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**NATIONAL CENTER FOR EDUCATION STATISTICS**

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**E.D. TABS**

**June 1991**

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**Characteristics of Stayers,  
Movers, and Leavers:  
Results from the Teacher  
Followup Survey, 1988–89**

Data Series:  
DR-SAS-88/89-1.0

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**U.S. Department of Education  
Office of Educational Research and Improvement**

**NCES 91-128**

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## **Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988–89**

Sharon A. Bobbitt  
Elizabeth Faupel  
and  
Shelley Burns  
Elementary and Secondary Education Statistics Division

Data Series:  
DR–SAS–88/89–1.0

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**U.S. Department of Education  
Office of Educational Research and Improvement**

**NCES 91-128**

**U.S. Department of Education**

Lamar Alexander

*Secretary*

**Office of Educational Research and Improvement**

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June 1991

**Contact:**

Sharon A. Bobbitt

(202) 219-1461

Elizabeth Faupel

(202) 219-1744

Shelley Burns

(202) 219-1463

## Highlights

- The attrition rate from the teaching profession between 1987-88 and 1988-89 was 5.6 percent in public schools and 12.7 percent in private schools.
- The rate at which public school teachers of general education subjects left the profession varied little by field. Science and math teachers, in particular, were no more likely to leave the teaching profession than teachers of other general education subjects such as English, reading, and social studies.
- Teacher attrition varied by teacher's age. The rate for public school teachers in the 50 or more age category was 9.8 percent; the rate in the less than 30 age category was 9 percent. In the 40 to 49 age category, the attrition rate was 2.3 percent.
- Almost all public school teachers who changed schools between school years 1987-88 and 1988-89 transferred to other public schools (92.6 percent), while only half (48 percent) of the private school teachers in 1987-88 who changed schools stayed in private schools (52 percent transferred to public schools).
- Among former public school teachers, 27.2 percent cited homemaking and/or child rearing as their primary occupation status in 1988-89. Another 24.8 percent said that they were retired. About 35 percent of former private school teachers said that they were working in an occupation outside of elementary or secondary education; another 30 percent said that they were engaged in homemaking and/or child rearing.
- About 18 percent of public school teachers who left the teaching profession between 1987-88 and 1988-89 and 12 percent of private school teachers who left in the same period expect to return to teaching in any of grades K through 12 in school year 1989-90.
- About two-thirds of public and private school teachers who stayed in the same school between school years 1987-88 and 1988-89 felt that "providing higher salaries or better fringe benefits" is the most effective step that schools might take to encourage teachers to remain in teaching. However, among former public school teachers who cited "dissatisfaction with the teaching as a career" as one of their main reasons for leaving the profession, 7.3 percent cited "poor salary" as their main area of dissatisfaction, while 26.4 percent cited "inadequate support from the administration" as their main area of dissatisfaction.

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Characteristics of Stayers, Movers, and Leavers:  
Results from the Teacher Followup Survey, 1988-89

## Introduction

These tabulations on characteristics of movers, leavers, and stayers present data from the 1988-89 Teacher Followup Survey (TFS), a followup of a sample of public and private school teachers who responded to the Teacher Survey component of the 1987-88 Schools and Staffing Survey (SASS). The data presented include characteristics of teachers who left the teaching profession between school years 1987-88 and 1988-89 (leavers), teachers who changed schools during that period (movers), and teachers who stayed in the same school (stayers). In addition to characteristics of stayers, movers, and leavers, the tabulations include estimates of teacher attrition by field of assignment, reasons for leaving the teaching profession, and comparisons of former teachers' current occupation with the teaching profession. This report provides national estimates for all data.

The Schools and Staffing Survey and the Teacher Followup Survey were developed by the U.S. Department of Education's National Center for Education Statistics, and were conducted by the U.S. Bureau of the Census. The SASS was a mail survey which collected public and private sector data on the Nation's elementary and secondary teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and practices. The seven questionnaires of the SASS are as follows:

1. The Teacher Demand and Shortage Questionnaire for Public School Districts (LEAs).
2. The Teacher Demand and Shortage Questionnaire for Private Schools.
3. The School Administrator Questionnaire.
4. The Public School Questionnaire.
5. The Private School Questionnaire.
6. The Public School Teachers Questionnaire.
7. The Private School Teachers Questionnaire.

The Teacher Followup Survey was also a mail questionnaire which collected followup information on a sample of public and private school teachers who had participated in the SASS. The purpose of the TFS was to determine the attrition rate for teachers, to determine the characteristics of those who stay in the teaching profession and those who leave, to obtain major activity/occupation data for those who leave the teaching profession and career patterns for those who remain in the profession, to obtain data on educational activities and future plans, and to obtain data on attitudes about the teaching profession and job satisfaction. The two questionnaires of the TFS are as follows:

1. Questionnaire for Current Teachers.
2. Questionnaire for Former Teachers.

The survey methodology is described in the Technical Notes section which follows presentation of the tables.



Table 1.--Attrition rates from the teaching profession, by main  
field of assignment: 1987-88 to 1988-89

	Public in 1987-88	Private in 1987-88
Total	5.6	12.7
Kindergarten	3.1	10.5
General elementary	5.6	11.9
Art/music	4.2	17.6
Bilingual/ESL	5.6	18.0
Business	5.9	--
English/language arts	8.5	18.7
Health	3.9	6.4
Home economics	6.6	--
Industrial arts	3.7	--
Math	4.9	10.9
Reading	5.1	--
Social studies	5.0	8.4
Science total	5.4	9.2
Biology	3.2	8.5
Chemistry/physics	4.1	7.0
General science/earth science	7.1	10.9
Special education total	7.3	13.7
Mentally retarded	12.6	--
Learning disabled	4.3	7.6
Other special education	8.4	23.7
Vocational education	6.7	--
All others*	5.5	18.2

--Too few cases for a reliable estimate.

\*Includes computer science, remedial education, religion, gifted, prekindergarten, foreign language, and all others.

NOTE: The attrition rate is the percentage of teachers who left the teaching profession between school years 1987-88 and 1988-89 (percent "leavers").

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 2.--Attrition rates from the teaching profession, by selected characteristics of teachers: 1987-88 to 1988-89

1987-88 base year characteristics	Public in 1987-88	Private in 1987-88
Total	5.6	12.7
Sex		
Male	5.1	10.2
Female	5.8	13.4
Not reported	--	--
Age		
Less than 30	9.0	17.6
30 to 39	5.0	11.8
40 to 49	2.3	10.9
50 or more	9.8	12.2
Not reported	12.9	--
Full-time teaching experience		
1 year	8.9	15.8
2 years	12.2	15.0
3 years	8.8	18.1
4 to 9 years	4.9	12.9
10 to 20 years	4.2	10.7
More than 20 years	5.7	11.0
Not reported	12.3	29.3
Degree earned		
Less than bachelor's	3.2	26.5
Bachelor's	5.6	12.7
Master's	5.5	10.4
Education specialist	6.3	23.3
Doctorate or professional	4.3	--
Race/ethnicity		
Am. Indian, Aleut, Eskimo	3.1	--
Asian or Pacific Islander	4.2	--
Black, non-hispanic	5.1	34.9
White, non-hispanic	5.7	12.1
Hispanic	2.9	21.2
Not reported	6.1	--
Level taught		
Elementary	5.5	12.6
Secondary	5.6	12.9

--Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 3.--Number and percentage of stayers, movers, and leavers by selected characteristics of teachers: 1988-89

1987-88 base year characteristics	Public in 1987-88			Private in 1987-88		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	2,052,383	185,960	131,851	239,892	29,352	39,317
Sex						
Male	608,663	49,885	35,284	54,020	3,920	6,606
Female	1,437,351	135,242	96,007	185,872	25,300	32,711
Not reported	--	--	--	--	--	--
Age						
Less than 30	242,789	49,358	28,977	41,685	10,689	11,158
30 to 39	688,013	69,979	40,084	87,300	9,497	12,981
40 to 49	747,714	48,326	19,057	68,568	6,301	9,161
50 or more	352,352	15,777	40,184	38,928	2,499	5,771
Not reported	--	--	--	--	--	--
Full-time teaching experience						
1 year	42,564	7,580	4,876	8,862	2,017	2,041
2 years	36,480	6,266	5,928	10,583	1,990	2,227
3 years	38,846	7,482	4,462	8,700	1,523	2,258
4 to 9 years	234,707	32,687	13,882	52,365	8,646	9,067
10 to 20 years	511,299	36,260	23,977	57,267	5,094	7,505
More than 20 years	1,175,404	93,818	76,629	94,473	9,583	12,852
Not reported	--	--	2,099	7,642	--	3,367
Degree earned						
Less than bachelor's	--	--	--	8,375	--	3,460
Bachelor's	1,053,848	107,044	68,421	142,611	19,490	23,533
Master's	853,664	67,813	53,992	77,072	7,744	9,895
Education specialist	107,824	9,463	7,927	--	--	--
Doctorate or professional	--	--	--	--	--	--
Race/ethnicity						
Am. Indian, Aleut, Eskimo	--	--	--	--	--	--
Asian or Pacific Islander	--	--	--	--	--	--
Black, non-hispanic	150,410	15,147	8,827	--	--	--
White, non-hispanic	1,765,706	158,171	116,336	226,162	26,328	34,773
Hispanic	54,430	4,961	1,776	--	--	--
Not reported	30,868	--	--	--	--	--
Level taught						
Elementary	1,029,411	113,911	66,458	121,282	17,076	19,863
Secondary	1,022,972	72,049	65,393	118,609	12,276	19,454

Table 3.--Number and percentage of stayers, movers, and leavers by selected characteristics of teachers: 1988-89--continued

1987-88 base year characteristics	Public in 1987-88			Private in 1987-88		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	86.6%	7.9%	5.6%	77.8%	9.5%	12.7%
Sex						
Male	87.7	7.2	5.1	83.7	6.1	10.2
Female	86.1	8.1	5.8	76.2	10.4	13.4
Not reported	--	--	--	--	--	--
Age						
Less than 30	75.6	15.4	9.0	65.6	16.8	17.6
30 to 39	86.2	8.8	5.0	79.5	8.7	11.8
40 to 49	91.7	5.9	2.3	81.6	7.5	10.9
50 or more	86.3	3.9	9.8	82.5	5.3	12.2
Not reported	78.0	9.1	12.9	--	--	--
Full-time teaching experience						
1 year	77.4	13.8	8.9	68.6	15.6	15.8
2 years	75.0	12.9	12.2	71.5	13.5	15.1
3 years	76.5	14.7	8.8	69.7	12.2	18.1
4 to 9 years	83.4	11.6	4.9	74.7	12.3	12.9
10 to 20 years	89.5	6.3	4.2	82.0	7.3	10.7
More than 20 years	87.3	7.0	5.7	80.8	8.2	11.0
Not reported	76.7	11.0	12.3	66.4	4.3	29.3
Degree earned						
Less than bachelor's	96.3	--	3.2	64.1	9.4	26.5
Bachelor's	85.7	8.7	5.6	76.8	10.5	12.7
Master's	87.5	7.0	5.5	81.4	8.2	10.5
Education specialist	86.1	7.6	6.3	66.5	10.2	23.3
Doctorate or professional	88.4	7.3	4.3	--	--	--
Race/ethnicity						
Am. Indian, Aleut, Eskimo	95.0	1.9	3.1	--	--	--
Asian or Pacific Islander	73.7	22.2	4.2	--	--	--
Black, non-hispanic	86.3	8.7	5.1	29.7	35.4	34.9
White, non-hispanic	86.6	7.8	5.7	78.7	9.2	12.1
Hispanic	89.0	8.1	2.9	68.6	10.2	21.2
Not reported	86.2	7.8	6.1	67.4	14.2	18.5
Level taught						
Elementary	85.1	9.4	5.5	76.7	10.8	12.6
Secondary	88.2	6.2	5.6	78.9	8.2	12.9

--Too few cases for a reliable estimate. Caution should be used in interpreting corresponding percentages.

NOTE: Details may not add to totals due to rounding. The definitions of "stayer," "mover," and "leaver" may be found in the technical notes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 4.--Number and percentage of stayers, movers, and leavers by selected characteristics of schools: 1988-89

1987-88 base year characteristics	Public in 1987-88			Private in 1987-88		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	2,052,383	185,960	131,851	239,892	29,352	39,317
School level						
Elementary	1,098,970	111,616	66,072	112,170	15,879	17,602
Secondary	699,079	51,586	42,613	45,494	3,840	6,586
Combined	98,152	6,221	7,737	53,912	6,036	11,068
Not reported	156,182	16,537	15,430	28,316	3,598	4,061
School size						
Less than 150	77,744	8,895	4,106	36,320	9,145	10,924
150-299	200,608	23,424	12,763	73,043	7,701	11,081
300-499	507,185	43,330	32,622	42,289	5,007	5,368
500-749	488,663	41,802	32,086	30,723	2,143	3,306
750 or more	622,002	51,973	34,844	29,200	--	4,578
Not reported	156,182	16,537	15,430	28,316	3,598	4,061
Minority status						
Less than 5%	614,686	47,969	35,749	84,762	10,074	14,454
5 to 19%	481,906	42,138	32,158	80,739	7,306	10,162
20 to 49%	413,043	35,597	24,358	24,522	3,167	6,431
50% or more	386,566	43,719	24,157	21,552	5,207	4,209
Not reported	156,182	16,537	15,430	28,316	3,598	4,061
Community type						
Rural	1,004,375	86,606	63,217	56,352	9,187	11,693
Suburban	417,254	30,966	25,098	62,537	5,575	7,647
Urban	467,200	50,797	27,480	92,353	10,964	15,916
Other	--	--	--	--	--	--
Not reported	156,182	16,537	15,430	28,316	3,598	4,061
Region						
Northeast	408,976	24,892	17,224	63,798	9,293	8,598
Midwest	515,977	44,150	31,873	63,987	6,814	7,366
South	655,569	70,253	45,222	54,591	5,830	12,112
West	315,680	30,128	22,102	29,200	3,817	7,179
Not reported	156,182	16,537	15,430	28,316	3,598	4,061

Table 4.--Number and percentage of stayers, movers, and leavers by selected characteristics of schools: 1988-89--continued

1987-88 base year characteristics	Public in 1987-88			Private in 1987-88		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	86.6%	7.8%	5.6%	77.7%	9.5%	12.7%
School level						
Elementary	86.1	8.7	5.2	77.0	10.9	12.1
Secondary	88.1	6.5	5.4	81.4	6.9	11.8
Combined	87.5	5.5	6.9	75.9	8.5	15.6
Not reported	83.0	8.8	8.2	78.7	10.0	11.3
School size						
Less than 150	85.7	9.8	4.5	64.4	16.2	19.4
150-299	84.7	9.9	5.4	79.5	8.4	12.1
300-499	87.0	7.4	5.6	80.3	9.5	10.2
500-749	86.9	7.4	5.7	84.9	5.9	9.1
750 or more	87.8	7.3	4.9	86.4	0.0	13.6
Not reported	83.0	8.8	8.2	78.7	10.0	11.3
Minority status						
Less than 5%	88.0	6.9	5.1	77.6	9.2	13.2
5 to 19%	86.6	7.6	5.8	82.2	7.4	10.3
20 to 49%	87.3	7.5	5.1	71.9	9.3	18.8
50% or more	85.1	9.6	5.3	69.6	16.8	13.6
Not reported	83.0	8.8	8.2	78.7	10.0	11.3
Community type						
Rural	87.0	7.5	5.5	73.0	11.9	15.1
Suburban	88.2	6.5	5.3	82.5	7.4	10.1
Urban	85.6	9.3	5.0	77.5	9.2	13.3
Other	81.4	11.6	6.9	92.1	7.9	0.0
Not reported	83.0	8.8	8.2	78.7	10.0	11.3
Region						
Northeast	90.7	5.5	3.8	78.1	11.4	10.5
Midwest	87.2	7.5	5.4	81.9	8.7	9.4
South	85.0	9.1	5.9	75.3	8.0	16.7
West	85.8	8.2	6.0	72.6	9.5	17.9
Not reported	83.0	8.8	8.2	78.7	10.0	11.3

--Too few cases for a reliable estimate. Caution should be used in interpreting corresponding percentages.

NOTE: Details may not add to totals due to rounding. Nonresponse in this table is due to total survey nonresponse from some schools in the 1987-88 SASS.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 5.--Characteristics of schools to which teachers moved: 1988-89

TFS school characteristics	Public in 1987-88		Private in 1987-88	
	Number	Percent	Number	Percent
Total	185,960	100.0%	29,352	100.0%
Sector				
Public	172,222	92.6	14,381	49.0
Private	4,853	2.6	14,091	48.0
Not reported	--	4.8	--	3.0
Region				
Northeast	28,578	15.4	10,389	35.4
Midwest	45,793	24.6	6,628	22.6
South	75,971	40.9	7,860	26.8
West	35,618	19.2	4,476	15.2
Community type				
Rural	82,740	44.5	10,274	35.0
Suburban	32,702	17.6	6,139	20.9
Urban	68,645	36.9	12,386	42.2
Other	--	0.1	--	--
Not reported	--	0.8	--	1.9

--Too few cases for a reliable estimate. Caution should be used in interpreting the corresponding percentages.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 6.--Current primary occupational status of former teachers: 1988-89

Primary occupational status	Public in 1987-88		Private in 1987-88	
	Number	Percent	Number	Percent
Total	131,851	100.0%	39,317	100.0%
Working in an elementary or secondary school with an assignment other than teaching	22,617	17.2	3,621	9.2
Working in an occupation outside of elementary or secondary education	23,522	17.8	13,853	35.2
Attending a college or university	7,255	5.5	3,921	10.0
Homemaking and/or child rearing	35,877	27.2	11,632	29.6
Retired	32,700	24.8	2,228	5.7
Disabled	--	0.7	--	0.4
Other	8,935	6.8	3,927	10.0

--Too few cases for a reliable estimate. Caution should be used in interpreting corresponding percentages.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.



Table 7.--Current occupational status of former teachers working in an occupation  
outside of elementary or secondary education: 1988-89

Job	Public in 1987-88		Private in 1987-88	
	Number	Percent	Number	Percent
Total	23,522	100.0%	13,853	100.0%
Employee of a private company, business, or individual for wages, salary, or commission	14,046	59.7	10,040	72.5
Federal/State/Local government employee	4,563	19.4	1,593	11.5
Self-employed in own business, professional practice, or farm	3,704	15.7	1,680	12.1
Working without pay in a family business or farm	--	--	--	--
Working without pay in a volunteer job	--	--	--	--

--Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics,  
Teacher Followup Survey, 1988-89.

Table 8.--Main reason why former teachers left the teaching profession: 1988-89

Reason	Public in 1987-88		Private in 1987-88	
	Number	Percent	Number	Percent
Total	131,851	100.0%	39,317	100.0%
Family or personal move	11,412	8.7	6,981	17.8
Pregnancy/child rearing	24,857	18.9	8,280	21.1
Health	2,879	2.2	--	1.5
To retire	29,454	22.3	2,144	5.5
To pursue another career	17,644	13.4	4,182	10.6
For better salary or benefits	5,887	4.5	3,569	9.1
To take courses to improve career opportunities in the field of education	4,486	3.4	2,831	7.2
To take courses to improve career opportunities outside the field of education	--	1.4	--	1.8
School staffing action	7,558	5.7	2,744	7.0
To take a sabbatical or other break from teaching	7,137	5.4	--	4.5
Dissatisfied with teaching as a career	11,731	8.9	2,597	6.6
Other family or personal reason	6,348	4.8	2,596	6.6
Not reported	--	0.5	--	0.8

--Too few cases for a reliable estimate. Caution should be used in interpreting corresponding percentages.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 9.--What current and former teachers expect their main activity will be during the next school year (1989-90): 1988-89

Activity	Current teachers		Former teachers	
	Number	Percent	Number	Percent
Total public in 1987-88	2,238,343	100.0%	131,851	100.0%
Teaching any of grades K-12	2,099,421	93.8	23,388	17.7
Teaching at pre-K or post-sec level	--	0.1	3,362	2.5
Attending a college or university	--	0.3	5,582	4.2
Working in non-teaching occup. in education	19,694	0.9	23,373	17.7
Working outside the field of education	19,017	0.8	17,394	13.2
Homemaking and/or child rearing	11,441	0.5	20,131	15.3
Unemployed and seeking work	--	0.2	--	1.0
Retired	29,882	1.3	27,011	20.5
Other	33,833	1.5	9,674	7.3
Not reported	--	0.5	--	0.5
Total private in 1987-88	269,244	100.0%	39,317	100.0%
Teaching any of grades K-12	239,338	88.9	4,841	12.3
Teaching at pre-K or post-sec level	--	0.4	--	1.6
Attending a college or university	--	1.0	3,686	9.4
Working in non-teaching occup. in education	--	1.4	3,221	8.2
Working outside the field of education	--	1.6	8,307	21.1
Homemaking and/or child rearing	6,991	2.6	10,234	26.0
Unemployed and seeking work	--	0.1	--	1.7
Retired	--	0.6	1,965	5.0
Other	7,566	2.8	5,424	14.1
Not reported	--	0.7	--	0.6

--Too few cases for a reliable estimate. Caution should be used in interpreting corresponding percentages.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 10.--Percentage of former teachers who reported "dissatisfied with teaching as a career" as one of three main reasons for leaving the profession, by main area of dissatisfaction: 1988-89

Area of dissatisfaction	Public in 1987-88	Private in 1987-88
Total	100.0%	100.0%
Poor opportunity for professional advancement	8.0	6.4
Inadequate support from administration	26.4	22.2
Unsafe working environment	0.9	0.0
Lack of influence over school policies and practices	7.6	3.2
Lack of control over own classrooms	2.2	--
Lack of professional competence of colleagues	1.3	2.8
Poor student motivation to learn	17.7	12.0
Generally poor working conditions	3.6	7.7
Class sizes too large	2.9	2.6
Student discipline problems	7.5	16.5
Poor salary	7.3	16.1
Not reported	14.8	9.7

--Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding. This table is based upon those former teachers (N=2,222) who reported that "dissatisfaction with teaching as a career" was one of their three main reasons for leaving the teaching profession.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 11.--Percentage of movers who reported "dissatisfied with the previous school" as one of three main reasons for changing schools, by main area of dissatisfaction: 1988-89

Area of dissatisfaction	Public in 1987-88	Private in 1987-88
Total	100.0%	100.0%
Poor opportunity for professional advancement	9.6	5.9
Inadequate support from administration	38.0	42.7
Unsafe working environment	1.8	0.0
Lack of influence over school policies and practices	4.8	2.2
Lack of control over own classrooms	1.7	0.0
Lack of professional competence of colleagues	4.8	5.6
Poor student motivation to learn	5.6	--
Generally poor working conditions	5.3	3.7
Class sizes too large	5.1	--
Student discipline problems	2.1	1.7
Poor salary	2.3	22.3
Not reported	19.4	14.7

--Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding. This table is based upon those current teachers (N=1,747) who reported that being "dissatisfied with the previous school" was one of their three main reasons for leaving the school in which they had taught in 1987-88.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 12.--Percentage of teachers who think that each step is the most effective step that schools might take to encourage teachers to remain in teaching: 1988-89

Step	Stayers	Movers	Leavers
Total public in 1987-88	100.0%	100.0%	100.0%
Providing higher salaries or better fringe benefits	64.4	61.1	46.1
Improving opportunities for professional advancement	2.8	4.5	5.9
Dealing more effectively with student discipline and making schools safer	7.3	9.1	10.4
Giving teachers more authority in the school and in their own classrooms	5.5	4.5	9.1
Increasing standards for students' academic performance	1.3	1.6	2.8
Providing better resources and materials for classroom use	1.4	1.2	2.2
Decreasing class size	5.5	5.6	6.4
Reducing the paperwork burden on teachers	3.3	2.5	5.0
Providing more support for new teachers (e.g., mentor teacher programs)	1.1	1.4	1.5
Increasing parent involvement in the schools	1.4	1.5	1.3
Reducing teacher workload	3.1	3.3	3.0
Providing merit pay or other pay incentives to teachers	1.7	1.2	4.2
Providing teacher training in content areas and instructional methods	0.5	0.3	1.0
Not reported	0.5	2.2	1.3
Total private in 1987-88	100.0%	100.0%	100.0%
Providing higher salaries or better fringe benefits	64.7	51.8	51.4
Improving opportunities for professional advancement	5.5	2.1	3.1
Dealing more effectively with student discipline and making schools safer	5.7	10.8	15.3
Giving teachers more authority in the school and in their own classrooms	5.9	4.6	5.2
Increasing standards for students' academic performance	2.0	1.0	2.7
Providing better resources and materials for classroom use	1.7	1.0	0.9
Decreasing class size	3.3	6.9	2.4
Reducing the paperwork burden on teachers	2.6	5.4	2.6
Providing more support for new teachers (e.g., mentor teacher programs)	0.8	3.4	2.4
Increasing parent involvement in the schools	1.3	2.5	3.0
Reducing teacher workload	1.8	3.2	6.9
Providing merit pay or other pay incentives to teachers	2.8	2.3	1.7
Providing teacher training in content areas and instructional methods	0.8	0.6	1.4
Not reported	1.4	4.5	1.0

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 13.--Standard errors for attrition rates from the teaching profession, by main field of assignment: 1987-88 to 1988-89 (table 1)

	Public	Private
Total	0.30	0.85
Kindergarten	0.69	2.64
General elementary	0.63	1.23
Art/music	0.78	4.40
Bilingual/ESL	1.26	5.17
Business	2.27	--
English/language arts	1.77	3.38
Health	0.83	2.99
Home economics	2.35	--
Industrial arts	1.29	--
Math	0.74	2.63
Reading	1.25	--
Social studies	1.67	2.87
Science total	1.22	2.26
Biology	0.94	5.08
Chemistry/physics	2.07	4.13
General science/earth science	2.10	3.76
Special education total	1.23	9.21
Mentally retarded	4.27	--
Learning disabled	0.64	10.25
Other special education	2.52	18.19
Vocational education	2.48	--
All others*	1.04	5.75

--Too few cases for a reliable estimate.

\*Includes computer science, remedial education, religion, gifted, prekindergarten, foreign language, and all others.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 14.--Standard errors,for attrition rates from the teaching  
profession, by selected characteristics of teachers:  
1987-88 to 1988-89 (table 2)

1987-88 base year characteristics	Public in 1987-88	Private in 1987-88
Total	0.30	0.85
Sex		
Male	0.51	1.72
Female	0.38	0.92
Not reported	--	--
Age		
Less than 30	1.12	1.85
30 to 39	0.45	1.58
40 to 49	0.32	1.79
50 or more	1.03	2.16
Not reported	7.04	--
Full-time teaching experience		
1 year	2.32	3.65
2 years	3.61	3.19
3 years	1.98	4.05
4 to 9 years	0.55	2.38
10 to 20 years	0.56	1.78
More than 20 years	0.36	1.16
Not reported	3.33	6.74
Degree earned		
Less than bachelor's	1.06	5.64
Bachelor's	0.44	1.20
Master's	0.55	1.43
Education specialist	0.99	7.64
Doctorate or professional	2.37	--
Race		
Am. Indian, Aleut, Eskimo	1.70	--
Asian or Pacific Islander	2.77	--
Black, non-hispanic	1.80	8.35
White, non-hispanic	0.32	0.90
Hispanic	0.84	6.50
Not reported	2.26	--
Level		
Elementary	0.41	1.03
Secondary	0.38	1.30

--Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education  
Statistics, Teacher Followup Survey, 1988-89.



Table 15.--Selected standard errors for number and percentage of stayers, movers, and leavers by selected characteristics of teachers: 1988-89 (table 3)

1987-88 base year characteristics	Public in 87-88			Private in 87-88		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	55,476.6	9,780.0	6,907.5	12,667.3	1,975.2	2,533.8
Sex						
Male	35,301.4	5,009.1	3,737.2	5,694.3	572.0	977.2
Female	48,014.0	7,758.5	5,949.7	10,217.4	1,704.1	2,472.1
Not reported	--	--	--	--	--	--
Age						
Less than 30	11,472.3	3,227.8	3,674.8	4,678.8	920.2	1,096.2
30 to 39	34,711.5	6,382.4	3,780.8	8,033.5	1,047.0	1,660.6
40 to 49	38,014.5	5,597.4	2,837.8	6,086.2	1,152.3	1,544.2
50 or more	20,228.1	3,362.8	4,045.3	5,492.5	669.7	857.1
Not reported	--	--	--	--	--	--
Degree earned						
Less than bachelor's	--	--	--	2,262.0	--	660.4
Bachelor's	38,039.8	6,300.7	5,437.1	9,516.9	1,380.4	1,769.7
Master's	38,393.6	7,521.9	4,996.3	7,462.9	1,030.9	1,623.9
Education specialist	11,711.3	2,040.4	845.7	--	--	--
Doctorate or professional	--	--	--	--	--	--
Race						
Am. Indian, Aleut, Eskimo	--	--	--	--	--	--
Asian or Pacific Islander	--	--	--	--	--	--
Black, non-hispanic	16,424.7	1,389.4	2,912.0	--	--	--
White, non-hispanic	48,810.4	9,627.4	6,144.1	12,712.7	1,795.0	2,732.7
Hispanic	10,648.7	1,155.2	358.9	--	--	--
Not reported	8,258.1	--	--	--	--	--
Level						
Elementary	36,096.5	7,486.3	4,619.3	7,594.3	1,248.2	1,832.2
Secondary	39,606.1	5,509.3	5,187.3	9,369.1	1,549.6	1,800.8

-- Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 16.--Standard errors for characteristics of schools to which teachers moved: 1988-89 (table 5)

TFS school characteristics	Public in 1987-88		Private in 1987-88	
	Number	Percent	Number	Percent
Total	9,780		1,975	
Sector				
Public	9,073	1.80	1,217	2.93
Private	1,011	0.56	1,300	3.03
Not reported	--	1.74	--	1.81
Region				
Northeast	782	1.76	1,135	4.36
Midwest	2,520	2.17	566	3.18
South	3,093	2.55	319	3.00
West	9,095	2.22	1,747	2.12
Community type				
Rural	6,808	2.90	1,321	3.77
Suburban	3,532	1.75	855	2.71
Urban	6,375	2.59	1,277	3.47
Other	--	0.06	--	--
Not reported	--	0.29	--	1.33

--Too few cases for a reliable estimate. Caution should be used in interpreting the corresponding percentages.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 17.--Selected standard errors for main reason why former teachers left the teaching profession: 1988-89 (table 8)

Reason	Public in 1987-88		Private in 1987-88	
	Number	Percent	Number	Percent
Family or personal move	2,111.2	1.52	1,121.8	2.61
Pregnancy/child rearing	4,073.4	2.84	1,536.4	3.34
To retire	3,482.2	2.39	559.7	1.37
To pursue another career	3,318.0	2.40	738.4	1.78
To take courses to improve career opportunities outside the field of education	--	0.39	--	0.89

--Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 18.--Selected standard errors for percentage of teachers who think that each step is the most effective step that schools might take to encourage teachers to remain in teaching: 1988-89 (table 12)

Step	Stayers	Movers	Leavers
Public			
Providing higher salaries or better fringe benefits	1.40	2.20	2.83
Decreasing class size	0.60	0.79	1.36
Increasing parent involvement in the schools	0.34	0.46	0.34
Private			
Providing higher salaries or better fringe benefits	2.35	4.02	2.84
Decreasing class size	0.66	1.81	0.61
Increasing parent involvement in the schools	0.51	0.91	1.48

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

## **Technical Notes**

### **Sample Selection**

Teachers were selected for the Teacher Followup Survey based upon their participation in the 1987-88 Schools and Staffing Survey. The following sections describe how schools and teachers were selected for the 1987-88 SASS, and subsequently for the Teacher Followup Survey.

### **Selection of schools for SASS**

The public school sample of 9,317 schools was selected from the Quality Education Data (QED) file of public schools. All public schools in the file were stratified by the 50 States and the District of Columbia, and then by three grade levels (elementary, secondary, and combined). For each stratum within each state, sample schools were selected by systematic (interval) sampling with probability proportional to the square root of the number of teachers within a school.

All 3,513 private schools in the private school sample received both a Teacher Demand and Shortage Questionnaire and a Private School Questionnaire. The private school sample was selected primarily from the QED file of private schools. Since this list of private schools did not fully cover all private schools in the country, two additional steps were taken to improve coverage. The first step was to update the QED file with current lists of schools from 17 private school associations. All private schools on the QED file and the lists from the private associations were then stratified by state, grade level, and affiliation. Sample schools were then selected by systematic (interval) sampling within each stratum, with probability proportional to the square root of the number of teachers. The second step was to include an area frame of schools, contained in 75 probability selected Primary Sampling Units (PSUs), each PSU consisting of a county or group of counties. The PSUs were stratified by Census geographic region: Northeast, West, South, and Midwest; Metropolitan Statistical Area (MSA) status (MSA or non MSA); and private school enrollment (two groups). These PSUs were selected from the universe of 2,497 PSUs with probability proportional to the square root of the PSU population. Within each of the 75 PSUs, a telephone search was made to find all eligible (in scope) private schools, using such sources as yellow pages, Non-Roman Catholic religious institutions, local education agencies, chambers of commerce, local government offices, commercial milk companies, and commercial real estate offices. Roman Catholic religious institutions were not contacted because QED calls each Catholic diocese during its annual list update. All schools not on the QED file or the lists from the private school associations were eligible to be selected for the area sample. Most of these schools were selected with certainty.

However, when sampling was performed, schools in the area frame that could be contacted were sampled with probability proportional to the square root of the number of teachers, and those that could not be contacted were selected using a systematic equal probability sampling procedure. A private school was declared out-of-scope and excluded from the sample if it did not have any students in any of grades 1-12, if it operated in a private home that was used as a family residence, or if it was undetermined whether it operated in a private home and its enrollment was less than 10 students or it had only one teacher.

#### **Selection of teachers for SASS**

All 56,242 public and 11,529 private school teachers in the teacher samples were selected from the 9,317 public and 3,513 private sample schools. A list which included all full-time and part-time teachers, itinerant teachers, and long-term substitutes was obtained from each sample school. Within each school, teachers were stratified by experience; one stratum included new teachers, and a second stratum included all other teachers. New teachers were those who, counting the 1987-88 school year, were in the first, second, or third year of their teaching career in either a public or private school system. Within each teacher stratum, elementary and secondary teachers were sorted by subject. Elementary teachers were sorted by General Elementary Education, Special Education, and other; Secondary teachers were sorted by Mathematics, Science, English, Social Science, Vocational Education, and other.

The public and private school teacher samples were each designed to include a basic sample and a Bilingual/ESL(English as a Second Language) supplement. The Bilingual/ESL supplement treated as one group teachers who use a native language other than English to instruct students having limited English proficiency, and teachers who provide students having limited English proficiency with intensive instruction in English. The supplement was funded by the Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA) in order to obtain more reliable estimates of Bilingual/ESL teachers.

The basic sample of teachers was allocated to the sample schools in each stratum so that the teacher weights were approximately equal. The specified average teacher sample size for each sample school (4, 8, and 6 teachers for each public elementary, secondary, and combined school, respectively, and 4, 5, and 3 teachers for each private elementary, secondary, and combined school, respectively) was then allocated to the two teacher strata to obtain a 60 percent oversampling of new private school teachers. New teachers were not oversampled in the public sector. Finally, an equal probability systematic sampling scheme

was applied to select the basic sample within each school. The Bilingual/ESL supplement was selected independently from the basic sample, and was designed to provide estimates for California, Texas, Florida, Illinois, New York, and all other States combined. Within a school containing Bilingual/ESL teachers, teachers were selected systematically with equal probability.

The sample sizes were as follows:

Basic samples	
Public	54,340
Private	11,412
Bilingual/ESL supplement samples	
Public	2,258
Private	183

Bilingual/ESL teachers selected in both the basic and supplement samples were unduplicated so that each teacher appears only once in the combined sample of Bilingual/ESL and all other teachers.

In the data collection phase of the survey, a subsample of nonmail returns (57 percent of nonmail returns) was followed up by telephone during April, May, and June. This subsample had their weights adjusted to reflect the subsampling.

More detailed information about the sampling will be available from a forthcoming technical report.

### **Selection of teachers for the Teacher Followup Survey**

Within each public stratum, responding SASS teachers were sorted by Census Region by Urbanicity by Teacher Subject by School Enrollment. Within each private stratum, responding teachers were sorted by Affiliation by Urbanicity by Teacher Subject by School Enrollment.

After the teachers were sorted, teachers were selected within each stratum using a probability proportional to size sampling procedure. The measure of size was the SASS basic weight (inverse of the probability of selecting a teacher in the SASS teacher sample). This sample allocation yielded a total sample size of 7,172 teachers, 2,987 leavers and 4,185 stayers and movers.

### **Data Collection Procedures**

The Census Bureau was the data collection agency for the Teacher Followup Survey, which took place during the 1988-89 school year. The TFS was conducted in two phases. The first phase consisted of contacting schools to determine present

occupational status of teachers who were selected for the teacher sample in the 1988 SASS. In late October, the Census Bureau mailed the Teacher Status Form to 11,584 schools (8,733 public and 2,851 private) nationally. The school principal or head was asked to complete the form, indicating whether the teacher was still at the school in a teaching or non-teaching capacity, or had left the school to teach elsewhere or for a non-teaching occupation.

Phase II of the TFS commenced in March 1989. The first questionnaire, Questionnaire for Former Teachers, was sent to 2,987 sample persons who were reported by school administrators as having left the teaching profession. The second questionnaire, the Questionnaire for Current Teachers, was sent to 4,185 sample persons who were reported as still teaching at the elementary or secondary level. Both questionnaires were mailed to teachers at their home addresses. The respondents were requested to complete the questionnaire and return it to the Census Bureau.

For respondents who did not return a questionnaire within four to five weeks, the Census Bureau conducted a second mailout. The telephone follow-up of all nonrespondents to the second mailout began in May 1989. Field follow-up of nonrespondents closed out on July 7, 1989.

### **Survey Response Rates**

The following table summarizes the overall weighted response rates for the Teacher Followup Survey.

	<u>Total</u>	<u>Public</u>	<u>Private</u>
Total	97.2	97.3	96.0
Former Teacher form	93.5	93.6	93.1
Current Teacher form	97.4	97.5	96.6

### **Item Descriptions**

The Questionnaire for Current Teachers (stayers and movers) is shown in appendix A-1. The Questionnaire for Former Teachers (leavers) is shown in appendix A-2.

### **Item Response Rates**

The following table is a brief summary of the weighted item response rates for the items from the two questionnaires of the

Teacher Followup Survey which are presented in these tables.

	Range of item response rates	Percentage items with a response rate of 90% or more	Percentage items with a response rate less than 80%	Items with a response rate less than 80%
Former form	86-100%	97%	0%	N/A
Current form	78-100%	96%	4%	13 (E)

The teacher followup survey was not imputed for item nonresponse. Item nonresponse in the tables is shown by rows labeled "not reported"; other items had 100 percent response.

### Standard errors

The estimates in these tables are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replication procedure that incorporates the design features of this complex sample survey. The standard errors provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors in the tables do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other systematic error. Selected standard errors are presented in tables 13 through 18. Standard errors for other estimates are available upon request.

### Definitions

#### Teacher

A teacher is defined as any full-time or part-time teacher whose school reported that their primary assignment was teaching in any of grades K-12. Itinerant teachers were included, as well as long-term substitutes who were filling the role of a regular teacher on an indefinite basis. An itinerant teacher is defined as a teacher who teaches at more than one school.

#### Leavers

Leavers are SASS teachers who left the teaching profession between school years 1987-88 and 1988-89.



## **Movers**

Movers are SASS teachers who moved to a different school between school years 1987-88 and 1988-89.

## **Stayers**

Stayers are SASS teachers who stayed in the same school between school years 1987-88 and 1988-89.

## **Public School**

A public school is defined as an institution which provides educational services, has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, and is operated by an education agency. Prison schools, schools operated by the Department of Defense and the Bureau of Indian Affairs were included.

## **Private School**

A private school is defined as a school not in the public system that provides instruction for any of grades 1-12 where the instruction is not given exclusively in a private home. Schools which provided instruction for grade K were included if they also had any of grades 1 through 12.

## **Elementary School**

An elementary school is defined as a school which has no grade higher than 8 and at least one grade of 6 or below.

## **Secondary School**

A secondary school is defined as a school which has no grade less than 7.

## **Combined School**

A combined school is defined as a school which has at least one grade of 6 or below and at least one grade of 9 or above.

## **Acknowledgments**

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Elementary/Secondary Education Statistics Division, was the mathematical-statistical consultant for the report.

### **Information About Public Use Data Tape**

The estimates presented in this publication may differ very slightly from those produced from the public use data tape for the Teacher Followup Survey due to a revision of the final weight in the fifth decimal place on the tape. These differences are small relative to the standard errors of the estimates which reflect sampling variability. For example, a few of the percentages listed in Table 1 of this publication may vary by one-tenth of one percent, but most of the percentages will not change. In Table 4 of this publication, the total estimate of 2,052,383 stayers will show up as 2,065,839 on the tape. This difference of 13,456 stayers is small relative to the standard error of 55,896.

### **For More Information**

For more information about this report or the Teacher Followup Survey, contact Sharon A. Bobbitt, Elementary/Secondary Education Statistics Division, National Center for Education Statistics, U.S. Department of Education, 555 New Jersey Ave. NW, Washington, DC, 20208-5651, telephone (202) 219-1461.

## Appendix A-1

# Teacher Followup Survey

Questionnaire for Current Teachers

OMB No.1850-0621  
Approval Expires December 31, 1989

This report is authorized by the General Education Provisions Act (20 USC 1221e-1). Your answers will be kept strictly confidential. The release of information contained on this form is restricted in conformance with Public Law 100-297.

**Are you currently teaching -- full-time, part-time, or as a long-term substitute-- in grades K through 12?**

002

1 ☐ **YES** Please continue with this survey.

2 ☐ **NO** Stop now and return this form to the Census Bureau in the enclosed envelope. You will be sent another form for teachers who have left their teaching positions.

## INSTRUCTIONS

Unless otherwise indicated, all questions refer to the 1988-89 school year.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

If you have any questions, call the Bureau of the Census collect at (301)763-2220.

**RETURN  
TO**

Bureau of the Census  
Current Projects Branch  
1201 East Tenth Street  
Jeffersonville, IN 47132



**Thank You  
for taking part in  
this survey.**

U.S. Department of Commerce  
BUREAU OF THE CENSUS  
Acting as Collecting Agent for  
U.S. Department of Education  
NATIONAL CENTER FOR  
EDUCATION STATISTICS

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FORM TFS-3 © (2-14-89)



Please correct any  
error in name and  
address including  
ZIP Code

## SECTION I — EMPLOYMENT AND TEACHING STATUS

- 1. Of the following, which is your current PRIMARY status and which, if any, is your current SECONDARY status? Primary and secondary status is defined in terms of the amount of time you spend on each during the normal work week. If your time is equally divided between two occupations or activities, e.g., you are retired but have returned half time to teaching, list either one as primary and the other as secondary.**

Select only one primary and one secondary status code.

- 1 Teaching in an elementary or secondary school
- 2 Working in an elementary or secondary school with an assignment OTHER THAN teaching
- 3 Working in an occupation outside of elementary or secondary education
- 4 Attending a college or university
- 5 Homemaking and/or child rearing
- 6 Retired
- 7 Other — Please specify 7

104

☐

Primary status

105

☐

Secondary status

106

- 1 ☐ Check here if your time is equally divided between your primary and secondary status

- 2. Which of the following categories describes your position as a school EMPLOYEE?**

Mark (X) only one box.

107

- 1 ☐ Full-time employee
- 2 ☐  $\frac{3}{4}$  time or more, but less than full-time employee
- 3 ☐  $\frac{1}{2}$  time or more, but less than  $\frac{3}{4}$  time employee
- 4 ☐  $\frac{1}{4}$  time or more, but less than  $\frac{1}{2}$  time employee
- 5 ☐ Less than  $\frac{1}{4}$  time employee

- 3a. Which of the following categories describes your position as a TEACHER at your school?**

Mark (X) only one box.

108

- 1 ☐ Full-time teacher
- 2 ☐  $\frac{3}{4}$  time or more, but less than full-time teacher
- 3 ☐  $\frac{1}{2}$  time or more, but less than  $\frac{3}{4}$  time teacher
- 4 ☐  $\frac{1}{4}$  time or more, but less than  $\frac{1}{2}$  time teacher
- 5 ☐ Less than  $\frac{1}{4}$  time teacher

- b. Which of the following categories best describes your teaching assignment?**

Mark (X) only one box.

109

- 1 ☐ Regular full-time or part-time teacher
- 2 ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
- 3 ☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on an indefinite basis, but you are still considered a substitute)

- 4. If you are a full-time school or district employee with less than a full-time teaching assignment, which of the following categories best describes your other school assignment?**

Mark (X) only one box.

110

- 1 ☐ Administrator (e.g., principal, assistant principal, director, head)
- 2 ☐ Nonteaching specialist (e.g., counselor, librarian)
- 3 ☐ Resource person for other teachers (e.g., department head, resource teacher, curriculum coordinator, mentor teacher)
- 4 ☐ Support staff (e.g., secretary, aide)
- 5 ☐ Coach
- 6 ☐ Other — Specify 7
- 7 ☐ Not applicable

# SECTION I – EMPLOYMENT AND TEACHING STATUS – Continued

## TEACHING ASSIGNMENT FIELD CODE NUMBERS FOR QUESTIONS 5a AND b

- 01 Pre-kindergarten  
02 Kindergarten  
03 General elementary

### Special Areas

- 04 Art  
05 Basic skills and remedial education<sup>1</sup>  
06 Bilingual education<sup>1</sup>  
07 Business education  
08 Computer science  
09 English/language arts  
10 English as a second language  
11 Foreign language  
12 Gifted<sup>1</sup>

### Special Areas (Continued)

- 13 Health, physical education  
14 Home economics  
15 Industrial arts  
16 Mathematics  
17 Music  
18 Reading  
19 Religion/philosophy  
20 Social studies/social science

### Science

- 21 Biology  
22 Chemistry  
23 Earth science/geology  
24 Physics  
25 General and all other science

### Special Education

- 26 Mentally retarded  
27 Emotionally disturbed  
28 Learning disabled  
29 Speech and hearing impaired  
30 Other special education  
31 Vocational education  
32 ALL OTHERS

<sup>1</sup> If your primary or secondary assignment is BASIC SKILLS AND REMEDIAL EDUCATION, BILINGUAL EDUCATION, or GIFTED, and as part of that assignment you teach a specific subject area (e.g., remedial math, bilingual social studies, or gifted science), record the code for Basic skills, Bilingual education, or Gifted as the assignment area.

**5a. What is your current primary teaching assignment field at THIS SCHOOL, that is, the field in which you teach the most classes?**

(Use the code numbers listed above to record your assignment field. If your teaching schedule is divided equally between two fields, record either field as your primary assignment for this question, mark box 1, and record the second field in question 5b.)

111

--	--

Primary assignment field code

112

- 1 ☐ Teaching schedule equally divided across two fields

**b. Do you have a secondary teaching assignment field at THIS SCHOOL, that is, are some of your classes in other fields?**

113

- 1 ☐ Yes – In what field do you teach the second most classes?

114

(Use the assignment field codes listed above.)

--	--

- 2 ☐ No

**6a. Do you have a teaching certificate in this state in your –**

(1) Primary assignment field?

(2) Secondary assignment field, if any?

**b. If you do, what type of certification do you hold in each field? (Use the codes below for type of certification.)**

**c. Was this certificate granted within the last year?**

### Codes for certification

- 1 Regular or standard state certification (the standard certification offered in your state)  
2 Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period)  
3 Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)  
4 Full certification by accrediting or certifying body other than state

Field	Have state certification?	If "Yes" in column (a)	
		Code for type of certification	Certificate granted within the last year
	(a)	(b)	(c)
(1) Primary assignment field	115	116	117
	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	<div></div>	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
(2) Secondary assignment field (if any)	118	119	120
	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	<div></div>	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No

**7. In what grade levels are the students in your classes at this school?**

Mark (X) all that apply.

121

- 01 ☐ Pre-kindergarten  
02 ☐ Kindergarten  
03 ☐ 1st  
04 ☐ 2nd  
05 ☐ 3rd  
06 ☐ 4th  
07 ☐ 5th  
08 ☐ 6th  
09 ☐ 7th

122

123

- 10 ☐ 8th  
11 ☐ 9th  
12 ☐ 10th  
13 ☐ 11th  
14 ☐ 12th  
15 ☐ 13th  
16 ☐ 14th  
17 ☐ Ungraded

130

**SECTION I – EMPLOYMENT AND TEACHING STATUS – Continued**

<b>8. Which of the following best describes the community in which your present school is located?</b>  <i>Mark (X) only one box.</i>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">131</div> <div style="display: inline-block; vertical-align: top; padding-left: 10px;"> 01 <input type="checkbox"/> A rural or farming community  02 <input type="checkbox"/> A small city or town of fewer than 50,000 people that is not a suburb of a larger city  03 <input type="checkbox"/> A medium-sized city (50,000 to 100,000 people)  04 <input type="checkbox"/> A suburb of a medium-sized city  05 <input type="checkbox"/> A large city (100,000 to 500,000 people)  06 <input type="checkbox"/> A suburb of a large city  07 <input type="checkbox"/> A very large city (over 500,000 people)  08 <input type="checkbox"/> A suburb of a very large city  09 <input type="checkbox"/> A military base or station  10 <input type="checkbox"/> An Indian reservation </div>
<b>9. Are you currently teaching in the SAME school as you were last year when you completed the teacher survey?</b>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">132</div> <div style="display: inline-block; vertical-align: top; padding-left: 10px;"> 1 <input type="checkbox"/> Yes — <i>SKIP to question 14 on page 6</i>  2 <input type="checkbox"/> No — <i>Continue with question 10</i> </div>
<b>10. Are you currently teaching in the same state as you were last year when you completed the teacher survey?</b>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">133</div> <div style="display: inline-block; vertical-align: top; padding-left: 10px;"> 1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No — <b>In which state or country are you teaching now?</b> ↴ </div> <div style="margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">134</div> <div style="display: inline-block; vertical-align: top; padding-left: 10px;"> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> </div> </div>
<b>11. Which of the following best describes your move from last year's school to this year's school?</b>  <i>Mark (X) only one box.</i>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">135</div> <div style="display: inline-block; vertical-align: top; padding-left: 10px;"> 1 <input type="checkbox"/> Moved from one public school to another public school in the SAME school district  2 <input type="checkbox"/> Moved from one public school district to another public school district  3 <input type="checkbox"/> Moved from a private school to a public school  4 <input type="checkbox"/> Moved from one private school to another private school  5 <input type="checkbox"/> Moved from a public school to a private school </div> <div style="display: inline-block; vertical-align: middle; padding-left: 10px;"> <div style="font-size: 3em; vertical-align: middle;">}</div> <div style="vertical-align: middle;"> <i>SKIP to question 13</i>      <i>Continue with question 12</i> </div> </div>
<b>12. Is the private school in which you currently teach affiliated with the Roman Catholic Church or another religious organization, or is it non-religious? Mark (X) only one box.</b>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">136</div> <div style="display: inline-block; vertical-align: top; padding-left: 10px;"> 1 <input type="checkbox"/> Religious — Roman Catholic  2 <input type="checkbox"/> Religious — Non-Roman Catholic  3 <input type="checkbox"/> Non-Religious </div>

Remarks

**SECTION I – EMPLOYMENT AND TEACHING STATUS – Continued****POSSIBLE REASONS FOR LEAVING PREVIOUS SCHOOL***(Use codes in questions 13a, b, and c)*

- 1 Family or personal move  
2 For better salary or benefits  
3 For a better teaching assignment (subject area or grade level)

- 4 School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment)  
5 Dissatisfied with the previous school

**13a. What was your main reason for leaving the school in which you taught last year?****137**

Main reason — Enter code from above

**b. Did you have a second reason for leaving?****138**

- 1 ☐ Yes — **What was your second reason?** **139**   
(Enter code, then continue with 13c) →  
2 ☐ No — SKIP to question 13d

**c. Did you have a third reason for leaving?****140**

- 1 ☐ Yes — **What was your third reason?** **141**   
(Enter code) →  
2 ☐ No

**13d. Did you enter code 5 for one of your reasons in question 13a, b, or c?****142**

- 1 ☐ Yes — Continue with question 13e  
2 ☐ No — SKIP to question 14

**POSSIBLE AREAS OF DISSATISFACTION***(Use codes in questions 13e, f, and g)*

- 01 Poor opportunity for professional advancement  
02 Inadequate support from administration  
03 Unsafe working environment  
04 Lack of influence over school policies and practices  
05 Lack of control over own classroom

- 06 Lack of professional competence of colleagues  
07 Poor student motivation to learn  
08 Generally poor working conditions  
09 Class sizes too large  
10 Student discipline problems  
11 Poor salary

**13e. What was your main area of dissatisfaction with teaching in your previous school?****143**

Main dissatisfaction — Enter code from above

**f. Did you have a second area of dissatisfaction?****144**

- 1 ☐ Yes — **What was your second area?** **145**   
(Enter code, then continue with 13g) →  
2 ☐ No — SKIP to question 14

**g. Did you have a third area of dissatisfaction?****146**

- 1 ☐ Yes — **What was your third area?** **147**   
(Enter code) →  
2 ☐ No

Remarks



## SECTION II — EDUCATIONAL ACTIVITIES AND FUTURE PLANS

**14. Have you earned any new degrees in the past year?**

- 148** 1 ☐ Yes — Continue with question 15  
2 ☐ No — SKIP to question 19

**15. When did you earn this degree?**

**149**   **150**      
Month Year

**16. What type of degree is it?**

Mark (X) only one box.

- 151** 1 ☐ Bachelor's  
2 ☐ Master's  
3 ☐ Education specialist or professional diploma (at least one year beyond master's level)  
4 ☐ Doctorate (e.g., Ph.D., Ed.D.)  
5 ☐ Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

### MAJOR FIELD CODE NUMBERS FOR QUESTIONS 17 AND 21

#### GENERAL

- 11** Agriculture and natural resources  
**12** Architecture and environmental design  
**13** Area and ethnic studies  
**14** Biological/life science  
**15** Business and management  
**16** Communications  
**17** Computer and information sciences  
**18** Engineering  
**19** Fine and applied arts  
**20** Foreign languages  
**21** Health professions  
**22** Home economics  
**23** Law  
**24** Letters (English, literature, speech, classics)  
**25** Library science  
**26** Mathematics  
**27** Military science  
**28** Multi/interdisciplinary studies  
**29** Philosophy and religion  
**30** Psychology  
**31** Public affairs and services  
**32** Theology

#### Physical sciences

- 33** Chemistry  
**34** Physics  
**35** Geology/earth science  
**36** Other physical sciences

#### Social sciences

- 37** Economics  
**38** History  
**39** Political science and government  
**40** Sociology  
**41** Other social sciences

#### 42 Other

#### EDUCATION

##### General education

- 51** Elementary education  
**52** Pre-elementary/early childhood education  
**53** Secondary education

##### Subject area education

- 54** Agricultural education  
**55** Art education  
**56** Bilingual education  
**57** Business, commerce, and distributive education  
**58** English as a second language  
**59** English education  
**60** Foreign languages education  
**61** Home economics education  
**62** Industrial arts, vocational and technical education  
**63** Mathematics education  
**64** Music education  
**65** Physical education/health education  
**66** Reading education  
**67** Science education  
**68** Social studies/social sciences education

##### Special education

- 70** Special education, general  
**71** Education of the emotionally disturbed  
**72** Education of the mentally retarded  
**73** Education of the speech/hearing/vision impaired  
**74** Special learning disabilities  
**75** Other special education

##### Other education

- 80** Curriculum and instruction  
**81** Educational administration  
**82** Educational psychology  
**83** Student personnel and counseling  
**84** Other education

**17. What is the major field of study for your NEW degree? (Use the field codes above in filling out this question.)**

**152**   Major field

**18. For what purpose did you earn this degree?**

Mark (X) only one box.

- 153** 1 ☐ To increase salary  
2 ☐ For professional development in current field  
3 ☐ To teach in a different field than the one taught last year  
4 ☐ For a nonteaching position in elementary or secondary education  
5 ☐ For an occupation outside elementary or secondary education other than current job  
6 ☐ Other — Specify

**19. Are you currently enrolled in a degree program?**

Mark (X) only one box.

- 154** 1 ☐ No — SKIP to question 23  
2 ☐ Yes, as a full-time student  
3 ☐ Yes, as a part-time student } Continue with question 20

## SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS – *Continued*

**20. What type of degree are you pursuing?**

Mark (X) only one box.

155

- 1 ☐ Bachelor's
- 2 ☐ Master's
- 3 ☐ Education specialist or professional diploma
- 4 ☐ Doctorate (e.g., Ph.D., Ed.D.)
- 5 ☐ Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

**21. What is the major field of study for the degree you are pursuing?**

(Please use the field codes on page 6 in filling out this question.)

156

Major field

**22. For what purpose are you pursuing this degree?**

Mark (X) only one box.

157

- 1 ☐ To increase teacher salary
- 2 ☐ For professional development in current teaching field
- 3 ☐ To teach in another field
- 4 ☐ For a nonteaching position in elementary or secondary education
- 5 ☐ For an occupation outside elementary or secondary education
- 6 ☐ Other — Specify 7

**23. How long do you plan to remain in teaching?**

Mark (X) only one box.

158

- 1 ☐ As long as able
- 2 ☐ Until eligible for retirement
- 3 ☐ Plan to leave teaching as soon as possible
- 4 ☐ Undecided

} Continue with question 24  
} SKIP to question 25

**24. In how many years do you plan to retire from teaching?**

159

                     Years

**25. What do you expect your main activity will be during the next school year (1989–90)?**

Mark (X) only one box.

160

- 01 ☐ Teaching in this school
- 15 ☐ Teaching in another school
- 16 ☐ Teaching at the pre-kindergarten or post-secondary level
- 06 ☐ Attending a college or university
- 07 ☐ Working in a nonteaching occupation in the field of education
- 08 ☐ Working in an occupation outside the field of education
- 09 ☐ Homemaking and/or child rearing
- 10 ☐ Unemployed and seeking work
- 11 ☐ Military service
- 12 ☐ Retired
- 13 ☐ Other — Specify 7

## SECTION III – YOUR OPINIONS

### POSSIBLE STEPS SCHOOLS MIGHT TAKE TO ENCOURAGE TEACHERS

(Use codes in questions 26a, b, and c)

- |   |   |
|---|---|
| <b>01</b> Providing higher salaries or better fringe benefits                       | <b>08</b> Reducing the paperwork burden on teachers                               |
| <b>02</b> Improving opportunities for professional advancement                      | <b>09</b> Providing more support for new teachers (e.g., mentor teacher programs) |
| <b>03</b> Dealing more effectively with student discipline and making schools safer | <b>10</b> Increasing parent involvement in the schools                            |
| <b>04</b> Giving teachers more authority in the school and in their own classrooms  | <b>11</b> Reducing teacher workload   |
| <b>05</b> Increasing standards for students' academic performance                   | <b>12</b> Providing merit pay or other pay incentives to teachers                 |
| <b>06</b> Providing better resources and materials for classroom use                | <b>13</b> Providing teacher training in content areas and instructional methods   |
| <b>07</b> Decreasing class size   |   |

**26a. What would be the most effective step that schools might take to encourage teachers to remain in teaching?**

161

Most effective step — Enter code from above

**b. What would be the second most effective step?**

162

Second step — Enter code from above

**c. What would be the third most effective step?**

163

Third step — Enter code from above

Remarks

**SECTION III – YOUR OPINIONS – Continued**

27. How satisfied are you with EACH of the following aspects of teaching? Are you (a) Very satisfied, (b) Somewhat satisfied, (c) Somewhat dissatisfied, or (d) Very dissatisfied with —	Very satisfied (a)	Somewhat satisfied (b)	Somewhat dissatisfied (c)	Very dissatisfied (d)
(1) Salary	164 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(2) Benefits	165 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(3) Opportunity for professional advancement	166 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(4) Support/recognition of administrators	167 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(5) Safety of school environment	168 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(6) Your influence over school policies and practices	169 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(7) Autonomy or control over your own classroom	170 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(8) Professional caliber of colleagues	171 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(9) The esteem of society for the teaching profession	172 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(10) Procedures for evaluating your performance	173 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(11) Teaching load	174 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(12) Availability of resources and materials/equipment for your classroom	175 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(13) General working conditions	176 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(14) Job security	177 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(15) Intellectual challenge	178 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(16) Student motivation to learn	179 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(17) School learning environment	180 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(18) Student discipline and behavior	181 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(19) Class size	182 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(20) Support from parents	183 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

# SECTION IV – PERSONAL INFORMATION

**28. What is your current marital status?**

184

- 1 ☐ Married  
2 ☐ Widowed, divorced, or separated  
3 ☐ Never married

**29. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?**

185

Number of children supported –  
Continue with question 30

- 0 ☐ None – SKIP to question 31

**30. What was the age of your youngest child on his/her last birthday? (If child is less than one year, please enter "0.")**

186

Age of youngest child

**31. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?**

187

- 1 ☐ Yes – How many persons? →  
2 ☐ No

188

**32. The following questions refer to your before-tax earnings from teaching and other employment from mid-June 1988 to mid-June 1989. Include only YOUR earnings. Estimate to the nearest hundred dollars. If you do not receive income from a particular source, mark the "None" box.**

**a. During the summer of 1988, how much did you earn in –**

**(1) Summer school salary from this or any other school?**

189

\$  .  00

- 0 ☐ None

**(2) Other SCHOOL compensation for summer work at this or any other school?**

190

\$  .  00

- 0 ☐ None

**(3) Earnings from NONSCHOOL employment during the summer of 1988?**

191

\$  .  00

- 0 ☐ None

**b. What is your academic base year salary for teaching for the 1988–89 school year?**

192

\$  .  00

- 0 ☐ Position is unpaid

**c. During the 1988–89 school year, how much will you earn in additional compensation from your school(s) for extra curricular or additional activities such as coaching, student activity sponsorship, or evening classes?**

193

\$  .  00

- 0 ☐ None

**d. During the 1988–89 school year, how much will you earn from NONSCHOOL employment?**

194

\$  .  00

- 0 ☐ None

**e. What is your total earned income from mid-June 1988 to mid-June 1989?**

195

\$  .  00

- 0 ☐ None

Your answer to this question should be equal to the sum of your answers to questions 32a–d.

**SECTION IV – PERSONAL INFORMATION – Continued**

- 33. Which category represents the total combined income of ALL FAMILY MEMBERS in your household during 1988? This includes money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household who are 14 years of age or older.**

*Mark (X) only one box.*

- |            |   |
|------------|---|
| <b>196</b> | 01 <input type="checkbox"/> Less than \$ 10,000 |
|            | 02 <input type="checkbox"/> \$10,000 – \$14,999 |
|            | 03 <input type="checkbox"/> 15,000 – 19,999     |
|            | 04 <input type="checkbox"/> 20,000 – 24,999     |
|            | 05 <input type="checkbox"/> 25,000 – 29,999     |
|            | 06 <input type="checkbox"/> 30,000 – 34,999     |
|            | 07 <input type="checkbox"/> 35,000 – 39,999     |
|            | 08 <input type="checkbox"/> 40,000 – 49,999     |
|            | 09 <input type="checkbox"/> 50,000 – 59,999     |
|            | 10 <input type="checkbox"/> 60,000 – 74,999     |
|            | 11 <input type="checkbox"/> 75,000 – 99,999     |
|            | 12 <input type="checkbox"/> 100,000 or more     |

Remarks

## Appendix A-2

# Teacher Followup Survey

Questionnaire for Former Teachers

OMB No.1850-0621  
Approval Expires December 31, 1989

This report is authorized by the General Education Provisions Act (20 USC 1221e-1). Your answers will be kept strictly confidential. The release of information contained on this form is restricted in conformance with Public Law 100-297.

**Are you currently teaching -- full-time, part-time, or as a long-term substitute-- in grades K through 12?**

002

1 ☐ **YES** *Stop now and return this form to the Census Bureau in the enclosed envelope. You will be sent another form for teachers who are still teaching.*

2 ☐ **NO** *Please continue with this survey.*

## INSTRUCTIONS

Unless otherwise indicated, all questions refer to the 1988-89 school year.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

If you have any questions, call the Bureau of the Census collect at (301)763-2220.

**RETURN  
TO**

Bureau of the Census  
Current Projects Branch  
1201 East Tenth Street  
Jeffersonville, IN 47132



**Thank You  
for taking part in  
this survey.**

U.S. Department of Commerce  
BUREAU OF THE CENSUS  
Acting as collecting Agent for  
U.S. Department of Education  
NATIONAL CENTER FOR EDUCATION  
STATISTICS

003 1 ☒ OFFICE USE ONLY

FORM TFS-2 (L) (2-14-89)

Please correct any  
error in name and  
address including  
ZIP Code



## SECTION I – EMPLOYMENT STATUS

### 1. What is your PRIMARY OCCUPATIONAL status?

Mark (X) only one box.

- 004
- 1 ☐ Working in an elementary or secondary school with an assignment OTHER THAN teaching — Continue with question 2
  - 2 ☐ Working in an occupation outside of elementary or secondary education — SKIP to question 3
  - 3 ☐ Attending a college or university
  - 4 ☐ Homemaking and/or child rearing
  - 5 ☐ Retired
  - 6 ☐ Disabled
  - 7 ☐ Other — Specify 7

SKIP to question 8

### 2. What is your main school assignment?

Mark (X) only one box.

- 005
- 1 ☐ Administrator (e.g., principal, assistant principal, director, head)
  - 2 ☐ Nonteaching specialist (e.g., counselor, librarian)
  - 3 ☐ Resource person for other teachers (e.g., department head, resource teacher, curriculum coordinator, mentor teacher)
  - 4 ☐ Support staff (e.g., secretary, aide)
  - 5 ☐ Coach
  - 6 ☐ Other — Specify 7

SKIP to question 4

Answer questions 3a–e ONLY if you marked box 2 in answer to question 1 above.

### 3a. For whom do you work? (Record the name of the company, business, or organization.)

### b. What kind of business or industry is this?

(For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.)

006

### c. What kind of work do you do? (Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.)

007

### d. What are your most important activities or duties at this job? (For example, typing, selling cars, driving delivery truck, caring for livestock.)

### e. How would you classify yourself on this job?

Mark (X) only one box.

- 008
- 1 ☐ An employee of a PRIVATE company, business, or individual for wages, salary, or commission
  - 2 ☐ A FEDERAL government employee
  - 3 ☐ A STATE government employee
  - 4 ☐ A LOCAL government employee
  - 5 ☐ SELF-EMPLOYED in your own business, professional practice, or farm
  - 6 ☐ Working WITHOUT PAY in a family business or farm
  - 7 ☐ Working WITHOUT PAY in a volunteer job

# **SECTION I — EMPLOYMENT STATUS — Continued**

**4. Which of the following categories best describes your position as an EMPLOYEE?**


Mark (X) only one box.

**009**

- 1 ☐ Full-time employee
- 2 ☐ ¾ time or more, but less than full-time employee
- 3 ☐ ½ time or more, but less than ¾ time employee
- 4 ☐ ¼ time or more, but less than ½ time employee
- 5 ☐ Less than ¼ time employee

**5. Altogether, how much do you usually earn at this job before deductions?**

**010**

\$ \_\_\_\_\_ (Dollars) . \_\_\_\_\_ (Cents) per 

**011**

- 1 ☐ Hour
- 2 ☐ Day
- 3 ☐ Week
- 4 ☐ Biweekly
- 5 ☐ Month
- 6 ☐ Year
- 7 ☐ Other — Specify \_\_\_\_\_

**6. How long do you plan to remain in this job?**

Mark (X) only one box.

**012**

- 1 ☐ As long as able
  - 2 ☐ Until eligible for retirement
  - 3 ☐ Plan to leave as soon as possible
  - 4 ☐ Undecided
- } Continue with question 7
- } SKIP to question 8

**7. In how many years do you plan to retire?**


**013**

\_\_\_\_\_ Years

**8. What do you expect your main activity will be during the next school year (1989-90)?**

Mark (X) only one box.

**014**

- 14 ☐ Teaching any of grades K—12
- 16 ☐ Teaching at the pre-kindergarten or post-secondary level
- 06 ☐ Attending a college or university
- 07 ☐ Working in a nonteaching occupation in the field of education
- 08 ☐ Working in an occupation outside the field of education
- 09 ☐ Homemaking and/or child rearing
- 10 ☐ Unemployed and seeking work
- 11 ☐ Military service
- 12 ☐ Retired
- 13 ☐ Other — Specify 

Remarks

## SECTION II — EDUCATIONAL ACTIVITIES AND FUTURE PLANS

**9. Have you earned any new degrees in the past year?**

- 015** 1 ☐ Yes — Continue with question 10  
2 ☐ No — SKIP to question 14

**10. When did you earn this degree?**

**016**   **017**  1  9    
Month Year

**11. What type of degree is it?**

Mark (X) only one box.

- 018** 1 ☐ Bachelor's  
2 ☐ Master's  
3 ☐ Education specialist or professional diploma (at least one year beyond master's level)  
4 ☐ Doctorate (e.g., Ph.D., Ed.D.)  
5 ☐ Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

### MAJOR FIELD CODE NUMBERS FOR QUESTIONS 12 AND 16

#### GENERAL

- 11** Agriculture and natural resources  
**12** Architecture and environmental design  
**13** Area and ethnic studies  
**14** Biological/life science  
**15** Business and management  
**16** Communications  
**17** Computer and information sciences  
**18** Engineering  
**19** Fine and applied arts  
**20** Foreign languages  
**21** Health professions  
**22** Home economics  
**23** Law  
**24** Letters (English, literature, speech, classics)  
**25** Library science  
**26** Mathematics  
**27** Military science  
**28** Multi/interdisciplinary studies  
**29** Philosophy and religion  
**30** Psychology  
**31** Public affairs and services  
**32** Theology

- Physical sciences**  
**33** Chemistry  
**34** Physics  
**35** Geology/earth science  
**36** Other physical sciences

- Social sciences**  
**37** Economics  
**38** History  
**39** Political science and government  
**40** Sociology  
**41** Other social sciences

**42 Other**

#### EDUCATION

- General education**  
**51** Elementary education  
**52** Pre-elementary/early childhood education  
**53** Secondary education  
**Subject area education**  
**54** Agricultural education  
**55** Art education  
**56** Bilingual education  
**57** Business, commerce, and distributive education  
**58** English as a second language  
**59** English education  
**60** Foreign languages education  
**61** Home economics education  
**62** Industrial arts, vocational and technical education  
**63** Mathematics education  
**64** Music education  
**65** Physical education/health education  
**66** Reading education  
**67** Science education  
**68** Social studies/social sciences education

- Special education**  
**70** Special education, general  
**71** Education of the emotionally disturbed  
**72** Education of the mentally retarded  
**73** Education of the speech/hearing/vision impaired  
**74** Special learning disabilities  
**75** Other special education

- Other education**  
**80** Curriculum and instruction  
**81** Educational administration  
**82** Educational psychology  
**83** Student personnel and counseling  
**84** Other education

**12. What is the major field of study for your NEW degree? (Use the field codes above in filling out this question.)**

**019**   Major field

**13. For what purpose did you earn this degree?**

Mark (X) only one box.

- 020** 1 ☐ To increase salary  
2 ☐ For professional development in current field  
3 ☐ To teach in a different field than the one taught last year  
4 ☐ For a nonteaching position in elementary or secondary education  
5 ☐ For an occupation outside elementary or secondary education other than current job  
6 ☐ Other — Specify

**14. Are you currently enrolled in a degree program?**

Mark (X) only one box.

- 021** 1 ☐ No — SKIP to question 18  
2 ☐ Yes, as a full-time student  
3 ☐ Yes, as a part-time student } Continue with question 15

SECTION II — EDUCATIONAL ACTIVITIES AND FUTURE PLANS — <i>Continued</i>	
<b>15. What type of degree are you pursuing?</b> <i>Mark (X) only one box.</i>	<b>022</b> 1 <input type="checkbox"/> Bachelor's 2 <input type="checkbox"/> Master's 3 <input type="checkbox"/> Education specialist or professional diploma 4 <input type="checkbox"/> Doctorate (e.g., Ph.D., Ed.D.) 5 <input type="checkbox"/> Professional (e.g., M.D., D.D.S., J.D., L.L.B.)
<b>16. What is the major field of study for the degree you are pursuing?</b> <i>(Please use the field codes on page 4 in filling out this question.)</i>	<b>023</b> <input type="text"/> <input type="text"/> Major field
<b>17. For what purpose are you pursuing this degree?</b> <i>Mark (X) only one box.</i>	<b>024</b> 1 <input type="checkbox"/> To increase current salary 2 <input type="checkbox"/> For professional development in current field 3 <input type="checkbox"/> To teach in a different field than the one taught last year 4 <input type="checkbox"/> For a nonteaching position in elementary or secondary education 5 <input type="checkbox"/> For an occupation outside elementary or secondary education other than current job 6 <input type="checkbox"/> Other — <i>Specify</i> ↴ _____
<b>18. Do you plan to return to teaching?</b> <i>Mark (X) only one box.</i>	<b>025</b> 1 <input type="checkbox"/> Yes — <i>Continue with question 19</i> 2 <input type="checkbox"/> No — <i>SKIP to question 21a</i> 3 <input type="checkbox"/> Undecided — <i>Continue with question 19</i>
<b>19. How soon might you return to teaching?</b> <i>Mark (X) only one box.</i>	<b>026</b> 1 <input type="checkbox"/> Later this school year 2 <input type="checkbox"/> Next year 3 <input type="checkbox"/> Within five years 4 <input type="checkbox"/> More than five years from now 5 <input type="checkbox"/> Undecided
<b>20. At which level would you teach?</b> <i>Mark (X) all that apply.</i>	<b>027</b> 1 <input type="checkbox"/> Pre-kindergarten * 2 <input type="checkbox"/> Elementary (including kindergarten) 3 <input type="checkbox"/> Junior high/middle school 4 <input type="checkbox"/> High school 5 <input type="checkbox"/> Post-secondary
<b>21a. Do you have a "lifetime" teaching certificate?</b> _____	<b>028</b> 1 <input type="checkbox"/> Yes — <i>SKIP to question 23a</i> 2 <input type="checkbox"/> No — <i>Continue with question 21b</i>
<b>b. Has there been a change in your teacher certification status since last year?</b> <i>Mark (X) all that apply.</i>	<b>029</b> 1 <input type="checkbox"/> No change * 2 <input type="checkbox"/> Yes — Certification has lapsed 3 <input type="checkbox"/> Yes — Certification has been upgraded from temporary or emergency to a regular certificate 4 <input type="checkbox"/> Yes — Certified in a different field 5 <input type="checkbox"/> Other change — <i>Specify</i> ↴ _____
<b>22. Do you plan to maintain or reinstate your teaching certificate?</b>	<b>030</b> 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Undecided

### SECTION III – YOUR OPINIONS

#### POSSIBLE REASONS FOR LEAVING THE TEACHING PROFESSION

(Use codes in questions 23a, b, and c)

- |  |  |
|--|--|
| 01 Family or personal move   | 08 To take courses to improve career opportunities outside the field of education                                  |
| 02 Pregnancy/child rearing   | 09 School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment) |
| 03 Health  | 10 To take a sabbatical or other break from teaching   |
| 04 To retire   | 11 Dissatisfied with teaching as a career  |
| 05 To pursue another career  | 12 Other family or personal reason   |
| 06 For better salary or benefits   |  |
| 07 To take courses to improve career opportunities in the field of education |  |

**23a. What was your main reason for leaving the teaching profession?**

031

Main reason — Enter code from above

**b. Did you have a second reason for leaving?**

032

- 1 ☐ Yes — What was your second reason? (Enter code, then continue with 23c) →

033

- 2 ☐ No — SKIP to question 23d

**c. Did you have a third reason for leaving?**

034

- 1 ☐ Yes — What was your third reason? (Enter code) →

035

- 2 ☐ No

**23d. Did you enter code 11 for one of your reasons in question 23a, b, or c?**

036

- 1 ☐ Yes — Continue with question 23e

- 2 ☐ No — SKIP to question 24a

#### POSSIBLE AREAS OF DISSATISFACTION

(Use codes in questions 23e, f, and g)

- |   |  |
|---|--|
| 01 Poor opportunity for professional advancement        | 06 Lack of professional competence of colleagues |
| 02 Inadequate support from administration               | 07 Poor student motivation to learn              |
| 03 Unsafe working environment                           | 08 Generally poor working conditions             |
| 04 Lack of influence over school policies and practices | 09 Class sizes too large                         |
| 05 Lack of control over own classroom                   | 10 Student discipline problems                   |
|   | 11 Poor salary                                   |

**23e. What was your main area of dissatisfaction with the teaching profession?**

037

Main dissatisfaction — Enter code from above

**f. Did you have a second area of dissatisfaction?**

038

- 1 ☐ Yes — What was your second area? (Enter code, then continue with 23g) →

039

- 2 ☐ No — SKIP to question 24a

**g. Did you have a third area of dissatisfaction?**

040

- 1 ☐ Yes — What was your third area? (Enter code) →

041

- 2 ☐ No

**SECTION III — YOUR OPINIONS — Continued**

**POSSIBLE STEPS SCHOOLS MIGHT TAKE TO ENCOURAGE TEACHERS**

*(Use codes in questions 24a, b, and c)*

- |   |   |
|---|---|
| <b>01</b> Providing higher salaries or better fringe benefits                       | <b>08</b> Reducing the paperwork burden on teachers                               |
| <b>02</b> Improving opportunities for professional advancement                      | <b>09</b> Providing more support for new teachers (e.g., mentor teacher programs) |
| <b>03</b> Dealing more effectively with student discipline and making schools safer | <b>10</b> Increasing parent involvement in the schools                            |
| <b>04</b> Giving teachers more authority in the school and in their own classrooms  | <b>11</b> Reducing teacher workload   |
| <b>05</b> Increasing standards for students' academic performance                   | <b>12</b> Providing merit pay or other pay incentives to teachers                 |
| <b>06</b> Providing better resources and materials for classroom use                | <b>13</b> Providing teacher training in content areas and instructional methods   |
| <b>07</b> Decreasing class size   |   |

**24a. What would be the most effective step that schools might take to encourage teachers to remain in teaching?**

**042**

Most effective step — Enter code from above

**b. What would be the second most effective step?**

**043**

Second step — Enter code from above

**c. What would be the third most effective step?**

**044**

Third step — Enter code from above

Remarks

**SECTION III – YOUR OPINIONS – Continued**

<b>25. Is your primary occupational status "working" (i.e., box 1 or 2 marked in question 1)?</b>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">045</div> <div>             1 <input type="checkbox"/> Yes – Continue with 26              2 <input type="checkbox"/> No – SKIP to question 28           </div> </div>		
<b>26. How would you rate teaching relative to your current PRIMARY occupation in terms of EACH of the following aspects? Please indicate (a) Better in teaching, (b) Better in current position, or (c) No difference.</b>	Better in teaching (a)	Better in current position (b)	No difference (c)
(1) Salary	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">046</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">046</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">046</div> <div>3 <input type="checkbox"/></div> </div>
(2) Opportunities for professional advancement	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">047</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">047</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">047</div> <div>3 <input type="checkbox"/></div> </div>
(3) Recognition and support from administrators/managers	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">048</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">048</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">048</div> <div>3 <input type="checkbox"/></div> </div>
(4) Safety of environment	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">049</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">049</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">049</div> <div>3 <input type="checkbox"/></div> </div>
(5) Influence over workplace policies and practices	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">050</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">050</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">050</div> <div>3 <input type="checkbox"/></div> </div>
(6) Autonomy or control over your own work	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">051</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">051</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">051</div> <div>3 <input type="checkbox"/></div> </div>
(7) Professional prestige	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">052</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">052</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">052</div> <div>3 <input type="checkbox"/></div> </div>
(8) Benefits	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">053</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">053</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">053</div> <div>3 <input type="checkbox"/></div> </div>
(9) Procedures for performance evaluation	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">054</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">054</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">054</div> <div>3 <input type="checkbox"/></div> </div>
(10) Manageability of workload	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">055</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">055</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">055</div> <div>3 <input type="checkbox"/></div> </div>
(11) Availability of resources and materials for doing job	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">056</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">056</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">056</div> <div>3 <input type="checkbox"/></div> </div>
(12) General work conditions	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">057</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">057</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">057</div> <div>3 <input type="checkbox"/></div> </div>
(13) Job security	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">058</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">058</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">058</div> <div>3 <input type="checkbox"/></div> </div>
(14) Professional caliber of colleagues	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">059</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">059</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">059</div> <div>3 <input type="checkbox"/></div> </div>
(15) Intellectual challenge	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">060</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">060</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">060</div> <div>3 <input type="checkbox"/></div> </div>
(16) Overall job satisfaction	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">061</div> <div>1 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">061</div> <div>2 <input type="checkbox"/></div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">061</div> <div>3 <input type="checkbox"/></div> </div>

**SECTION III – YOUR OPINIONS – Continued**

**27. How satisfied are you with EACH of the following aspects of your CURRENT job? Are you (a) Very satisfied, (b) Somewhat satisfied, (c) Somewhat dissatisfied, or (d) Very dissatisfied with –**

	Very satisfied (a)	Somewhat satisfied (b)	Somewhat dissatisfied (c)	Very dissatisfied (d)
(1) Salary	062 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(2) Benefits	063 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(3) Opportunity for professional advancement	064 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(4) Support/recognition of administrators/managers	065 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(5) Safety of environment	066 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(6) Your influence over work policies and practices	067 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(7) Autonomy or control over your own work	068 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(8) Professional caliber of colleagues	069 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(9) The esteem of society for your profession	070 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(10) Procedures for evaluating your performance	071 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(11) Workload	072 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(12) Availability of resources and materials/equipment for doing job	073 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(13) General working conditions	074 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(14) Job security	075 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(15) Intellectual challenge	076 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Remarks



# SECTION IV — PERSONAL INFORMATION

**28. What is your current marital status?**

**077**

- 1 ☐ Married  
2 ☐ Widowed, divorced, or separated  
3 ☐ Never married

**29. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?**

**078**

Number of children supported —  
Continue with question 30

- 0 ☐ None — SKIP to question 31

**30. What was the age of your youngest child on his/her last birthday? (If child is less than one year, please enter "0.")**

**079**

Age of youngest child

**31. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?**

**080**

- 1 ☐ Yes — How many persons? —→  
2 ☐ No

**081**

**32. Which category represents the total combined income of ALL FAMILY MEMBERS in your household during 1988? This includes money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household who are 14 years of age or older.**

Mark (X) only one box.

**082**

- 01 ☐ Less than \$10,000  
02 ☐ \$10,000 — \$14,999  
03 ☐ 15,000 — 19,999  
04 ☐ 20,000 — 24,999  
05 ☐ 25,000 — 29,999  
06 ☐ 30,000 — 34,999  
07 ☐ 35,000 — 39,999  
08 ☐ 40,000 — 49,999  
09 ☐ 50,000 — 59,999  
10 ☐ 60,000 — 74,999  
11 ☐ 75,000 — 99,999  
12 ☐ 100,000 or more

Remarks

**SECTION V — RESPONDENT INFORMATION**

The survey you have completed may involve a brief followup at a later time in order to gain information on former teachers' movements in the labor force. The following information would assist us in contacting you if you move or change jobs.

**33. Please PRINT your name, your spouse's name (if applicable), your home address, telephone number, and most convenient time to reach you.**

**083** ☐ Same as address label

Your name **084**

Spouse's full name

Street address

City

State

ZIP Code

Telephone number (Include area code)

( )

In whose name is the telephone number listed? (Mark (X) only one)

☐ No phone

☐ My name

☐ Other — Specify \_\_\_\_\_

Days/times convenient to reach you

**34. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.)**

Name **085**

Relationship to you

Street address

City

State

ZIP Code

Telephone number (Include area code)

( )

In whose name is the telephone number listed? (Mark (X) only one)

☐ No phone

☐ Name entered above

☐ Other — Specify \_\_\_\_\_

Name **086**

Relationship to you

Street address

City

State

ZIP Code

Telephone number (Include area code)

( )

In whose name is the telephone number listed? (Mark (X) only one)

☐ No phone

☐ Name entered above

☐ Other — Specify \_\_\_\_\_

**THIS COMPLETES THE QUESTIONNAIRE.  
THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.  
YOUR TIME AND EFFORT ARE MUCH APPRECIATED.**

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