the special class for EMR children occurs, it seems to be rather common practice. In this study, it is predicted that teachers who enter the field on their own volition and interest will be more satisfied and committed.

Question 8:

Will previous regular class teaching be related to satisfaction and commitment?

Should regular teaching be a pre-requisite to teaching retarded children? This question is often raised - Fliegler, Rich, 1960 - however, no data are available which support or reject the notion of previous regular class
teaching as a prerequisite for teaching retarded children. This study predicts that no significant relationship exists between previous regular class teaching and satisfaction.

**Question 9:**

Will salary differentials be related to satisfaction and commitment of the teachers in the study?

Ginzburg, 1951, has indicated that there are three types of satisfaction, and the first and most obvious is monetary rewards. However, an early study by Hoppock, 1935, found that the difference in average salary is not significant. Mason, 1961, found with beginning teachers, salary was an area of greatest dissatisfaction. It is hypothesized in this study that receiving an extra differential for teaching educable mentally retarded children will tend to serve as a motivational device or a holding strategy. It is predicted that teachers who receive an extra differential will be more satisfied and committed.

**Question 10:**

Will the teacher's rating of the supervision he/she receives be related to satisfaction and commitment?

In several studies including those by Dunn, 1961; Nelson, 1963; and Check, 1968; unfair or inadequate supervision was listed as an area of dissatisfaction by teachers. It is predicted in this study that a teacher who
receives extremely helpful or helpful supervision will be able to plan for and teach retarded children with greater skills and thus be very satisfied and committed.

**Question 11:**

Will the reasons cited for liking or disliking teaching educable mentally retarded children be related to satisfaction and commitment?

The teachers who responded indicated which factor they liked best about teaching EMR children. The factors included items which were considered basic aspects of the job itself, i.e., small pupil-teacher ratio, individual instruction, etc. Other factors included salary differentials, a better chance for advancement, and more appreciation from pupils and parents. The factors which teachers liked least included too few materials or supplies, rejection of the pupils or teacher, or slow progress of the pupils. It is predicted that teachers who like teaching EMR children because of the aspects generally characteristic of special class teaching such as small pupil-teacher ratio or individual instruction will be the very satisfied and committed.

**Question 12:**

Will the teacher's perceived status - high, same as others, or low status be related to satisfaction and commitment?
There is sometimes the unsupported discussion about the lower prestige of teaching retarded children. Jones and Gottfried, 1966, indicate that this belief "comes from comments about the standing of the individual teacher in the school building, the characteristics of mentally retarded children, and the particular skills needed for teaching such children." In the study conducted by Jones and Gottfried, 1966, teachers and prospective teachers of EMR children rate themselves lower than they are rated by regular teachers.

It is predicted that teachers who view themselves as having status similar to the regular class teachers in their teaching setting will tend to be very satisfied and committed. *(Question 13:)*

Will the respondents' degrees (bachelors, Masters or above) be related to satisfaction and commitment?

It is assumed that the teaching of EMR children requires certain specific skills. The slower rate of development of the children seems to demand certain special teaching strategies and materials. With this assumption - special teaching requires special skills - teachers are usually required to pursue training beyond the bachelor degree. The prediction is that teachers with Masters Degrees will tend to be very satisfied and committed.
Question 14:

Will the teacher's perceived opportunities to make contributions outside of his own classroom be related to satisfaction and commitment?

Studies of satisfaction of teachers as it relates to participation, recognition, and responsibility conducted by Chase, 1951,\textsuperscript{20} reported by Herzberg, 1966,\textsuperscript{21} tend to show that satisfied teachers feel that they have more opportunities to participate and gain recognition. It seems logical that teachers who feel that they have many opportunities to make contributions to the field of mental retardation outside of their own classrooms will be more satisfied and committed. It is predicted that a significant relationship exists between the teachers' report of having many opportunities to make contributions and satisfaction and commitment.

Question 15:

Will the teachers' ratings of the inservice experiences be related to satisfaction and commitment?

Much money is spent for inservice programs and activities to help teachers of EMR children to "grow" on the job. Inservice activities include workshops, college courses, meetings, and special trips. Teachers who rate their inservice activities as extremely helpful or helpful probably
gain skills to perform more efficiently in their teaching activities. Thus, it is predicted that teachers who feel that their inservice activities are helpful will be more satisfied and committed.

**Statistical Analysis**

Percentages and Chi-square have been used to analyze the data. Percentages were used to report the univariate distributions for many of the important variables. The Chi-square statistic was used to determine the relationship between:

1. Certain personal data factors and satisfaction and commitment (age, marital status, race, and sex).
2. Certain training factors and satisfaction and commitment
3. Certain professional activities and satisfaction and commitment

Chi-square is used to conduct tests of independence. The relationship between two or more sets of variables can be examined by constructing contingency tables which set forth two or more possibly related variables and then applying the Chi-square measure. Guilford, 1965, discusses the use of Chi-square to measure independence of related or possibly related variables. In effect, the Chi-square coefficient permits one to estimate the probability that an
empirical relationship would exist if, in fact, a set of variables was completely independent of one another.

**Summary**

The methods and procedure for conducting this survey research project were discussed in Chapter III. A group of randomly selected teachers of educable mentally retarded children were asked to respond to a 43 item Special Education Teacher Characteristic Inventory. Of the 418 subjects who were selected to respond, 359 or 86 per cent returned their inventories. The statistical measures which were used to analyze the data were chi-square and percentages. Fifteen questions with predictions were discussed in Chapter III.

Chapter IV will present an analysis of the data and a discussion of the findings. Chapter V will include the conclusions and recommendations.
Notes to Chapter III


CHAPTER IV

RESULTS OF THE STUDY

The major purpose of the survey research project was to ascertain whether certain factors — personal, educational, occupational or professional — were related to satisfaction and commitment of a group of 344 Ohio teachers of educable mentally retarded children. An inventory, consisting of forty-three variables was developed by the writer and mailed to 418 randomly selected Ohio teachers of educable mentally retarded children. The inventories were completed by the subjects during the period May 1, 1971 to June 10, 1971.

Percentages were used to report the distribution of the subjects on certain important variables and to review the general characteristics of the respondents (Appendix G). Chi-square was used to report levels of significance of certain variables. Fifteen questions were investigated in the study. The following is a presentation of the fifteen questions, the results of the data, and a discussion of the findings:

Question 1:

To what extent does this group of teachers of educable
mentally retarded children report that they are (a) satisfied with their positions, and (b) are committed? (Committed respondents are those who report that they plan to remain in the field of education and training of retarded children for the next two years or more.)

Results and Discussion:

Of the 344 respondents, 185 reported that they are very satisfied with their positions as special education teachers. This represents 54 per cent of the total group. One hundred and five respondents, 31 per cent report that they are somewhat satisfied. Forty-two respondents or 12 per cent report that they are somewhat dissatisfied, and twelve respondents or 3 per cent indicate that they are very dissatisfied. When the two groups of dissatisfied respondents are totaled, they represent 15 per cent of the group of 344 respondents.

Interestingly, in a review of 50 major studies Herzberg indicated that when subjects are given only a dichotomy of choices for which to respond regarding their jobs; that is, if subjects are asked if they are satisfied, an extremely high percentage will usually indicate that they are satisfied. However, if alternative choices are available such as was the case in this study, subjects will qualify or temper their responses. For example, in this study, 31 per
cent of the subjects chose the neutral category of "somewhat satisfied". The dissatisfied represent 15 per cent of the respondents. This percentage of dissatisfied is similar to the findings of H. Alan Robinson, et al, who reported a median of 13 per cent of dissatisfied respondents in their comprehensive review of job satisfaction studies for various occupations.²

Table 2 shows the distribution of the satisfied and dissatisfied respondents.

**TABLE 2**

**SATISFIED AND DISSATISFIED RESPONDENTS**

<table>
<thead>
<tr>
<th>Degree of Satisfaction</th>
<th>Number</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>185</td>
<td>54</td>
</tr>
<tr>
<td>Somewhat Satisfied</td>
<td>105</td>
<td>31</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
<td>42</td>
<td>12</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>344</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In the area of teacher commitment, 207 teachers, or 62 per cent indicate that they will continue as classroom teachers of educable mentally retarded children; 26
respondents plan to enter colleges for further training, but will return to work in the field of mental retardation. Twenty-eight respondents plan to become consultants or work-study coordinators. A total of 261 respondents or 76 per cent reported being committed to the field of retardation during the next two years; while 65 teachers or 19 per cent do not plan to continue in the special area of mental retardation, and 18 respondents or 5 per cent were undecided about their future plans. (Table 3)

The 19 per cent of teachers who plan to leave classroom teaching of EMR children is somewhat higher than the expected 8-9 per cent of teachers on the national average who annually leave the classroom.  

Question 2:  
Does a significant relationship exist between the two variables satisfaction and commitment? 

Results and Discussion:  
It was hypothesized that teachers who report that they are very satisfied with teaching EMR children will also tend to be committed to the field. A probability of .001 was obtained, thus indicating a significant relationship between satisfaction and commitment. (Table 4) It is interesting to note that of the 176 respondents indicating that they are very satisfied, 158 (or 91 per cent) report
TABLE 3

FUTURE PLANS OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Future Plans</th>
<th>Number</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue as teachers of EMR children</td>
<td>207</td>
<td>62</td>
</tr>
<tr>
<td>Return to EMR classroom after training</td>
<td>26</td>
<td>7</td>
</tr>
<tr>
<td>Become a consultant or work-study coordinator</td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>Will teach another type of special class</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Changing to regular teaching</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Leaving teaching</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Retiring</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Becoming housewife</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Undecided</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>344</td>
<td>100</td>
</tr>
<tr>
<td>Future Intentions</td>
<td>Very Satisfied</td>
<td>Somewhat Satisfied or Dissatisfied</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>1. Will continue as teacher of EMR children</td>
<td>126</td>
<td>72</td>
</tr>
<tr>
<td>2. Will get additional training, but will return to field of mental retardation</td>
<td>32</td>
<td>19</td>
</tr>
<tr>
<td>as teacher, coordinator, or supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Will leave area of retardation but will remain in education</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>4. Will leave field of education</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Totals</td>
<td>176</td>
<td>100</td>
</tr>
</tbody>
</table>

P = .001

aOf 344 respondents, 18 are undecided; 1 person did not respond to this item.
that they are committed to the field, while only 68 per cent of those not highly satisfied plan to continue. A significant relationship between satisfaction and commitment suggests that to hold teachers of EMR children in the field, strategies to increase teacher satisfaction might be productive in easing the constant shortage of teachers in this special area.

**Question 3:**

Are there certain personal qualities (age, marital status, race, sex) which may be related to satisfaction with and commitment to teaching educable mentally retarded children?

**Results and Discussion:**

Although age and satisfaction are not significantly related, $P = .70$, a slightly "U shaped" curve similar to that reported by Herzberg is found in the distribution. The subjects under 25 years of age had a larger percentage of respondents who are very satisfied. A slight drop occurred in the percentage of very satisfied in the 25 to 34 age group, followed by a rise in the percentage of the very satisfied in the 35 and over group. (Table 5)

Commitment and age are significantly related; Chi-square yielded $P = .01$. Of the three age groups analyzed, the largest percentage of the committed is in the 35 and
TABLE 5

AGE AND DEGREE OF SATISFACTION

<table>
<thead>
<tr>
<th>Age</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Under 25</td>
<td>50</td>
<td>53</td>
<td>45</td>
</tr>
<tr>
<td>25-34</td>
<td>54</td>
<td>50</td>
<td>53</td>
</tr>
<tr>
<td>35-44</td>
<td>28</td>
<td>55</td>
<td>23</td>
</tr>
<tr>
<td>45-54</td>
<td>29</td>
<td>55</td>
<td>24</td>
</tr>
<tr>
<td>55 and Up</td>
<td>23</td>
<td>64</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>54</td>
<td>158</td>
</tr>
</tbody>
</table>

P = .70
over age group. Table 6 shows the variables age and commitment.

Marital status appeared not to be related to satisfaction, \( P = 0.70 \). Of the very satisfied subjects, (54 per cent of the total sample of 344) 14 per cent are single, 37 per cent are married, and 3 per cent are widowed or divorced. (Table 7) Marital status is mildly related to commitment, \( P = 0.10 \). (Table 8) Of the 91 single subjects, 82 per cent are committed to the field of mental retardation; of the 235 married, widowed or divorced subjects, 77 per cent are committed to the field. It is understood that marital status is probably interrelated with both sex and age.

In the sample, 70 per cent are female and 30 per cent are male. Of the women, 56 per cent are very satisfied; of the men 48 per cent are very satisfied. A mild relationship exists between sex and satisfaction, \( P = 0.20 \), with women being slightly more satisfied than men. (Table 9) Sex and commitment are significantly related, \( P = 0.01 \). A larger percentage of women are committed to the field of mental retardation than men. (Table 10)

The total number of black respondents was very small (26); therefore comments about the results must be guarded. Nevertheless, while 57 per cent of the white respondents reported that they are very satisfied, only 29 per cent of
TABLE 6
AGE AND COMMITMENT

<table>
<thead>
<tr>
<th>Future Intentions</th>
<th>Under 25</th>
<th>25-34</th>
<th>35 and Over</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>1. Will continue as teachers of EMR children</td>
<td>56 62</td>
<td>51 50</td>
<td>99 73</td>
<td>206 63</td>
</tr>
<tr>
<td>2. Will get additional training, but will return to field of mental retardation as teacher, coordinator, or supervisor</td>
<td>13 14</td>
<td>27 26</td>
<td>14 11</td>
<td>54 17</td>
</tr>
<tr>
<td>3. Will leave area of retardation but will remain in education</td>
<td>12 13</td>
<td>11 11</td>
<td>10 8</td>
<td>33 10</td>
</tr>
<tr>
<td>4. Will leave field of education</td>
<td>9 11</td>
<td>13 13</td>
<td>10 8</td>
<td>32 10</td>
</tr>
<tr>
<td>Totals</td>
<td>90 100</td>
<td>102 100</td>
<td>133 100</td>
<td>325a 100</td>
</tr>
</tbody>
</table>

P = .01

aOf 344 respondents, 18 were undecided, 1 did not respond to this item.
## TABLE 7
MARITAL STATUS AND DEGREE OF SATISFACTION

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Total Number</th>
<th>Percentage: Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>49</td>
<td>14</td>
</tr>
<tr>
<td>Married</td>
<td>126</td>
<td>37</td>
</tr>
<tr>
<td>Widowed or Divorced</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>185</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

P = .70
### TABLE 8

**MARITAL STATUS AND COMMITMENT**

<table>
<thead>
<tr>
<th>Future Intentions</th>
<th>Single</th>
<th>Married, Widowed, or Divorced</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>1. Will continue as teacher of EMR children</td>
<td>55</td>
<td>60</td>
<td>207</td>
</tr>
<tr>
<td>2. Will get additional training, but will return to field of mental retardation as teacher, coordinator, or supervisor</td>
<td>20</td>
<td>22</td>
<td>54</td>
</tr>
<tr>
<td>3. Will leave area of retardation but will remain in education or will leave the field of education</td>
<td>16</td>
<td>18</td>
<td>65</td>
</tr>
<tr>
<td>Totals</td>
<td>91</td>
<td>100</td>
<td>326(^a)</td>
</tr>
</tbody>
</table>

\(^a\) Of the 344 respondents, 18 were undecided, 1 person did not respond to this item.
TABLE 9
SEX AND DEGREE OF SATISFACTION

<table>
<thead>
<tr>
<th>Sex</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Male</td>
<td>49</td>
<td>48</td>
<td>53</td>
</tr>
<tr>
<td>Female</td>
<td>132</td>
<td>56</td>
<td>102</td>
</tr>
<tr>
<td>Total</td>
<td>181</td>
<td>54</td>
<td>155</td>
</tr>
</tbody>
</table>

P = .20
TABLE 10

SEX AND COMMITMENT

<table>
<thead>
<tr>
<th>Future Intentions</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>1. Will continue as teacher of EMR children</td>
<td>51</td>
<td>53</td>
<td>153</td>
</tr>
<tr>
<td>2. Will get additional training, but will return to field of mental retardation as teacher, coordinator, or supervisor</td>
<td>27</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>3. Will leave area of retardation but will remain in education</td>
<td>11</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>4. Will leave field of education</td>
<td>7</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>96</td>
<td>100</td>
<td>223</td>
</tr>
</tbody>
</table>

P=.01

*Of 344 respondents, 7 male and 11 female were undecided about future plans. Seven teachers did not respond to this item.*
the blacks reported that they are very satisfied. Of the black respondents, 17 of 24 indicated that they are somewhat satisfied, somewhat dissatisfied, or very dissatisfied. The relationship between race and satisfaction is significant at the .01 level, with a larger number and percentage of white respondents being satisfied. (Table 11) The relationship of race and commitment is not significant, P=.50. However, it is interesting to note that 80 per cent of the white are committed while 69 per cent of the black are committed. (Table 12)

TABLE 11
RACE AND DEGREE OF SATISFACTION

<table>
<thead>
<tr>
<th>Race</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Black</td>
<td>7</td>
<td>29</td>
<td>17</td>
</tr>
<tr>
<td>White and Other</td>
<td>167</td>
<td>57</td>
<td>128</td>
</tr>
<tr>
<td>Total</td>
<td>174</td>
<td>54</td>
<td>145</td>
</tr>
</tbody>
</table>

P=.01

aOf the 344 respondents, 25 chose not to indicate their race.
TABLE 12  
RACE AND COMMITMENT

<table>
<thead>
<tr>
<th>Future Intentions</th>
<th>Black</th>
<th>White - Other&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>1. Will continue as teacher of EMR children or will get additional training, and return to field of mental retardation as teacher, coordinator, or supervisor</td>
<td>15</td>
<td>69</td>
<td>226</td>
</tr>
<tr>
<td>2. Will leave area of retardation or will leave field of education</td>
<td>7</td>
<td>31</td>
<td>56</td>
</tr>
<tr>
<td>Totals</td>
<td>22</td>
<td>100</td>
<td>282</td>
</tr>
</tbody>
</table>

P=.50

<sup>a</sup> Included with the White respondents were 2 Oriental and 1 Spanish American respondent.

<sup>b</sup> Included here are 32 respondents who will leave the area of mental retardation, but will stay in education, and 31 who will leave the field of education.
Question 4:

Will the teachers who received a traineeship, fellowship, or summer grant to complete the certification pattern or to receive further training be more satisfied and committed?

Results and Discussion:

Following the President's Panel report to the nation on mental retardation in 1962, special training grants were made available to stimulate interest in and recruit people to the field of mental retardation. During the past ten years, prospective teachers and active teachers have received grants to become certified or to receive further training in the area of mental retardation. These grants - fellowship, traineeships, and other stipends - are awarded with the hope that the individuals who receive them will remain in the field. It is somewhat surprising that only 67 persons or 26 per cent of the sample have received traineeships or fellowships. Table 13 and Table 14 show the distribution of the subjects who received the grants and satisfaction and commitment. The relationship found between receipt of a grant and satisfaction or commitment is not significant, $P=.99$ and $.70$ respectively.

Question 5:

Will the type of certification program - elementary,
## TABLE 13
RECEIPT OF FELLOWSHIP OR TRAINEESHIP AND DEGREE OF SATISFACTION

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Received Fellowship or Traineeship</td>
<td>37</td>
<td>55</td>
<td>30</td>
</tr>
<tr>
<td>Did not receive Fellowship or Traineeship</td>
<td>148</td>
<td>54</td>
<td>128</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
<td>54</td>
<td>158</td>
</tr>
</tbody>
</table>

P=.99

\(^a\)One respondent did not reply to this item.
<table>
<thead>
<tr>
<th>Future Intentions</th>
<th>Received Fellowship or Traineeship</th>
<th>Did Not Receive Fellowship or Traineeship</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>1. Will continue as teacher of EMR children</td>
<td>40</td>
<td>63</td>
<td>152</td>
</tr>
<tr>
<td>2. Will get additional training, but will return to field of mental retardation as teacher, coordinator, or supervisor</td>
<td>13</td>
<td>21</td>
<td>34</td>
</tr>
<tr>
<td>3. Will leave area of retardation but will remain in education or will leave field of education</td>
<td>10</td>
<td>16</td>
<td>49</td>
</tr>
<tr>
<td>Totals</td>
<td>63</td>
<td>100</td>
<td>235</td>
</tr>
</tbody>
</table>

p = .70

\(^a\)Of the total sample of 344 respondents, 25 received NDEA loans or educational aid under G.I. Bill.
secondary, or major field of special be related to satisfaction and commitment of special education teachers?

Results and Discussion:

Question 5 has been discussed often in the literature in relation to how best to train teachers of educable mentally retarded children. Should teachers be trained in elementary education or should there be training which is exclusively designed for special teachers of EMR children? Should teachers with secondary backgrounds be re-trained in elementary education? Table 15 shows that in a distribution of subjects trained in elementary and mental retardation, 60 per cent are very satisfied; of those trained in secondary and mental retardation, only 36 per cent are very satisfied, and 64 per cent are somewhat satisfied or dissatisfied. Of the subjects trained in a special education major, 55 per cent are very satisfied; 55 per cent of the Masters Degree respondents are also very satisfied. A mild relationship exists between type of certification program and degree of satisfaction, P=.10. Commitment and the level of certification program were related only at the .30 level of confidence.

Question 6:

Will the level of assignment - elementary, junior high, or senior high - be related to satisfaction and commitment?
TABLE 15

TYPE OF SPECIAL CERTIFICATION PROGRAM AND SATISFACTION

<table>
<thead>
<tr>
<th>Certification Program</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Elementary and Mental Retardation</td>
<td>84</td>
<td>60</td>
<td>56</td>
</tr>
<tr>
<td>Secondary and Mental Retardation</td>
<td>15</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td>Major Field was Mental Retardation</td>
<td>17</td>
<td>55</td>
<td>14</td>
</tr>
<tr>
<td>M.A. or Specialist Program in Mental Retardation</td>
<td>34</td>
<td>55</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>54</td>
<td>125</td>
</tr>
</tbody>
</table>

P = .10
Results and Discussion:

Of the respondents assigned to the elementary level, 59 per cent are very satisfied; at the junior high level, 49 per cent are very satisfied; at the senior high level, 54 per cent are very satisfied. (Table 16) The junior high level has the lowest percentage of the very satisfied. It is conceivable that some of the problems of retarded children growing up and adjusting to the general changes of adolescence may be concomitant problems for teachers at the junior and senior high level. It also may be that the junior and senior high level students feel more of the stigma of being different, and the teacher responds to this situation. These are areas which clearly need further study.

Although level of assignment and satisfaction are not significantly related, $P=.50$, commitment and level of assignment are significantly related, $P=.001$. Of the respondents who are committed to teaching EMR children, 62 per cent are elementary, while 24 per cent are junior high, and 14 per cent are senior high. (Table 17) It is extremely interesting, however, that although 62 per cent of those who are committed to the classrooms are elementary, of the 54 respondents who will leave the field, 38 or 70 per cent are elementary. This finding may mean that there are more teaching positions open to elementary teachers than are open to secondary. In
## TABLE 16

### LEVEL OF ASSIGNMENT AND DEGREE OF SATISFACTION

<table>
<thead>
<tr>
<th>Level of Assignment</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Elementary</td>
<td>111</td>
<td>59</td>
<td>77</td>
</tr>
<tr>
<td>Jr. High</td>
<td>40</td>
<td>49</td>
<td>41</td>
</tr>
<tr>
<td>High and Workstudy</td>
<td>29</td>
<td>54</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>180</td>
<td>57</td>
<td>143</td>
</tr>
</tbody>
</table>

P = .50

*Of 344 respondents, 21 did not respond to the assignment variable.*
<table>
<thead>
<tr>
<th>Future Intentions</th>
<th>Elementary</th>
<th>Jr. High</th>
<th>High or Workstudy</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#  %</td>
<td>#  %</td>
<td>#  %</td>
<td>#  %</td>
</tr>
<tr>
<td>1. Will continue as teacher of EMR children</td>
<td>127 70</td>
<td>48 62</td>
<td>29 54</td>
<td>204 66</td>
</tr>
<tr>
<td>2. Will get additional training, but will return to field of mental retardation as teacher, coordinator, or supervisor</td>
<td>15 9</td>
<td>18 24</td>
<td>19 36</td>
<td>52 17</td>
</tr>
<tr>
<td>3. Will leave area of retardation or the field of education</td>
<td>38 21</td>
<td>11 14</td>
<td>5 10</td>
<td>54 17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>180 100</td>
<td>77 100</td>
<td>53 100</td>
<td>310 100</td>
</tr>
</tbody>
</table>

P = .001
addition, it is clearly recognized that age, marital status, and sex are factors which influence the decision to leave teaching.

**Question 7:**

Will the reason for entering the field of mental retardation be related to satisfaction and commitment?

**Results and Discussion:**

Teachers enter the field of mental retardation in varying ways. Regular class teachers are sometimes asked to take a class for EMR children when there is no opening in the field in which the teacher was trained. It is not known how frequently this method is used to staff a class for the EMR, but it is probably a fairly common practice. Some prospective teachers are introduced to the field of mental retardation by relatives or friends who teach a special class, or who have a relative in a class for EMR children. Other teacher candidates may read or hear about the field and become interested. It was predicted that teachers who enter the field on their own volition or interest (that is if they tend to seek out and/or train for the position) will tend to be more satisfied and committed. It was further hypothesized that teachers who enter the field because no other job is available, or because an administrator asks them to take a class of EMR children, will tend to be less
satisfied and less committed.

The results of the study showed that a significant relationship exists between satisfaction and reasons for entering the field, P=.01. Of those who chose the field because it was new and interesting, 60 per cent are very satisfied. Of the respondents who entered the field because they wanted to help EMR children, 59 per cent are very satisfied. Of those an administrator asked, 58 per cent are very satisfied. The most striking finding is that of those who entered the field because no other job was available, 73 per cent are somewhat satisfied or dissatisfied. (Table 18)

The largest percentage of committed respondents entered the field because they wanted to help children or because the field was new and interesting (Table 19). Of the 73 respondents who entered because the field was new and interesting, 85 per cent are committed to the field. Of those who entered because no other job was available, 22 per cent will get additional training and 28 per cent will leave the field. A much smaller number than had been expected entered the field because of the influence of friends and relatives (only 27 respondents). Of those who entered the field because an administrator asked them, 19 per cent will leave the field. Commitment and reasons for entering the field are mildly related, P=.30. The percentages of those leaving
TABLE 18

REASONS FOR ENTERING THE FIELD AND SATISFACTION

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Field is new and interesting.</td>
<td>50</td>
<td>60</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>78</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Friend or relative was in or taught a special class.</td>
<td>13</td>
<td>46</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>I wanted to help EMR children</td>
<td>48</td>
<td>59</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>85</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>An administrator asked me or I was recruited.</td>
<td>46</td>
<td>58</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>79</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>No other job was available</td>
<td>10</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>167</td>
<td>54</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>307</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

P=.01

aOf 344 respondent, 18 did not complete this item; 19 checked multiple answers or listed other reasons.
TABLE 19

COMMITMENT AND REASONS FOR ENTERING THE FIELD

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Will continue as teacher of EMR</th>
<th>Will get additional training but will return to field of MR</th>
<th>Will leave area of MR and education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Field was new and interesting</td>
<td>51</td>
<td>70</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Interest through relatives or friends</td>
<td>15</td>
<td>55</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Wanted to help children</td>
<td>61</td>
<td>74</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Asked by administrator</td>
<td>43</td>
<td>57</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>No other job available</td>
<td>18</td>
<td>50</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>188</td>
<td>64</td>
<td>50</td>
<td>16</td>
</tr>
</tbody>
</table>

P=.30

the field are similar. The highest percentages of those leaving the field are those who entered the field because of influence of friends and relatives and from those for whom no other job was available.
Question 8:

Will previous regular class teaching be related to satisfaction and commitment?

Results and Discussion:

Of the 141 subjects who had regular class teaching experience previous to the present assignment, 78 or 55 percent are very satisfied; of the 193 subjects who did not teach a regular class previous to this present assignment, 52 percent are very satisfied. (Table 20) A slightly larger percentage who had regular class teaching are very satisfied. However, the relationship of previous regular class teaching to satisfaction is not significant, P=.50.

A slightly higher percentage of those having regular class teaching previous to teaching a special class for EMR children are committed, (82 per cent) than the 78 per cent of those not having regular class teachings. Commitment and regular class teaching, however, are not significantly related, P=.80. (Table 21)

This finding of little relationship between previous regular teaching and satisfaction and commitment is interesting and should encourage further study, since regular class teaching is sometimes suggested as a prerequisite to teaching EMR children. In Annette Rich's study of the status of teachers of EMR children conducted in 1960,
TABLE 20
PREVIOUS REGULAR TEACHING AND SATISFACTION

<table>
<thead>
<tr>
<th>Degree of Satisfaction</th>
<th>Previous Regular Class Teaching</th>
<th>No Previous Regular Class Teaching</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>78</td>
<td>55</td>
<td>101</td>
</tr>
<tr>
<td>Somewhat Satisfied or Dissatisfied</td>
<td>63</td>
<td>45</td>
<td>92</td>
</tr>
<tr>
<td>Totals</td>
<td>141</td>
<td>100</td>
<td>193</td>
</tr>
</tbody>
</table>

P = .50
TABLE 21
PREVIOUS REGULAR TEACHING AND COMMITMENT

<table>
<thead>
<tr>
<th>Future Intentions</th>
<th>Previous Regular Class Teaching</th>
<th>No Previous Regular Class Teaching</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>1. Will continue as teacher of EMR children</td>
<td>88</td>
<td>65</td>
<td>111</td>
</tr>
<tr>
<td>2. Will get additional training, but will return to field of mental retardation as teacher, coordinator, or supervisor</td>
<td>23</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>3. Will leave area of retardation but will remain in education</td>
<td>12</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>4. Will leave field of education</td>
<td>11</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Totals</td>
<td>134</td>
<td>100</td>
<td>183</td>
</tr>
</tbody>
</table>

P = .80
administrators suggested that teachers of EMR children should have regular class teaching experience. In discussing critical issues in the education of teachers for retarded children, Fliegler also indicated that studies should be conducted to ascertain which types of experiences teachers of EMR children should have and whether regular class teaching should be required of teachers entering the area of the education of EMR children. Previous regular class teaching may be more related to teacher effectiveness, but this relationship also needs further study.

**Question 9:**

**Will salary differentials be related to satisfaction and commitment?**

**Results and Discussion:**

Some school districts in Ohio provide an additional salary allowance for teaching EMR children. The differential may range from about $100 annually to $500 or more.

Of the 144 reporting that they do receive a salary differential, 57 per cent are very satisfied. (Table 22) Of the 185 who do not receive a salary differential, 51 per cent are very satisfied. It is interesting to note that the respondents who receive a salary differential do have a slightly higher percentage who are very satisfied. (Table 23) The amount of the differential does not seem to make a
<table>
<thead>
<tr>
<th>Degree of Satisfaction</th>
<th>Salary Differential</th>
<th>No Salary Differentials</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>82</td>
<td>57</td>
<td>94</td>
</tr>
<tr>
<td>Somewhat Satisfied or Dissatisfied</td>
<td>62</td>
<td>43</td>
<td>91</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>100</td>
<td>185</td>
</tr>
</tbody>
</table>
TABLE 23

RELATIONSHIP OF SALARY DIFFERENTIALS AND SATISFACTION

<table>
<thead>
<tr>
<th>Salary Schedule</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Same as regular teachers</td>
<td>94</td>
<td>51</td>
<td>92</td>
</tr>
<tr>
<td>Differentials of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than $100 to 299 annually.</td>
<td>37</td>
<td>58</td>
<td>27</td>
</tr>
<tr>
<td>$300 to 600 annually.</td>
<td>52</td>
<td>58</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>183</td>
<td>54</td>
<td>156</td>
</tr>
</tbody>
</table>

P = .50

*Five teachers did not respond to the salary differential variable.*
difference, i.e., the respondents who receive from less than $100 to $299 annually have the same percentage of the very satisfied as the group who receives $300 to $600 annually. (Table 23) Although those who receive a salary differential have a slightly higher percentage of very satisfied, the relationship between the two variables is not significant, P=.50. Little relationship exists between commitment and salary differential, P=.70. The percentage for committed respondents who receive salary differentials tend to be very similar to those who do not receive differentials. (Table 24)

Question 10:

Will the teacher's ratings of the supervision he/she receives be related to satisfaction and commitment?

Results and Discussion:

Unfair or inadequate supervision has been suggested as a factor which may result in dissatisfaction with a position or job. Because of the need for individual instruction of pupils and the skillful use of materials, teachers of EMR children will probably need helpful and facilitating support. It was predicted in this study that teachers who rate their supervision as extremely helpful or very helpful will tend to be the very satisfied and committed, and that a significant relationship exists between the variables - satisfaction and ratings of supervision and between commitment
TABLE 24

COMMITMENT AND SALARY DIFFERENTIALS

<table>
<thead>
<tr>
<th>Future Intentions</th>
<th>Salary Differential</th>
<th>No Salary Differential</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>1. Will continue as teacher of EMR children</td>
<td>87</td>
<td>63</td>
<td>112</td>
</tr>
<tr>
<td>2. Will get additional training, but will return to field of mental retardation</td>
<td>25</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>as teacher, coordinator, or supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Will leave area of retardation but will remain in education</td>
<td>17</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>4. Will leave field of education</td>
<td>10</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Totals</td>
<td>139</td>
<td>100</td>
<td>174</td>
</tr>
</tbody>
</table>

P = .70

Of 344 respondents, 18 were undecided about future plans; 13 persons did not report whether they receive a salary differential.
and ratings of supervision. This prediction was supported. The rating of supervision and the relationship to both satisfaction and commitment was significant at the .001 level of confidence.

Of the respondents who rated their supervision as extremely helpful, 77 per cent are very satisfied and only 23 per cent are the somewhat satisfied or dissatisfied. (Table 25) Of those rating supervision as very helpful, 59 per cent are very satisfied and 59 per cent are somewhat satisfied or dissatisfied. Of those rating supervision as not helpful, only 38 per cent are the very satisfied while 62 per cent are the dissatisfied or somewhat satisfied. This finding seems to suggest that quality supervision is extremely important to the satisfaction of teachers.

Of the respondents who rated supervision as extremely helpful, 90 per cent are committed. (Table 26) Of the 64 respondents who rated supervision as not helpful, 38 per cent are leaving the field. It should be noted that both the committed and the non-committed group in large numbers rated their supervision in the neutral category of "somewhat helpful".

Question 11:

Will the factors liked most and least about teaching EMR children be related to satisfaction and commitment?
<table>
<thead>
<tr>
<th>Ratings</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Extremely Helpful</td>
<td>33</td>
<td>77</td>
<td>10</td>
</tr>
<tr>
<td>Very Helpful</td>
<td>45</td>
<td>59</td>
<td>31</td>
</tr>
<tr>
<td>Somewhat Helpful</td>
<td>76</td>
<td>52</td>
<td>70</td>
</tr>
<tr>
<td>Not helpful at all</td>
<td>26</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>55</td>
<td>154</td>
</tr>
</tbody>
</table>

P = .001
TABLE 26
COMMITMENT AND RATINGS OF SUPERVISION

<table>
<thead>
<tr>
<th>Future Intentions</th>
<th>Extremely Helpful</th>
<th>Very Helpful</th>
<th>Somewhat Helpful</th>
<th>Not Helpful</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>1. Will continue as teachers of EMR children</td>
<td>90</td>
<td>78</td>
<td>81</td>
<td>59</td>
<td>31</td>
</tr>
<tr>
<td>2. Will get additional training, but will return to field of mental retardation as teacher, coordinator, or supervisor</td>
<td>14</td>
<td>12</td>
<td>29</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>3. Will leave area of retardation, but will remain in education or will leave field of education</td>
<td>12</td>
<td>10</td>
<td>27</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
<td>100</td>
<td>137</td>
<td>100</td>
<td>64</td>
</tr>
</tbody>
</table>

P=.001

aOf the 344 respondents, 18 were undecided about their future intentions, and 9 respondents did not have supervision of their classroom.
Results and Discussion:

The largest percentage of the very satisfied respondents (67 per cent) chose better chance to help children as the factor liked most about teaching EMR children, while only 33 per cent of the somewhat satisfied chose this category. The highest percentage of the somewhat satisfied (65 per cent) chose small classes as the factor which they like most about teaching EMR children. (Table 27) The relationship of satisfaction and factors liked most about teaching EMR children was significant, P=.01.

The two areas chosen by the largest percentage of the committed respondents were (a) better chance to help children and individual instruction and less emphasis on academics. (Table 28) The two areas chosen by the largest percentage of the non-committed were (a) chance to be creative (30 per cent) and small classes (26 per cent). Although there were slight differences in the factors liked most by the very satisfied and the somewhat satisfied and dissatisfied, the two variables were only mildly related at the .20 level of confidence.

Although the percentages of both the satisfied and dissatisfied tend to be similar in the factors chosen that are disliked about teaching an EMR class, two areas stand out. "The children's progress is too slow" was chosen by 31 per
<table>
<thead>
<tr>
<th>Factors</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Small classes</td>
<td>15</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>Individual instruction or less emphasis on academics</td>
<td>69</td>
<td>55</td>
<td>53</td>
</tr>
<tr>
<td>EMR children are appreciative or chance to be creative</td>
<td>28</td>
<td>54</td>
<td>24</td>
</tr>
<tr>
<td>Better chance to help children</td>
<td>67</td>
<td>67</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>179</td>
<td>55</td>
<td>140</td>
</tr>
</tbody>
</table>

P = .01
TABLE 28
COMMITMENT AND REASONS FOR LIKING TEACHING EDUCABLE MENTALLY RETARDED CHILDREN

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Will continue as teacher of EMR</th>
<th>Will get additional training but will return to field of MR</th>
<th>Will leave area of MR and education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Small classes</td>
<td>26</td>
<td>62</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Individual instruction or less emphasis on academics</td>
<td>76</td>
<td>65</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>EMR children are appreciative</td>
<td>13</td>
<td>54</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Chance to be creative</td>
<td>17</td>
<td>52</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Better chance to help children</td>
<td>69</td>
<td>73</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>66</td>
<td>24</td>
<td>16</td>
</tr>
</tbody>
</table>

P=.20

cent of the satisfied and by 69 per cent of the somewhat satisfied and dissatisfied; classroom is poorly situated was chosen by 62 per cent of the satisfied and 38 per cent
of the dissatisfied. (Table 29) The two areas chosen with similar percentages for both the satisfied and the dissatisfied are special class or special teacher is rejected (48 per cent of satisfied and 52 per cent of dissatisfied), and too few supplies (51 per cent of very satisfied and 49 per cent of the dissatisfied). Satisfaction and reasons for disliking teaching EMR children was mildly related at the .20 level of confidence.

Both the committed and non-committed in larger percentages chose (a) special class or teacher is rejected and (b) too few supplies as factors liked least about teaching an EMR class. (Table 30) The relationship of commitment and factors liked least about teaching EMR class was not significantly related, P=.50.

Question 12

Will the teachers' perceived status - (a) high, (b) same as other teachers, or (c) a low status be related to satisfaction and commitment?

Results and Discussion:

In a study of the prestige of teachers of EMR children, Jones and Gottfried indicated that teachers of EMR children tended to rate themselves lower in status than they were rated by regular teachers. In undocumented reports, the rejection of special classes and special class teachers is
### TABLE 29

REASONS FOR DISLIKING TEACHING EDUCABLE MENTALLY RETARDED CHILDREN AND SATISFACTION

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Too much work</td>
<td>18</td>
<td>58</td>
<td>13</td>
</tr>
<tr>
<td>Children's progress too slow</td>
<td>5</td>
<td>31</td>
<td>11</td>
</tr>
<tr>
<td>Special Class or Special Class Teacher is rejected</td>
<td>46</td>
<td>48</td>
<td>49</td>
</tr>
<tr>
<td>Too few supplies</td>
<td>52</td>
<td>51</td>
<td>50</td>
</tr>
<tr>
<td>Classrooms poorly situated</td>
<td>13</td>
<td>62</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>134</td>
<td>51</td>
<td>131</td>
</tr>
</tbody>
</table>

P = .20

*Of 344 respondents - 36 did not complete this item; 40 checked more than one response; 3 had no dislikes.*
### Table 30
**Commitment and Reasons for Not liking Teaching Educable Mentally Retarded Children**

<table>
<thead>
<tr>
<th>Future Intentions</th>
<th>Too Much Work or Progress Too Slow</th>
<th>Class or Teacher is Rejected</th>
<th>Too Few Supplies or Poor Classroom Situation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>1. Will continue as teacher of EMR children</td>
<td>23</td>
<td>55</td>
<td>57</td>
<td>64</td>
</tr>
<tr>
<td>2. Will get additional training, but will return to field of mental retardation as teacher, coordinator, or supervisor</td>
<td>7</td>
<td>16</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>3. Will leave area of retardation but will remain in education or will leave field of education</td>
<td>12</td>
<td>29</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>42</td>
<td>100</td>
<td>88</td>
<td>100</td>
</tr>
</tbody>
</table>

P = .50

*Of the 344 respondents, 36 had no dislikes and 40 checked a combination of dislikes; 26 did not respond to the above variables.*
often discussed. It was predicted in this study that teachers of EMR children would view their status as similar to that of the regular class teachers in the school settings and that a significant relationship exists between a teacher's perceived status and satisfaction and commitment.

Of the respondents who feel that they are held in high esteem by other teachers, 64 per cent are very satisfied and 36 per cent are somewhat satisfied or dissatisfied. (Table 31) Of the teachers who perceive their status to be similar to regular teachers, 54 per cent are very satisfied and 46 per cent are somewhat satisfied or dissatisfied. Of the respondents who feel that their status is lower than other teachers, 71 per cent are only somewhat satisfied or dissatisfied.

A significant relationship exists between the teachers' perceived status and satisfaction, P = .01. Commitment and perceived status are only slightly related with a probability of .30.

**Question 13:**

Will the teachers' degrees - Bachelors, Masters and above be related to satisfaction and commitment?

**Results and Discussion:**

It was predicted in this study that individuals who had received advanced training especially at the Masters Degree
### TABLE 31

TEACHERS' PERCEIVED STATUS AND SATISFACTION

<table>
<thead>
<tr>
<th>Status</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Held in high esteem</td>
<td>47</td>
<td>64</td>
<td>26</td>
</tr>
<tr>
<td>Status same as other teachers</td>
<td>125</td>
<td>54</td>
<td>105</td>
</tr>
<tr>
<td>Status lower than other teachers</td>
<td>8</td>
<td>29</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>54</td>
<td>151</td>
</tr>
</tbody>
</table>

*P* = .01

*a* No response on this item from 13 respondents.
level and above would tend to be more satisfied and committed. However, Table 32 shows that an overwhelming number of respondents had bachelor degrees or less training. Of the respondents with no degree, 71 per cent are very satisfied; of the 244 with Bachelor Degrees, 52 per cent are very satisfied; of the 67 with Masters Degrees, 54 per cent are very satisfied. No significant relationship exists between degrees and satisfaction; however the relationship between degrees and commitment is significant at the .01 level, with the bachelor degree or below group being somewhat more committed. (Table 33) It should be pointed out that the degree variable is probably interrelated with age and sex.

Question 14:

Will the teachers' perceived opportunities to make contributions outside of their own classrooms be related to satisfaction and commitment?

Results and Discussion:

The respondents' reports about how they view their opportunities to make contributions outside of their own classrooms are extremely interesting. Of the 31 respondents who indicate that they have no opportunity to make contributions outside of their own classrooms, only 39 per cent are very satisfied. (Table 34) On the other hand, of the respondents who indicate that they have a great many opportunities
### TABLE 32

**COLLEGE DEGREE HELD AND SATISFACTION**

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>No Degree</td>
<td>22</td>
<td>71</td>
<td>9</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>127</td>
<td>52</td>
<td>117</td>
</tr>
<tr>
<td>Masters Degree and Above</td>
<td>36</td>
<td>54</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
<td>54</td>
<td>157</td>
</tr>
</tbody>
</table>

P = .95

*Two teachers did not respond to this item.*
<table>
<thead>
<tr>
<th>Future Intentions</th>
<th>No Degree or Bachelor</th>
<th>Masters or Above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>1. Will continue as teacher of EMR children</td>
<td>174</td>
<td>65</td>
<td>32</td>
</tr>
<tr>
<td>2. Will get additional training, but will return to field of mental retardation as teacher, coordinator, or supervisor</td>
<td>35</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>3. Will leave the area of retardation but will remain in education or will leave field of education</td>
<td>55</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>Totals</td>
<td>264</td>
<td>100</td>
<td>61</td>
</tr>
</tbody>
</table>

P = .01
<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>No Opportunity</td>
<td>12</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>Almost None</td>
<td>10</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Very Few</td>
<td>58</td>
<td>55</td>
<td>47</td>
</tr>
<tr>
<td>Many</td>
<td>82</td>
<td>61</td>
<td>52</td>
</tr>
<tr>
<td>A Great Many</td>
<td>19</td>
<td>63</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>181</td>
<td>54</td>
<td>155</td>
</tr>
</tbody>
</table>

P=.001
to make contributions, 63 per cent are very satisfied. Another interesting finding is that of those who indicate that they have few opportunities to make contributions, 55 per cent are among the very satisfied. Of the 36 respondents who reported having almost no opportunity to make contributions only 28 per cent are highly satisfied. Opportunity to make contributions and satisfaction are significantly related, P=.001.

The respondents who are committed to the EMR classrooms report almost equal percentages for how they view their opportunities to make contributions. (Table 35) Of those who chose no opportunities to make contributions, 60 per cent are committed to the classroom; of those who chose few opportunities, 61 per cent are committed to the field; of those who chose many or a great many opportunities to make contributions 67 per cent are committed. The difference in the perceived opportunities exists among those who are leaving the area of mental retardation or who are leaving the field of education. Of those leaving the field, 32 per cent feel that they have no opportunity to make contributions, while only 13 per cent feel that they have a great many opportunities. The relationship between commitment and perceived opportunities to make contributions is significant at the .001 level of confidence.
TABLE 35
COMMITMENT AND PERCEIVED OPPORTUNITIES TO MAKE CONTRIBUTIONS

<table>
<thead>
<tr>
<th>Future Intentions</th>
<th>None or Almost None</th>
<th>Few</th>
<th>Many or a Great Many</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>1. Will continue as teachers of EMR children</td>
<td>37</td>
<td>60</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>2. Will get additional training, but will return to field of mental retardation as teacher, coordinator, or supervisor</td>
<td>5</td>
<td>8</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>3. Will leave area of retardation but will remain in education</td>
<td>13</td>
<td>21</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>4. Will leave field of education</td>
<td>7</td>
<td>11</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

P=.001
Question 15:

Will the teachers' ratings of the inservice experiences be related to satisfaction and commitment?

Results and Discussion:

Since large sums of money are spent to provide teachers of EMR children with inservice workshops, seminars, and additional college courses, these activities should increase the teachers' satisfaction and motivate teachers to remain in the field. It was predicted that if inservice activities were rated as extremely helpful, the teachers would probably have more skills to manage their classes and thus would be more satisfied and committed. Of the 95 respondents rating inservice activities as being extremely helpful, 77 per cent are very satisfied (Table 36). Of the 51 respondents rating the inservice activities of little help or no help at all, only 40 per cent are highly satisfied, this relationship is statistically at the .001 level. The relationship of commitment and the rating of inservice was not significantly related, P = .50. This finding is somewhat surprising; however it is possible that extremely helpful inservice activities may provide avenues through which teachers may move to other supervisory, consultant, or administrative positions or to other areas of teaching. (Table 37)
## TABLE 36
RATINGS OF INSERVICE TRAINING AND SATISFACTION

<table>
<thead>
<tr>
<th>Inservice Training</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied or Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Extremely Helpful</td>
<td>73</td>
<td>77%</td>
<td>22</td>
</tr>
<tr>
<td>Helpful</td>
<td>38</td>
<td>49%</td>
<td>40</td>
</tr>
<tr>
<td>Somewhat Helpful</td>
<td>48</td>
<td>45%</td>
<td>59</td>
</tr>
<tr>
<td>Of Very Little Help; or Not Helpful at all</td>
<td>20</td>
<td>40%</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>179</td>
<td>54%</td>
<td>152</td>
</tr>
</tbody>
</table>

P = .001

*One person reported not having any inservice training, and 13 persons did not respond to this item.*
TABLE 37

COMMITMENT AND RATINGS OF INSERVICE ACTIVITIES

<table>
<thead>
<tr>
<th>Future Intentions</th>
<th>Extremely Helpful</th>
<th>Helpful or Somewhat Helpful</th>
<th>Little or No Help</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>1. Will continue as teacher of EMR children</td>
<td>66</td>
<td>70</td>
<td>103</td>
<td>60</td>
</tr>
<tr>
<td>2. Will get additional training, but will return to field of mental retardation as teacher, coordinator, or supervisor</td>
<td>12</td>
<td>13</td>
<td>34</td>
<td>20</td>
</tr>
<tr>
<td>3. Will leave area of retardation, but will remain in education</td>
<td>6</td>
<td>7</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>4. Will leave field of education</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>94</td>
<td>100</td>
<td>173</td>
<td>100</td>
</tr>
</tbody>
</table>

P = .50

*Of the 344 respondents, 18 did not respond to the future intentions item, and 11 did not have inservice activities.*
Major Concerns of the Respondents:

An open-ended item on the Special Education Teacher Characteristic Inventory asked each respondent to list one or two pressing concerns or needs in the area of education and training of the mentally retarded. Ten of the most frequently mentioned concerns or needs in descending order according to the frequency of mention by the respondents were:

<table>
<thead>
<tr>
<th>Concerns</th>
<th>No. Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. More suitable materials and supplies</td>
<td>104</td>
</tr>
<tr>
<td>2. Better understanding of mental retardation by regular teachers, administrators, and the total community</td>
<td>86</td>
</tr>
<tr>
<td>3. Early and more realistic diagnosis and placement of children in classes for the retarded</td>
<td>60</td>
</tr>
<tr>
<td>4. A sequential curriculum</td>
<td>49</td>
</tr>
<tr>
<td>5. Better teacher training programs</td>
<td>45</td>
</tr>
<tr>
<td>6. Guidance and counseling for the parents and the retarded child</td>
<td>42</td>
</tr>
<tr>
<td>7. More money for special EMR classes and stricter control of the money</td>
<td>40</td>
</tr>
<tr>
<td>8. Better and earlier work-study opportunities for retarded children</td>
<td>37</td>
</tr>
<tr>
<td>9. More integration of retarded children with regular classes</td>
<td>26</td>
</tr>
<tr>
<td>10. Smaller special classes for EMR children with less wide span among the mental ages of the children</td>
<td>22</td>
</tr>
</tbody>
</table>
It was somewhat surprising to see the large number of respondents who suggest materials as a major concern especially in light of (a) the development of several Instructional Resource and Materials Centers in Ohio and (b) the need for much individual instruction for EMR children which requires skills on the part of the teacher which materials probably can not meet. However, with the number of respondents who see this area as a concern, effort should be made to meet this need.

An issue which several teachers raised in the open-ended request for concerns was the need for more adequate programs for the borderline and mildly retarded. It was expected that this concern would have been among the ten most frequently listed since it is presently a national issue. The same issue, however, was raised ten years ago in Ohio following a study of programs (residential, regular, and special classes) for the retarded in Ohio. In a summary statement, Stanton and Cassidy indicated that the programs for the retarded seem to be more adequate for the low groups (50-59) than they are for the high group of 70-75.11

Other Interesting Findings:

The respondents' ratings of their college course pattern for certification are significantly related to both satisfaction (.001 level) and to commitment (.01 level) of
the 120 somewhat satisfied or dissatisfied, 68 per cent rate their course pattern for certification as only moderately helpful or not helpful at all. Of the very satisfied, 55 per cent rate their course pattern as extremely helpful or very helpful.

For commitment, of the 27 teachers who plan to leave the field of mental retardation 22 (or 82 per cent) of the group rate their course pattern for certification as only moderately helpful or not helpful at all. In the group of 170 teachers committed to EMR classrooms, 51 per cent rate their course pattern as extremely helpful or very helpful. When this finding is considered with the respondents' ratings of inservice activities and with the teachers' requests for better college teacher training programs, it becomes an important message for persons planning and guiding teacher education programs. The question raised by these findings is: Would teachers be more satisfied and committed to the field of education and training of the EMR pupil if they had better supervision, more helpful inservice activities, and better teacher training programs?

Summary

What are the factors which seem to be related to satisfaction and commitment of teachers of educable mentally retarded children? The answer to this question was the major
concern of this survey research project. In Chapter IV, results from the analysis of the data were presented and answers to fifteen questions which were selected for study were discussed.

Of the 344 respondents, 54 per cent are very satisfied with their positions as teachers of educable mentally retarded children, and 76 per cent are committed to the field. (Plan to remain in the field for the next two years or more.) A significant relationship at the .001 level existed between satisfaction and commitment.

A slight "U" shape curve similar to that found in other job satisfaction studies was found for satisfaction and age and commitment and age. The younger respondents under 25 have a higher percentage of very satisfied and committed. The percentage is somewhat less for the respondents who are 25 years of age to 34 years. The percentage increases again for the age beginning at 35 and over. In the study 70 per cent of the respondents are female and 30 per cent are male; with the female group being more committed to the field and slightly more satisfied.

It was somewhat surprising that only 67 respondents in the study had received a fellowship, traineeship, or grant. The receipt of a grant is not significantly related to satisfaction or commitment.
Elementary level respondents are somewhat more satisfied and committed. Regular class teaching is not significantly related to satisfaction and commitment. This finding is important and should receive further study, since some administrators and training programs tend to suggest that regular class teaching should be experienced before teaching a class for EMR children.

Some of the most significant findings in the study are related to the ratings which the respondents give their supervision, inservice activities, and certification course patterns. The ratings of each of these areas are either mildly or significantly related to both satisfaction and commitment. More of the dissatisfied or somewhat satisfied tend to rate supervision, inservice activities, and certification course patterns as being less helpful or not helpful at all.

The respondents in somewhat surprising numbers indicate that they have few or no opportunities to make contributions outside of their own classrooms. This variable, perceived opportunities to make contributions to the field, is significantly related to both satisfaction and commitment at the .001 level. The somewhat satisfied and dissatisfied in large percentages feel that they have few opportunities to make contributions.
The major concerns of the respondents are varied, but the two most frequently mentioned are lack of adequate materials and supplies and a need for better understanding of mental retardation by administrators, regular teachers, and the community as a whole.

Chapter V will present a summary of the study, the conclusions, and recommendations.
Notes to Chapter IV


CHAPTER V

SUMMARY AND CONCLUSIONS

This survey research project was undertaken to ascertain whether certain factors were related to satisfaction and commitment of teachers of educable mentally retarded children. The respondents were 344 Ohio teachers of educable mentally retarded children.

The demand for teachers in many fields has decreased; however the shortage of teachers to staff classes for educable mentally retarded children continues to be a limiting factor in the field. This problem was explored in Chapter I. Several research efforts which illustrated the types of studies which have been conducted with teachers of retarded children were also described. Other areas discussed in Chapter I included definition of terms, justification for the study and the limitations of the study.

A review of related literature was presented in Chapter II. A summary of some of the occupational and career choice theories which describe how individuals choose a career was presented. These theories indicate that individuals choose occupations to meet needs, or to fulfill certain aspirations.
Other theories indicate that occupations are sometimes chosen by accident—that is the job may be the only opening, or may be easy to get.

Job and career studies conducted with regular teachers and with other occupational groups were reviewed. These studies on satisfaction showed that on the average, middle-aged workers tend to be more satisfied. The reasons suggested are that as people become older they become more realistic about potentials and abilities and thus become more satisfied with their jobs. Another explanation may be that the younger dissatisfied workers leave the jobs, thus leaving the more satisfied. Other results from job studies showed that married women tend to be somewhat more satisfied than single women, but there is no conclusive evidence about sex differences in job satisfaction. For teacher satisfaction, the literature indicates that teachers who feel that they have opportunities to participate in the general activities of the school setting, are more satisfied. Unfair and inadequate supervision can cause dissatisfaction among teachers. In the area of commitment, men who leave teaching tend to move into administrative roles; women leave teaching for homemaking and family obligations. Very meager data are available on the satisfaction and commitment of teachers of educable mentally retarded children. One study indicated
that the women were more committed to teaching EMR children than men and that men tend to leave the field for administrative positions.

The methods and procedures for conducting the study were presented in Chapter III. The sample included 418 randomly selected Ohio teachers of educable mentally retarded children. A special Education Teacher Characteristic Inventory was completed by 344 teachers and the data were analyzed and presented by Chi-square and percentages. Fifteen questions were investigated to ascertain if a significant relationship existed between certain important variables.

Chapter IV presented an analysis of the data. The fifteen questions chosen for the investigation were presented and discussed. Significant results were found among several important variables.

Of the 344 respondents, 54 per cent report that they are very satisfied with their positions as teachers of retarded children, and 46 per cent are somewhat satisfied or dissatisfied.

A total of 261 respondents are committed to the field of mental retardation during the next two years. Seventy-one teachers do not plan to continue in the special area of mental retardation, and 12 respondents were undecided about their future plans.
As was true for the certification programs, the level of assignment and the relationship to commitment is in favor of the elementary respondents. It is extremely interesting that not only do elementary respondents make up the largest percentage of the respondents who are committed to the field but of the 54 respondents who will leave the field of mental retardation, the largest percentage is from the elementary group. It is understood that other factors such as age, marital status, and sex are involved when individuals leave teaching. It is also probably easier for elementary respondents to move into other teaching positions.

As was predicted, the reasons for entering the field of mental retardation and satisfaction were significantly related. The largest percentage of the satisfied and committed respondents reported reasons for entering the field were (a) the field is new and interesting, and (b) the respondent wanted to help children. The two reasons for entering the field reported by the largest percentage of the somewhat satisfied and dissatisfied respondents were: interest through a friend or relative and no other job was available. The results tend to agree with the prediction that persons who enter the field on their own volition, that is because of their interest, will be more satisfied and committed. This finding may suggest the use of recruiting strategies which
make available more information about the retarded.

In the area of personal characteristics and their relationship to satisfaction and commitment, the findings show that the younger respondents (under 25) tend to be more satisfied with a slight drop in the percentage of very satisfied in the 25-34 year age category followed by an increase in the degree of satisfaction in the 35 and over category. This finding may mean that as people grow older, they become more realistic about their goals and interests, and thus are more satisfied. There is also the possibility that the dissatisfied leave the field during the 25 to 34 age period, leaving the more satisfied in the field. The highest percentage of the committed is also in the 35 and over age group. This finding may have implications for recruiting prospective teachers to the area. It might be helpful to recruit more actively from among teachers who are re-entering the teaching field following family or home obligations. A mild relationship exists between satisfaction and sex in favor of women, and a significant relationship exists between commitment and sex with more women committed to teaching EMR children than are men. It should be pointed out here that about 70 per cent of the respondents in this study are women.

Because of the small number of black respondents in this study (26) interpretation of the results related to race is
guarded. Nevertheless, of the 24 black respondents who reported their degree of satisfaction, only 7 chose the highest category of satisfaction; 17 report that they are somewhat satisfied or dissatisfied. Race and satisfaction were significantly related with more white respondents reporting being very satisfied. Although satisfaction is significantly related to race, commitment is not significantly related to race. Of the black respondents, 69 per cent are committed to the field; of the white respondents, 80 per cent are committed to the field.

Salary differentials are not significantly related to satisfaction or commitment, although the percentage of the very satisfied who receive a differential is slightly higher than those who do not receive a differential. Interestingly, the amount of the differential does not make a difference in the percentage of the very satisfied. The persons who receive less than $100 to $299 annually have the same percentage (58% and 58%) of very satisfied as those who receive $300 to $600 annually.

Supervision seems to be an important factor for teacher satisfaction. The majority of teachers who rated their supervision as extremely helpful tend also to be very satisfied. The relationship between ratings of supervision and satisfaction and commitment were statistically
significant.

The very satisfied and committed like teaching EMR children because this is a better chance to help children; the somewhat satisfied and dissatisfied like small classes, and the chance to be creative. The factors disliked about teaching EMR children chosen by both the satisfied and dissatisfied were too few supplies and the rejection of the special class or the special teachers. The less satisfied also feel that the children's progress is too slow.

Unlike some of the generalizations made about the status of teachers of the retarded, the respondents in this study feel that their status is similar to the regular teachers in their school setting. The respondents who did report that their status is lower than other teachers were among the less satisfied group. It is worth noting that there is some contradiction in the status perceived by the teachers and the report of factors disliked about teaching EMR children. A factor which many respondents disliked about teaching EMR children was that the special class or the special teacher is rejected. Nevertheless, the majority of teachers in the study feel that their status is the same as regular teachers. This could mean that some of the special teachers of EMR children feel that the children are rejected, but the teacher is not.
No significant relationship was found between satisfaction and college degree held. However, a significant relationship exists in favor of the respondents with no degrees or Bachelor Degrees. The Masters Degree and above respondents probably will move upward into positions as consultants, supervisors, or administrators.

Respondents who feel that they have many opportunities to make contributions to the field also tend to be very satisfied and committed. Conversely, the respondents who feel that they have few or no opportunities to make contributions to the field tend to be less satisfied and less committed. Satisfaction and perceived opportunities to make contributions were significantly related. This finding suggests that more effort should be expended to provide avenues for teachers of EMR children to participate more actively in the field. Attention to this area might do much to increase both the satisfaction and commitment of the teachers already in the field. The ratings of inservice activities (college courses, seminars, workshops) were significantly related to satisfaction but were not related to commitment. The finding suggests that the teachers who experience helpful and facilitating inservice activities tend to be more satisfied, but perhaps either move upward or out of the field to leadership roles.
Conclusions and Implications

Teachers of educable mentally retarded children represent an interesting, diverse population. Because of the many ways teacher candidates for the area of mental retardation enter the field, the backgrounds, training, and experiences are somewhat varied. The staffing of classes for educable mentally retarded children has been and continues to be a major problem both on the national scene and in many areas in the State of Ohio. An interest in the manpower and training problem in mental retardation led to the development and execution of this survey research study. The purpose of the study was to ascertain the relationship of certain factors and satisfaction and commitment of Ohio teachers of the mentally retarded. The professional and cooperative characteristics of the teachers were demonstrated by the large percentage of teachers who participated in the study and the show of further interest in the field by the large number of requests for the results of the study.

Several findings in the study suggest areas for further study and concern. The following are implications which follow from the results:

1. In this study, satisfaction and commitment were significantly related. This finding indicates that if the satisfaction of the teacher is high there is
a better chance that the teacher will be committed. Turnover in the field of mental retardation is somewhat high, and the need for experienced and skilled teachers is critical. Therefore, every effort should be made to ascertain areas of dissatisfaction of the teachers and to eliminate these negative areas where possible.

2. Two areas significantly related to both satisfaction and commitment were the teachers' rating of their supervision and inservice activities. Teachers who rated these two areas as extremely helpful were among the highly satisfied. Those who rated supervision as extremely helpful were both satisfied and committed. Efforts to improve these two areas might increase both satisfaction and holding power. Teachers themselves should suggest, plan, and guide their inservice activities, if the activities are truly to fit the needs.

3. The ratings of course patterns for certification were also significantly related to satisfaction and commitment. Teacher training programs must undertake serious evaluations. Of significance was the fact that the teachers who rated their course pattern for certification as extremely helpful were
among the highly satisfied and committed. In addition, one of the major concerns of the respondents was a need for better training programs. Teachers are requesting better training programs, and colleges and universities should respond to that request.

4. The present methods of recruiting teachers seem to warrant more attention and concern. In this study, the teachers who entered the field because they were interested or because they wanted to help children tend to be among the very satisfied and committed. Teachers who entered the field because no other job was available, or because of interest of a friend or relative tend not to be among the very satisfied or committed. This means more needs to be done to increase public awareness and interest in mental retardation.

5. The methods for training teachers need very serious study. One unanswered question is how best to re-train secondary majors who lack skills in elementary education methods. A second question is whether experience with other exceptional children and/or retarded children should be required.

6. A rather alarming number of both satisfied and dissatisfied teachers feel that they have little or no
opportunity to make contributions to the field outside of their own classrooms. This factor was significantly related to both satisfaction and commitment in the study. There are many areas in which teachers of EMR children should be able to make contributions. In the learning problem area, the special teacher should be the resource person in the school since the teacher is adequately trained. Are the teachers aware of the possible resources? The special teacher in the school is the key here.

The area of supplies was a concern for one-fourth of teachers. This was somewhat as a result of the network of Instructional Resource and Materials Centers in Ohio. This concern may be a matter of communication. Are the teachers aware of some of the possible resources to them? Teaching EMR children requires skill in individual instruction, which means commercial materials may not fit all of the children in a setting. Are the colleges and universities training teachers in methods of individual instruction and diagnostic teaching? The large number of teachers who see lack of materials as a major concern
opportunity to make contributions to the field outside of their own classrooms. This factor was significantly related to both satisfaction and commitment in the study. There are many areas in which teachers of EMR children should be able to make contributions. In the learning problem area, the special teacher should be the resource person in the school setting if that teacher is adequately trained. Administrators must be aware of the possible resource of a well trained special teacher in the school setting.

7. The area of lack of materials and supplies was a concern for the largest number of teachers. This was somewhat a surprise in light of the network of Instructional Resource and Materials Centers in Ohio. This concern may be a matter of communication. Are the teachers aware of some of the possible resources to them? Teaching EMR children requires skill in individual instruction, which means commercial materials may not fit all of the children in a setting. Are the colleges and universities training teachers in methods of individual instruction and diagnostic teaching? The large number of teachers who see lack of materials as a major concern
means that this area should receive immediate attention.

Interestingly, many of the implications discussed here can be evaluated and implemented by teachers themselves with the leadership of facilitating supervisors and administrators. Since many teachers in the study felt that they have little or no opportunity to make contributions to the field, efforts should be made to involve teachers heavily in meeting their needs.

Recommendations for Further Research

Although much research has been devoted to EMR children and their progress in various types of school programs, little research has been devoted to teachers of the retarded. It is hoped that this study will suggest other studies of teachers of retarded children. The following are areas which clearly need further investigation:

1. The area of teacher training needs immediate research and evaluation. Although this study addressed itself to satisfaction and commitment, the question of who are the effective teachers of retarded children goes unanswered. This question is important in its own right, but we need to know the type of training the teacher experienced, the teacher's general personality type and the
experiences of the teacher. These questions suggest longitudinal studies of teachers and their activities in the special class.

2. Previous regular class teaching before teaching a class for EMR children is sometimes suggested in the literature. It is felt that this experience would help the teacher in the special class; however, the suggestion is not supported by any data in this study, since previous regular teaching was not significantly related to satisfaction or commitment. It would be interesting to study whether previous regular teaching is related to teacher effectiveness in the EMR class.

3. The issue of rotating teachers of EMR children to regular classes after certain periods in the special assignment is an interesting issue. Several teachers in the study indicated that they would teach a regular class for a few years, but would probably return to teaching EMR children. Would this technique add to satisfaction and commitment? This question is certainly worthy of study.

4. Finally, this study of satisfaction and commitment should be replicated in several other states. This effort would not only increase the generalizability
of the study, but also might add knowledge to the field about how teachers in EMR classes view their general situations. Such information from large populations might uncover significant methods for increasing satisfaction and improving the commitment of teachers in EMR classes.

Since large sums of moneys are spent to recruit persons to the field, equal concern should be devoted to holding the teachers who are presently in the field. Although a speculation, it seems that if there were larger numbers of satisfied and committed special teachers, there would be more effective school programs for the retarded children and young adults in need of specialized training.
APPENDIX
APPENDIXES

APPENDIX A:
Letter requesting permission to conduct the study - written to Sam Bonham, Director, Division of Special Education, Columbus, Ohio.

APPENDIX B:
Letter from Jacque Cross, Education Administrator, Division of Special Education, Columbus, Ohio. The letter granted permission to conduct the study.

APPENDIX C:
Cover letter sent to the respondents

APPENDIX D:
The Pilot Instrument

APPENDIX E:
Follow-up letter to respondents

APPENDIX F:
The Special Education Teacher Characteristic Inventory

APPENDIX G:
General Characteristics of Respondents
Dear Mr. Bonham:

I am presently developing a dissertation proposal which will involve a study of factors related to satisfaction and commitment of a group of teachers of educable mentally retarded children. As you know, the recruitment, selection, and training of special education teachers are critical problems in the area of mental retardation. Although grants and fellowships have been made available for training personnel, the shortage of trained teachers continues to be a major manpower problem. Little research effort has been expended to follow-up the teachers of educable mentally retarded children. There are many unanswered questions about this specially trained group.

My proposed dissertation project would seek answers to questions about this specially trained group. To conduct this study, I will need permission to survey a random sample of Ohio teachers of educable mentally retarded children.

I would also be grateful for suggestions regarding the study and for any information you may have about possible research grants which could be available to conduct this study.

Yours truly,

Oris C. Amos, Ph.D.
Candidate
Mrs. Oris C. Amos
Post Office Box 3006
Ohio State University Station
Columbus, Ohio 43210

Mrs. Amos:

I have reviewed your proposal to complete a study of factors related to satisfaction and commitment of teachers of educable mentally retarded children. Your survey instrument has also been carefully examined. We find that the information you hope to obtain from this activity is most relevant to the needs of this department and the teacher training universities of Ohio.

If this office can assist you further in any aspects of this study, please feel free to let me know. We will be glad to cooperate with you in any way possible.

S. J. Bonham, Jr., Director
Division of Special Education
2071 Alum Street
Columbus, Ohio 43210

cc: Mr. S. J. Bonham, Jr.
Dear Special Education Teacher:

During the past ten years, considerable time, effort, and money have been spent in the recruitment and training of teachers of retarded children. Little research effort, however, has been used to follow up special education teachers who are actively engaged in the field. Mrs. Oris Amos, a former special education teacher and college instructor in mental retardation is conducting a study of the characteristics of special education teachers of educable mentally retarded children.

The purpose of this study is to ascertain whether certain factors may be related to satisfaction and commitment of special education teachers. A great deal of energy and time has been used to make the enclosed inventory as easy to check as possible. Responding to the instrument will probably take one half hour of your time or less.
Your name is not necessary; a code number is being used only to keep track of the returns. Approximately five hundred special education teachers in Ohio have been randomly selected to respond, and every person's response is extremely important to the success of the study. The study represents an outstanding undertaking, and we hope you will participate by completing and returning the inventory at your earliest convenience.

Yours truly,

L. O. Andrews
Professor of Education
The Ohio State University
Columbus, Ohio

Jacque Cross
Educational Administrator
Division of Special Education
Ohio Department of Education
Directions

The following questionnaire was designed to gather information about the characteristics of teachers of educable mentally retarded children. A number is being assigned to your questionnaire in order that the information which you provide can be held in strict confidence; your name is not necessary. Data will be used in a composite manner, and no one respondent will be singled out. Items have been carefully listed and organized to reduce the amount of time and writing required to complete the questionnaire.

Please mark X in the boxes in front of items which apply to you, and fill in answers where appropriate. An item marked "other" will give you an opportunity to respond or clarify questions which do not fit your situation.

Please complete the questionnaire at your earliest convenience and return to me in the enclosed addressed stamped envelope. If you would like a summary of the results of the study, please make this known when you return your questionnaire, and a copy will be sent to you within six months. Thank you for your cooperation.

Oris Carter Amos, Ph.D. Candidate
College of Education
The Ohio State University
SURVEY INSTRUMENT

General Information:

(1) Present marital status:
   □ single  □ married  □ widowed  □ divorced

(2) Age:
   □ under 25  □ 25-34  □ 35-44  □ 45-54  □ 55 or over

(3) Number of children:
   □ none  □ 1-3  □ 4-6  □ more than 6 children

(4) Age of youngest child:
   □ under 6  □ 6-10  □ 11-15  □ over 15 years of age

(5) Race: OPTIONAL
   □ Negro or Black  □ Oriental  □ Caucasian or White
   □ American Indian  □ Spanish American
   □ Other, specify ________________________
6. In what areas are you certified?

7. If you are certified to teach retarded children, in which period were you certified?
   - Before 1960
   - Between 1960 and 1964
   - Between 1965 and 1970

8. In which university or college did you follow the course pattern to receive special certification to teach retarded children?
   - Ohio State University
   - Kent State University
   - Ohio University
   - Another Ohio University
   - Out of State

9. Which type of certificate do you hold?
   - Temporary
   - Four-year Provisional
   - Eight Year
   - Permanent
   - Life
   - Other
10. In which type of program were you at the time of certification for teaching educable mentally retarded* children (slow learners)?

☐ Dual program (elementary and special
☐ One certificate (elementary-special)
☐ Secondary and special
☐ Major field was special
☐ Master Degree program
☐ Specialist certificate
☐ Ph.D. program
☐ Continuing education
☐ Other, please specify

11. Which types of educational grants or loans did you receive while completing the certification pattern to teach educable mentally retarded children?

12. In which area(s) did you earn credit for supervised student teaching?

☐ Elementary  ☐ Secondary  ☐ Special, EMR

*Throughout this questionnaire, educable mentally retarded, EMR, is used to mean children who at one time were called slow learners in Ohio.
13. If you completed supervised teaching in a special class, EMR, check the degree of helpfulness of this teaching to your present assignment.

☐ was extremely helpful
☐ was very helpful
☐ was slightly helpful
☐ was not helpful at all
☐ special student teaching was waived

14. If you are certified or working towards certification in special EMR, check the degree of helpfulness of the courses to your present assignment.

☐ extremely helpful
☐ very helpful
☐ quite helpful
☐ somewhat helpful
☐ not helpful at all

15. Teachers move into special education in a variety of ways. Looking back on your education and job decisions, what is your reason for becoming a teacher of retarded children?
OCCUPATIONAL INFORMATION:

16. To which special level are you presently assigned?
   [ ] Primary  [ ] Intermediate  [ ] Junior High
   [ ] Senior High  [ ] Senior High and Workstudy
   [ ] Workstudy, only  [ ] Other, please specify

17. How many years have you been in this position?
   [ ] Less than one year  [ ] 1-2 years  [ ] 3-5 years
   [ ] 6-10 years  [ ] More than 10 years

18. Did you work with retarded children at another level before the above assignment?
   [ ] Yes  [ ] No

19. In all, how many years have you worked with retarded children?
   [ ] Less than one year  [ ] 1-2 years  [ ] 3-5 years
   [ ] 6-10 years  [ ] More than 10 years

20. Did you teach a regular class before teaching a special class?
   [ ] Yes  [ ] No
21. If you taught a regular class before teaching at your present assignment, at which grade level was the regular assignment?

- [ ] Pre-school
- [ ] Elementary
- [ ] Secondary

22. Have you taught exceptional children other than EMR children?

- [ ] Trainable retarded
- [ ] Orthopedically handicapped
- [ ] Learning disabled
- [ ] Emotionally disturbed
- [ ] Blind and partially seeing
- [ ] Deaf

23. Have you held any non-teaching positions for more than six months as a regular full time employee since graduating from college?

- [ ] Yes
- [ ] No

24. If yes, which of the following type(s) of position did you hold?

- [ ] Clerical
- [ ] Sales
- [ ] Profession other than teaching
- [ ] Other, specify __________________
25. Did you have any of the following experiences with retarded children before beginning your present assignment?

□ Teacher of a trainable class
□ Assistant in a trainable class
□ Camping experiences with retarded children
□ Employee of an institution or residential school for retarded children
□ Observation of classes of retarded children
□ Teacher aide in a class of retarded children
□ Student teaching in a class of retarded children
□ Other, please specify _______________________

26. Which of the following statements represents the salary schedule of special education teachers in your district?

□ The salary schedule is comparable to the salary schedule of the regular teachers in my school district.
□ Salary is less than the schedule of the regular teachers in my district.
□ Differential salary schedule with an extra amount for teaching an EMR class.
27. If there is a salary differential for teaching retarded children in your district, which statement best describes the amount of the yearly differential?

☐ Less than one hundred dollars  ☐ $100-200
☐ More than $500  ☐ $300-500

28. In what type of community are you now teaching?

☐ Rural or farming
☐ Small town or village: less than 1,000 pupils
☐ Medium sized city; 1,000 to 4,000 pupils
☐ Suburban, school district located near a major city
☐ Urban, 5,000 pupils or more

29. How often is supervisory or consultant service available to you?

☐ Supervisor or consultant usually visits each week.
☐ Supervisor or consultant visits at least twice monthly.
☐ Supervisor or consultant visits five or six times each year.
☐ Supervisor or consultant visits when I request.
☐ No supervisory or consultant service is available to me.
☐ The principal supervises my class.
☐ Other, please specify ________________________________
33. Which two factors do you like least about teaching a special class?

1.

2.

34. How do you see your status relative to other teachers where you are now working?

☐ I tend to be held in high esteem by other teachers in my building.

☐ My status is about the same as that of other teachers.

☐ My status is somewhat lower than other teachers in my setting.

☐ Other, please specify _______________________________
35. As adequately as you can predict, which of the following represents your future intentions? (within the next two years)

- [ ] I plan to continue to teach a special EMR class.
- [ ] I plan to teach a special class other than EMR.
- [ ] I plan to change to regular class teaching - do not plan to return to special.
- [ ] I plan to teach a regular class for a few years but will return to special class teaching of EMR children.
- [ ] I plan to return to school for further training but will return to work with EMR children or with teachers of EMR children, or as an administrator of a special education program.
- [ ] I plan to leave the field of education for other employment.
- [ ] I plan to become a work study coordinator, consultant or supervisor.
- [ ] I plan to retire.
- [ ] I plan to leave teaching to become a housewife or to work at home.
- [ ] Other, please specify. _______________________________

36. Which degree do you now hold?

- [ ] None  [ ] Bachelor  [ ] Masters  [ ] Ph.D.
- [ ] Specialist Certificate
37. How much college work have you taken above the Bachelor Degree?

- None
- 1-15 quarter hours or equivalent
- 16-30 quarter hours or the equivalent
- 31-44 quarter hours
- 45 or more quarter hours of credit

38. To which of the following professional organizations do you belong?

- National Education Association
- Council for Exceptional Children
- American Association on Mental Deficiency
- National Association for Retarded Children
- Council for Exceptional Children, Mental Retardation Division
- Other, please specify. ______________________
39. In which of the following activities have you participated?

☐ I have published an article or articles in special education journals.

☐ I have participated in local, state, or national association conferences or conventions. Please describe. ____________________________________.

☐ I have served on curriculum committees or special project teams. Please describe. ____________________________.

☐ I have conducted research or development projects. Please describe. ____________________________.

40. In what type of inservice activities have you participated?

☐ Inservice meetings

☐ Workshops

☐ University courses

☐ Other, please specify. ____________________________

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41. How would you rate inservice activities which you have experienced?

[ ] Extremely helpful
[ ] Helpful
[ ] Somewhat helpful
[ ] Of very little help
[ ] Not helpful at all
[ ] Have had none

42. In general, are you satisfied with your employment as a special education teacher of educable mentally retarded children?

[ ] I am very satisfied.
[ ] I am somewhat satisfied.
[ ] I am somewhat dissatisfied.
[ ] I am very dissatisfied.

43. Please list one or two pressing needs or concerns in the area of the education and training of the mentally retarded.

1.
2.
Dear Special Educator:

A few days ago you received an inventory designed to collect data about the characteristics of special education teachers. Your response to the inventory has not been received. Enclosed is a second inventory and stamped addressed envelope. I hope you will take a few minutes to complete the inventory.

Thank you very much.

Yours truly,

(Mrs.) Oris C. Amos
SPECIAL EDUCATION TEACHER CHARACTERISTIC INVENTORY

Directions

1. Place an X in the boxes in front of the items which are appropriate for you.

2. Fill in answers where appropriate, and use the "other" boxes to further clarify your responses.

3. Complete the questionnaire at your earliest convenience and return in the enclosed addressed envelope.

If you would like a summary of the results, make this known when you return the questionnaire, and a copy will be sent to you when the study is completed.

THANK YOU FOR YOUR COOPERATION.
Oris Carter Amos, Ph.D. Candidate
P. O. Box 3006
Ohio State University Station
Columbus, Ohio 43210
**SPECIAL EDUCATION TEACHER CHARACTERISTIC INVENTORY**

**General Information:**

1. Present marital status:
   - □ single  □ married  □ widowed  □ divorced

2. Age:
   - □ under 25  □ 25-34  □ 35-44  □ 45-54  □ 55 or over

3. Number of children:
   - □ none  □ 1-3  □ 4-6  □ more than 6 children

4. Age of youngest child:
   - □ under 6  □ 6-10  □ 11-15  □ over 15 years of age

5. Race: OPTIONAL
   - □ Negro or Black  □ Oriental  □ Caucasian or White
   - □ American Indian  □ Spanish American  □ Other, specify_________________

**Education and Training:**

6. In what areas are you certified?
   - □ Elementary  □ Secondary  □ Speech Therapy
   - □ Nursing  □ Mental Retardation (slow learners)
   - □ Art  □ Music  □ Supervision
   - □ Other, specify___________________________________

7. If you are certified to teach retarded children, during which period were you certified?

8. In which university or college did you follow the course pattern to receive special certification to teach retarded children?
   - □ Ohio State University  □ Kent State  □ Bowling Green
   - □ Ohio University  □ Another Ohio University  □ Out of State

9. Which type of certificate(s) do you hold?
   - □ Temporary  □ Eight Year  □ Life
   - □ Four Year Provisional  □ Permanent  □ Other, specify___________________
SPECIAL EDUCATION TEACHER CHARACTERISTIC INVENTORY

10. In which type of program were you at the time of certification for teaching educable mentally retarded children** (slow learners)?

- [ ] Dual program (elementary and special)
- [ ] One certificate (elementary-special)
- [ ] Secondary and special
- [ ] Major field was special
- [ ] Master Degree program
- [ ] Specialist certificate
- [ ] Ph.D. program
- [ ] Other, specify_________________________

11. Which type of educational grants or loans did you receive at the time of preparation for certification to teach EMR children?

- [ ] Undergraduate traineeship
- [ ] N.D.E.A. Loan
- [ ] Inservice teacher traineeship
- [ ] G. I. Bill
- [ ] Graduate fellowship
- [ ] Other, specify_________________________

12. In which area(s) did you earn credit for supervised student teaching?

- [ ] Elementary
- [ ] Secondary
- [ ] Special, EMR

13. If you completed supervised student teaching or inservice teaching in a special class, check the degree of helpfulness of this teaching to your present assignment.

<table>
<thead>
<tr>
<th>STUDENT TEACHING</th>
<th>INSERVICE TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] was extremely helpful</td>
<td>[ ] was extremely helpful</td>
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<tr>
<td>[ ] was very helpful</td>
<td>[ ] was very helpful</td>
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<tr>
<td>[ ] was slightly helpful</td>
<td>[ ] was slightly helpful</td>
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<tr>
<td>[ ] was not helpful at all</td>
<td>[ ] was not helpful at all</td>
</tr>
<tr>
<td>[ ] special student teaching waived</td>
<td>[ ] special student teaching waived</td>
</tr>
</tbody>
</table>

14. If you are certified or working towards certification in special EMR, check the degree of helpfulness of the courses to your present assignment.

- [ ] extremely helpful
- [ ] very helpful
- [ ] moderately helpful
- [ ] slightly helpful
- [ ] not helpful at all

** Throughout this questionnaire, educable mentally retarded EMR is used to mean children who at one time were called slow learners in Ohio.
SPECIAL EDUCATION TEACHER CHARACTERISTIC INVENTORY

15. Teachers move into special education in a variety of ways. Looking back on your education and job decisions, what is your *reason* for becoming a teacher of EMR children?

☐ Special education seemed new and interesting.
☐ A friend of mine teaches a special education class.
☐ I wanted to help EMR children.
☐ A member of my family has been/is in a special class.
☐ A member of my family teaches/has taught a special class.
☐ An administrator asked me to go into special teaching.
☐ A college teacher recruited me.
☐ No other job was open to me.
☐ Other, specify ____________________________

OCCUPATIONAL INFORMATION:

16. To which special level are you presently assigned?

☐ Primary ☐ Senior high
☐ Intermediate ☐ Teacher coordinator
☐ Junior high ☐ Other, specify ____________________________
☐ Work study, only

17. How many years have you been in this position?

☐ Less than one year ☐ 6-10 years
☐ 1-2 years ☐ 11-15 years
☐ 3-5 years ☐ Over 15 years

18. Did you work with retarded children at another level before the above assignment?

☐ Yes ☐ No

19. In all, how many years have you taught EMR children?

☐ Less than one year ☐ 6-10 years
☐ 1-2 years ☐ 11-15 years
☐ 3-5 years ☐ Over 15 years

20. Did you teach a regular elementary or secondary class on a full time basis before teaching a special class?

☐ Yes ☐ No
SPECIAL EDUCATION TEACHER CHARACTERISTIC INVENTORY

21. If you taught a regular class before teaching at your present assignment, at which grade level was the regular assignment?

- [ ] Pre-school
- [ ] Elementary
- [ ] Secondary

22. Have you taught exceptional children other than EMR children?

- [ ] Trainable retarded
- [ ] Learning disabled
- [ ] Blind and partially seeing
- [ ] Other, specify:

23. Have you held any non-teaching positions for more than six months as a regular full time employee since graduating from college?

- [ ] Yes
- [ ] No

24. If yes, which of the following type(s) of position did you hold?

- [ ] Clerical
- [ ] Sales
- [ ] Profession other than teaching
- [ ] Other, specify:

25. Did you have any of the following experiences with retarded children before beginning your present assignment?

- [ ] Teacher of a trainable class
- [ ] Assistant in a trainable class
- [ ] Camping experiences with retarded children
- [ ] Employee of an institution or residential school for retarded children
- [ ] Observation of classes of retarded children
- [ ] Teacher aide in a class of retarded children
- [ ] Student teaching in a class of retarded children
- [ ] Other, specify:

26. Which of the following statements represents the salary schedule of special education teachers in your district?

- [ ] The salary schedule is comparable to the salary schedule of the regular teachers in my school district.
- [ ] Salary is less than the schedule of the regular teachers in my district.
- [ ] Differential salary schedule with an extra amount for teaching an EMR class.
- [ ] Other, specify:
SPECIAL EDUCATION TEACHER CHARACTERISTIC INVENTORY

27. If there is a salary differential for teaching retarded children in your district, which statement best describes the amount of yearly differential?

- □ Less than one hundred dollars
- □ More than $500
- □ Other, specify ________________________________

28. In what type of community are you now teaching?

- □ Rural or farming
- □ Small town or village; less than 1,000 pupils
- □ Medium sized city; 1,000 to 4,000 pupils
- □ Suburban, school district located near a major city
- □ Urban, 5,000 pupils or more

29. How often is supervisory or consultant service available to you?

- □ Supervisor or consultant usually visits each week.
- □ Supervisor or consultant visits at least twice monthly.
- □ Supervisor or consultant visits five or six times each year.
- □ Supervisor or consultant visits when I request.
- □ No supervisory or consultant service is available to me.
- □ The principal supervises my class.
- □ Other, specify ________________________________

30. Rate the consultant or supervisory help which you now receive.

- □ Extremely helpful
- □ Very helpful
- □ Somewhat helpful
- □ Not helpful at all

31. Which of the following supportive services are available to special teachers in your district?

- □ Guidance
- □ Speech therapy
- □ Psychological services

32. Check the one factor which you like most about teaching an EMR class.

- □ Small pupil-teacher ratio
- □ Individualized training of pupils
- □ Less emphasis on academics
- □ Special children are more appreciative
- □ Other, specify ________________________________
SPECIAL EDUCATION TEACHER CHARACTERISTIC INVENTORY

33. Check the one factor which you like least about teaching an EMR class.
   - [ ] Too much work involved
   - [ ] Children's progress too slow
   - [ ] Special class is rejected
   - [ ] Special class teacher is rejected
   - [ ] Too few supplies and materials
   - [ ] Class room poorly situated
   - [ ] Other, specify ____________________________

34. How do you see your status relative to other teachers where you are now working?
   - [ ] I tend to be held in high esteem by most other teachers in my building.
   - [ ] My status is about the same as that of other teachers in my building.
   - [ ] My status is somewhat lower than other teachers in my building.
   - [ ] Other, specify ____________________________

35. As adequately as you can predict, which one of the following represents your future intentions? (Within the next two years.)
   - [ ] I plan to continue to teach a special EMR class.
   - [ ] I plan to teach a special class other than the EMR.
   - [ ] I plan to change to regular class teaching—do not plan to return to special class teaching.
   - [ ] I plan to teach a regular class for a few years but will return to teaching EMR children.
   - [ ] I plan to return to school for further training but will return to work with EMR children or with teachers of EMR children, or as an administrator of a special education program.
   - [ ] I plan to become a work study coordinator, consultant, or supervisor in an EMR program.
   - [ ] I plan to leave the field of education for other employment.
   - [ ] I plan to retire.
   - [ ] I plan to leave teaching to become a housewife or to work at home.
   - [ ] Other, specify ____________________________

PROFESSIONAL ACTIVITIES:

36. Which degree do you now hold?
   - [ ] None
   - [ ] Bachelor
   - [ ] Masters
   - [ ] Specialist Certificate
   - [ ] Ph.D.

37. How much college work have you taken above the Bachelor Degree?
   - [ ] None
   - [ ] 1-15 quarter hours or the equivalent
   - [ ] 16-30 quarter hours or the equivalent
   - [ ] 31-44 quarter hours
   - [ ] 45-75 quarter hours
   - [ ] Over 75 quarter hours or the equivalent
SPECIAL EDUCATION TEACHER CHARACTERISTIC INVENTORY

38. To which of the following professional organizations do you belong?

☐ National Education Association
☐ Council for Exceptional Children
☐ American Association on Mental Deficiency
☐ National Association for Retarded Children
☐ Council for Exceptional Children, Mental Retardation Division
☐ Other, specify _____________________________________________________

39. Do you feel that you have opportunities for making contributions to the field of special education outside of your own class room?

☐ None
☐ Almost none
☐ Very few
☐ Many
☐ A great many

40. In which type(s) of inservice activities have you participated?

☐ Inservice meetings
☐ Workshops
☐ University courses
☐ Other, specify __________________________

41. How would you rate inservice activities which you have experienced?

☐ Extremely helpful
☐ Helpful
☐ Somewhat helpful
☐ Of very little help
☐ Not helpful at all
☐ Have had none

42. In general, are you satisfied with your employment as a special education teacher of educable mentally retarded children?

☐ I am very satisfied.
☐ I am somewhat satisfied.
☐ I am somewhat dissatisfied.
☐ I am very dissatisfied.

43. Please list two pressing needs or concerns in the area of the education and training of the mentally retarded.

1. _________________________________________________________________
   _________________________________________________________________

2. _________________________________________________________________
   _________________________________________________________________
General Characteristics of Respondents

Of the 344 subjects who completed and returned the inventories, the following general characteristics were reported:

1. Two hundred and thirty-six or 69 per cent were female, and 108 or 31 per cent were male.

2. Two hundred and ninety-three subjects or 91 per cent were white, 26 respondents or 7 per cent were black, one per cent were Mexican American and Oriental.

3. Ninety-five subjects or 28 per cent were single, 221 subjects or 64 per cent were married, 11 or 3 per cent were widowed, and 17 or 5 per cent were divorced.

4. Ninety-five or 28 per cent of the respondents were 25 years of age or younger; 107 or 31 per cent were between 25-34; 21 or 15 per cent were from 35-44; 54 or 16 per cent were 45-54 and 36 or 11 per cent were fifty-five or older.

5. Two hundred and sixty-one respondents, 76 per cent were certified for teaching retarded children. Eighty-two or 24 per cent were not certified.

6. Of persons certified to teach in mental retardation, (N=260) 132 or 50 per cent were trained in elementary special, 42 or 16 per cent were trained in secondary and special, 56 or 21 per cent were trained in an M.A. program, and 31 or 12 per cent were trained in an undergraduate major or special education.

7. Sixty-seven or 26 per cent of the respondents received a traineeship, or fellowship to complete certification.

8. One hundred and ninety-three teachers or 56 per cent entered special education on their own volition, that is they entered because teaching retarded children seemed interesting, or a family member either taught or had been in a
special class. One hundred and fifteen respondents or 34 per cent entered the field because no other job was open to them or an administrator asked them to go into the area of teaching retarded children.

9. Of the 344 teachers, 86 or 26 per cent were teaching primary classes. One hundred and two respondents or 31 per cent were teaching intermediate classes, 81 respondents or 24 per cent were teaching at the junior high level. Forty-three or 13 per cent were teaching at the senior high level, and 14 or 4 per cent were involved with work-study.

10. Seventy-eight or 23 per cent of the respondents had been teaching EMR children less than one year. Eighty respondents or 24 per cent had taught 1-2 years. Ninety-two or 27 per cent had taught 3-5 years. Sixty respondents or 18 per cent had taught 6-10 years; and nineteen or 6 per cent of the respondents had taught 11-15 years; 11 or 3 per cent of the group had taught more than 15 years.

11. Two hundred and thirty-three or 67 per cent had no experience with other exceptional children; 33 per cent had previous experiences with other exceptional children.

12. Two hundred and thirty-two respondents or 67 per cent had experience with retarded children before entering the classroom teaching assignment. One hundred and twelve or 33 per cent had no experience.

13. One hundred and four respondents, or 31 per cent liked special teaching because of the opportunity to do individual training. One hundred and three respondents or 31 per cent liked special because there is a better chance to help children. Thirty-three respondents or 10 per cent feel that they have a better chance to be creative, eighteen respondents or 5 per cent liked less stress on academics, and 19 or 6 per cent of the respondents reported that special children are more appreciative, and 9 or 3 per cent liked the higher salary and more chance for advancement. Where
respondents checked more than one item \((N=11)\), the first answer checked was recorded.

14. One hundred respondents or 32 per cent indicated that a lack of materials is what they like least about teaching retarded children. Eighty-nine respondents or 23 per cent indicated that the special class is rejected by others. Twenty-nine respondents or 9 per cent indicated that the children's progress is too slow, and 19 or 6 per cent indicated that their classrooms are poorly situated. A combination of dislikes including some of the above were listed by thirteen respondents or 4 per cent of the group.

15. One hundred and eighty-six respondents, 56 per cent, were paid within the same salary schedule as regular teachers. One hundred and forty-four respondents or 43 per cent received salary differentials ranging from $100 to $500 yearly.

16. Seventy-three respondents or 22 per cent perceived themselves as being held in high esteem by other teachers in their building. Two-hundred and thirty-one teachers or 68 per cent perceived themselves as having the same status as other teachers. Thirty-three teachers or 10 per cent perceived their status as being lower than the other teachers in their respective buildings.

17. Thirty-one respondents or 9 per cent had no degrees. Two hundred and forty-five or 71 per cent had bachelor degrees. Fifty-four respondents or 16 per cent had Masters degrees and thirteen respondents or 4 per cent had specialist certificates.

18. One hundred and thirty-five respondents or 40 per cent felt that they have many opportunities to make contributions to the field. Thirty-one respondents or 9 per cent felt that they have no opportunities to make contributions; 36 or 11 per cent felt that they have almost no opportunities to make contributions. Thirty respondents or 9 per cent felt that they have a great many opportunities to make contributions.
19. Two hundred and seven respondents or 62 per cent say that they will continue as special classroom teachers of retarded children when asked about their future intentions. Twenty-six respondents or 7 per cent will return to the classroom after future college training; twenty-eight respondents or 7 per cent plan to become work-study coordinators or consultants. Eighty-three teachers or 24 per cent do not plan to teach retarded children in the future. In other words, 261 respondents reported that they are committed to the area of retardation.

20. One hundred and eighty-five respondents or 54 per cent were very satisfied with their special assignment. One hundred and five respondents or 31 per cent were somewhat satisfied. Forty-two respondents or 12 per cent were somewhat dissatisfied; twelve respondents or 3 per cent were very dissatisfied.
BIBLIOGRAPHY
BIBLIOGRAPHY

Books


Knox, Stanley C. "Turnover Among Teachers of the Mentally Retarded." Exceptional Children, (November 1968), pp. 231-235


