

FACTORS RELATED TO TEACHER MOBILITY IN SCHOOLS
OF THE NORTHWEST TERRITORIES AND ARCTIC QUEBEC, 1971-72

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Delores Mary Koenig
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Director, Indian and Northern Education Program,
College of Education,
University of Saskatchewan
SASKATOON, Canada.

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Abstract

This study was designed to identify factors related to the mobility of teachers in the Northwest Territories and Arctic Quebec, and to explore the relationships among dissatisfaction factors, demographic characteristics of teachers, and mobility.

To obtain the data, the Teacher Mobility Questionnaire was constructed and mailed to northern teachers and to some teachers who had left the north in the past two years. The questionnaire consisted of items suggested by the literature on teacher mobility and its causes, as well as items considered appropriate from the author's previous experience in northern Canada.

The study sample consisted of 32 former northern teachers and 238 teachers employed in schools of the Northwest Territories and Arctic Quebec at the time of the study. Totals represented a 36 per cent return of completed, acceptable questionnaires.

The major areas of study were: a description of northern teachers on the basis of demographic characteristics; an examination of the relationships among demographic variables and mobility; identification of factors related to teacher dissatisfaction; exploration of the relationships among dissatisfaction factors and mobility; and the suggestion of the existence of "unique" northern mobility factors. Statistical procedures used to test hypotheses included correlation

coefficients techniques; one-way analyses of variance; and Newman-Keuls comparisons between ordered means.

It was found that in comparison to teachers of the four western provinces, those in the Northwest Territories were more likely to be: younger, males, married, originally from Saskatchewan or Ontario; holders of degrees (elementary teachers); at higher salary levels, and more mobile.

Over 10 years, the general character of the northern teaching staff showed a trend towards a higher proportion of older, married men with longer training, and employed at higher salaries. The two variables which showed no appreciable change were the length of pre-northern experience, and length of tenure in northern teaching. Both fluctuated between a median of one and two years between 1960 and 1970. Median years of northern experience of teachers in the study was 2.1 years.

It was found that the only demographic variables significantly related to mobility were: age, salary, position, and location of school. Although such characteristics as sex, marital status, and previous experience showed some degree of relationship to mobility, they failed to be significant factors.

Items from the questionnaire were classified into six dissatisfaction factors. The factors and mean dissatisfaction score for each were: Personal and Economic, 3.001; Working Conditions, 3.200; Recruitment and Orientation, 3.142; Organizational Relationships, 3.159; Administration, 3.284; Achievement, 3.612. Total mean dissatisfaction score was 3.295. Responses were on a five-point scale from (1) dissatisfaction, (2) to satisfaction. Means indicated that respondents in the

study expressed more satisfaction than dissatisfaction with those factors investigated.

Analysis of the relationship of dissatisfaction to demographic characteristics and mobility found that: females were more dissatisfied than males; younger teachers with fewer years in the north were more dissatisfied than slightly older teachers; primary teachers were more dissatisfied than principals, vice-principals and high school teachers; low salaried teachers were more dissatisfied than higher salaried teachers.

In general, the non-mobiles appeared to be less dissatisfied than those who had left the north or intended to do so at the end of the year. It was obvious, however, from the low level of significance found in the analyses performed that dissatisfaction factors as used in this study were not the major reason for teacher mobility in the Northwest Territories and Arctic Quebec. The study was able to suggest such "unique" northern mobility factors as: lack of access to universities; the feeling of impermanence inherent in the northern living situation; isolation from social and cultural life of the south; intentions of being itinerant; difficulties of relating to culturally different pupils and community members.

This study indicated a need for further examination of northern teacher mobility with a focus on those factors unique to the northern teaching and living situation.

TABLE OF CONTENTS

	Page
CHAPTER	
I. INTRODUCTION	1
The Problem	3
Statement of the Problem	3
Delimitation of the Problem	4
Assumptions	5
Significance of the Study	6
Definition of Terms	7
II. A REVIEW OF RELEVANT LITERATURE	8
Teacher Personality	8
Motivation Theories	10
Teacher Satisfaction and Mobility	15
Factors of Satisfaction	16
Factors of Dissatisfaction	18
Personal Factors	21
School-Community Factors	22
Administration and Supervision Factors	24
Working Conditions	26
Training Factors	27

CHAPTER II (CONTINUED)

	Page
Economic Factors	28
Recruitment Factors	29
Teacher Characteristics and Mobility	30
Implications of Mobility for Education	32
Summary	34
III. PROCEDURE OF THE STUDY	36
The Sample	36
Collection of Data	61
Source of Data	61
Major Study	64
Analysis of Data	65
IV. NORTHERN TEACHER MOBILITY FACTORS	68
Demographic Characteristics and Tenure	69
Sex	71
Age	73
Marital Status	74
Origin	74
Training and Experience	74
Staff Position	75
Salary	75
Location of School	76

CHAPTER IV (CONTINUED)

	Page
Size of School	76
Job Satisfaction and Mobility	80
Satisfaction and Demographic Characteristics	94
Teacher Stated Mobility Reasons	100
Teacher Recommendations	104
Discussion of Results	107
V. SUMMARY AND CONCLUSIONS	117
Summary of the Study	118
Conclusions	120
Recommendations	123
APPENDIX A	126
APPENDIX B	148
BIBLIOGRAPHY	153

LIST OF TABLES

Table	Page
1. Questionnaire response according to group represented	38
2. Distribution of respondents according to number of teachers on staff	39
3. Sex of teachers in study; 1971-72 Northwest Territories staff; 1950-70 sample; Yukon and Western provinces, 1969-70	40
4. Age of teachers in study; 1971-72 Northwest Territories teaching staff and 1950-70 sample	41
5. Median age of teachers in study; 1971-72 Northwest Territories teaching staff; 1950-70 sample; and Western provinces	43
6. Marital status of teachers in study; 1971-72 Northwest Territories teaching staff; and 1950-70 sample	44
7. First northern position and 1971-72 position of teachers in study	45
8. Pre-northern teaching experience of teachers in study	46
9. Type of pre-northern teaching experience of teachers in study	47
10. Northern experience of teachers in study; 1971-72 Northwest Territories staff; 1950-70 sample	49

11. Mean and median years of northern experience of teachers in study; 1971-72 Northwest Territories staff; 1950-70 sample	50
12. Number, median salary, median experience, median tenure of Northwest Territories teachers, 1960-1970	51
13. Location of initial training of teachers in study; 1971-72 Northwest Territories staff; 1950-70 sample	54
14. Proportion of degree teachers in Northwest Territories, Yukon and Western provinces, 1960-70	55
15. Proportion of elementary and secondary degree teachers in Northwest Territories, Yukon and Western provinces, 1960-70	57
16. Years of university training of teachers in study	59
17. Salary of teachers in study, and 1971-72 Northwest Territories staff	60
18. Mean and median salary of teachers in study sample, and 1971-72 Northwest Territories staff	61
19. Distribution of sample according to length of tenure in Northern teaching	70
20. Distribution of sample according to intent	71
21. Analysis of variance of tenure on the basis of selected demographic variables and Newman-Keuls comparisons among classification means	72
22. Correlations between tenure and selected demographic variables for the total sample	77

23.	Analysis of variance of intent on the basis of selected demographic variables and Newman-Keuls comparisons among classification means	79
24.	A list of items constituting the item placement under dissatisfaction factors	84
25.	Means, standard deviations and variance of items constituting the personal and economic dissatisfaction factor	85
26.	Means, standard deviations and variance of items constituting the working conditions dissatisfaction factor	86
27.	Means, standard deviations and variance of items constituting the recruitment and orientation dissatisfaction factor	87
28.	Means, standard deviations and variance of items constituting the organizational relationships dissatisfaction factor	88
29.	Means, standard deviations and variance of items constituting the administration dissatisfaction factor	89
30.	Means, standard deviations and variance of items constituting the achievement dissatisfaction factor	90
31.	Correlation coefficients of mean dissatisfaction scores to tenure	91
32.	Analysis of variance of intent on the basis of six dissatisfaction factors and Newman-Keuls comparisons among classification means	92

33.	Analysis of variance of the dissatisfaction score classified on the basis of sex and a Newman-Keuls comparison among the classification means	94
34.	Analysis of variance of the dissatisfaction score classified on the basis of age and a Newman-Keuls comparison among the classification means	96
35.	Analysis of variance of the dissatisfaction score classified on the basis of present position and a Newman-Keuls comparison among the classification means	98
36.	Analysis of variance of the dissatisfaction factor classified on the basis of salary and a Newman-Keuls comparison among the classification means	99
37.	Reasons given for intention to resign	101
38.	Teacher recommendations for improved teaching-learning climate in northern communities	105
39.	Recommendations for special training for northern teachers..	108

Chapter I

Introduction

The variables which influence Canada's newest system of formal education are as complex and divergent as the land and people the system serves. One of the most influential of these variables is the teacher. Within the boundaries of the Northwest Territories and Arctic Quebec, the task of the teacher is uniquely unpredictable and disheartening, but at the same time, challenging and rewarding. Many northern people, with whom the teacher works, are multi-cultural, multi-lingual, geographically isolated, economically depressed, and socially disintegrated, dimensions which multiply the complexity of the role of the teacher.

Teachers are accepted as the most potent element in the education process, and north of the 60th parallel in Canada, nearly 700 of them represent organized education and all that it implies. Schools are staffed almost entirely by teachers who grew up and were trained outside the physical and cultural boundaries of the north. Because of the nature of northern teaching, the average teacher must spend the first year "learning how to teach" in the northern milieu, and only in the second and third year of service can he really begin to contribute to the learning of northern children. It follows then that educational organizations in the Northwest Territories and Arctic Quebec must be concerned with recruiting teachers of the very highest

calibre, and retaining those who are able to adapt. The able teachers must be encouraged to remain in the north long enough to make very real and human contributions towards achieving a positive and meaningful education for northern children.

Researchers have been reluctant to designate a "cut-off" point beyond which the mobility of teachers becomes detrimental to student learning and the attainment of educational goals (Langlois, 1968; Mulford, 1969; Ovans, 1967). Some amount of change in teaching personnel appears to be a good thing. It serves to bring into the schools new people with innovative ideas, new inspirations and new insights, but these advantages are lost when teacher mobility becomes excessive.

Teacher mobility appears to be tied into a cause-effect dilemma making it an elusive and complex problem. From a study of teachers in Bureau of Indian Affairs schools in the United States (Letchworth, 1970), it was suggested that excessive mobility may be a partial cause of discontinuity of long-range programs, organizational inefficiency, low staff morale, and unsatisfactory student achievement. At the same time, mobility may be caused by some of these same factors which in turn are related to job satisfaction and a desire to be mobile. Mobility then becomes a cycle of negativity.

Northern teachers themselves have recognized the importance of retaining those teachers who have proven their worth. In a study of northern education (Gillie, 1972), the Northwest Territories Teachers' Association recommended:

With the many unique problems involved in education in the Northwest Territories, it is imperative that northern teachers be specially trained to deal with these problems. The Northwest Territories should make a special effort to retain these teachers when they have proved their value to the system. (p. 210)

Eskimo people have expressed concern about the sincerity of teachers who stay but a brief time in settlement schools. Born (1970) found that Eskimo parents feel that the teacher who stays one or two years is not really dedicated to helping them. He stated:

They feel that if the teacher cared deeply, then he would work more diligently to build and develop the Northern settlements; more importantly, he would show, rather than tell the Eskimo how to develop his homeland.

Barely does a man begin to learn of the North before he transfers to another school. "How", they ask, "can such a man help the Eskimo?" (p. 78)

To the extent that dissatisfaction factors can be reduced or eliminated, and satisfaction factors can be enhanced, teacher mobility should decrease and stabilize. It is hoped that this study will assist educational administrators and teachers associations in the Northwest Territories to identify and eliminate some of the factors that contribute to teacher mobility in Canada's northern regions.

The Problem

Statement of the Problem

The primary purpose of this study was to investigate some of the factors related to teacher mobility in the Northwest Territories and Arctic Quebec. An attempt was made to explore the relationship of demographic characteristics of northern teachers to mobility patterns.

The question of job satisfaction was explored to ascertain whether there was any relationship between perceived dissatisfaction and mobility.

The problem was investigated by studying the following:

- (1) The demographic characteristics of a representative sample of teachers employed during 1971-72 in schools of the Northwest Territories and Arctic Quebec were studied. Wherever possible, comparisons were made with the total teaching force of the Northwest Territories for 1971-72; with a sample of teachers who had worked in the north between 1950 and 1970; and with the teaching force of the four western provinces from 1960 to 1970.
- (2) Factors which correlated significantly as dissatisfaction factors were analyzed. The study investigated the relationship of dissatisfaction to mobility among teachers in the study sample.

Delimitation of the Problem

The major study was limited to a representative sample of 270 teachers from the 1971-72 teaching force of the Northwest Territories and Arctic Quebec. In addition, descriptive data were collected on a sample of 550 teachers who had worked in schools of these areas between 1950 and 1970. From analysis of these data, an attempt was made to suggest answers to the following specific questions:

- (1) What were the demographic characteristics of teachers employed during 1971-72 in schools of the Northwest Territories and Arctic Quebec, and how did they compare with former northern teachers and teachers of the western provinces?

- (2) Did the length of time spent in the north, and future plans of the 1971-72 teachers differ significantly in relation to sex, age, marital status, origin, length of training, previous experience, position on staff, salary, location and size of school?
- (3) What were some factors which contributed significantly to feelings of dissatisfaction among 1971-72 teachers of the Northwest Territories and Arctic Quebec?
- (4) Did demographic variables relate significantly to the dissatisfaction of teachers in the study?
- (5) Were there "unique" northern factors which influenced satisfaction and intended mobility of teachers in the study sample?

This study included only a descriptive analysis of reasons for mobility. Because the Teacher Mobility Questionnaire was administered in January, 1972, it is not known whether those teachers who expressed intentions to become mobile actually did leave their positions at the end of the 1972 school year.

Assumptions

The basic assumption of this study was that teacher mobility is related to a number of factors, an important one being level of perceived job satisfaction. It was further assumed that, because of the nature of northern education, the negative effects of a high rate of teacher mobility would be particularly damaging and that an increase in the length of time teachers stayed in the north would contribute positively to the attainment of educational goals.

A third assumption was that the sample of teachers who returned the Teacher Mobility Questionnaire was sufficiently representative of the population to be indicative of the general "satisfaction climate" of the total teaching force. Responses to the questionnaire were accepted as sufficiently valid and reliable to be used in this study.

Significance of the Study

This study seemed particularly appropriate at this time for several reasons:

The fact that no research to date has investigated teacher mobility in northern Canadian schools leaves educational administrators to operate on the basis of personal intuition or the advice of spokesmen making "an educated guess" as they recruit and attempt to retain productive teachers in northern schools. If viable measures are to be taken to increase teacher retention, it is essential that research data be available as a basis for planned change.

At the present time, numerous changes are being initiated in the northern education program. To ensure these changes the optimal chance of success, it is necessary that teachers and principals be involved in the planning and evaluation at the community level. This study has given teachers the opportunity to express something of their perceptions of pertinent issues in northern education.

The Northwest Territories Teachers' Association and the Association des Enseignants du Nouveau Quebec (A.E.N.Q.) can better determine the direction of their efforts for teacher well-being and professional growth, if they are more fully aware of teacher concerns. This study pointed out some of these concerns as they related to personal and professional dissatisfaction among a sample of teachers in 1971-72.

Definition of Terms

Teacher mobility. For the purposes of this study, mobility refers primarily to the movement of teachers into and out of the Northwest Territories and Arctic Quebec. Teachers on education leave were considered as mobile, as were teachers who intended to transfer at the end of the 1971-72 school year.

Factor. This term is used throughout this study to describe a circumstance, influencing agent, or group of items which effected a situation or feeling.

Satisfaction-dissatisfaction. In this study, these terms are used to indicate teacher feelings towards the job and living conditions. Satisfaction generally denotes positive feelings while dissatisfaction is equated with negative feelings.

Personal and economic factors. These factors refer to the teacher's personal, family and economic concerns.

Working conditions. This term includes the school facilities, instructional supplies, class load, division of work, all of which affect the working conditions of the teacher.

Recruitment and orientation factors. This term refers to reasons for going north to teach; recruitment policies and practices; teacher placement; and orientation programs for new teachers.

Organizational relationships. These factors include interpersonal and professional relationships with fellow teachers, the principal, the superintendent, consultants, parents and departmental administrators.

Administration factors. This term refers to policies and practices of the department of education and school administrators, and the general level of satisfaction related to such policies.

Chapter II

A Review of Relevant Literature

This chapter reviews research literature in the areas of teacher personality, job satisfaction and mobility. It is assumed that job mobility is correlated with teacher personality; motivation towards personal and professional goals; and perceived job satisfaction. This review, therefore, considers first, the personality and motivation of the teacher. Factors of goal attainment and satisfaction are discussed. Studies of teacher mobility factors in school systems in Canada and the United States are reviewed. The final section summarizes what the research indicates as positive and negative influences of teacher mobility on the process of education.

Teacher Personality

Teachers are of all sorts too; they range from nimble piccolos to thumping basses; from mellow horns to clashing cymbals; from sparkling champagne to flat beer; from lovable lizzies to champing Cadillacs. (Thelen, 1960, p. 16).

Studies have attempted to describe the teacher personality (Brenton, 1970; Jersild, 1955; Leeper, 1969; Levine, 1971; Miller, 1970; Stephens, 1963; Strom and Larimore, 1970; Zintz, 1963). Consensus seems to be that the teacher is an average person, with average or slightly above average intelligence, with middle-class values, needs and aspirations.

Brenton (1970) described the average American teacher as the average American citizen. His profile of "the average" teacher described a teacher as 36 years old, with eight years' teaching experience. He attended a publicly supported college; holds a Bachelor's degree; is in debt; owns a car (Chevrolet); is buying a house, and "moonlights". He attends church; votes conservative; reads a newspaper but likely not editorials, book reviews or professional books. His favorite magazine is Readers' Digest, and his leisure-time activities are mostly sedentary (television, reading), which demand little physical activity (p. 23-25).

Zintz (1963) discussed the middle-class value orientations of the teacher including: positive evaluations for self-control; foresight; individual achievement; responsibility; hard work for future gratification; education for upward mobility; mastery of nature; wise use of time.

Students, administrators, and society demand of the teacher that he be a truly "self-actualized" person. Frequently these demands assume almost super-human qualities, as Stephens (1963) stated:

He (the teacher) is held to embody most human virtues along with a great many qualities frequently attributed to divinity (p. 43).

The teacher is asked to be warm, understanding, friendly, responsible, businesslike, stimulating, imaginative, and personally involved in a caring way (Stephens, 1963). Leeper (1969) mentioned such traits as: a respect for individual differences; the ability to initiate and unwillingness to dominate; a balance between effect-

iveness and efficiency; a sense of meeting, listening, insight, patience; the ability to show but not exhort. Miller (1970) held that the objectives of teacher training are to develop a teacher who is: a broadly literate person, a scientific person; a compassionate person; a pedagogically competent person; an organizational person; an enquiring person; a communicating person; a dedicated person; a technically competent person.

There would seem to be a wide gap between those characteristics researchers see as "the average" teacher and the requirements demanded of "the ideal teacher"--perhaps a built-in dissatisfaction factor.

Motivation Theories

The literature contains numerous theories that attempt to explain motivation (Maslow, 1943; McClelland, 1953; Whyte, 1955; Argyris, 1957; Schacter, 1959; Herzberg, 1959; McGregor, 1960; Vroom, 1964). Much of the earlier investigation in this area stemmed from the early Freudian theories, and although different hypotheses and models now exist, researchers themselves admit to the continuing difficulty of trying to define motivation. Discussing this problem, Maslow (1958) noted:

I am motivated when I feel want or yearning or wish or lack. No objectively observable state has yet been found that correlates decently with these subjective reports, i.e., no good behavioral definition of motivation has yet been found (p. 22).

Gellerman (1963) cast some light on the question when he stated:

The ultimate motivation is to make the self-concept real; to live in a manner that is appropriate to one's preferred role, to be treated in a manner that corresponds to one's preferred rank, and to be rewarded in a manner that reflects one's estimate of his own abilities.

When our experiences seem to be confirming those ideas, we are likely to feel that life is good and the world is just, but when we are denied the kind of experiences to which we feel entitled, we are likely to suspect that something is drastically wrong with the world (p. 290).

Motivational theories developed during the past 25 years have perhaps more commonalities than differences. An underlying premise is that people are moved to behave in ways that will satisfy certain needs. Theorists differ on the priority of those needs; the extent to which personal need or environmental reality is the stronger determinant; the consequences of unrealized expectations; and the extent to which any one theory can generalize to a heterogeneous population.

Maslow's (1943) theory tied motivation into a drive to satisfy needs that were arranged into a hierarchy of prepotency. These needs range from: basic physiological needs (hunger, thirst); to safety needs (economic security); to social needs (belonging, love); to esteem needs (self-respect, achievement, autonomy); to self-actualization needs (growth to one's highest human potential).

The self-actualization needs are the highest of human needs and according to Maslow only a very small percentage of people ever become truly self-actualized. Failure to satisfy the lower order needs (physiological and security) leads to a continuing concern of the person in those areas, rather than with the higher needs. It is only as each level of needs is fulfilled that a person's behavior is motivated by needs of the next higher level.

Maslow's (1943) theory was supported in reference to northern

teachers in a study by Cram (1972). He found that a randomly selected sample of Northwest Territories teachers perceived the highest order needs (esteem and self-actualization) as the most important to them as individuals. At the same time these levels of needs were seen as the least fulfilled in northern teaching, and therefore, related to the greatest dissatisfaction. Blai (1964) similarly found a strong positive correlation between expressions of a job satisfaction and needs satisfaction.

According to Herzberg's (1958) theory, there are two broad categories of people, either "motivation seekers" or "maintenance seekers". The motivation seekers, Herzberg (1958) claimed, look for "satisfiers"--those things that have to do with job activities (achievement, recognition, work itself, responsibility, advancement). Achievement of these things fulfill the self-esteem and self-actualization needs of this group. The "maintenance seekers" look more for fulfillment in the area of the "dissatisfiers"--those conditions Herzberg (1958) described as extrinsic to the job itself (organizational policies, administration, supervision, inter-personal relations, working conditions). Gratification of them brings fulfillment of the lower needs but does not increase satisfaction of the worker. This is achieved only as the upper level needs are met.

In studies with production workers in 1955, Whyte found the desire for power is "the most important--and misused--motivational tool of all". Discussing Whyte's findings, Gellerman (1963) noted:

The power to regulate one's working methods, to set one's goals and standards, and even to have a role in determining one's rewards: This more than money would seem to be the key to sustained productivity increases (p. 71).

Argyris (1957) saw people in categories of emotional maturity, with those at the level of mature adults being concerned with "upper level" needs. Most organizations, he theorized, treat all employees like emotionally immature children, satisfying only the physiological and safety needs. He used the term "organizational health" to describe those flexible conditions which would permit all members of the organization to meet the higher needs. Flexible allocation of power, and participatory problem solving would encourage such employee behavior and increase satisfaction.

McGregor (1960) talked of Theory X and Theory Y as alternative motivational philosophies employed by organizational management. Theory X, he defined as the traditional type of motivation technique based on the assumptions that: people basically do not like to work; that "the big club" is necessary to make them work; that most people prefer to be told what to do. Policies based on this thinking are likely to be "de-motivating", creating workers who, if they stay in the organization, become placid and complacent, but neither fully productive nor creative. Theory Y, which McGregor suggested as an alternative, holds that people's attitudes towards work come as a result of their experiences with it; that there are methods, other than authoritarian, for getting things done; that people set their own goals if they see the possibility of awards, either material or psychic; that people will seek rather than shun responsibility under the right circumstances. Theory Y assumes that people are operating at the "upper needs" level.

Vroom (1964) questioned the wisdom of applying the strategies of any one motivation theory to all members of an organization. Because of individual differences in personality, values, social environment, training, abilities, self-concept, aspirations, different people desire different things. Work roles too often offer different amounts and kinds of rewards, require different inputs, are equated with different status levels. All of these variables Vroom (1964) contended affect an individual's motivation, performance, and satisfaction.

Following Vroom's (1964) thinking, organizations which hope to motivate members to greater satisfaction and performance must consider each member as a "different" individual. Management and employees must "state the case" at the time of initial contract to avoid ambiguity of policy.

Majority of motivation studies have concerned the production worker, and there is some question about the applicability of the "theories" to teachers. However, if it is accepted that teachers are "average people", there can be some implication of these theories. Studies which have attempted to apply various of the theories to teachers have found them at least partially supported.

Langlois (1968), Mulford (1969), Wickstrom (1970), all found that Herzberg's (1958) theory was not supported in studies with Saskatchewan teachers. On the other hand, Cram (1972), found strong applicability of Maslow's (1943) theory with Northwest Territories teachers.

Some research exists on the specific question of teacher career

motivation. A study by Rosenberg (1957) showed that college students who had chosen to become teachers scored highest on the People-Oriented Index (opportunity to work with people rather than things) and lowest on the Extrinsic-Reward Index (chance to earn a good deal of money and give some social status and prestige). In an interview two years later, those education students who had scored low on the original People-Oriented Index, had transferred to some other field.

Rosenberg (1957) also found that half of the women studied chose teaching or other careers that required creativity or humanitarianism. Only one-seventh of the men chose these fields.

Bartel and Coppedge (1969) found "the desire to be of personal service" was a primary reason given for entering teaching. The desire to teach and humanistic concern were the major motivation factors in their study. Levine (1971) concluded from his research that teachers are motivated primarily by a desire for upward mobility and a lack of interest in any other work.

Teacher Satisfaction and Mobility

Mobility studies indicate that in nearly fifty per cent of the cases reasons for leaving a position are related to personal and family factors (Langlois, 1968; Mulford, 1969). These conditions seem to be only marginally related to satisfaction with the job itself. For the remainder of teachers who move from one position to another, or leave the profession, evidence points to a correlation between job satisfaction and the length of time a teacher is likely to remain in a position.

It is necessary then to consider the latter 50 per cent of teachers and some of the factors that influence their decisions to become mobile.

Factors of Satisfaction

Chase (1960) spoke of satisfaction as: the need for achievement; the need to be valued within an organization. Francouer (1963) related satisfaction to a feeling of contentment experienced by a teacher which is generated by a feeling of fulfillment. A major conclusion of the study by Kleinert (1968) was that teachers feel the need for greater challenge and recognition than that afforded by the teacher role. He emphasized the importance of changing conditions so that teachers can experience more satisfaction and remain in their position. He said:

Administrators and chairmen alone cannot bring about the continuity and depth that an educational program requires. These factors are heavily dependent upon the professional colleague who has a serious commitment to his school in terms of tenure of service and effort (p. 299).

In a study of 568 teachers, Haralick (1968) concluded that one element of prime importance to teacher satisfaction was how closely the behavior of the principal complied with the work related norms held by the teachers. Crucial to this was the idea that the principal "back up" the teacher in front of parents and students, even if he felt the teacher to be wrong. Explaining why this was so, Kleinert stated:

Norms which demand that a principal "back" a teacher. . . are norms which protect the teacher from those with whom she is in constant contact-- the children. She is very visible to them and there is a constant threat to her authority unless the principal complies with the "end norms" (p. 3).

From her study, Francouer (1963) identified in order of importance

eight factors teachers felt were important for satisfaction. They were: a good salary; helpful supervision; freedom to plan one's work; good equipment (rated equally with freedom); opportunity to share in determining salaries; stimulating professional leadership; recognition of good work and achievements; opportunity to share in curriculum planning. Several important personal satisfaction components discussed by Jersild (1955) fall under the categories of: a search for the meaning of life in the work of a teacher; a striving to overcome feelings of anxiety, allied to feelings of loneliness; suppressed hostility; the role imposed need for emotional control, with its lack of freedom to feel and openly express feelings.

Chase (1961) reported five factors he found to be important in relation to job satisfaction among 2,000 teachers studied. They included: freedom for the teacher to plan his own work; high quality professional leadership and supervision; the opportunity to be a part of educational planning; an adequate salary, and satisfactory physical facilities. In another study (Schultz, 1952), a close correlation was found between those teachers who felt they had a voice in school plans and policies, and those who were most satisfied. The most significant factor was in the area of staff relations and administrative practices, where the least satisfied felt that their administrators offered them little consideration. Corwin (1965) related job satisfaction to teacher morale, and saw morale as a reaction to a situation. Changing the situation was one way of working towards an important increase in morale.

Vroom (1964) described a variety of studies (Giese and Ruter, 1949; Weitz and Nuckols, 1953; Fleishman, Harris and Burt, 1955; Webb and Hollander, 1956) which found negative correlations between job satisfaction and turnover. He suggested that a second factor that influenced decisions to resign was the availability of other positions, and cited research evidence which supported his finding. Vroom summed his conclusions about satisfaction and turnover as:

People's reports of their satisfaction with their jobs are, in fact, directly related to the extent to which their jobs provide them with such rewarding outcomes as pay, variety in stimulation, consideration from their supervisor, a high probability of promotion, close interaction with co-workers, an opportunity to influence decisions which have future affects on them, and control over their pace of work.

. . .The more a person reports valuing these outcomes, the greater the positive effect on his job satisfaction of an increase in the extent to which it is provided by his job (p. 174).

Factors of Dissatisfaction

Relating dissatisfaction to teacher mobility, to morale, Letchworth (1971) suggested that morale varies along a continuum that leads downwards to dissatisfaction, to a decline in performance, to a point where the individual leaves his position. Letchworth (1971) concluded that:

Those individuals who had the most incongruity in areas related to their work environments were the most likely to terminate employment (p. 1).

Williamson (1969) saw dissatisfaction related to the teacher's perception of his own ineffectiveness in his interactions with students.

He described the "ineffective" teacher as aloof, egocentric, restricted, unplanned, slipshod, dull, routine. Williamson (1959) said of the process of escalating dissatisfaction:

Ineffective teachers often experience poor teacher - pupil relationships which may create unpleasant and sometimes intolerable conditions for the teacher. As a consequence, teachers may, in an attempt to escape this undesirable situation, seek employment in another locale (p. 86).

Jewett (1957) discussed the dichotomy of the teacher as both professional and employee. He noted that teachers seldom are evaluated professionally on their ability to promote learning. Corwin (1965) found that teachers are faced with the problem of not knowing if they really are contributing to the major goals of society, and if they and their students really have the freedom to be responsible for teaching and learning.

According to Brenton (1970), the inability of a teacher to assess his worth as a person and as a teacher can have damaging consequences. It is frequently the case, Brenton (1970) said, "that the teacher has no way of knowing in most situations, what the outcome of his behavior is". Brenton sketches a gloomy picture of the teacher of the disadvantaged, and the growth of his dissatisfaction as he works in "ghetto" or "other culture" schools. Teaching is mentally and physically exhausting; the teacher seldom sees the results of his work, and gradually, a teacher of the disadvantaged becomes a "defeatist", blaming failure on the child, his home background, and former teachers.

At least part of this teacher dissatisfaction and "giving up"

Brenton (1970) blamed on inadequate teacher training "for a situation requiring heightened sensitivity and awareness; self-confidence; an ability to suspend stereotyped beliefs; and a thorough grounding in anthropology, sociology, and psychology (p. 203).

However he does it, he (the teacher) finds the defensive ways that will protect his innermost self from failure and futility. Defensiveness is a bond he shares with the child he cannot teach, and the irony of it is that neither of them knows it (p. 218).

From a survey of 264 elementary teachers in 16 schools in Mexican and Negro ghettos, Groff (1963) stated that "an important reason for the high turnover is the teacher's own awareness of his inadequacy for this kind of teaching (p. 76)." Problems of discipline, overcrowded classes, cultural "peculiarities" and a lack of understanding and acceptance were primary dissatisfaction factors.

Charters (1967) correlated an appreciable percentage of teacher turnover to the "career patterns" of men and women. Suggesting that the pattern operates for 65 to 70 per cent of men and women, he stated:

The female has made up her mind to become a teacher before leaving high school; she obtains a Bachelor's Degree and immediately takes her first teaching job. If not already married, she marries soon and continues in her first position for two, three, or four years when she leaves the position to bear and raise children. She is now in her middle twenties. When her last child is old enough to go to kindergarten--ten or fifteen years later--she may return to classroom teaching. If she does return, the odds are strong that she will remain in teaching and teach in the same school system until she reaches retirement age.

Male teachers decide to enter their field some time after high school graduation and are older than females by the time they are ready to take their first job. They

remain in classroom teaching for a longer period of time than their female counterparts, possibly changing schools once. In the meantime, they work at jobs outside public education after school hours and during the summer. When they are in their thirties, male teachers swarm out of classroom teaching either into non-public school occupations or, for a smaller number, into school administration. They never return to the classroom (p. 184).

Personal Factors

Studies generally agree that a large percentage of teacher turnover is related to personal factors relatively divorced from the working situation. These include marriage, pregnancy, family responsibilities, ill health, husband transfer, retirement, and personal goals.

In Saskatchewan in 1971 (STF Survey, 1972) there were a total of 2,026 teacher resignations for a turnover of 17.9 per cent of the teaching force. Of this total, 7.3 per cent gave as reasons for leaving: returning to home responsibilities, getting married, returning to university, retiring.

As far back as 1928, studies of teacher mobility found that marriage was a major cause for leaving a teaching position (Elesbree, 1928; Brown, 1933; Poor, 1943; English, 1950). Married women often left teaching if there were pre-school children in the home (Crawford and Rabinowitz, 1960). Family moves were considered an important factor in studies by Hohn, 1964); Adamson, 1960); Anderson and Conville, 1956); Poor, 1943).

Savage (1968) found among teachers in Missouri schools that important factors were: pregnancy, marriage, husband transfer,

promotion, retirement, dissatisfaction with teaching assignment and administration. Thomas (1964) found similar reasons in a study conducted in Ohio. A desire for change, new experiences and promotion to a higher status position were important factors in the studies by Adamson, (1960); Hohn, (1964); Mulford, (1969); Poor, (1943).

In attempting to find the factors related to teacher turnover, Charters (1958) pleaded for a wider understanding of the situation:

. . .(educators) must seek the meaning of teacher behavior as the meaning of any human behavior is sought . . .in terms of the individual's aspirations and goals in life, of his view of the reality which faces him, and of his dominant interests and motivations (p. 298).

School-Community Factors

Johnson (1968) found a correlation between the degree of satisfaction of the teacher and the socio-economic status of the pupils with whom he worked. Teachers in low economic status schools felt that people of the community were not sincerely interested in the school, and neither understood nor appreciated education. Teachers in these schools would not choose to raise their own children in those areas; were less satisfied with salaries; and saw a greater need for curriculum revision. Mulford (1969) found a positive relationship between the satisfaction of United Kingdom teachers in Saskatchewan and the size of the community. Teachers in his study were more likely to be satisfied in larger communities. The factor identified as "community facilities and conditions" was the highest single factor of dissatisfaction in Mulford's (1969) study. Teachers identified the lack of cultural activities and amenities in the

Canadian communities as the primary source of dissatisfaction. Newfoundland teachers studied by Lundrigan (1966) rated community, economic, and pupil relationships as important mobility factors.

Letchworth's (1971) study of teachers in Bureau of Indian Affairs schools in the United States indicated a strong relationship between turnover and the remoteness of the location of the school. An added factor was:

A few BIA schools are located on, in, or near small towns but the majority of the BIA schools are located on the reservation and consequently there is no private ownership. Many of the schools located on the reservation consist of the school facilities and the rental houses, duplexes, and apartments. In some sites there is very little sense of "community" since no one owns property and there is an often voiced feeling of temporariness (p. 58).

An even more complex factor was what Letchworth (1971) termed "culture shock". Teachers soon discovered they were teaching children whose values, attitudes, language, and customs were quite different from their own. The way teachers reacted to this situation affected their relationship with students and the community. If the teacher was inexperienced the problem was compounded so that:

The new first year teacher is faced with the rather large task of learning "how to teach" and learning to understand a new culture almost simultaneously (p. 59).

Hohn (1964) called "lack of parental interest" a major cause of teacher dissatisfaction. According to Bayley (1961), schools in small communities offered little chance of advancement, and a lack of challenge. Brown and Hedlund, 1951); Harris, 1957); Williams, 1959) agreed that dissatisfaction was high in communities where education

was not highly valued. Lack of recreational facilities and difficult transportation between communities contributed further to feelings of dissatisfaction. Charters (1958) found that geographic location of the community was not a factor of importance to mobility.

In his study of teacher turnover in Grande Prairie, Alberta, Carmack (1970) concluded that teachers generally were dissatisfied with their community's physical and cultural aspects and its isolation from larger centres.

In general, while studies agreed that community factors were related to teacher dissatisfaction and mobility, in most cases, these factors were not primary causes of teacher turnover. They may assume greater importance, however, with the added factor of cross-cultural contact.

Administration and Supervision Factors

Green (1964) reported that teachers were dissatisfied with the administration, the school and the community, and their solution was to seek another position.

Importance of the principal, his leadership and relationship to teachers was found to be a primary factor of teacher dissatisfaction by Anderson and Conville, 1956 ; Francouer, 1963 ; Harris, 1957 ; Hohn, 1964 .

Teachers in Hohn's (1964) study (Edmonton public schools) placed administrative and supervisory factors second to personal factors as primary causes of turnover. Criticisms included: lack of instructional leadership, overly rigid supervision, lack of inspiration and motivation,

lack of administrative leadership, and a block in administrator-staff communication. In his study, Hohn concluded:

Lack of consideration shown by principals apparently destroyed the transferees' sense of being valued as members of an institutional team endeavoring to achieve common goals (p. 175).

English (1950) found a strong positive relationship between teacher retention and factors of administration and supervision. Adamson (1960) showed that one of the strongest dissatisfaction factors in relation to supervision was the failure of supervisors to advise teachers about the quality of their teaching. Lack of support in handling discipline problems and not knowing where they stood in their job were considered important by 54 per cent of respondents in Brown and Hedlund's study (1951).

In a study of satisfaction among beginning teachers (Butler, 1961) suggested that administrators should encourage experimentation with new ideas, participation in policy decision-making, if they hoped to retain new teachers in their systems. Mulford (1969) summarized the criticisms teachers generally had about administrators as identified in research studies. These included: (1) excessive rigidity, laxness or conformity; (2) lack of instructional and administrative leadership; (3) demands for long reports and meetings; (4) lack of teacher support; (5) lack of support for teacher decisions; (6) failure to recognize worthy teachers; (7) choosing to please others at the expense of the teacher; (8) inability to advise teachers on quality of their teaching; (9) failure to support the teacher in discipline matters; (10) lack of inspiration and motivation for

new teachers; (11) poor communications, and (12) little teacher participation in policy-making.

Vroom (1964) found dissatisfaction related to lack of consideration of subordinates by supervisors; close, authoritarian supervision, lack of participation in decision making. Again, factors of the individual's needs, personality and aspirations would influence the degree of satisfaction he felt.

Working Conditions

Working conditions appear to be significantly related to teacher turnover. Included are such factors as class size; equipment and materials with which to work; extra-curricular activities; administrative paper work required of teachers. Williams (1959) found that teachers who were dissatisfied stated that: classes were too large; school programs were too rigid; there was too much interference in classroom procedures; teachers were required to do unnecessary paper reports and attend unnecessary meetings. Teachers who remained in their positions indicated their decision was influenced by such positive working conditions as a small class, comfortable teacher and pupil accommodation, lack of unnecessary work assignments and an attractive community.

Similar findings were documented by (Adamson, 1960; Anderson and Conville, 1956; Brown and Hedlund, 1951; Harris, 1959; Hohn, 1964). Brown and Hedlund (1951) suggested "insufficient relief from pupil contact" was an important factor. Harris's (1957) study included such factors as lack of hope for improvement of salaries, poorly

disciplined pupils; inadequate classrooms, equipment and teaching materials. Murraray (1955) found that single female teachers were most frequently dissatisfied with poorly equipped schools and primitive conditions. Anderson and Conville (1956) suggested that it is an administrative responsibility to provide teachers with reasonable class loads and adequate instructional materials.

Training Factors

Three significant training factors found by Adamson (1960) were: (1) a gap between educational theory and practice; (2) impractical content of college of education courses; (3) lack of respect shown teachers for their competence. Hohm (1964) found that teachers ranked training factors after administrative factors, in importance as mobility factors, and dissatisfaction arose when the teacher was unable to utilize special training. Harris (1957) noted that training factors were important to teacher satisfaction, and identified such items as conflicting and impractical education theories and practices; lack of stimulus in training programs; lack of opportunities for professional advancement.

A study of Alberta teachers conducted by Murray (1955) indicated that teachers with longer periods of training generally taught for a longer time. Those with four years of training taught up to five times as long as those with one year. Strom and Larimore (1970) stated:

Many studies of dissatisfied teachers indicate inadequate preparation for their job as a major cause of transfer and job termination (p. 73).

Letchworth (1971) discovered that many teachers who resigned

felt they were inadequately prepared for their initial responsibility: were handicapped by communication problems (language) and were often assigned a grade level for which they were ill-prepared.

Generally, studies found that teachers felt inadequately prepared for teaching assignments and were concerned about standards in their schools. As a mobility factor, training was ranked as a secondary rather than a primary cause.

Economic Factors

In his study of teacher satisfaction and mobility in Saskatchewan in 1966-67, Langlois (1968) found that salaries were not closely related to job dissatisfaction. However, satisfaction did tend to be associated with increases in salaries. Charters (1958) felt that salaries were important but their relationship to other variables (tenure, increments) was unclear, making it difficult to generalize. He suggested that salaries were not as important a factor of dissatisfaction as they were some years ago. Salary seldom was identified as the only factor and was likely to be considered more important by men than by women.

Carmack (1970) discovered that teachers in Grande Prairie felt they were paid inadequately to compensate for the lack of those amenities a less remote area would provide. Teachers saw the community as having: a severe climate; isolation; a lack of social and cultural opportunities; and high living costs.

Recruitment Factors

The Anderson and Conville (1956) study of teacher turnover in rural Illinois, concluded that administrators responsible for recruiting teachers should put more effort into presenting an accurate description of a position to a prospective teacher. This description must include non-teaching duties as well as subject matter to be taught.

In his study in 1960, Kleinman found a strong relationship between the satisfaction of a beginning teacher and his previous knowledge about the conditions of employment. Mulford's (1968) study showed that many United Kingdom teachers recruited for Saskatchewan schools received information prior to coming which was incongruent with realities as they found them. This discrepancy was found to be an important source of dissatisfaction. Those who came with intentions to stay were more likely to do so.

The study of Bureau of Indian Affairs teachers done by Letchworth (1971) has many commonalities with the situation in the Northwest Territories and Arctic Quebec. In both cases, schools are usually geographically isolated from large centres and both involve situations where teachers work with pupils from a different cultural background. Both also are government-operated education systems with administrative centres remote from the school and community.

Letchworth (1971) found a number of dissatisfaction factors related or "built in" to the recruitment policies. More young females were recruited than males, and more females tended to resign after one

year of work. Bureau of Indian Affairs recruitment officers tended to judge teachers according to their own picture of "what makes a good teacher". He suggested these procedures and criteria must be objectively validated and that recruitment concentrate on older, more experienced teachers. Many teachers felt they should have received more feedback from Bureau of Indian Affairs officials after they had been interviewed. They felt they needed to be notified earlier if they had a position to allow time for planning; they needed more information about their position, school and living conditions.

Teacher Characteristics and Mobility

Demographic factors (age, sex, marital status, training, experience) are generally related to mobility. Studies consistently find such a relationship, so that teachers of certain demographic characteristics are more likely to be mobile than others.

In a study of teacher mobility of Chicago's North Shore, one of the richest in North America, Kleinert (1968) found a turnover rate of 21 per cent. Of those teachers who left, more were younger, single women and had less training. Two major reasons for leaving were: personal - 27 per cent (marriage, pregnancy, illness), and seeking a teaching position elsewhere - 20 per cent.

Brown (1967) found that teachers who stayed more than three years in a position were likely to be: 40 to 50 years of age at recruitment; married or single with dependents; less training than one degree; at least six years' experience; held two or three previous positions.

During the school year 1967-68, Mulford (1969) investigated causes of mobility of United Kingdom teachers recruited to Saskatchewan. The turnover rate in this group was 53.4 per cent compared to turnover of 28.9 per cent in the general Saskatchewan teaching force. Mulford (1969) found that the most mobile group consisted of teachers who were young and single. He suggested that:

. . . although younger, single persons tended to be satisfied with all aspects of their position in Saskatchewan, the desire for travel and adventure, coupled with the world market for teachers, and the presence of modern communications make for this group's mobility (p. 227).

Mulford (1969) noted also that there was a significant correlation between those teachers who had intended to be mobile before they left the United Kingdom and who left their positions at the end of their contractual time.

Letchworth (1971) and Charters (1967) agreed that strong correlations existed between such variables as age, sex, training, personal motivation and teacher turnover. Letchworth (1971) suggested that a high turnover rate (23-54 per cent overall and 41 per cent for first year teachers) in Bureau of Indian Affairs schools was to be expected because of the population from which teachers were recruited.

In the Grande Prairie public schools studied by Carmack (1970), teacher turnover in the years 1960-64 averaged 32 per cent of the total teaching force. Of those leaving, 70 per cent were females. It was suggested by Chamchuk (1967) that females are likely to leave teaching positions for extrinsic (family and personal) reasons, while men are more likely to be dissatisfied with teaching situations,

particularly status and salaries. Teacher dropout is more likely during the first years of teaching when dissatisfaction is high because of lower salaries, unsatisfactory teaching assignments.

Savage (1968) noted a turnover rate of 21.9 per cent in Missouri schools in 1965-66. The turnover ranged from 16.2 per cent for males to 40.4 per cent for females. He suggested married men were most stable and single women were least stable.

Implications of Mobility for Education

Studies indicate that some degree of teacher turnover is an asset rather than a liability to a school system. As leaving teachers are replaced with new personnel, Ovans (1967) suggested, the human resources of the school were enriched by teachers with new ideas, new experiences, new cultural backgrounds. When the mobility rate approached 30 per cent, Ovans felt that the disadvantages outweighed these advantages. Langlois (1968) and Mulford (1969) also indicated 30 per cent as the mark where turnover became damaging.

Most mobility studies point out disadvantages of excessive mobility. Hohm (1964) suggested such dysfunctional effects as: lack of staff stability, with lowered staff morale. Poor morale, he concluded, adversely affected the quality of instruction, and therefore affected pupil learning.

Groff (1963) underlined the important relationship of teacher stability and satisfaction on the probable success of teachers and pupils in schools, when he noted:

Whether one perceives the greatest need as being improved recruiting, improved teacher training programs or in-service training, each has a place for success prediction (p. 73).

A satisfactory decline in the rate of pupil dropout may depend on a decline in the rate of teacher turnover (p. 73).

Similar claims were made by Anderson and Conville (1956) when they saw teacher stability related to professional standards within a school. Langlois (1968) recommended that administrators take measures to discover and remove sources of teacher dissatisfaction because:

. . . . The present rate of mobility in Saskatchewan is detrimental to the quality of educational services being provided for the children of the province (p. 159).

Brown (1967) identified the disadvantages of high mobility as: loss of continuity; disruption of service; lower quality of replacements; high costs of recruitment and training. Ten years previously, Harris (1957) said that in his view long-range planning, continuity of purpose, staff morale and community relationships were made more difficult when many teachers were new to the staff each year.

An excessive mobility rate, Letchworth (1970) maintained, lessened efficiency, and weakened the cohesiveness of the educational organization. This in turn could have adverse effects on both student achievement and staff morale.

Summary

In this chapter, an attempt was made to give an overview of some research in the areas of job satisfaction and mobility, particularly as each related to teachers. Studies generally conclude that to some extent those factors which influence teacher satisfaction are similar to those which relate to job satisfaction for workers in industry and other professions. The priority of factors varies across time, type of school system, and geographical location of the school. Reasons for mobility in large city systems differ from those in isolated rural areas; in economically affluent and financially depressed areas, and in "one-culture" or "inter-culture" schools.

Teacher retention is indicated in part by teacher intentions and goals at the time of recruitment. Personal and demographic characteristics of the teacher, and the degree of congruence between personal and professional expectations and the reality of the work situation are important factors of mobility.

Similar types of dissatisfaction factors occur in mobility studies. The majority of them are concerned with either the job situation or the degree of personal satisfaction derived from the work itself.

An attempt was made in the present study to discover whether those factors found to be important in previous research were important influences of teacher satisfaction and mobility for teachers in the Northwest Territories and Arctic Quebec. Because of the conditions of northern teaching, this study explored the possible

existence of "unique" northern factors which may influence the mobility of northern teachers.

A detailed discussion of the procedure followed in this study is presented in Chapter III. Chapter IV contains an analysis and discussion of the results of the study, and Chapter V provides a summary and conclusions.

Chapter III

Procedure of the Study

This chapter outlines procedures used in the collection and study of data related to teacher mobility in the Northwest Territories and Arctic Quebec. The study sample, administrative procedures, and method of data analysis are described.

The Sample

The sample for the major part of this study consisted of 238 teachers, principals and consultants employed in the Northwest Territories and Arctic Quebec in 1971-72 plus 32 former northern teachers. Demographical data were collected from a representative sample of teachers of the Northwest Territories during the 1950-1970 period. Similar information for teachers of the Yukon and four western provinces from 1960-1970 was used for comparisons. Teachers in the study sample were also compared to teachers of the total 1971-72 Northwest Territories teaching staff on demographic variables.

The Department of Education of the Government of the Northwest Territories has organized and administered the education program since September, 1970. At that time, responsibility for education in the Northwest Territories was transferred from the Federal to the Territorial government. During 1970-71, student enrollment in the 54 schools of the Northwest Territories was 10,311, consisting

of 4,264 Eskimos, 1,731 Indians, and 4,316 others (students other than Indian or Eskimo). Schools were staffed by 492 teachers. By September of the following year, the staff had increased to 523 teachers with the opening of a new high school in Frobisher Bay. Two school districts operated by local boards in Yellowknife were not included in this study.

In those schools of Arctic Quebec which were administered by the Commission Scolaire du Nouveau Quebec, 44 southern teachers and 10 Eskimo teachers were employed in 1970. In addition, 46 teachers in Quebec schools were employed by the Federal government.

A total of 745 questionnaires with stamped self-addressed envelopes were mailed to: 521 Northwest Territories teachers; 90 Arctic Quebec teachers; 120 former northern teachers, and 14 teachers of the Rae-Edzo community school. Table 1 shows the number and percentage of response from each group contacted. Northwest Territories teachers are grouped according to region, and percentages indicate that the highest return rates (44.4 per cent each) were from teachers of Keewatin Region and Arctic Quebec. Sample percentages show that 50 per cent of the questionnaires analyzed in this study were from teachers in the Fort Smith and Inuvik regions.

Table 2 shows the number and percentage response from teachers in the various sizes of schools in the north. These figures are compared to the numbers and percentages of the total staff in each type of school. The study sample is representative of all teaching groups in the Northwest Territories except that of the larger schools. Of the sample, 30.7 per cent were from schools of more than 20 teachers. Forty-nine point eight (49.8) per cent of the total staff were located

in this size of school, indicating a low response from this group. The study sample represented a 36 per cent total response.

Table 1
Questionnaire Response According To
Group Represented

Sub-Group	Questionnaires Sent	Number Responses	Percentage Return	Percentage of Sample
Fort Smith Region	223	92	41.2	34.1
Inuvik Region	120	43	35.8	15.9
Keewatin Region	45	20	44.4	7.4
Baffin Region	123	32	25.2	11.9
Arctic Quebec	90	40	44.4	14.8
Ex-Northerners	120	32	26.7	11.9
Consultants	10	7	70.0	2.6
Rae-Edzo	<u>14</u>	<u>4</u>	28.6	<u>1.4</u>
	745	270		100.0

Of the sample of teachers used in this investigation, 54.7 per cent were men and 45.3 per cent were women. As Table 3 indicates, this sample was atypical of the total 1971-72 teaching staff of the Northwest Territories on the variable of sex. In the total staff the proportion was 49.8 per cent males, and 50.2 per cent females. It would appear that a larger percentage of men than women on staff

replied to the questionnaire. In the case of some teaching couples, the husband indicated on his questionnaire that he was responding on behalf of himself and his wife. Each was treated as one response.

Table 2
Distribution of Respondents According
To
Number of Teachers on Staff

School Size	Respondents		1971-72 Teaching Staff ^a	
	Number	Percentage	Number	Percentage
1 - 3 teachers	32	11.9	60	11.8
4 - 9 teachers	61	22.6	94	18.4
10 - 20 teachers	47	17.4	91	17.8
20+ teachers	83	30.7	254	49.8
Consultants	7	2.6	11	2.2
Ex-northerners	40	14.8	-	-
Total	270	100.0	510	100.0

Note: ^a Consolidated Statistics - Teachers 1971-72, Department of Education, Government of the Northwest Territories, Yellowknife.

Table 3 further shows that the Northwest Territories employed a larger percentage of male teachers in 1971-72 than did any of the four western provinces or the Yukon in 1969-70. Of the groups compared, the Yukon employed the smallest proportion of male teachers, 33.3 per cent. In the four western provinces, approximately 40 per cent of

all teachers were men compared to nearly 50 per cent men among Northwest Territories teachers. Differences between the 1950-70 sample of Northwest Territories teachers and the 1971-72 staff, indicated an increase in the proportion of male teachers employed in northern positions. A partial explanation was the fact that in 1971-72, a total of 140 teachers or 28.5 per cent of the staff were members of married teaching couples.

Table 3

Sex of Teachers in Study; 1971-72 NWT Staff^a
1950-70 Sample; Yukon and Western Provinces, 1969-70^b

Source	Percentage Males	Percentage Females
Study sample	54.7	45.3
1971-72 teaching staff	49.8	50.2
1950-70 sample	41.3	58.7
Yukon teachers	33.3	66.7
British Columbia teachers	43.9	56.1
Alberta teachers	39.6	60.4
Saskatchewan teachers	39.4	60.6
Manitoba teachers	37.1	62.9

Note: ^a Consolidated Statistics - Teachers 1971-72, Department of Education, Government of the Northwest Territories, Yellowknife.
^b Survey of Education in the Western Provinces, 1969-70, Ottawa, Dominion Bureau of Statistics, September, 1971.

Distribution of Northwest Territories and Arctic Quebec teachers by age is shown in Table 4. Of the sample, the largest group (39.1 per cent) was between 25 and 29 years of age. This compared with 42.4 per cent of the total teaching staff that fell within the 25 to 29 year category.

Table 4
Age of Teachers in Study; 1971-72
NWT Teaching Staff and 1950-70 Sample

Age Sub-group	Study Sample		1971-72 NWT Staff ^a		1950-70 Sample ^b	
	Number	Percentage	Number	Percentage	Number	Percentage
20 - 24	37	13.9	78	13.1	365	67.2
25 - 29	104	39.1	220	42.4		
30 - 34	66	24.8	107	20.6	129	23.8
35 - 39	30	11.3	48	9.2		
40 - 44	9	3.4	25	4.8	31	5.7
45 - 49	9	3.4	14	2.7		
50 - 54	5	1.9	13	2.5	7	3.3
55 - 60+	6	2.3	14	2.7		
Total	266	100.0	519	100.0	543	100.0

Note: ^aConsolidated Statistics - Teachers 1971-72, Department of Education, Government of the Northwest Territories, Yellowknife.

^bAge groupings of the 1950-70 sample were available only in 10-year groupings.

Of the total staff, 20.6 per cent of teachers were between 30 and 34 years of age, and 24.8 per cent of the study sample came from this group. Table 4 indicates that in general, the sample of teachers used in this study was representative of the total teaching staff on the variable of age. Comparing the study sample and the total teaching staff to the 1950-70 sample, it can be seen that more teachers over 29 years of age were employed in 1971-72 than in previous years. From 1950 - 1970, the sample indicated 67.2 per cent of teachers were between 20 and 29 years of age. In 1971-72, this proportion had decreased to 55.5 per cent while teachers in the category of 30 to 39 years had increased from 23.8 per cent to 29.8 per cent.

Median age of teachers in the Northwest Territories and the four western provinces is shown in Table 5. These figures support the idea of a trend towards employing older teachers for northern teaching positions. The median age of teachers had increased from 27.5 years in the 1950-70 sample, to 29.1 years in the 1971-72 teaching staff. However, northern teachers continued to be a generally younger group than teachers in any of the four western provinces. According to these figures, Alberta teachers were generally older than those in the areas examined. The median age of teachers in the study sample was 29.1 years, identical to the total teaching force. The sample was considered as representative of the population on this variable.

Table 5

Median Age of Teachers in Study; 1971-72 NWT Teaching Staff; ^a1950-70 Sample; and Western Provinces.^b

Variable	Groups						
	Study Sample	1971-72 (NWT) Teachers	1950-70 Sample	B.C. 1969-70	Alta. 1969-70	Sask. 1969-70	Man. 1969-70
Median Age	29.1	29.1	27.5	33.7	33.8	32.8	30.3

Note: ^a Consolidated Statistics - Teachers 1971-72, Department of Education, Government of the Northwest Territories, Yellowknife.

^b Survey of Education in the Western Provinces, 1969-70, Ottawa, Dominion Bureau of Statistics, September, 1971.

Table 6 describes the marital status of northern teachers in the study sample, the 1971-72 staff and the 1950-70 sample. The study sample was representative of the total staff on this characteristic. Of the sample, 32.0 per cent were single compared to 31.6 percent single in the total staff. The proportion of married teachers had increased over time from 55.2 per cent of the 1950-70 sample who indicated married status to 64.9 per cent of the 1971-72 staff in this classification. The study sample, consisting of 65.0 per cent of married teachers was representative of the teaching population for 1971-72.

Table 6

Marital Status of Teachers in Study; 1971-72
NWT Teaching Staff;^a and 1950-70 Sample

Sub-groups	Study Sample		1971-72 NWT Teaching Staff		1950-70 Sample	
	Number	Percentage	Number	Percentage	Number	Percentage
Single	85	32.0	165	31.6	240	44.8
Married	173	65.0	339	64.9	296	55.2
Wid./Sep./ Div.	8	3.0	18	3.4	-	-
Total	266	100.0	522	100.0	536	100.0

Note: ^aConsolidated Statistics - Teachers 1971-72, Department of Education, Government of the Northwest Territories, Yellowknife.

The teaching position of teachers in the sample is shown in Table 7. The table lists the position held by each respondent when first going into northern teaching as well as his position in 1971-72. Figures in the table indicate some degree of "within-system" promotion to administrative positions. The largest proportion of teachers in the sample were in the elementary and primary groups, a characteristic also descriptive of the 1971-72 teaching staffs of both the Northwest Territories and Arctic Quebec. Former northern teachers were not included in the totals of 1971-72 positions.

Table 7
 First Northern Position and 1971-72
 Position of Teachers in Study

Sub-groups	First Position		1971-72 Position ^a	
	Number	Percentage	Number	Percentage
Principal	32	12.0	40	17.0
Vice-Principal	1	0.4	10	4.3
Specialist	23	8.6	24	10.2
Elementary T.	91	34.1	58	24.7
Primary T.	75	28.1	52	22.1
High School T.	43	16.1	44	18.7
Consultant	2	0.7	7	3.0
Total	267	100.0	235	100.0

Note: ^a Ex-Northerners indicated the first position they had held in the north, but were not included in the 1971-72 figures.

Table 8 contains a distribution of teachers in the study sample according to the number of years of teaching experience each had prior to employment in the Northwest Territories or Arctic Quebec. Of the sample, 24 teachers, or 9.0 per cent had had no previous experience. The largest groups were those with two or three years of experience. A total of 16.5 per cent of respondents had two years' previous experience and 14.6 per cent had taught for three years prior to going north.

Table 8
 Pre-Northern Teaching Experience
 of Teachers in Study

Years of Experience	Study Sample	
	Number	Percentage
0	24	9.0
1	28	10.5
2	44	16.5
3	39	14.6
4	29	10.9
5	25	9.4
6	20	7.5
7	15	5.6
8	9	3.4
9	4	1.5
10	6	2.2
11	5	1.9
12	3	1.1
13	2	0.7
14	3	1.1
15	3	1.1
17	1	0.4
18	1	0.4
19	5	1.9
24	1	0.4
Total	267	100.0

Table 9

Type of Pre-Northern Teaching
Experience of Teachers in Study

Type of Experience	Number	Percentage
Teacher in:		
Community of 1000 or less	101	37.8
Community 1000 to 5000	79	29.6
Community 5000 or more	126	47.2
Principal or Vice-Principal in:		
Community of 1000 or less	39	14.6
Community of 1000 to 5000	13	4.9
Community of 5000 to more	14	5.2
Specialist in:		
Community of 1000 or less	7	2.6
Community of 1000 to 5000	20	7.5
Community of 5000 or more	28	10.5
Inter-cultural work:		
Department of Indian Affairs School	34	12.7
Integrated (white-native) School	16	6.0
Overseas (CIDA, CUSO)	9	3.4

The type of pre-northern teaching experience of teachers in the study sample is listed in Table 9. Because respondents indicated all previous positions they had held prior to going north, percentages do not equal 100. The table does note that while northern teachers generally came from a varied experiential background, a relatively small proportion had experience in an intercultural teaching situation, either in Canada or elsewhere.

The length of northern teaching experience is summarized in Table 10 for the study sample; the 1971-72 teaching staff, and the 1950-70 sample. Teachers in the study sample generally had spent more years in the north than was true for the total teaching staff.

Comparing the totals of the 1950-70 sample to both the study group and the 1971-72 teaching staff, it appeared that the proportion of one-year teachers had decreased from 35.3 per cent of the 1950-70 sample to 29.5 per cent of the 1971-72 teaching staff. The 1971-72 teaching staff of the Northwest Territories contained more teachers who had spent four or more years in the north than was shown in the 1950-70 sample. Compared to the 1950-70 sample, length of service of northern teachers showed a general increase, a trend supported by the totals for experience of teachers in the study sample.

Table 10

Northern Experience of Teachers in Study;
1971-72 NWT Staff; 1950-70 Sample

Years of Northern Experience	Study Sample ^a		1971-72 NWT Staff ^b		1950-70 Sample	
	Number	Percentage	Number	Percentage	Number	Percentage
1	71	26.6	154	29.5	193	35.3
2	62	23.2	132	25.3	145	26.6
3	38	14.2	80	15.3	85	15.6
4	28	10.5	48	9.2	47	8.6
5	21	7.9	31	6.0	27	4.9
6	13	4.9	17	3.3	18	3.3
7	3	1.1	6	1.1	11	2.0
8	8	3.0	11	2.1	2	0.4
9	6	2.2	8	1.5	7	1.3
10	7	2.6	11	2.1	2	0.4
11	5	1.9	6	1.1	3	0.5
12	2	0.7	5	1.0	3	0.5
13	1	0.4	7	1.3	1	0.2
14	0	0.0	1	0.2	1	0.2
15	1	0.4	3	0.6	0	0.0
16	0	0.0	1	0.2	0	0.0
17	0	0.0	0	0.0	1	0.2
18	0	0.0	0	0.0	0	0.0
19	0	0.0	1	0.2	0	0.0
20	1	0.4	0	0.0	0	0.0
Total	267	100.0	522	100.0	497	100.0

Note: ^aTeachers in the first year of Northern teaching (1971-72) were considered to have one year of experience.

^bConsolidated Statistics - Teachers 1971-72 Department of Education, Government of the Northwest Territories, Yellowknife.

Table 11

Mean and Median Years of Northern Experience of
Teachers in Study; 1971-72 NWT Staff; 1950-70 Sample

Source	Study Sample	1971-72 ^a NWT Staff	1950-70 Sample
Mean Years Experience	3.5	3.3	3.2
Median Years Experience	2.1	1.7	1.6

Note: ^aConsolidated Statistics - Teachers, 1971-72, Department of Education, Government of the Northwest Territories, Yellowknife.

Table 11 shows the mean and median years spent in the north for teachers in the study sample compared with teachers of the 1971-72 teaching staff and the 1950-70 sample. As seen in Table 11, the mean and median indicated that teachers in the study sample generally had spent a slightly longer time in northern teaching than was true of the total teaching staff.

Change over time for Northwest Territories teachers is given in Table 12 on the variables of salary, experience and length of stay from 1960 to 1970. According to these figures, tenure of northern teachers fluctuated between a low of one year for secondary teachers in 1961-62 to a high of two years, two months for secondary teachers in 1967-68. Elementary teachers varied in length of stay from one year and one month, to two years and two months. Totals showed no appreciable increase or decrease in the length of time teachers spent

Table 12

Number, Median Salary, Median Experience,
Median Tenure, of NWT Teachers, 1960-1970^a

Year and Teaching Level	Number of Teachers			Median ^b Salary			Median ^c Experience			Median ^c Tenure		
	M	F	T	M	F	T	M	F	T	M	F	T
1960-61:												
Elementary	76	103	179	6591	5796	6118	5.9	5.5	5.8	1.2	0.9	1.1
Secondary	25	13	38	?	?	7024	?	?	8.2	?	?	2.0
1961-62:												
Elementary	78	132	210	7099	6093	6382	5.8	5.6	5.6	1.3	1.1	1.2
Secondary	26	19	45	8025	?	7507	8.6	?	8.3	1.4	?	1.0
1962-63:												
Elementary	104	156	260	7245	5825	6475	6.0	5.7	5.8	1.6	1.5	1.5
Secondary	29	16	45	?	?	7681	?	?	7.2	?	?	1.7
1963-64:												
Elementary	90	153	243	7500	6036	6546	5.7	5.6	5.6	1.7	1.0	1.3
Secondary	58	31	89	8480	6950	7975	3.4	10.5	3.9	1.5	1.9	1.6
1964-65:												
Elementary	116	159	275	7558	6298	6865	5.7	6.5	5.8	1.3	1.0	1.1
Secondary	60	28	88	8325	?	7858	7.0	?	8.4	1.5	?	1.4
1965-66:												
Elementary	115	171	286	7708	6450	6930	5.8	5.7	5.8	1.5	1.3	1.4
Secondary	77	27	104	8375	?	8150	7.3	?	7.5	2.1	?	2.1
1966-67:												
Elementary	132	175	307	7775	6850	7206	5.9	5.8	5.8	1.5	0.6	1.3
Secondary	77	33	110	8771	8125	8559	7.6	9.2	7.3	2.3	1.6	2.1

Table 12 (Cont'd.)

Number, Median Salary, Median Experience,
Median Tenure, of NWT Teachers, 1960-1970^a

Year and Teaching Level	Number of Teachers			Median ^b Salary			Median ^c Experience			Median ^c Tenure		
	M	F	T	M	F	T	M	F	T	M	F	T
1967-68:												
Elementary	165	204	369	8375	7350	7814	6.1	5.3	5.8	1.7	1.2	1.4
Secondary	70	29	99	9889	?	9523	7.6	?	7.6	2.3	?	2.2
1968-69:												
Elementary	170	237	407	9600	8277	8821	5.6	5.4	5.5	1.7	1.4	1.5
Secondary	72	31	103	11167	10050	10838	8.1	7.5	8.0	1.7	1.9	1.7
1969-70:												
Elementary	181	260	441	10013	8408	8967	5.7	5.6	5.7	1.7	0.1	1.2
Secondary	75	40	115	11050	10400	10913	6.5	6.5	6.5	1.9	0.0	1.6

Note: ^a Education in Canada's Northland, 1969-1970, Ottawa, Statistics Canada, Education Division, January, 1972.

-Where groups contained less than 30 subjects, mean and median were not computed.

^b Where groups contained less than 30 subjects they were omitted from this tabulation.

^c Categories refer to service on the basis of a 10-month school year.

in northern teaching over 10 years. Secondary teachers generally stayed longer than elementary teachers, and men stayed longer than women. Table 12 also demonstrates the increasing proportion of males to females in the Northwest Territories teaching force. During the 10 years, salaries for elementary teachers showed an increase of \$2,800, while those for secondary teachers increased \$3,889. The amount of pre-northern experience of those teachers employed in the Northwest Territories between 1960 and 1970 tended to fluctuate from year to year at both the elementary and secondary levels. Secondary teachers generally had more teaching experience than elementary teachers.

The place of original training, which in most cases was the place of origin of northern teachers is depicted in Table 13. Teachers of the study sample were compared with those of the 1971-72 teaching staff, and the sample of teachers in the north from 1950-70. For all three groups, more teachers originated in Saskatchewan than any other area listed; 18.8 per cent of both the 1971-72 teaching staff and the study sample were from Saskatchewan. However, this proportion showed a decrease from the 1950-70 sample which showed 20.8 per cent of former Saskatchewan teachers. The second largest supplier of northern teachers was Ontario which was the origin of 18.2 per cent of the total teaching force and 18.5 per cent of the study sample. The number of Ontario teachers employed in the north had made up only 15.2 per cent of the sample of 1950-70 teachers, indicating an increase in the proportion of Ontario teachers in the north.

Table 13

Location of Initial Training of Teachers
in Study; 1971-72 NWT Staff; 1950-70 Sample

Location Sub-group	Study Sample		1971-72 NWT Staff ^a		1950-70 Sample	
	Number	Percentage	Number	Percentage	Number	Percentage
British Columbia	18	6.9	39	7.4	40	7.4
Alberta	37	14.2	80	15.3	70	13.0
Saskatchewan	49	18.8	98	18.8	112	20.8
Manitoba	23	8.8	38	7.3	45	8.3
Ontario	48	18.5	95	18.2	82	15.2
Quebec	17	6.5	18	3.4	19	3.5
New Brunswick	9	3.5	21	4.0	21	3.9
Nova Scotia	13	5.0	33	6.3	35	6.5
Prince Edward I.	4	1.5	6	1.1	7	1.3
Newfoundland	3	1.2	13	2.4	11	2.0
Northwest Territories 1		0.4	5	1.0	2	0.4
United States	10	3.8	6	1.1	16	3.0
British Isles	16	6.2	48	10.0	42	7.8
Australia	4	1.5	9	1.8	11	2.0
New Zealand	3	1.2	4	0.8	-	-
Europe	3	1.2	4	0.8	-	-
Others	2	0.7	6	1.0	26	4.8
Total	267	100.0	523	100.0	539	100.0

Note: ^aConsolidated Statistics - Teachers 1971-72, Department of Education, Government of the Northwest Territories, Yellowknife.

The proportion of Alberta teachers increased from 13.0 per cent of the 1950-70 sample to 15.3 per cent of the 1971-72 staff. The other group to show an appreciable increase was that of teachers from the British Isles which made up 10 per cent of the 1971-72 teaching

force compared to 7.8 per cent of the 1950-70 sample. On the basis of figures in Table 13, the sample of teachers used in this investigation was considered to be representative of the teaching population of the Northwest Territories.

Table 14

Proportion of Degree Teachers in Northwest Territories, Yukon, and Western Provinces 1960-70^b

Year	N.W.T. ^a (%)	Yukon (%)	B.C. (%)	Alta. (%)	Sask. (%)	Man. (%)	Western Provinces
							Total (%)
1960-61	27.1	14.6	37.0	27.7	16.7	25.6	27.8
1961-62	24.5	18.3	37.4	29.6	18.0	24.5	28.5
1962-63	26.9	24.6	38.9	31.4	19.6	25.8	30.1
1963-64	24.7	23.5	40.5	33.5	21.0	27.0	31.9
1964-65	26.2	23.5	42.3	35.9	22.8	28.3	33.8
1965-66	27.2	26.3	44.2	38.4	--	29.3	38.6 ^c
1966-67	27.6	33.9	46.3	41.5	28.0	30.9	38.4
1967-68	34.8	36.2	48.5	44.2	30.3	33.4	41.0
1968-69	37.6	41.7	50.8	48.5	32.5	36.0	44.0
1969-70	40.8	44.7	53.7	52.8	34.0	37.7	47.0

Note: ^a Education in Canada's Northland, 1969-70, Ottawa, Statistics Canada, Education Division, January, 1972.

^b Survey of Education in the Western Provinces, 1969-70, Ottawa, Dominion Bureau of Statistics, September, 1971.

^c A total for Saskatchewan in 1965-66 was not available for this study.

Information that described the professional and academic training of northern teachers is given in Tables 14 and 15. Table 14 shows the percentages of Northwest Territories teachers holding one or more

university degrees. Teachers of the Yukon and the four western provinces are also shown. In each area, the proportion of degreed teachers gradually increased over time.

Until 1964-65, Northwest Territories and Arctic Quebec teachers were better qualified academically than were Saskatchewan teachers, and on a par with Manitoba teachers. Again in 1969-70, northern teachers held more university degrees than those of either Manitoba or Saskatchewan. The Yukon, which in 1960-61 listed only 14.6 per cent of teachers with university degrees, had by 1969-70, employed 44.7 per cent of degree teachers, compared to the Northwest Territories with a proportion of 40.8 per cent in 1969-70. Combining elementary and secondary groups, teachers of the western provinces held more university degrees than Northwest Territories teachers.

Table 15 shows the number of degree teachers in each area, divided into elementary and secondary teaching groups. The figures for elementary teachers show that over the 10 years, those employed in the Northwest Territories and Arctic Quebec were consistently more highly trained than anywhere else in western Canada, except for British Columbia and Alberta. In 1960-61, when 24.0 per cent of Northwest Territories and Arctic Quebec teachers at the elementary level held university degrees, only 2.5 per cent of elementary teachers in the Yukon, and 4.0 per cent of elementary Saskatchewan teachers could make this claim.

Among teachers at the secondary teaching level, the picture was quite different. The proportion of secondary teachers with degrees in

Table 15

Proportion of Elementary and Secondary Degree Teachers in
Northwest Territories,^a Yukon and Western Provinces 1960-70^b

Year	NWT	Yukon	B.C.	Alta.	Sask.	Man.	Western Provinces Total
1960-61							
Elementary	24.0	2.5	17.0	10.7	4.0	8.7	10.4
Secondary	47.4	64.2	69.9	51.6	58.6	64.7	64.6
1951-62							
Elementary	18.0	4.6	16.5	11.9	4.5	7.3	10.5
Secondary	63.6	50.7	9.7	63.3	57.8	65.2	65.0
1962-63							
Elementary	19.2	9.6	16.8	13.2	4.9	8.2	11.2
Secondary	71.1	76.7	71.1	64.2	59.5	66.5	66.3
1963-64							
Elementary	15.2	17.4	18.5	14.9	5.8	8.3	12.5
Secondary	50.6	70.3	71.9	65.5	59.3	68.8	67.3
1964-65							
Elementary	19.6	6.0	19.0	16.6	6.4	8.4	13.3
Secondary	40.6	59.2	72.4	65.9	60.2	69.2	67.8
1965-66							
Elementary	17.1	16.9	22.5	18.9	?	9.0	17.7 ^c
Secondary	64.4	64.7	73.3	66.7	?	68.7	69.9 ^c
1966-67							
Elementary	18.2	13.0	25.3	21.9	9.3	9.4	17.8
Secondary	53.6	67.0	74.8	68.4	54.0	70.1	70.1
1967-68							
Elementary	28.5	19.5	28.3	24.9	11.6	11.2	20.6
Secondary	58.6	76.5	76.0	69.2	63.5	72.2	71.0
1968-69							
Elementary	31.4	26.4	32.3	33.9	14.0	15.6	26.1
Secondary	62.1	81.5	77.3	75.6	66.8	74.3	74.4

Proportion of Elementary and Secondary Degree Teachers in,
Northwest Territories, Yukon and Western Provinces 1960-70^b

Year	NWT	Yukon	B.C.	Alta.	Sask.	Man.	Western Provinces Total
1969-70							
Elementary	34.4	32.5	35.2	38.9	16.1	18.1	29.7
Secondary	(65.2)	(73.9)	(79.5)	(77.7)	(65.2)	(73.6)	(75.5)

Note: ^a Education in Canada's Northland, 1969-70, Ottawa, Statistics Canada, Education Division, January, 1972.

^b Survey of Education in the Western Provinces, 1969-70, Ottawa, Dominion Bureau of Statistics, September, 1971.

^c A total for Saskatchewan in 1965-66 was not available for this survey.

the Northwest Territories and Arctic Quebec was consistently smaller than the total for the western provinces with the exception of 1962-63.

In the Yukon and each of the four western provinces, secondary teachers were more likely to hold one or more university degrees than was true in the Northwest Territories. It is of interest to note that of the areas in question, the Northwest Territories showed the largest percentage increase in the proportion of secondary teachers holding university degrees over the 10 year period.

Table 16 shows the number of years of university training of teachers in the study sample. These figures do not include teacher training taken at an institution other than a university.

It can be seen in Table 16 that 54.4 per cent of teachers in the study sample indicated four or more years of university training, equivalent to one or more degrees. This proportion would be in keeping with the trend indicated in Table 15 of an increasing number of degree

Table 16
Years of University Training of Teachers in Study

Years	Number of Teachers	Percentage
1	27	11.2
2	35	14.6
3	45	18.8
4	52	21.7
5	48	20.0
6	23	9.6
7	10	4.2
Total	240	100.0

teachers in northern teaching. The median years of training for teachers in the sample was 4.3 years.

A comparison of the salary of teachers in the sample with the 1971-72 teaching staff is given in Table 17. The sample included former teachers as well as 1971-72 staff. A larger proportion of teachers in the \$6,000 to \$7,000 classification were included in the sample than in the teaching population. In the sample, 15 teachers, or 5.7 per cent, were at this level compared to 20 teachers or 3.8 per cent of the total staff. This difference was accounted for in part by the fact that the sample included teachers from Arctic Quebec where salaries were arrived at in a different way so that basic salaries appeared much lower than in the Northwest Territories. The sample contained a smaller proportion of teachers at the \$8,000 to \$10,000 levels and a larger proportion of teachers at the \$11,000 to \$14,000 levels than figures indicate as proportions of the total staff. On the basis of means and medians, as Table 18 shows, the salaries of teachers in the study sample was slightly below that of the total teaching population.

Table 17

Salary of Teachers in Study and 1971-72 N.W.T. Staff

Salary Sub-group	Sample ^b		1971-72 NWT Staff ^a	
	Number	Percentage	Number	Percentage
1. 6000 - 7000	15	5.7	20	3.8
2. 7001 - 8000	22	8.4	45	8.6
3. 8001 - 9000	24	9.1	74	14.2
4. 9001 - 10000	29	11.0	86	16.5
5. 10001 - 11000	32	12.2	80	15.3
6. 11001 - 12000	34	12.9	59	11.3
7. 12001 - 13000	27	10.3	40	7.7
8. 13001 - 14000	28	10.6	34	6.5
9. 14001 - 15000	22	8.4	37	7.1
10. 15001 - 16000	8	3.0	20	3.8
11. 16001 - 17000	8	3.0	18	3.4
12. 17001 - 18000+	14	5.3	9	1.8
Total	263	100.0	519	100.0

Note: ^a Consolidated Statistics - Teachers 1971-72, Department of Education, Government of the Northwest Territories, Yellowknife.

^b The sample included former northern teachers not accounted for in the 1971-72 teaching staff.

Table 18

Mean and Median Salary of Teachers in
Study and 1971-72 N.W.T. Staff

Source	Study Sample	1971-72 NWT Staff ^a
Mean	10,614	10,939
Median	10,310	10,456

Note: ^aConsolidated Statistics - Teachers 1971-72, Department of Education, Government of the Northwest Territories, Yellowknife.

In general, on the variables of age, sex, marital status, origin, experience, training and salary, the 270 teachers making up the sample in this investigation were closely representative of the total teaching population of the Northwest Territories during 1971-72.

Collection of Data

Source of Data

Data used in this study were collected from two major sources. The Teacher Mobility Questionnaire, shown in Appendix A, was the source of primary data. Demographic data, descriptive of the 1971-72 teaching staff of the Northwest Territories and of the sample of 550 teachers who had been in the north from 1950-70, were collected from files of the Department of Education, Government of the Northwest Territories.

The Teacher Mobility Questionnaire consisted of eight parts. The first part requested personal data, age, sex, marital status,

teaching experience. Part Two of the questionnaire was concerned with length and type of professional training taken by each respondent. Each respondent was requested to describe special training he would recommend as preparation for northern teaching.

Economic and personal factors were dealt with in Part III. Teachers were asked to express their feelings about general statements frequently made about northern living conditions. In the next section, respondents were able to express their feelings of satisfaction or dissatisfaction with working conditions as they might be influenced by the amount and type of equipment and supplies available in northern schools.

Part IV of the questionnaire asked teachers to express professional opinions on various facets of northern education. They were asked to describe their own perceptions of the degree of interest and success shown by pupils they had taught according to the general subject areas included in northern classrooms. Opinions were asked on an agree - disagree continuum about policies, practices and realities of classroom teaching as each had experienced it.

The next section, Part V of the questionnaire, dealt with teacher recruitment; reasons why teachers had gone into the Northwest Territories or Arctic Quebec; reasons why they had accepted a northern position; the degree of congruence between recruitment practices and the realities of northern teaching and living.

Variables that might influence the teacher's perception of his satisfaction with life in a northern community were included in Part VI.

A series of 31 general statements describing northern communities were given. Respondents were asked to state the extent to which each statement was a personal source of satisfaction or dissatisfaction to him. Because some respondents perceived ambiguity in the directions for answering this section, two types of responses were given. Responses from this portion of the questionnaire could not therefore be used in the statistical analysis.

Part VII of the questionnaire was concerned with organizational factors and invited teachers to indicate their feelings about various aspects of the educational structure of which they were members.

Final portion of the questionnaire asked teachers to indicate their intentions for the coming year; reasons why they had resigned or planned to resign from northern teaching; and recommendations for change they saw as beneficial to the goals and operations of the northern education system.

Design and wording of the questionnaire was revised numerous times after studying instruments used in similar studies elsewhere. A small pilot study was run among graduate students of the Indian and Northern Education Program at the University of Saskatchewan. Further changes were made in the format, wording and content of the questionnaire following this study. The final form of the questionnaire was longer and more detailed than originally planned in order to simultaneously collect data for the Man in the North task force on education conducted by the Arctic Institute of North America.

Major Study

Following final revisions, the Teacher Mobility Questionnaire was printed and distributed by mail to 745 teachers and former teachers of the Northwest Territories and Arctic Quebec. Difficulty was experienced in contacting former northern teachers for, in some cases, available addresses were two years old and no longer valid.

Each questionnaire was sent with a stamped, self-addressed envelope and a letter explaining the study project (Appendix A). Authorization and support of the project by the University of Saskatchewan was given in a letter over the signature of Dr. Andre Renaud, Chairman, Indian and Northern Education Program (Appendix A). A letter of support from Mr. R. Jenkins, President of the Northwest Territories Teachers' Association was received after questionnaires had already been mailed to teachers.

A follow-up letter was sent to those teachers who had not replied a month after the original mailing, but total response remained low for several reasons: (a) delayed mail delivery in some isolated settlements led some teachers to feel they had missed the "return date" by the time the questionnaire reached them; (b) although the Director of Education, Government of the Northwest Territories, had verbally sanctioned and supported the study, no reply was received to a request for written support from him, and some teachers questioned the advisability of responding to the questionnaire without official approval of the administration; (c) teachers were involved in several other questionnaire studies at the same time, and their tolerance level for completing

questionnaires was severely tried. In total, 290 questionnaires were returned of which 270 were in useable condition for the analysis.

Analysis of Data

This section outlines the major statistical procedures used in the study and discusses assumptions under which these particular techniques were considered acceptable.

In the analysis of data, parametric procedures were used to explore relationships between variables assumed to be at the interval level of measurement. Justification for considering items from the Teacher Mobility Questionnaire (excluding open-ended questions) to be at an interval scale of measurement is discussed by Kaplan (1964) and Ferguson (1959). The major parametric procedures used were the Pearson product-moment correlation coefficient and the one-way analysis of variance technique with Newman-Keuls comparison between ordered pairs of means (Winer, 1962).

In order to use the analysis of variance procedure, assumptions accepted about the data were: that the sample under study was drawn from a population in which the variables being analyzed were normally distributed; that variances in the population were equal, or approached equality; that contributions of each factor to total variance were additive; and that the variables were linearly regressive. The study assumed normality of distribution of the variables because of the size of the sample and the high degree of congruence between the sample and the population on demographic variables.

Because the F tests used in the analysis of variance procedure are robust, homogeneity of variance was assumed (Winer, 1962; Ferguson, 1959). The assumption of additive effects of various factors on total variance was supported by Ferguson's (1959) conclusion that in most cases there are no grounds to suspect the validity of this model. Some degree of testing of linearity of regression was possible through examination of the direction of correlational relationships among variables involved.

Analyses were carried out in order to test four null hypotheses as described in Chapter IV. The first and third hypotheses were tested using one-way analyses of variance techniques. Examination of data concerning the second hypothesis was done by classifying questionnaire items into six dissatisfaction factors, which were then analyzed with Pearson correlation procedures; tests of a one-way analysis of variance; and Newman-Keuls comparison between ordered means. Support for these procedures is given by Glass and Stanley (1970);

. . . .It will usually be better to set up explicitly as factors in the experiment those characteristics thought likely to be most closely related to the outcome measure(s) of the study-- i.e., to the dependent variable(s). One can then best test the interactions of the status variables with the manipulated variable(s) to determine whether or not the findings can be generalized over age-groups, sexes, etc. (p. 491).

The fourth hypothesis, that of the possibility of the existence of unique northern factors, was investigated by ranking item responses into a percentage frequency distribution.

In all cases where a statistical procedure led to a conclusion,

results were subjected to an appropriate test of significance. Unless otherwise specified, those tests reaching a level of significance of less than .05 were accepted as conclusive and the null hypotheses were rejected.

Chapter IV

Northern Teacher Mobility Factors

Chapter IV contains a description and discussion of the findings of this study. Data collected in the Teacher Mobility Questionnaire were analyzed in an attempt to suggest answers to questions posed earlier in the study.

Description of the findings is divided into four sections. The first section discusses the relationship between demographic variables of teachers who responded to the questionnaire; the length of time they spent in northern teaching; and plans to remain in their positions, transfer or resign at the end of the 1971-72 school year. The second part describes six factors considered to be predictive of job dissatisfaction. These were analyzed to determine whether any significant relationship existed between dissatisfaction, length of tenure and intent. Section three explores the relationships between demographic characteristics of teachers; the level of dissatisfaction; tenure and intent. The last section examines responses to open-ended questions which dealt with reasons for leaving the north, and teacher recommendations for changes in northern educational policies and practices. An attempt was made throughout the study to isolate any factors which might be described as unique to the northern teaching situation and the mobility of the northern teacher.

For the purposes of this study, mobility was based on two measures.

Responses to item 25 (part 1, No. 7) enumerated the number of years of northern experience for each teacher with a greater number of years indicating less mobility. Three mobility intentions were suggested in item 275 (Conclusion) which stated: At June 30, 1972, I plan: (1) to remain in present location, (2) to request transfer to another northern location, (3) to resign from northern teaching.

Throughout the study, the .05 level of significance was generally selected to test the hypotheses, since this was a relationship study, exploratory in nature, and concerned with a relatively large sample (Sax, 1968).

Demographic Characteristics and Tenure

The null hypothesis stated that there were no significant differences between length of tenure for teachers of differing demographic characteristics and secondly, that there were no differences in intent, related to differences in demographic characteristics. Variables considered were: sex, age, marital status, origin, length of university training, length of previous experience, first northern position, present or last position, salary, location and size of school.

Tables 19 and 20 show the distribution of teachers in the sample according to length of tenure and intent. Examination of Table 19 indicates that 71 teachers, or 26.6 per cent, were in their first year of northern teaching. Adding the 62 teachers who were in their second year in the north, it was noted that 49.8 per cent of the total sample had spent less than two complete years in northern teaching at the time of the study. An additional 24.7 per cent were in their third and

fourth years, leaving approximately one-quarter of the 270 teachers with more than four years of northern experience.

Table 19
Distribution of Sample According to Length
of Tenure in Northern Teaching

Years	Number	Percentage
1	71	26.6
2	62	23.2
3	38	14.2
4	28	10.5
5	21	7.9
6	13	4.9
7	3	1.1
8	8	3.0
9	6	2.2
10	7	2.6
11	5	1.9
12	2	0.7
13	1	0.4
15	1	0.4
20	1	0.4
Total	267	100.0

As table 20 shows, 54.1 per cent of teachers in the sample planned to remain in their positions and 45.9 per cent planned either to seek a transfer to another northern location (11.7 per cent)

or resign from northern teaching (34.2 per cent). This suggests that the intended mobility rate for northern teachers in 1971-72 was in excess of one-third of the entire teaching force.

Table 20
Distribution of Sample According to Intent

	Number	Percentage
1. Remain in position	139	54.1
2. Seek transfer	30	11.7
3. Resign from position	<u>88</u>	<u>34.2</u>
Total	257	100.0

In testing the first hypothesis, a one-way analysis of variance was performed on each demographic variable to determine whether or not each related significantly to tenure in northern teaching, and to intentions to be mobile at the end of the year. Pearson product-moment correlations were computed between tenure, and the variables of age, university training, previous experience and salary.

Results of analysis of variance procedures performed on tenure in northern teaching in relation to demographic characteristics of teachers are shown in Table 21.

Sex

An examination of Table 21 shows that sex was not a significant

factor in relation to the length of time a teacher had spent in the north. The order of means for group one (males) and group two (females) indicated that men had spent a slightly longer time in northern teaching than women, but the difference failed to be statistically significant.

Table 21

Analysis of Variance of Tenure on the Basis of Selected Demographic Variables and Newman-Keuls Comparisons among Classification Means

Source of Variation	F	Comparisons between ordered means ^a
Sex	2.30	<u>12</u>
Age	22.79**	<u>86 47 3521</u>
Marital status	1.51	<u>321</u>
Origin	0.63	<u>41352</u>
University training	0.91	<u>7645321</u>
Previous experience	1.20	<u>18567342</u>
First northern position	1.21	<u>12354</u>
Present northern position	5.75**	<u>12534</u>
Salary	7.21**	<u>10 8 9 6754321</u>
Location of school	7.67**	<u>13 4 25</u>
Size of school	1.91	<u>4321</u>

*p. < .05 **p. < .01

^a Sub-groups underlined by a common segment of a line did not differ significantly from each other but differed from sub-groups underlined by other segments of a line.

Age

Respondents were classified into the following age groups for the purposes of analysis: group one (20 to 24 years); group two (25 to 29 years); group three (30 to 34 years); group four (35 to 39 years); group five (40 to 45 years); group six (46 to 50 years); group seven (50 to 55 years); group eight (56 years and over).

Age was a highly significant factor ($F=22.79$, d.f. 7,261, $p < .01$) in relation to years spent in the north. The Newman-Keuls comparison between ordered means confirmed significant differences between the length of time spent in the north by various age groups of teachers, but the differences did not follow any clear pattern of increased tenure with increased age of the teacher. Age groups eight, and six, had spent the longest time in the north. Groups seven, and four, had the second longest tenure. Those teachers who had spent the fewest years in the north at the time of the study were, in order of time, groups one, two and five.

Marital Status

The analysis of variance found that marital status was not a significant factor in relation to tenure in northern teaching. Order of means according to the Newman-Keuls comparison found no significant differences, but gave some indication that single teachers in the study had spent a shorter time in the north, while those teachers who were either divorced, separated, or widowed had been in the north a slightly longer time than other groups. This finding must remain tentative because of lack of statistically significant differences.

Origin

Origin of the teacher, whether from Canada or elsewhere, was found to be a non-significant factor in relation to length of tenure in northern teaching. The Newman-Keuls comparison between ordered means found no significant differences between the following origin groups: (1) Canada; (2) United States; (3) Great Britain; (4) Australia; (5) Other.

Training and Experience

Respondents were divided into seven training categories with each group number indicating the number of years of university training. The analysis of variance found that the length of university training of teachers was not significantly related to the number of years they had spent in the north.

For the purposes of analysis, teachers in the study were grouped in experience categories as follows: group one (no previous experience); group two (one year); group three (two years); group four (three years); group five (four years); group six (five years); group seven (six to ten years); group eight (11 years or more). The analysis found years of previous experience to be a non-significant factor in relation to tenure in the north. For both training and experience, the Newman-Keuls ordering of means gave some suggestion that those teachers with more **years of training** and more experience had been in the north a longer time. An exception was those teachers in the study who had had no previous experience, and had stayed in the north for a mean of 4.2 years compared to the mean of 3.5 years for the study sample. These

trends must be considered as extremely tentative, however since the differences for training and experience were found to be non-significant.

Staff Position

The staff position a teacher occupied at the time of the study was found to be significantly related to tenure ($F=5.75$, d.f. 4,224, $p. .01$). The analysis showed (Table 21) that principals, vice-principals and specialists had spent a significantly longer time in the north than had classroom teachers. Respondents were grouped into the following staff categories for the purposes of this analysis: group one (principals and vice-principals); group two (specialists); group three (elementary teachers); group four (primary teachers); group five (high school teachers). According to the analysis of variance, principals, vice-principals and specialists had stayed in the north the longest time, while elementary and primary teachers had spent the fewest number of years.

It was found that the position a teacher occupied when first coming to the north was not significantly related to northern tenure. The ordering of means gave some suggestion that if a teacher had been hired as a principal, vice-principal or specialist, the length of tenure would have been greater. The differences however were statistically non-significant and this finding could not be accepted as conclusive.

Salary

The following salary categories were used in this analysis: group one (6000 to 7000); group two (7001 to 8000); group three (8001 to 9000); group four (9001 to 10,000); group five (10,001 to 11,000); group six (11,001 to 12,000); group seven (12,001 to 13,000); group eight (13,001

to 14,000); group nine (14,001 to 15,000); group ten (15,000 or more).

The analysis of variance found salary to be significantly related to length of tenure ($F=7.21$, d.f. 9,256, $p. < .01$). As shown in Table 21 a Newman-Keuls comparison between ordered means showed that groups of teachers at higher salary levels correlated with those teachers with greater tenure. This was not unexpected since the teacher salary scale was graduated in part by increments added for each year in the north. Salary groups ranked in an almost perfect inverse relationship to the length of tenure, with group 10 (\$15,000 and above) having stayed the longest, down to group one (\$6,000 to \$7,000) with the shortest length of time in the north.

Location of School

For the purposes of this study, schools were divided according to administrative regions as follows: (1) Fort Smith region, (2) Inuvik region, (3) Baffin region, (4) Keewatin region, (5) Arctic Quebec. When the analysis of variance was performed, as Table 21 shows, it was found that location of the school related significantly to tenure in northern teaching ($F=7.67$, d.f. 5,263, $p. < .01$). The Newman-Keuls procedure showed that teachers in the Fort Smith region were likely to have spent the longest time in the north while those of Arctic Quebec had been in the north for the shortest time. Teachers of the three other regions, ranked according to decreasing tenure, were Baffin, Keewatin, and Inuvik.

Size of School

An analysis of variance performed on the factor of school size as

it related to tenure failed to yield a significant F ratio. However, the order of means indicated that respondents in larger schools had spent a slightly longer time in the north than those in smaller schools. Because the analysis found that differences were not significant, such a finding could not be accepted as a firm conclusion.

Table 22

Correlations Between Tenure and Selected
Demographic Variables for the Total Sample

	Age	University Training	Previous Experience	Salary
Tenure	0.542*	0.001	0.135*	0.449*

*r significant at .05 level

Pearson correlations were performed to examine further the relationship between four demographic variables and tenure. Results show in Table 22 that the age of the teachers; previous experience; and salary correlated significantly to tenure. Years of university training correlated at a non-significant level. Correlations were in a positive direction in each case, confirming that increased age, experience and salary related directly to increased tenure. Similar findings were generally evident from the analysis of variance.

Demographic Characteristics and Intent

In order to examine the relationship between demographic characteristics of teachers, and their mobility intentions at the end of the 1971-72

school year, analysis of variance procedures were performed. As shown in Table 23, the only factors to yield significant F ratios were salary, and size of the schools in which teachers were employed. Salary was significant ($F=5.17$, d.f. 9,256, $p.<.01$) and Newman-Keuls comparisons showed that teachers at the two lowest salary levels were more likely than others to plan to resign or transfer from their positions at the end of the year. Teachers of salary group five also planned to be mobile, and salary groups three and four were among those more likely to remain in their position. These results revealed no clear pattern of relationship between salary and mobility.

Location of the school according to administrative region was found to be a significant factor ($F=9.41$, d.f. 5,263, $p.<.01$). However, the Newman-Keuls comparison between ordered means failed to find significant differences. The ordering of means did give some indication that teachers from Arctic Quebec were slightly more likely to have planned to be mobile at the end of the year. Those most likely to have intended to remain in their positions were in the Keewatin and Baffin regions of the Northwest Territories.

On the basis of findings discussed in this section, the null hypothesis of no significant differences in tenure in northern teaching based on demographic characteristics was rejected for age, staff position, salary and school location. It was accepted for sex, marital status, origin, university training, previous experience, first northern position and size of school. The null hypothesis of no differences in intent was accepted for all demographic variables except salary and location of

school. In relation to these two variables significant differences were found and the hypothesis was rejected.

Table 23

Analysis of Variance of Intent on the Basis of Selected
Demographic Variables and Newman-Keuls Comparisons Among
Classification Means

Source of Variation	F	Comparison between ordered means ^a
Sex	2.35	<u>21</u>
Age	0.96	<u>61284375</u>
Marital status	2.67	<u>132</u>
Origin	2.04	<u>21435</u>
University training	0.92	<u>7564321</u>
Previous experience	1.02	<u>7843251</u>
First northern position	0.78	<u>13254</u>
Present northern position	0.29	<u>43152</u>
Salary	5.17***	<u>215 69 387104</u>
Location of school	9.41***	<u>53124</u>
Size of school	1.14	<u>2143</u>

*p. <.05 **p. <.01

Note: ^aSub-groups underlined by a common segment of a line did not differ significantly from each other but differed from sub-groups underlined by other segments of a line.

Job Satisfaction and Mobility

Rephrased as a null hypothesis, the second question posed in this study stated that there was no significant relationship between the level of perceived satisfaction, the length of tenure in the north, and intention to be mobile at the end of the 1971-72 school year.

In order to explore this hypothesis, six factors considered to be predictive of job dissatisfaction were set up. Conclusions from previous research into teacher mobility were used as a guide in selecting dissatisfaction factors. A total of 90 items from the Teacher Mobility Questionnaire were considered applicable as sub-factors of dissatisfaction. Fifteen items were included under each factor on the basis of correlations to one or more of: item 25 (tenure), items 272 and 273 (dissatisfaction) and item 275 (intent). Correlations of each of the 90 questionnaire items to one or more of the criteria items is shown in Appendix B. Sample means, standard deviations and variances of the 15 items included under each of the six factors were computed. As the mean responses indicated, there was a general lack of strong opinions expressed by subjects on the dissatisfaction items. Questions were answered on a five-point agree-disagree scale that ranged from: 1--strongly agree; 2--agree; 3--uncertain; 4--disagree; 5--strongly disagree. Generally an expression of agreement with the item was equated with an expression of dissatisfaction. Because of the wording in some of the questions, scores were transformed for the purposes of analysis. These items were: 141, 142, 143, 144, 145, 146, 147, 149, 150, 151, 152, 156, 158, 164, 165, 166, 169, 174, 212, 213,

214, 215, 216, 218, 219, 221, 223, 224, 227, 229, 231, 232, 233, 234, 235, 236, 237, 238, 240, 241, 242, 243.

The six dissatisfaction factors were described as follows:

- (1) Personal and Economic Factors: a concern with family, personal and economic needs not directly related to the job situation.
- (2) Working Conditions: concern with adequacy of classroom working supplies, size of classes, policies which made the teaching situation difficult.
- (3) Recruitment and Orientation: a belief that recruitment practices were misleading; that orientation programs were inadequate.
- (4) Organizational Relationships: a concern over poor interpersonal and professional relationships with the principal, superintendent and fellow teachers.
- (5) Administrative Factors: a belief that policies and practices of the administrative structure were authoritarian, non-supportive and poorly defined.
- (6) Achievement: concern with lack of pupil success, lack of teacher and parent involvement, lack of professional recognition.

Table 24 lists those questionnaire items included within each of the six dissatisfaction factors. Means, standard deviations and variances were computed for the 15 items within each factor, as shown in tables 25 to 30.

Table 25 summarizes the means, standard deviations and variances for items constituting the Personal and Economic Factor. Means were ranked from expressed dissatisfaction to uncertain response, to satis-

faction. Within this factor, respondents expressed the strongest disagreement with item 212 (Few teacher employment opportunities existed for me in Southern Canada). Disagreement indicated that teachers generally had not come north "to get a job" and did not feel compelled to express satisfaction because of a lack of other employment opportunities. This feeling was confirmed by item 215 (My previous teaching position was unsatisfactory), indicating that these teachers had not come north to escape unpleasant conditions elsewhere. The only economic factor with which teachers expressed dissatisfaction in this grouping was item 29 (The cost of fresh food in this settlement is abnormally high). Respondents appeared slightly more dissatisfied than satisfied with eight of the 15 items included under the Personal and Economic Factor.

Only two items of the 15 included under the Working Conditions Factor indicated expression of dissatisfaction, as was shown in Table 26. These were items 147 and 148 which dealt with a lack of written material on the north, and a lack of readers and texts in required subjects. Mean responses on other items within this factor varied from 2.958 to 4.162, indicating that in general, respondents in the study felt uncertain or reasonably satisfied with classroom working conditions and teaching equipment.

An examination of Table 27 shows that some degree of dissatisfaction was expressed on eight of the 15 items included under the Recruitment and Orientation Factor. Ranked first as a dissatisfaction factor was item 243 (The orientation course offered prior to arrival

in my settlement was of value in adapting to my present teaching and living conditions). Other recruitment and orientation items with which teachers expressed some dissatisfaction were concerned with a perceived lack of a clear and accurate description of teaching conditions, cost-of-living and community factors, as given to them prior to arrival. Respondents indicated the highest degree of satisfaction with item 242 (The teaching position offered was the same as that assigned on arrival). Mean satisfaction score on this item was 3.865.

Of the 15 items making up the Organizational Relationships Factor (Table 28), only two showed indications that respondents were dissatisfied. Means, standard deviations and variances for items in this factor were ranked in Table 28. Dissatisfaction was indicated for item 270 (An expanded inservice training program would help overcome the feeling of isolation and would raise teacher morale), and for item 269 (I find professional isolation particularly difficult in the north). Agreement of respondents with both these items pointed to a concern with the lack of professional contact and collegial support in northern teaching. Means response scores on the remaining 13 items in this factor were in the categories of uncertain feelings and a reasonable degree of satisfaction.

Those items constituting the Administration Factor are ranked in Table 29. According to the mean response score, teachers in the study sample appeared to express some dissatisfaction with four of the 15 areas investigated. Strongest dissatisfaction was shown by disagreement with item 216 (More opportunities for professional advancement exist in the

north). Other factors with which teachers indicated dissatisfaction were related to infrequency with which superintendents and consultants visited them, and with the general lack of professional contact in the north.

Table 24

A list of Items Constituting the Item
Placement under Dissatisfaction Factors

Factor	Title	Items
I	Personal and Economic	29,31,32,36,38,40,41,42,212, 213,214, 215, 218, 223, 226,
II	Working Conditions	141, 142, 143, 144, 145, 146, 147, 148, 149, 182, 191, 200, 255, 256, 257
III	Recruitment and Orientation	221, 227, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243
IV	Organizational Relationships	34, 35, 198, 222, 244, 245, 251, 253, 254, 259, 260, 263, 269, 270, 274
V	Administration	216, 219, 229, 247, 248, 249, 250, 258, 261, 262, 264, 266, 268, 271, 272
VI	Achievement	150, 151, 152, 156, 158, 164, 165, 166, 168, 169, 174, 195, 224, 252, 273

Table 25

Means, Standard Deviations and Variance of Items Constituting
the Personal and Economic Dissatisfaction Factor

Item	Total Response	Mean	Standard Deviation	Variance
212	267	1.889	1.044	1.090
215	253	2.038	1.156	1.337
29	267	2.120	1.211	1.256
226	180	2.472	1.307	1.707
223	259	2.794	1.258	1.582
42	261	2.843	1.374	1.887
31	268	2.888	1.126	1.478
213	265	2.973	1.279	1.635
40	114	3.368	1.332	1.775
32	268	3.470	1.061	1.127
36	128	3.734	1.054	1.110
43	246	3.740	1.131	1.279
218	268	3.969	1.032	1.066
41	115	4.009	0.893	0.798
214	268	4.215	0.816	0.666

Table 26

Means, Standard Deviations and Variance of Items Constituting
the Working Conditions Dissatisfaction Factor

Item	Total Response	Mean	Standard Deviation	Variance
147	259	2.836	1.091	1.191
148	260	2.842	1.091	1.191
256	262	2.958	1.275	1.627
145	255	3.044	1.234	1.522
146	228	3.066	1.235	1.524
200	259	3.081	1.284	1.648
142	265	3.091	1.225	1.499
144	265	3.365	1.127	1.271
149	264	3.447	1.159	1.342
257	265	3.528	1.138	1.296
141	263	3.661	1.107	1.225
191	267	3.674	1.184	1.400
143	265	3.772	1.088	1.184
255	261	4.050	0.795	0.632
182	260	4.162	1.038	1.077

Table 27

Means, Standard Deviations and Variance of Items Constituting
the Recruitment and Orientation Dissatisfaction Factor

Item	Total Response	Mean	Standard Deviation	Variance
243	242	2.471	1.266	1.603
240	254	2.497	1.095	1.200
239	257	2.689	1.130	1.278
227	137	2.671	1.201	1.443
235	256	2.824	1.105	1.220
238	261	2.926	0.967	0.936
221	255	2.919	1.309	1.712
237	257	2.932	1.251	1.564
233	258	3.031	1.244	1.548
232	257	3.105	1.241	1.540
234	258	3.371	1.165	1.358
236	260	3.550	1.006	1.013
241	256	3.652	1.024	1.048
231	256	3.757	0.918	0.843
242	260	3.865	1.122	1.260

Table 28

Means, Standard Deviations and Variance of Items Constituting
the Organizational Relationships Dissatisfaction Factor

Item	Total Response	Mean	Standard Deviation	Variance
270	261	2.119	0.906	0.821
269	265	2.581	1.182	1.396
259	268	3.183	1.221	1.491
198	255	3.482	1.042	1.085
245	269	3.569	1.130	1.276
34	259	3.618	1.126	1.268
244	266	3.268	1.078	1.163
254	267	3.633	1.076	1.158
251	263	3.703	1.196	1.431
263	263	3.730	0.973	0.946
35	178	3.758	1.043	1.088
260	263	3.840	1.003	1.005
274	264	3.955	0.884	0.781
253	265	3.974	0.881	0.776
222	253	4.162	0.869	0.755

Table 29

Means, Standard Deviations and Variance of Items Constituting
the Administration Dissatisfaction Factor

Item	Total Response	Mean	Standard Deviation	Variance
216	264	2.570	1.050	1.102
264	261	2.651	1.192	1.420
271	265	2.691	1.116	1.245
268	257	2.887	1.118	1.249
219	253	3.284	1.308	1.710
248	267	3.378	1.122	1.259
262	262	3.405	1.116	1.246
261	262	3.428	1.069	1.142
272	264	3.432	1.069	1.144
249	267	3.483	1.224	1.499
229	253	3.531	1.091	1.191
266	250	3.556	1.048	1.099
250	266	3.673	1.150	1.323
258	263	3.673	1.125	1.267
247	269	3.892	1.089	1.186

Only one item within the Achievement Factor, shown in Table 30, appeared of concern as a point of dissatisfaction to teachers involved in this study. Ranking showed that item 168 (the degree of success

pupils were perceived to have achieved in spelling) was negatively related to the teacher's feeling of achievement. According to mean response scores to similar questions about other school subjects, teachers in the study appeared to feel either uncertain or generally satisfied with their achievement as it related to the achievement of their pupils.

Table 30

Means, Standard Deviations and Variance of Items Constituting the Achievement Dissatisfaction Factor

Item	Total Response	Mean	Standard Deviation	Variance
168	203	2.453	0.934	0.873
224	262	3.197	1.050	1.103
195	264	3.235	1.153	1.329
156	208	3.405	0.957	0.916
169	209	3.434	0.886	0.784
155	201	3.523	0.985	0.971
166	221	3.593	0.797	0.635
164	209	3.609	0.883	0.800
151	202	3.764	0.894	0.799
252	269	3.807	1.044	1.089
273	264	3.837	1.043	1.087
165	230	3.889	0.873	0.762
174	160	3.950	0.830	0.689
150	220	4.015	0.797	0.635
158	215	4.273	0.854	0.729

Table 31
Correlation Coefficients of Mean Dissatisfaction Scores
to Tenure

Factor	Tenure
Personal and Economic	-0.004 (.238)*
Working Conditions	0.272 (.001)*
Recruitment and Orientation	-0.089 (.075)*
Organizational Relationships	0.043 (.242)*
Administration	0.147 (.008)*
Achievement	-0.077 (.105)*
Total Mean Dissatisfaction	0.083 (.090)*

* indicates level of significance of r

Pearson correlations are shown in Table 31 between tenure and each of the mean scores for the six dissatisfaction factors. The two factors found to correlate significantly to tenure were working

conditions ($r=.272$) and administration ($r=.147$). The direction of correlation gave some indication that teachers in the study who had spent a longer time in the north were less likely to have expressed dissatisfaction with these factors. Correlations for the remaining factors and tenure were non-significant.

In order to examine the relationship between each of the six dissatisfaction factors and mobility intentions for the following year, analysis of variance procedures were carried out.

Table 32

Analysis of Variance of Intent on the Basis of Six
Dissatisfaction Factors and Newman-Keuls Comparisons
among Classification Means

Source of Variation	Comparisons between	
		Ordered Means ^a
Personal and Economic	0.07	<u>123</u>
Working Conditions	0.38	<u>132</u>
Recruitment and Orientation	0.50	<u>132</u>
Organizational Relationships	2.66	<u>132</u>
Administration	2.15	<u>132</u>
Achievement	0.88	<u>123</u>

*p. .05

Note: (as following Table 23)

Results of the analysis of variance shown in Table 32 pointed out that there were no significant differences in the degree of dissatis-

faction expressed by teachers when grouped according to intentions to be mobile or remain in their positions at the end of the school year. The ordering of means according to the Newman-Keuls procedure did give some indication that for each factor, those teachers who had indicated that they intended to remain in their positions for the following year, had expressed less dissatisfaction than those who planned to resign or transfer. Since differences were not statistically significant, these trends could not be accepted as other than possible indicators.

The null hypothesis explored in this section of the study was that there was no significant relationship between the level of perceived dissatisfaction, the length of tenure in the north and mobility intentions for the end of the school year. Analysis performed led to acceptance of this hypothesis. Although two of the six factors developed as a measure of perceived dissatisfaction were found to be significantly related to tenure, correlation of the total mean dissatisfaction score to tenure failed to reach the .05 level of significance. Similarly, the relationship of dissatisfaction to intent was found to be non-significant for all six factors. The hypothesis of no significant differences was accepted for this study.

Satisfaction and Demographic Characteristics

In order to explore the relationships among dissatisfaction, demographic variables and mobility, analyses of variance and Newman-Keuls comparisons between ordered means were performed. Those variables which related significantly to tenure, intent or dissatisfaction according to a Pearson correlation coefficient were selected for analysis.

The null hypothesis stated that there were no significant differences in the levels of dissatisfaction and intended mobility expressed by teachers grouped according to: sex, age, present position on staff, location of school, size of school, and salary. The following section discusses results of analyses performed on each of these variables.

Table 33

Analysis of Variance of the Dissatisfaction
Score Classified on the Basis of Sex and a Newman-Keuls
Comparison among the Classification Means

Source	F	Comparison between ordered means ^a
Sex	20.71*	<u>1 2</u>

* $p < .005$.

Note: ^aUnderlined sub-groups differed from each other.

An examination of Table 33 indicates that significant differences were found between the level of dissatisfaction expressed by males and females ($F = 20.71$, d.f. 1,268, $p. <.005$). The Newman-Keuls comparison between ordered means showed that females were significantly more likely than males to express dissatisfaction with those factors making up the total dissatisfaction score. Although females were more dissatisfied, they did not differ significantly from males in the length of time they had spent in the north, nor on plans for the end of the school year. Males generally had stayed longer in the north (3.73 years) than females (3.18 years). There was no appreciable difference of intention between the two groups. It may be suggested on the basis of this finding that, although females were more dissatisfied, other factors were of more importance in influencing both tenure and intent.

For the purposes of analysis of dissatisfaction levels, the original age groups from the Teacher Mobility Questionnaire were compressed into four sub-groups as follows: (1) 20 to 29 years, (2) 30 to 39 years, (3) 40 to 49 years, (4) 50 years or more. Analysis of variance of these groups on the criterion of dissatisfaction yielded significant values ($F = 2.71$, d.f. 3,265, $p. <.05$), as shown in Table 34. A Newman-Keuls comparison between ordered means was performed on age groups, showing that sub-groups two and three were significantly less dissatisfied than sub-groups one and four. Sub-group two (30 to 39 years) scored the lowest dissatisfaction level of any age group, while sub-groups four (50 years or more) and one (20 to 29 years) were seen as the most dissatisfied with those items included in the total dissatisfaction

Table 34

Analysis of Variance of the Dissatisfaction Score Classified on the Basis of Age, and a Newman-Keuls Comparison among the Classification Means

Source	F	Comparison between ordered means ^a
Age	2.71*	<u>2 3</u> <u>1 4</u>

* p. <.05.

Note: ^aSub-groups underlined by a common segment of a line did not differ significantly but differed from sub-groups underlined by other segments of the line.

score. Conclusions from this finding must remain tentative, however, since sub-group four contained only 11 subjects, a fact that may have biased results.

As stated earlier in this chapter, age did not exert a significant influence on intent for the end of the 1971-72 school year. On the basis of mean scores, however, the two groups which indicated the strongest intention to become mobile at the end of the year were sub-groups one and four, the same groups which in the analysis of variance expressed the highest level of dissatisfaction. The relationship between dissatisfaction, age and tenure is of interest in that age sub-group three which had expressed a low level of dissatisfaction had spent a longer time in the north than sub-group one which had been most dissatisfied. This relationship would suggest that the longer a teacher

had been in the north, the less dissatisfaction he expressed in this study. Dissatisfaction was not strong enough, however, to influence significantly his intention to become mobile at the end of the 1971-72 school year.

As indicated in Table 35, the staff position of a teacher in 1971-72 was a significant factor in relation to the level of perceived dissatisfaction. The analysis of variance procedure resulted in a significant ratio ($F = 3.16$, d.f. 4,224, $p. <.05$). The Newman-Keuls comparison between ordered means located significant differences between groups of teachers, placing principals, vice-principals and high school teachers (groups one and five) at a low level of dissatisfaction. Primary teachers (group four) were the group which expressed the strongest dissatisfaction. As previous analyses had found, primary teachers had stayed a shorter time and were more likely to leave at the end of the year. This finding would suggest a direct relationship between dissatisfaction, tenure and intent, especially for primary teachers.

The analysis of variance of location of the school as it related to dissatisfaction of the teacher failed to reach the .05 level of significance. Mean responses did however indicate a trend of least dissatisfaction expressed by teachers in the Fort Smith region, and most dissatisfaction among the Baffin teachers. Teachers of the other regions in order of most dissatisfaction were: Arctic Quebec, Keewatin Region and Inuvik region. Again, as earlier analysis showed, the Fort Smith region teachers, indicating little dissatisfaction, had spent

Table 35

Analysis of Variance of the Dissatisfaction Score
Classified on the Basis of Present Position and a
Newman-Keuls Comparison among the Classification Means

Source	F	Comparison between ordered means ^a
Present Position	3.16*	<u>1 5 3 2 4</u>

* $p. < .05$.

Note: ^aSub-groups underlined by a common segment of a line did not differ significantly but differed from sub-groups underlined by other segments of the line.

the longest time in the north and were not likely to plan to leave at the end of the school year. Arctic Quebec teachers who expressed a high level of dissatisfaction had spent the shortest time in the north. This finding supported the trend of higher levels of dissatisfaction relating to shorter tenure. Dissatisfaction did not appear to have a strong influence on mobility intentions as Table 36 had pointed out.

Results of the analysis of variance of the relationship of school size to dissatisfaction found this variable to be a non-significant factor. Mean responses did indicate a trend towards more dissatisfaction among teachers in the larger schools. The dissatisfied teachers, as earlier analyses indicated, would likely have been in the north a shorter

time and would probably plan to leave at the end of the school year. Since school size did not reach a level of significance in any of the analyses, it is not possible to draw any firm conclusions about the importance of it as a factor influencing mobility.

The salary level of the teacher proved to be a significant factor in relation to perceived dissatisfaction on those factors investigated in this study. The analysis of variance shown in Table 36 yielded a significant value ($F = 2.36$, d.f. 9,256, $p < .05$). The Newman-Keuls procedure was not able to isolate any significant differences in the degree of dissatisfaction expressed by teachers according to salary level. The ordered means gave indications that teachers earning more than \$13,000 per year were least dissatisfied, while those near the lower end of the salary scale were most dissatisfied. Earlier analyses revealed that teachers above the \$13,000 level would have spent a longer time in the north and would less likely plan to leave at the end of the 1971-72 school year.

Table 36

Analysis of Variance of the Dissatisfaction Factor
Classified on the Basis of Salary and a Newman-Keuls
Comparison among the Classification Means

Source	F	Comparison
Present Position	2.36*	<u>8 10 6 2 9 7 4 3 1 5</u>

* $p < .05$.

Note: Underlined groups did not differ.

The demographic variables that were analyzed in this section generally support the finding that those teachers who had spent a longer time in the north and were less likely to plan to leave at the end of the school year were also the least dissatisfied. Further discussion of this finding is continued in a later part of this chapter.

On the basis of these findings, the null hypothesis of no differences among level of dissatisfaction expressed by teachers grouped according to demographic variables was rejected. The second part of the hypothesis which stated that dissatisfaction did not significantly influence mobility intentions was accepted. There was no strong evidence to suggest that dissatisfaction exerted a significant influence on mobility intentions, although it was related to tenure.

Teacher Stated Mobility Reasons

Part VIII of the Teacher Mobility Questionnaire asked teachers to complete open-ended questions related to mobility and satisfaction. Replies to section A.1 (Your plans for the future) were used as the mobility scale for analysis in an earlier part of this chapter.

Table 41 shows a frequency distribution of replies to Section A.2 (Reasons for planning to resign) and section B. 1 and 2 (Reasons why ex-northern teachers left the north). For both questions reasons were combined and classified into eight categories. Categories were then ranked according to the number of responses applying to each major factor. Sub-factors in each classification were also ranked, and percentages were computed for each reason out of the total of 152 listed. Since some respondents listed several reasons while others offered

Table 37

Reasons Given for Intention to Resign^a

Reasons	Frequency Mentioned	Percentage of Replies
1. Administration	(34)	(22.4)
Lack of support for work	15	5.4
Principal incompetent	10	3.7
Superintendent incompetent	6	2.2
Unfairly treated by administration	2	0.7
Low salary	1	0.4
2. Education	(31)	(20.4)
To return to university	26	17.1
To get children into southern school	5	3.3
3. Personal	(31)	(20.4)
Plan to marry	9	5.9
Raising a family	9	5.9
Family unhappy in north	7	3.9
Husband job transfer	6	4.7
4. Impermanent northern situation	(23)	(15.2)
Never felt "at home" in north	13	8.6
Planned only short stay	5	3.3
Want to travel, for adventure	5	3.3
5. Isolation	(14)	(9.2)
Lack of social life	8	5.4
Professional isolation	3	1.9
Climate too severe	3	1.9
6. Professional Factors	(9)	(5.9)
Teachers "uncaring"	5	3.3
Doubts about purpose of work	2	1.3
No feeling of accomplishment	2	1.3

Table 37 (Cont'd.)

Reasons Given for Intention to Resign^a

Reasons	Frequency Mentioned	Percentage of Replies
7. Community Factors	(5)	(3.9)
Social interaction difficult	4	2.6
Community too large	1	0.7
8. Politics (Arctic Quebec)	<u>4</u> (4)	<u>2.6</u> (2.6)
Total	152	100.0

Note: ^aReasons include those given by former northern teachers for resignation.

none, the total reasons given does not refer to 152 respondents.

An inspection of Table 37 indicates that the category most frequently mentioned as a reason for intended resignation was that concerned with administrative factors. This category accounted for 34 responses, or 22.4 per cent of the total reasons given. The two major areas of teacher concern within this grouping were: a lack of support for the work teachers do; and perceptions that the school principal was incompetent. These two categories accounted for 15 reasons (5.4 per cent) and ten reasons (3.7 per cent) of the total listed. Factors of lesser importance had to do with dissatisfaction with the superintendent, unfair treatment, and low salary. It is of interest that only one reply mentioned the salary factor.

A need to leave the north for educational and personal reasons was the second most important category. Of 152 reasons given, 31 concerned education and 31 were personal factors. Personal factors contained four sub-sections: marriage plans, raising a family, unhappiness of the family

with northern living and a husband being transferred from the north. The nature of these reasons suggested they would likely have been listed by women rather than men.

Factor four, accounting for 23 responses or 15.2 per cent of all reasons given, included: the feeling of never being "at home" in the north; an intended short stay in the north and the desire for further travel and adventure. One respondent to the Teacher Mobility Questionnaire elaborated this point by writing:

I realize that to enjoy life here we must all have a "mission" to accomplish--i.e., save money, educating the aborigine, learning the culture, etc. If this drive, whatever it is, is not strong enough, life in the north will be hell (p. 15).

Closely tied to expressed feelings of impermanence were the reasons concerned with isolation. Lack of social and professional interaction and the severe climate were mentioned a total of 14 times, making up 9.2 per cent of the total reasons. The three teachers who listed climate as a factor explained that it was the family which found the climate most difficult.

Professional factors were listed nine times for 5.9 per cent of the total. Reasons given in this category were: other teachers are "uncaring"; doubts about the purpose of education, and no feeling of accomplishment in teaching. Community factors appeared to have relatively little influence on a teacher's decision to leave northern teaching. The two reasons included in this category were: the difficulty of social interaction in the community and a community seen as too large by one teacher.

The final reason mentioned was that of politics in Arctic Quebec. It was elaborated as a strong dissatisfaction factor by four teachers in Arctic Quebec schools. Political issues did not appear to be significant

Teacher Recommendations

Table 38 contains replies of section three of the concluding portion of the questionnaire which invited teachers to suggest recommendations they felt would facilitate improvement in any aspects of northern education. A total of 140 recommendations were made, which for the purposes of clarity were classified into nine categories. The categories were ranked according to frequency of response and percentage frequencies were computed.

An examination of this table indicates a strong concern with professional matters. Recommendations for improved living and working conditions were relatively unimportant, and increased salaries were not mentioned by any respondent. Six factors related to school programs were voiced a total of 39 times for 27.9 per cent of the replies. Most frequent recommendation was a call for more northern content material (15), followed by a recommendation for a clear statement of the goals of northern education (10). Other points included a change to teaching in the native language during the first three years of school; a greater emphasis on teaching pre-vocational skill subjects; more direct teaching of communication skills; and a policy of teaching English as a language throughout the school.

The second most important area of teacher concern was that of the recruitment and orientation of new teachers. A total of 35 responses or 25 per cent of all recommendations made involved these factors. A succinct comment by one teacher on the Teacher Mobility Questionnaire was:

Table 38

Teacher Recommendations for Improved Teaching-Learning Climate in
Northern Communities

Recommendations	Number of Responses	Percentage of Responses
1. Education Programs	(39)	(27.9)
More northern oriented content	15	10.7
Clearer idea of goals of education	10	7.2
Teach in native language K-2	7	5.0
Emphasize vocational and skill subjects	4	2.9
Emphasize communications skills	2	1.4
Teach English as a language throughout school	1	0.7
2. Recruitment and Orientation	(35)	(25.0)
Screen applicants on personality factors	8	5.7
Recruit teachers with cross-cultural and native language training	8	5.7
Hold orientations in communities	7	5.0
Design more realistic orientation program	7	5.0
Place teachers in area of competence	5	3.6
3. In-service Education	(24)	(17.2)
Hold workshops at community level	10	7.2
Make in-service work more realistic	10	7.2
Improve calibre of conferences	2	1.4
Keep teachers more professionally informed	2	1.4
4. Teacher Involvement	(17)	(12.1)
Let teachers be responsible for innovations	13	9.2
Let teachers have voice in decision-making	4	2.9
5. Community Involvement	(14)	(10.1)
School committees more responsible	10	7.2
Adult communications courses	4	2.9
6. Living and Working Conditions	(7)	(5.6)
Discontinue "shared" housing	3	2.1
Organize smaller classes per teacher	3	2.1
Institute sabbatical leave plan	2	1.4
7. Close all residential schools	1 (1)	0.7 (0.7)
8. Recruit administrators with northern experience	1 (1)	0.7 (0.7)
9. Conduct research as a guide to education policies and programs	<u>1</u> (1)	<u>0.7</u> (0.7)
Total	140	100.0

The recruitment of able, aware teachers, and especially the ability to keep such teachers in the north and "weed out" the poor candidates is a far larger determinant of teaching success than better staff training, administrative and curriculum changes, etc. (p. 15).

Recommendations included a closer personality screening of teachers; greater efforts to hire those teachers with inter-cultural training; more careful placement of teachers according to competence areas; and the holding of more meaningful orientations, at the community level. Concern with orientation programs was expressed in 10 per cent of the replies.

Ranked third in importance among the recommendations was that of in-service training. Twenty-four replies or 17.2 per cent of the total mentioned such factors as holding workshops in the communities; making in-service programs more realistic; improving teacher conferences, and keeping teachers better informed of innovations, programs and philosophies of education in other areas of Canada. A call for greater teacher involvement in innovations and decisions was mentioned 17 times. This factor accounted for 12.1 per cent of all recommendations. Of lesser importance were suggestions for greater community involvement through giving school committees greater responsibility for education. It was felt by four teachers that improved adult education programs in communication skills were essential. Community involvement was mentioned 14 times, accounting for 10.1 per cent of the total.

Recommendations related to living and working conditions were infrequently mentioned but called for improved housing so that single

teachers were not forced to share accommodation. Three teachers suggested smaller classes and two mentioned the institution of a sabbatical leave plan so that long-time teachers could leave the north periodically without having to resign. Only 5.6 per cent of total recommendations mentioned these factors.

Recommendations mentioned once included a suggestion to close all residential schools; to recruit administrators with "northern" experience and to institute research projects as a basis for changes.

Table 39 depicts recommendations made by northern teachers in the area of preparation teachers require before taking a northern position. In most cases, they concern specialized training not readily available in teacher education programs. Concern with these specialized fields points out that northern teachers recognize that teaching in the Northwest Territories and Arctic Quebec is a specialized type of teaching requiring special types of preparation. The recommendations confirmed the need for inter-cultural awareness and understanding; for knowledge of native languages; for facility in human relations skills and for specialized educational techniques.

Discussion of Results

The purpose of the present study was to identify factors related to the mobility and dissatisfaction of teachers in the Northwest Territories and Arctic Quebec. No clear set of factors emerged as major sources of mobility, but findings indicated generally that mobility was linked to a variety of factors which related to job dissatisfaction;

Table 39

Recommendations of Special Training for Northern Teachers

Type of Training	Number of Responses	Percentage of Responses
1. Cultural studies	60	24.8
2. Teaching English as a second language	45	18.6
3. Inter-cultural education	36	14.9
4. A native language	36	14.9
5. Individualized instruction	17	7.0
6. Human relations training	16	6.6
7. Teaching the disadvantaged	10	4.1
8. Teaching reading	10	4.1
9. Remedial and diagnostic techniques	8	3.4
10. Linguistics	<u>4</u>	<u>1.6</u>
Total	242	100.0

to the personal and professional characteristics of teachers; and to specific conditions of teaching and living in northern Canada.

Data collected in this study indicated that northern teachers differed from the general teaching population of the four western provinces of Canada on specific criteria. Northern teachers were more likely than in the provinces to be young, married males. At the

elementary teaching level, they were likely to have more training and to be employed at higher salary levels than colleagues in the western provinces. The highest proportion of them were found to have originated in either Saskatchewan or Ontario, and they were more likely to be mobile than teachers of Manitoba, Saskatchewan, Alberta or British Columbia.

These findings are of particular interest in that the literature into teacher mobility causes in other geographical areas found that highly trained married men at high salary levels was the group of teachers least likely to be mobile (Murray, 1955; Carmack, 1970; Kleinert, 1968; Letchworth, 1971). Evidence in this study contradicted this general conclusion.

Changes in the type of teacher employed in the Northwest Territories over the past ten years suggested efforts had been made by educational administrators to recruit more married men with university degrees. If this policy were based on the assumption that this type of teacher would remain longer in the northern teaching force, then this study suggests that the assumption may be over-powered by other more influential mobility factors.

Except for the categories of age, position, salary, and location, the hypothesis was accepted that there were no significant differences in the mobility rate of teachers grouped according to demographic characteristics. Sex of the teacher was found to be a non-significant factor in relation to mobility. This contradicts the findings of (Carmack, 1970; Savage, 1968; and Letchworth, 1971). Sex was

significantly related to dissatisfaction with females expressing a higher level of dissatisfaction than males, but dissatisfaction was not significantly related to intended mobility.

Marital status was found to have no significant relation to either the length of time a teacher had spent in the north, nor job intentions for the following year. This finding was contrary to that of (Mulford, 1969; Kleinert, 1968; and Charters, 1967).

This study pointed out that 20 per cent of the total northern teaching force was made up of teachers born outside of Canada. Analysis of this variable in relation to mobility found that whether a teacher had come from Canada or elsewhere had no effect on the length of time he was likely to remain in northern teaching. This conclusion must remain tentative because of the small sample of non-Canadian teachers in the study. However, it did indicate a contradiction to the conclusion of Mulford's (1969) study of United Kingdom teachers in Saskatchewan. He found that as a group they were significantly more mobile than the general Saskatchewan teaching population.

The length of university training, which was found by Murray (1955) to be positively correlated to stability in a teaching position, was a factor of no significance in this study. Other studies which considered training as a mobility factor were more concerned with the type rather than the length of training (Adamson, 1960; Hohn, 1964; Harris, 1957; and Letchworth, 1971). Teachers in the present study also were concerned with the suitability rather than the length of training as an essential element in relation to satisfaction with their work. They

strongly recommended specialized training for northern teaching, a fact that leads to interesting speculation about the rationale underlying the administrative policy of recruiting teachers with more years of training which might in reality have little applicability to northern teaching.

The amount of previous experience of a teacher was of no significance as a mobility factor in this study. This finding disagreed with that of Brown (1967) who found that teachers with at least six years' previous experience were likely to stay longer. This finding brings questions about the recruiting policy of the Northwest Territories education system, which gives preference to teachers with at least two years of previous experience. If part of the reason for this policy is to stabilize the teaching force, then evidence in this study questions its validity.

The only position factor of any significance in this study was that of present position on the school staff. It related significantly to time spent in the north. Principals and vice-principals were found to have spent a significantly longer time in the north than primary and elementary teachers. Since the majority of administrative appointments were made from within the system, it was expected that administrators would have been in the north for some time before they were appointed as principals or vice-principals. It was found that principals and vice-principals were less dissatisfied than primary teachers. They also were less likely to be mobile.

Salary was found to be an important mobility and satisfaction

factor. Those teachers at higher salary levels had spent a longer time in the north, were more likely to remain in their positions, and expressed less dissatisfaction than the more mobile teachers at lower salary levels. Conclusions reached by Carmack (1970) and Francouer (1963) supported this finding. Analysis in this study did reveal some ambiguity about the relationship of salary to mobility with some lower range salary groups staying longer than some higher salaried groups. The Langlois (1968) and Charters (1958) studies yielded similar results and concluded that the relationship of salary to mobility was unclear and generalized conclusions were difficult.

Perhaps the most clear and direct relationship of any one factor in relation to both dissatisfaction and mobility was that of the location of the school. Generally, teachers in the eastern Arctic areas of the Northwest Territories, as well as those of Arctic Quebec, had spent a shorter time in the north, were likely to be more dissatisfied, and were more likely to be mobile. Carmack (1970) found in a study of Grande Prairie teachers that remoteness of the location was an important mobility factor, as did Letchworth (1971) in his study of American teachers in Bureau of Indian Affairs schools. Mulford's (1969) study of United Kingdom teachers supported this finding. It was expected from this evidence that the size of school would also have an important effect on teacher satisfaction and mobility. On the contrary, this was not true, and school size was found to be a non-significant factor. Assuming the dissatisfaction with location was concerned with isolation from the teacher's own social

and cultural "home", then it is logical that the size of the school would be unimportant. In such studies as (Mulford, 1969; Langlois, 1968; and Charters, 1958), school size was found to be an important mobility factor.

The questionnaire data was validated to some extent by the teacher-listed reasons for leaving the north. Although the priority of importance given to dissatisfaction factors in the analysis differed somewhat from that in the reasons volunteered by teachers, generally, the two lists contained similar factors. Since those reasons stated by the teachers were not analyzed statistically, it was impossible to know whether there was any relationship between the reasons and the demographic characteristics of the respondents.

Reasons for leaving, and recommendations for change as stated by teachers in this study both identified crucial factors of a unique northern nature. The studies by Letchworth (1971) and Carmack (1970) found that there were, for teachers in more remote areas, built-in mobility factors not likely to exist in larger cosmopolitan areas. The difficulties of transportation and communication in the north frequently made teachers feel uninvolved in decision making, a dissatisfaction feeling compounded by departmental practice of decision-making at the top. Furnished government housing provided for teachers and a restrictive limit set on the amount of personal belongings a teacher was allowed to take north, contributed to feelings of impermanence.

The lack of professional contact with other teachers through in-service training sessions contributed to feelings of isolation,

uninvolvement and powerlessness. Teachers strongly recommended an increase in the amount and calibre of professional in-service training to overcome some of these difficulties.

Two other "northern" factors of concern to teachers were the whole question of goals, objectives, policies and practices in the educational program, and the type of teachers recruited for northern teaching. In an environment where remoteness dictated exposure to a limited number of people for a considerable length of time, personality factors were an important issue. The recruitment of teachers who were ill-prepared either by personality or training factors to adapt to the north frequently led to dissatisfaction for themselves and others.

From the content of the responses to the open-ended questions, it was apparent that northern teachers are keenly aware of some unique northern factors that lead to lack of teacher and student achievement; to dissatisfaction and mobility. Perhaps the key to building a more stable teaching force in the north lies more within the framework of teacher-expressed dissatisfaction and recommendations rather than the more commonly accepted dissatisfaction factors analyzed in this study.

According to findings of this study, there was a lack of correlation between dissatisfaction factors and mobility. Dissatisfaction appeared not strong enough to have influenced mobility but when combined with other factors could have certainly influenced a potentially mobile teacher to leave. Of the six dissatisfaction factors considered, only Working Conditions and Administration correlated significantly to length of stay, indicating less dissatisfaction among teachers who had

stayed longer. None of the six dissatisfaction factors related significantly to intent. This suggested that for teachers in this study, the level of dissatisfaction with the factors investigated was not sufficiently high to significantly influence mobility decisions at the end of the 1971-72 school year.

Cram's (1972) study of Northwest Territories teachers found that factors involved in feeling of autonomy, self-worth as a teacher and recognition for professional competence were important dissatisfaction factors. The fact that this type of concern was also mentioned frequently in this study supports the idea that for northern teachers it may be not so much a question of removing the irritants causing dissatisfaction as it is of increasing the availability of greater satisfaction in northern teaching. The dissatisfaction factors were not significantly related to intent although there was some indication that those teachers who had planned to remain in their positions were less dissatisfied.

Herzberg's (1958) model of a distinction between satisfiers and dissatisfiers may be applicable to this group of teachers. If demographic variables and dissatisfaction are not significantly influential as to cause mobility, then perhaps attention must be placed on instituting policies aimed at satisfying the higher order needs of northern teachers.

This study identified and investigated some of the factors which may have influenced teachers of the Northwest Territories and Arctic Quebec to have a potential mobility rate of more than 30 per cent in

1971-72. Findings were not generally significant but trends and patterns existed which indicated that a relationship may have existed between the degree of dissatisfaction expressed by teachers and their intentions to be mobile or remain in their positions for the following year.

Chapter V

Summary and Conclusions

This study was designed to explore the question of teacher mobility in the Northwest Territories and Arctic Quebec in an effort to identify factors which may have influenced teachers to have spent a short time in the north, and to have intended to move at the end of the school year. The problem was examined under two broad categories described as: the extent to which mobility decisions were based on dissatisfaction with the work situation; and the influence of such factors as age, sex, salary, experience, and other demographic variables. An attempt was made to isolate any mobility factors which may have been unique to the geographical, economic and cultural situation of northern Canada.

To collect data essential to the study a Teacher Mobility Questionnaire was constructed. It was designed to include items suggested in the literature, in conversations with northern teachers and from the author's previous experience in northern teaching. The questionnaire sought information concerning demographic data about each teacher; reasons for going north; plans for the following year; and reasons for leaving. In addition, respondents were given the opportunity in a large section of the questionnaire to express their feelings of satisfaction or dissatisfaction with various aspects of teaching and living in northern Canada. It was hoped that analysis of the data would provide a better

understanding of the type of teachers who seek to work in northern schools, as well as identifying factors related to the rate of teacher mobility into and out of schools in the Northwest Territories and Arctic Quebec.

This chapter contains a summary of procedures followed in the study; results of the data analysis; conclusions based on evidence presented; and recommendations for further research, and possible actions towards creating greater stability in the northern teaching population.

Summary of the Study

Questionnaires were sent in January, 1972, to 625 teachers on staff in schools of the Northwest Territories and Arctic Quebec and to 120 former northern teachers living elsewhere in Canada. A total of 290 replies were received out of which 270 were considered usable for purposes of the study.

Analysis of the data involved computing a percentage frequency distribution for all items on the questionnaire. Pearson product-moment correlation coefficients were performed on all interval level data in the study. Ordinal and nominal data were analyzed by the analysis of variance techniques and the Newman-Keuls comparisons between ordered means.

Demographic data analyzed in the study included: sex, age, marital status, origin, years of university training, years of previous experience, first northern position, present northern position, salary, location of school, and size of school. Comparisons were made where demographic

data were available, among teachers in the study sample; teachers of the total 1971-72 teaching staff of the Northwest Territories; teachers who had been employed in the north between the years 1950 and 1970; and teachers of the Yukon and the four western provinces. From these comparisons it was possible to suggest characteristics on which northern teachers of the 1971-72 group resembled or differed from northern teachers of past years, and from teachers of other geographical areas.

The importance of demographic characteristics to mobility intentions of teachers was investigated by computing correlation coefficients and performing analysis of variance procedures between related variables.

The questionnaire was designed to include six sub-scales of dissatisfaction factors which related studies had found to be related to dissatisfaction and mobility (Mulford, 1969; Langlois, 1968; Carmack, 1970). These factors as identified for analysis purposes were:

Personal and Economic; Working Conditions; Recruitment and Orientation; Organizational Relationships; Administration; Achievement. Fifteen questionnaire items were included under each factor and correlation coefficients and means, standard deviations and variances were computed on each to determine the relationship of each to the factor.

Correlation coefficients and analysis of variance techniques were used where applicable to examine the relationship between dissatisfaction, tenure and intended mobility.

Analysis of variance procedures were performed between dissatisfaction and those demographic variables which had correlated significantly to intent.

The study was set against the general framework in which mobility was intricately involved with teacher personality, motivations, job satisfaction and dissatisfaction (Maslow, 1943; Herzberg, 1959, Vroom, 1964; Charters, 1958). It was within this framework that the following conclusions and recommendations were reached.

Conclusions

On the basis of data collected for this study it was concluded that the sample generally was representative of the teaching population. The sample was atypical of the teaching force in that it contained a larger proportion of men than was true of the total staff. Teachers in the sample generally had spent a longer time in the north and represented more teachers at lower salary levels than was proportional to the Northwest Territories teaching population. This discrepancy was due to inclusion of Arctic Quebec teachers whose salary scale was made up in a different way.

Analysis of data led to formulation of the following conclusions:

- (1) Compared to the general teaching population of Manitoba, Saskatchewan, Alberta and British Columbia in 1969-70, teachers of the Northwest Territories and Arctic Quebec at the time of the study were more likely to be mobile, males, married, at higher salary levels, and have more training.
- (2) Of the demographic variables identified, only age, salary, present position and location of school were significantly related to mobility.

- (3) Of six dissatisfaction factors analyzed in this study, four were found to be significantly related to the length of time spent in northern teaching. In order of correlation they were: Working Conditions, Administration, Recruitment and Orientation, Achievement. None of these factors was significantly related to intended mobility at the end of the school year.
- (4) Lack of teacher involvement in decision making; infrequency of visits by the superintendent and teacher consultant; unfair treatment; a heavy burden of administrative details; incompetent principals, were factors strongly related to dissatisfaction.
- (5) Major sources of dissatisfaction concerned recruitment practices and teacher orientation programs. Incongruence between what teachers were led to expect and what actually existed in the north, and inappropriateness of orientation programs were particular irritants.
- (6) Discontent was strongly related to lack of student success and interest in classroom work; doubts about suitability of school programs; vague knowledge about the objectives of northern education and low feelings of accomplishment as a teacher.
- (7) Concern with the high cost of fresh food was a source of dissatisfaction.
- (8) Isolation from a university, libraries, social activities of the south and professional contact with other teachers were important irritants.
- (9) Inadequate supply of readers and texts, and written material on

the north contributed to dissatisfaction.

- (10) Feelings of being transients, augmented by northern living conditions and personal desires to travel contributed strongly to dissatisfaction and mobility.
- (11) Lack of involvement in the community, and little community involvement in education was a source of dissatisfaction.
- (12) Discontent was related to lack of meaningful in-service training programs and feelings of being professionally "out-of-touch".
- (13) The region of the north in which the teacher was located strongly influenced dissatisfaction and mobility. Teachers in more isolated regions were more dissatisfied and more mobile.
- (14) Higher salaried teachers were both less mobile and expressed less dissatisfaction.
- (15) Females were likely to be more dissatisfied than males, but not significantly more mobile.
- (16) Primary and elementary teachers were found to be more dissatisfied and more mobile than principals, vice-principals and specialists.
- (17) Mobility and dissatisfaction was more evident among younger teachers.
- (18) From the findings of this study dissatisfaction alone could not be identified as a primary source of dissatisfaction, but when combined with certain demographic variables and northern factors, it appeared to have a strong influence on some teachers to become mobile.
- (19) Concern with costs of rent; lack of medical facilities, condition of living accomodation were not important dissatisfaction factors.

Because the nature of this study was exploratory, it was anticipated that not all dissatisfaction and mobility factors would be identified. It was obvious that those concerns which the study investigated were of importance. However, there is little doubt that other major factors were operant among northern teachers who continued to show a higher-than-average mobility rate after having attained many of the extrinsic rewards sought by teachers elsewhere. Northern teachers planned to be mobile in 1972 in spite of an over-supply of teachers in southern Canada.

The complexity of the situation is supported in the studies of Charters (1958) and Letchworth (1971). As Charters concluded, the question of teacher dissatisfaction involves the whole complex of teacher personality, teacher motivations, career patterns, personal and professional needs, and rewards. Letchworth's (1971) study found that elements of isolation; intercultural teaching; and living within a culturally different community complicated even further the forces that influenced a teacher. The decision to move or remain in a position then becomes one that the teacher himself finds difficult to explain.

Recommendations

The conclusions reached in this study and the limitations of the investigation have led the writer to make the following recommendations to educators in the Northwest Territories and Arctic Quebec:

- (1) That a study be conducted into the "unique northern" factors enumerated by teachers as important sources of dissatisfaction.

- (2) That a study be conducted into the effect of teacher dissatisfaction and mobility on the school and community.
- (3) That the Department of Education and the Northwest Territories Teachers' Association design a continuing research program whereby mobile teachers each year are requested to indicate reasons for leaving their positions. (exit interviews).
- (4) That the administration design a continuing study to discover the expectations of teachers who are recruited for northern schools; the extent to which these expectations are met at various times in the north, and the relationship to satisfaction and mobility.
- (5) That administrators consider positive remedial actions to deal with controllable factors which have been found to relate to dissatisfaction.
- (6) That administrators give serious study and consideration to the feasibility of implementing those recommendations voiced by teachers in the study. Recommendations in the area of school programs already are being initiated. Those related to recruitment, orientation and in-service training deserve serious consideration.
- (7) That a study be conducted comparing the degree of perceived dissatisfaction of teachers trained through the Northwest Territories Teacher Training Program and those trained and recruited outside the north.
- (8) That research into various aspects of the northern education program and organization be instituted as a continuing project.

In conclusion, there is no doubt that the present rate of teacher mobility in the Northwest Territories and Arctic Quebec can be reduced.

Complete elimination of teacher mobility is an unlikely and undesirable possibility. The author feels strongly that the present level of teacher resignation and transfer is detrimental to the quality of education being provided for northern children. Strong, co-operative efforts by officials of the Department of Education and the Northwest Territories Teachers' Association are essential to remove teacher irritants; to enhance satisfaction and thereby increase the stability of the teaching population in Canada's northern territories.

UNIVERSITY OF SASKATCHEWAN

126

SASKATOON, CANADA
S7N 0W0

2623 Melrose Avenue
Saskatoon, Saskatchewan
January 17, 1972

Fellow Northern Teacher:

At present I am on education leave from the Northwest Territories. I am doing research for a thesis in the Indian and Northern Education Program at the University of Saskatchewan.

During 10 years as a Northern teacher and regional consultant, my concern came to focus more clearly on the importance of the teacher in the education program in Canada's North. Therefore, I have become involved in research in the area of teacher opinions of living and working conditions and teacher mobility into and out of Canada's North. Because you are the people on the scene, you know best what the realities are. I am asking you to help by answering the enclosed questionnaire.

In addition to use in my thesis, the information collected here will serve other practical purposes. As part of its "Man in the North" project, the Arctic Institute of North America is doing a study of the preparation of teachers for work in Northern schools. The Institute will use information I have collected, rather than sending you a separate questionnaire. Results of this research will be made available to the Northwest Territories Teachers' Association and to the Education Department of the Territorial Government for future planning and improvement of working conditions in Northern areas.

It is important to me that your responses remain anonymous. The code number on the front of each booklet will be used only for checking the return of questionnaires. Only the compiled results of the study will be made public. Answers from the questionnaires will not be identified with you, your school or community.

You will find enclosed a stamped, self-addressed envelope in which to return your completed questionnaire. I would appreciate your cooperation in returning it to me as promptly as possible.

Thank you for your assistance.

Yours sincerely,



UNIVERSITY OF SASKATCHEWAN

127

SASKATOON, CANADA
S7N 0W0

Indian & Northern Education Program
College of Education
University of Saskatchewan, Saskatoon
January 17, 1972

Dear fellow northern educationists:

This is to certify the full endorsement of Miss Koenig's study by the staff of the Indian and Northern Education Program at the University of Saskatchewan in Saskatoon.

As early as 1961, the mobility of teachers in Northern Saskatchewan was one of the factors that led the Department of Education of the province to ask the University to look into the matter of Indian and Northern education. This gave birth to a first summer session labelled Ed. 2-357, and eventually to the development of the whole program as it now stands.

Miss Koenig's questionnaire combines professional preoccupations with technical excellence. Though aimed primarily at drawing up the broad picture that will help administrators, planners, etc., it also affords to each one who will answer it an opportunity to analyse his own experience critically. Best wishes to all who will take time to do so.

Sincerely yours,



Dr. Andre Renaud, O.M.I.,
Professor and Chairman

January 17, 1972

To former Northern teachers:

I am sending the enclosed questionnaire to all those of you I can locate. Your opinions on teaching conditions as you experienced them will be a help in giving me a more complete picture of teachers' perceptions of Northern education.

In answering the questions, I would ask that you think back to the last position in which you worked in the Northwest Territories or Arctic Quebec, and reply in the context of that school or community.

I appreciate your help, and look forward to receiving an early reply.

Sincerely,



Del M. Koenig

Encl.

Appendix A (cont'd.)

FACTORS RELATED TO TEACHER MOBILITY
IN SCHOOLS OF THE NORTHWEST TERRITORIES
AND ARCTIC QUEBEC

1. BASIC DATACODEITEM

1. Sex:

Please circle one code number

Key: 1 ... male 2 ... female

1 2

1

2. Your age:

Please circle one code numberKey: 1 ... 20 -- 24 yrs.
2 ... 25 -- 29 yrs.
3 ... 30 -- 34 yrs.
4 ... 35 -- 39 yrs.
5 ... 40 -- 44 yrs.
6 ... 45 -- 49 yrs.
7 ... 50 -- 54 yrs.
8 ... 55 -- 60 yrs.
9 ... 60 yrs. or more1
2
3
4
5
6
7
8
9

2

3. Marital status:

Please circle one code numberKey: 1 ... single 2 ... married
3 ... div./sep. 4 ... widowed1 2
3 4

3

4. Country of origin:

Please circle one code numberKey: 1 ... Canada
2 ... United States
3 ... Great Britain
4 ... Australia
5 ... Other1
2
3
4
5

4

5. Years you have taught (outside of Northwest Territories or Arctic Quebec)

Please circle one code numberKey: Each number of the code indicates one year of teaching experience0
1 6 11 16
2 7 12 17
3 8 13 18
4 9 14 19
5 10 15 20

5

5. (a) Type of experience

Please write the number of years in the square opposite the applicable position listed. The numbers written will total the years of experience indicated in the previous question.

(i)	as teacher in community with population of 1000 or less.	<input type="checkbox"/> <input type="checkbox"/>	6
(ii)	as principal or vice-principal in community with population of 1000 or less.	<input type="checkbox"/> <input type="checkbox"/>	7
(iii)	as specialist (counsellor, I.A., H.Ec., librarian, art music, P.E.) in community with population of 1000 or less.	<input type="checkbox"/> <input type="checkbox"/>	8
(iv)	as teacher in community with population of 1000 to 5000.	<input type="checkbox"/> <input type="checkbox"/>	9
(v)	as principal or vice-principal in community with population of 1000 to 5000.	<input type="checkbox"/> <input type="checkbox"/>	10
(vi)	as specialist (counsellor, I.A., H.Ec., librarian, art, music, P.E.) in community with population of 1000 to 5000.	<input type="checkbox"/> <input type="checkbox"/>	11
(vii)	as teacher in community with population of 5000 or more.	<input type="checkbox"/> <input type="checkbox"/>	12
(viii)	as principal or vice-principal in community with population of 5000 or more.	<input type="checkbox"/> <input type="checkbox"/>	13
(ix)	as specialist (counsellor, I.A., H.Ec., librarian, art, music, P.E.) in community with population of 5000 or more.	<input type="checkbox"/> <input type="checkbox"/>	14
(x)	as teacher/principal/vice-principal/specialist, in school operated by Department of Indian Affairs.	<input type="checkbox"/> <input type="checkbox"/>	15
(xi)	as teacher/principal/vice-principal/specialist in provincially controlled integrated school (native-white pupils)	<input type="checkbox"/> <input type="checkbox"/>	16
(xii)	as teacher/principal/vice-principal/specialist in any of the developing countries, as a member with CUSO, CIDA, private agency (church).	<input type="checkbox"/> <input type="checkbox"/>	17

6. Other experience--please list any other work experience you have had that you feel has been useful in preparing you for the work you are presently doing.

Four horizontal lines for writing answers to question 6.

18
19
20
21

7. Total years of experience in schools of Northwest Territories/Arctic Quebec (include present year).

Please indicate number in box at right.

[]

22
23
24
25

8. First position held in Northwest Territories or Arctic Quebec.

Please circle one code number

- Key: 1 ... principal
- 2 ... vice-principal
- 3 ... specialist
- 4 ... elementary teacher
- 5 ... primary teacher
- 6 ... high school teacher
- 7 ... consultant

1
2
3
4
5
6
7

26

9. Position presently held in the Northwest Territories or Arctic Quebec. (Former teachers omit this question)

Please circle one code number

- Key: 1 ... principal
- 2 ... vice-principal
- 3 ... specialist
- 4 ... elementary teacher
- 5 ... primary teacher
- 6 ... high school teacher
- 7 ... consultant

1
2
3
4
5
6
7

27

II. ACADEMIC AND PROFESSIONAL TRAINING

1. Years of teacher training in teachers' college

Please circle one code number

- Key: 1 ... one year
- 2 ... two years

1
2

70

- 2. Years of university training completed (including teacher training, if taken at a university).

Please circle one code number

Key:	1 ... one year	1
	2 ... two years	2
	3 ... three years	3
	4 ... four years	4
	5 ... five years	5
	6 ... six years	6
	7 ... more than six years	7

71

- 3. Name institution and location where initial training was taken.

Institution

Location

72

- 4. Please list/discuss here any aspects of teacher preparation which you feel would be a very real help to teachers planning to work in the North, and which you feel may be under-emphasized in present programs.

73
74
75
76
77
78
79
80
81
82

5. Courses taken towards degree/teaching certificate.

Code

Please circle numbers only if you have taken courses in the areas listed below.

For each course taken, please rate according to your perception of its value as preparation for Northern teaching.

(Mark no number for courses not taken.)

Key: if you have taken the course and found it to be:

... of great value, circle a

... of some value, circle b

... uncertain, circle c

... of no value, circle d

... of negative value, circle e

a	b	c	d	e
a	b	c	d	e
a	b	c	d	e
a	b	c	d	e
a	b	c	d	e

Curricular and Methodological

Methods in teaching elementary subjects

a	b	c	d	e	83
---	---	---	---	---	----

Methods in teaching secondary subjects

a	b	c	d	e	84
---	---	---	---	---	----

Kindergarten/primary methods

a	b	c	d	e	85
---	---	---	---	---	----

Audio-visual education

a	b	c	d	e	86
---	---	---	---	---	----

Teaching methods in vocational subjects

a	b	c	d	e	87
---	---	---	---	---	----

Principles of curriculum construction

a	b	c	d	e	88
---	---	---	---	---	----

Education Administration

Introduction to education administration

a	b	c	d	e	89
---	---	---	---	---	----

Teacher in the school organization

a	b	c	d	e	90
---	---	---	---	---	----

Supervision in administration

a	b	c	d	e	91
---	---	---	---	---	----

School library services

a	b	c	d	e	92
---	---	---	---	---	----

Comparative education (in other countries)

a	b	c	d	e	93
---	---	---	---	---	----

Education Foundations

Sociology and education

a	b	c	d	e	94
---	---	---	---	---	----

Philosophies in education

a	b	c	d	e	95
---	---	---	---	---	----

Anthropology and education

a	b	c	d	e	96
---	---	---	---	---	----

History of education

a	b	c	d	e	97
---	---	---	---	---	----

Educational psychology

Human growth and development

a	b	c	d	e	98
---	---	---	---	---	----

Child development

a	b	c	d	e	99
---	---	---	---	---	----

Small group learning

a	b	c	d	e	100
---	---	---	---	---	-----

Adolescent development

a	b	c	d	e	101
---	---	---	---	---	-----

Individual and group counselling

a	b	c	d	e	102
---	---	---	---	---	-----

Testing and evaluation

a	b	c	d	e	103
---	---	---	---	---	-----

Mental health in schools

a	b	c	d	e	104
---	---	---	---	---	-----

Special Education

Teaching the gifted	a	b	c	d	e	105
Teaching the mentally retarded	a	b	c	d	e	106
Teaching the emotionally disturbed	a	b	c	d	e	107
Teaching the physically handicapped	a	b	c	d	e	108

Inter-Cultural (Indian-Eskimo) Education

Introduction to inter-cultural education	a	b	c	d	e	109
History of Indian/Eskimo education	a	b	c	d	e	110
A native Canadian language	a	b	c	d	e	111
Teaching English as a second language	a	b	c	d	e	112
Problems in inter-cultural education	a	b	c	d	e	113
A cross-cultural approach to teaching language arts	a	b	c	d	e	114

Other courses

Applied anthropology	a	b	c	d	e	115
Anthropology of the Arctic	a	b	c	d	e	116
Anthropology of the North American Indian	a	b	c	d	e	117
Economic geography of the North	a	b	c	d	e	118

Please list any additional courses you have taken that you feel have been of particular value in preparation for your teaching in the North.

						119
						120
						121
						122
						123
						124
						125
						126
						127

6. What importance to you attach to various aspects of preparation for teachers in the Northwest Territories and Arctic Quebec?

Please indicate your opinion of the importance of each factor by circling the appropriate number.

... if you feel the factor is very important circle a	a	b	c	d	e	
... if you feel it is important, circle b	a	b	c	d	e	
... if you feel uncertain about it, circle c	a	b	c	d	e	
... if you feel it is unimportant, circle d	a	b	c	d	e	
... if you feel it is very unimportant, circle e	a	b	c	d	e	

1. Formal teacher training	a	b	c	d	e	128
2. Studies in the social sciences	a	b	c	d	e	129
3. Classes in cross-cultural education	a	b	c	d	e	130
4. Knowledge of local culture	a	b	c	d	e	131
5. Ability to understand and speak the language of the community	a	b	c	d	e	132
6. Experience in human relations training	a	b	c	d	e	133
7. Formal orientation courses	a	b	c	d	e	134
8. On-going in-service training programs	a	b	c	d	e	135
9. Frequent attendance at conferences and workshops	a	b	c	d	e	136
10. Inter-class and inter-school visits	a	b	c	d	e	137
11. Special training in how to teach kindergarten, primary or special subject areas	a	b	c	d	e	138
12. Previous experience in teaching native Canadian children	a	b	c	d	e	139

III. ECONOMIC AND FAMILY FACTORS

1. Present gross salary (based on 1971-72 salary schedule).

Please circle code number of salary range nearest your present gross earnings.

Code

(Teachers no longer working in the Northwest Territories or Arctic Quebec, please indicate gross salary of last Northern position.)

Key: 1...\$6000 - 7000	7...12001 - 13000
2... 7001 - 8000	8...13001 - 14000
3... 8001 - 9000	9...14001 - 15000
4... 9001 - 10000	10...15001 - 16000
5...10001 - 11000	11...16001 - 17000
6...11001 - 12000	12...17001 - 18000

1	7
2	8
3	9
4	10
5	11
6	12

28

2. Please indicate how you feel about each of the following statements concerning living in the North (Single teachers answer only questions which apply).

Key: ...if you strongly agree, circle a
...if you agree, circle b
...if you are uncertain, circle c
...if you disagree, circle d
...if you strongly disagree, circle c

a	b	c	d	e
a	b	c	d	e
a	b	c	d	e
a	b	c	d	e
a	b	c	d	e

1. The cost of fresh food in this settlement is abnormally high.
2. Rent for teacher accommodation is high compared to Southern rates.
3. I miss being closer to a university.

a	b	c	d	e	29
a	b	c	d	e	30
a	b	c	d	e	31

4. I dislike being so remote from my family and friends.	a	b	c	d	e	32
5. My wife/husband cannot find employment in her/his field of work.	a	b	c	d	e	33
6. I find life in this settlement a mental and emotional strain.	a	b	c	d	e	34
7. My family finds living in this settlement a mental and emotional strain.	a	b	c	d	e	35
8. The education my children are receiving in this school will be a handicap for them when they return to the south.	a	b	c	d	e	36
9. This community offers few opportunities to meet members of the opposite sex.	a	b	c	d	e	37
10. I am concerned about the lack of medical facilities in this settlement.	a	b	c	d	e	38
11. My family is discriminated against by members of this community.	a	b	c	d	e	39
12. My children are learning to speak the native language.	a	b	c	d	e	40
13. My children are forgetting how to speak good English.	a	b	c	d	e	41
14. Library facilities for private use are inadequate in this settlement.	a	b	c	d	e	42
15. Climate here imposes hardships on myself and my family.	a	b	c	d	e	43
16. Government "rations" of food are most unsatisfactory.	a	b	c	d	e	44

IV. PUPIL AND INSTRUCTIONAL FACTORS

1. Equipment and Supplies

Please circle one code number for each factor listed, indicating your opinion about the availability of supplies necessary to work in the classroom.

Key: if you find the supply to be:

...very adequate, circle a

...adequate, circle b

...uncertain, circle c

...inadequate, circle d

...very inadequate, circle e

1. Working materials (paper, pencils, art materials).	a	b	c	d	e	140
2. Instructional aids (charts, maps, models, manipulative materials).	a	b	c	d	e	141
3. Library books (reference and fiction).	a	b	c	d	e	142
4. Audio-visual machines.	a	b	c	d	e	143
5. Audio-visual materials (filmstrips, films, tapes, records, slides).	a	b	c	d	e	144
6. Physical education equipment.	a	b	c	d	e	145

7. Industrial arts and home economics materials.	a	b	c	d	e	146
8. Written material on the North.	a	b	c	d	e	147
9. Readers and tests in required subjects.	a	b	c	d	e	148
10. Curriculum and study guides.	a	b	c	d	e	149

2. Subject areas and pupils

a. Pupil interest

I am interested in hearing your perceptions of pupil interest in subject areas of the school program, which you have taught.

Please indicate for each subject listed if you feel pupils show:

- ...great interest, circle a
- ...some interest, circle b
- ...uncertain, circle c
- ...no interest, circle d
- ...active dis-interest, circle e

Reading/literature	a	b	c	d	e	150
English/French as a second language	a	b	c	d	e	151
Mathematics	a	b	c	d	e	152
Science	a	b	c	d	e	153
Social Studies	a	b	c	d	e	154
Spelling	a	b	c	d	e	155
Health	a	b	c	d	e	156
Art	a	b	c	d	e	157
Music	a	b	c	d	e	158
Physical Education	a	b	c	d	e	159
Industrial Arts	a	b	c	d	e	160
Home Economics	a	b	c	d	e	161
A native language (taught by yourself or a native person).	a	b	c	d	e	162

b. Pupil Success

Do you perceive any differences in the degree of success pupils are able to achieve in various school subjects?

If you find pupils generally achieve:

- ...great success, circle a
- ...some success, circle b
- ...uncertain, circle c
- ...some failure, circle d
- ...almost complete failure, circle e

Reading/literature	a	b	c	d	e	163
English/French as a second language	a	b	c	d	e	164
Mathematics	a	b	c	d	e	165

Science	a	b	c	d	e	166
Social studies	a	b	c	d	e	167
Spelling	a	b	c	d	e	168
Health	a	b	c	d	e	169
Art	a	b	c	d	e	170
Music	a	b	c	d	e	171
Physical Education	a	b	c	d	e	172
Industrial Arts	a	b	c	d	e	173
Home Economics	a	b	c	d	e	174
A native language	a	b	c	d	e	175

3. Pupils and School Programs

Your opinions on the following question may be of value on determining future directions of school programs for Northern schools.

Please consider each statement carefully, and indicate to what extent you agree or disagree, considering each within the context of the community in which you live (or lived).

...if you strongly agree, circle a

...if you agree, circle b

...if you are uncertain, circle c

...if you disagree, circle d

...if you strongly disagree, circle e

1. School subject matter should be taught in the language of the community for the first two or three years of a child's attendance.	a	b	c	d	e	176
2. The native language should be taught as a second language throughout the school.	a	b	c	d	e	177
3. Stories and legends of the local people is a good focus for study in the elementary grades.	a	b	c	d	e	178
4. Local adults should be used frequently as resource persons in the classroom.	a	b	c	d	e	179
5. Religion should not be taught during school time.	a	b	c	d	e	180
6. I focus more than half of my teaching time around activities and concerns of local interest.	a	b	c	d	e	181
7. I consider a classroom assistant to be a valuable asset to any Northern classroom.	a	b	c	d	e	182
8. I would like to see the classroom assistant program done away with.	a	b	c	d	e	183
9. I would like to see pre-vocational skills taught in the elementary classrooms of all Northern schools.	a	b	c	d	e	184
10. Standardized intelligence and achievement tests are damaging when used to rate native children.	a	b	c	d	e	185

11. Art, physical education, music are the logical bases for teaching learning and perceptual skills to native children.	a b c d e	186
12. Using a basal reading series is the best way to teach reading skills to Northern children.	a b c d e	187
13. Enforcing attendance by the use of truant officers is a necessity in this school.	a b c d e	188
14. Grouping pupils according to observed achievement increases learning.	a b c d e	189
15. Maintaining a program of school lunches is a necessity in this settlement.	a b c d e	190
16. Changing the school year to fit into the seasonal cycle of the community would impose too much hardship on the teachers to make it feasible.	a b c d e	191
17. Working out-of-doors with the pupils is usually a waste of teaching time.	a b c d e	192
18. The school programs must be such that pupils will be equipped to fit into a southern trade school or university.	a b c d e	193
19. For most children of this community, the language of school is different from that spoken in the home.	a b c d e	194
20. Pupils in this community show negative attitudes towards school.	a b c d e	195
21. Children in this school have poor study habits.	a b c d e	196
22. Children I have taught here have very short attention spans, compared to Southern children.	a b c d e	197
23. Northern native people seldom develop the mental maturity to plan for the future.	a b c d e	198
24. Children of this community fail to compete for good marks in school.	a b c d e	199
25. Classes in this school are too large in number.	a b c d e	200
26. Many children do not have proper meals at home.	a b c d e	201
27. Parents seldom encourage their children to attend school and to do well there.	a b c d e	202
28. Children who are absent from school are unable to catch up on work missed.	a b c d e	203
29. Majority of Northern children have no future other than in a Northern community and it is unrealistic to attempt to educate them for anything else.	a b c d e	204
30. Young native Northerners should be trained as quickly as possible to replace all Southern teachers in Northern classrooms.	a b c d e	205

V. RECRUITMENT FACTORSA. Motivation

Teachers choose to work in the Northwest Territories/Arctic Quebec for a variety of reasons.

To what extent do you agree or disagree that each of the following factors influenced your decision to go North to teach

...if you strongly agree, circle a	a	b	c	d	e	
...if you agree, circle b	a	b	c	d	e	
...if you feel uncertain, circle c	a	b	c	d	e	
...if you disagree, circle d	a	b	c	d	e	
...if you strongly disagree, circle e	a	b	c	d	e	
1. Few teacher employment opportunities existed for me in Southern Canada.	a	b	c	d	e	212
2. It is easier to save money in an isolated settlement.	a	b	c	d	e	213
3. I wanted to work with, and learn about, people of a different culture.	a	b	c	d	e	214
4. My previous teaching position was unsatisfactory.	a	b	c	d	e	215
5. More opportunities for professional advancement exist in the North.	a	b	c	d	e	216
6. Friends told me very positive things about the North.	a	b	c	d	e	217
7. I like to travel and wanted a chance to see Northern Canada.	a	b	c	d	e	218
8. I very much wanted to get away from a large city school system.	a	b	c	d	e	219
9. I was intrigued by the adventure of the North.	a	b	c	d	e	220
10. I previously had worked with people of cultures different from my own and wished to continue.	a	b	c	d	e	221
11. I wished to join friends who already were teaching in the North.	a	b	c	d	e	222
12. I wished to escape the pollution of air, water, noise and traffic of the big city.	a	b	c	d	e	223
13. I wanted to do something to help the people of the North.	a	b	c	d	e	224
14. Recruitment speakers made Northern teaching sound like a challenging and interesting job.	a	b	c	d	e	225
15. My husband/wife had a job offer in this community.	a	b	c	d	e	226
16. I wanted my children to have the experience of Northern living.	a	b	c	d	e	227

17. I have wanted to come to the North for many years.	a	b	c	d	e	228
18. The education system here sounded like one in which I would have freedom to try out some of my own ideas.	a	b	c	d	e	229
19. I had read many books and magazine articles about the North and became interested in teaching here from my reading.	a	b	c	d	e	230
20. I wished to learn about the language and culture of the Indian and Eskimo people.	a	b	c	d	e	231

B. Recruitment and Orientation Information

Comments frequently are made that indicate that information given recruits to the North is mis-leading.

To what extent do you agree or disagree that the following statements are true of information given to you on recruitment tour and orientation courses.

- ...if you strongly agree, circle a
- ...if you agree, circle b
- ...if you are uncertain, circle c
- ...if you disagree, circle d
- ...if you strongly disagree, circle e

1. Description of teaching conditions in the North was adequate and accurate.	a	b	c	d	e	232
2. Details about accommodation were accurate and adequate.	a	b	c	d	e	233
3. Information given about school facilities was accurate.	a	b	c	d	e	234
4. Community social factors were accurately described.	a	b	c	d	e	235
5. Information about transportation and communication was accurate.	a	b	c	d	e	236
6. Adequate explanation was given about the government administrative organization.	a	b	c	d	e	237
7. Details about certification and salaries were clearly outlined.	a	b	c	d	e	238
8. Information about cost-of-living was accurate.	a	b	c	d	e	239
9. Explanation about special teaching problems was clear and detailed.	a	b	c	d	e	240
10. Information given was generally honest and not romanticized.	a	b	c	d	e	241
11. Teaching position offered was the same as that assigned on arrival.	a	b	c	d	e	242
12. The orientation course offered prior to arrival in my settlement was of value in adapting to my present teaching and living conditions.	a	b	c	d	e	243

VI. COMMUNITY FACTORS

This sections deals with statements about the community and its people.

Please circle the appropriate code number to indicate the extent to which you agree or disagree that each factor may have contributed to your satisfaction or dissatisfaction with living in the community.

...a source of strong satisfaction, circle a	a	b	c	d	e	
...a source of some satisfaction, circle b	a	b	c	d	e	
...if you are uncertain of your feelings, circle c	a	b	c	d	e	
...a source of some dissatisfaction, circle d	a	b	c	d	e	
...a source of strong dissatisfaction, circle e	a	b	c	d	e	
1. I find this community very isolated.	a	b	c	d	e	45
2. Transportation and communication facilities are inadequate.	a	b	c	d	e	46
3. I feel recreation facilities here are very limited.	a	b	c	d	e	47
4. The religious denomination to which I belong does not have a church in the community.	a	b	c	d	e	48
5. Shopping facilities are too limited for my needs.	a	b	c	d	e	49
6. I find the opportunity for social activities extremely limited.	a	b	c	d	e	50
7. I miss the chance to watch television programs I enjoyed in the south.	a	b	c	d	e	51
8. There are few white people in the community.	a	b	c	d	e	52
9. White people socialize almost completely within their own group.	a	b	c	d	e	53
10. Language barriers make communication with adult native people almost an impossibility.	a	b	c	d	e	54
11. Teachers are not invited to take part in community council or other community affairs.	a	b	c	d	e	55
12. Parents demand too much of the teachers and the school.	a	b	c	d	e	56
13. Adults in the community laugh when teachers attempt to learn the local language.	a	b	c	d	e	57
14. Native adults in this community want white people to tell them what to do.	a	b	c	d	e	58
15. Children cannot learn enough in a local school and should be taken to larger centres for their schooling.	a	b	c	d	e	59

16. Children receive little discipline at home or in the community which makes them very hard to handle in school.	a	b	c	d	e	60
17. I cannot invite native adults to my home to visit because they drink too much.	a	b	c	d	e	61
18. I hesitate to visit in local homes because of excessive drinking there.	a	b	c	d	e	62
19. This community has little economic base besides social welfare.	a	b	c	d	e	63
20. Physical arrangement of housing in this community creates a physical barrier between natives and whites.	a	b	c	d	e	64
21. In this community it is relatively easy to get involved with the community and learn something of the local culture.	a	b	c	d	e	65
22. The children here are more accepting of female teachers.	a	b	c	d	e	66
23. The more I learn of the language, customs and culture, the more rewarding my job becomes.	a	b	c	d	e	67
24. Other white organizations in this community cause problems between parents and teachers.	a	b	c	d	e	68
25. The frustrations of trying to teach native children are just too great.	a	b	c	d	e	69

VII. ORGANIZATIONAL FACTORS

Please indicate by circling one code number the extent to which you agree or disagree that each of the following statements is true of the educational system, as you perceive it, from the context your most recent Northern job.

...if you strongly agree, circle a	a	b	c	d	e	
...if you agree, circle b	a	b	c	d	e	
...if you are uncertain, circle c	a	b	c	d	e	
...if you disagree, circle d	a	b	c	d	e	
...if you strongly disagree, circle e	a	b	c	d	e	
1. Established teachers fail to help new teachers.	a	b	c	d	e	244
2. The staff is unfriendly and forms cliques.	a	b	c	d	e	245
3. It is difficult to introduce new ideas because of the conservative thinking in the school.	a	b	c	d	e	246
4. I have been unfairly treated by administrative officials.	a	b	c	d	e	247
5. Teachers (principals) get little support from administrative officials.	a	b	c	d	e	248
6. Teachers are not involved in decision-making in the school.	a	b	c	d	e	249

7. The principal is not open to new ideas (principals read superintendent).	a	b	c	d	e	250
8. I find it extremely difficult to communicate with the principal (principal read superintendent).	a	b	c	d	e	251
9. The staff in this school seems to have "given up" and works mainly to put in their time.	a	b	c	d	e	252
10. General supervision of pupils is strict, inflexible and authoritarian.	a	b	c	d	e	253
11. General supervision of pupils is lax, inconsistent and dis-ordered.	a	b	c	d	e	254
12. Supervisory duties are unfairly assigned.	a	b	c	d	e	255
13. The principal seldom visits classrooms to give help or support (principals read superintendents).	a	b	c	d	e	256
14. Unfair work loads are given to some staff members.	a	b	c	d	e	257
15. The principal chooses to please the superintendent at the expense of the teachers (principals read superintendent).	a	b	c	d	e	258
16. The staff of this school does not work as a team.	a	b	c	d	e	259
17. The superintendent makes me feel intimidated.	a	b	c	d	e	260
18. The superintendent promotes very conservative ideas.	a	b	c	d	e	261
19. The superintendent is mainly concerned with registers, time-tables, and the appearance of the teacher and classroom.	a	b	c	d	e	262
20. The superintendent is cold, rigid and unapproachable.	a	b	c	d	e	263
21. The visits of the superintendent are too infrequent to be of any value.	a	b	c	d	e	264
22. Frequent visits from education personnel and other government officials are a source of disruption in the settlement and school.	a	b	c	d	e	265
23. Visits from travelling teacher consultants are of little value to teachers.	a	b	c	d	e	266
24. Teacher consultants are too critical to be of any real help to teachers.	a	b	c	d	e	267
25. Visits from consultants are too infrequent to be of any real value to teachers.	a	b	c	d	e	268
26. I find professional isolation is particularly difficult in the North.	a	b	c	d	e	269
27. An expanded program of in-service training would help overcome the feeling of isolation and would raise teacher morale.	a	b	c	d	e	270

28. Little opportunity is provided to keep teachers in touch with current thinking and planning in education through journals, etc.	a	b	c	d	e	271
29. Administrative details imposed by education officials make teaching in this system extremely difficult.	a	b	c	d	e	272
30. Because of age-grade retardation and lack of pupil success, teaching in the North is the most frustrating job I have had.	a	b	c	d	e	273
31. Parents are critical of any teachers who do not fit the image of shirt, tie and short hair.	a	b	c	d	e	274

VIII. CONCLUSION

A. Your plans for the future

(To be answered only by teachers presently employed in the Northwest Territories/Arctic Quebec.)

1. At June 30, 1972, I plan:

...to remain in present location

275

...to request transfer to another Northern location

...to resign from Northern teaching (please check appropriate box at the right)

2. Two major reasons why I plan to resign are:

206

1. _____

207

2. _____

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B. Your reasons for having left the North (to be answered only by teachers formerly employed in the North).

1. _____

2. _____

3. _____

Two major reasons why I resigned from teaching in Northwest Territories/Arctic Quebec, are:

1. _____

2. _____

C. This space is provided for you to talk about any aspects of Northern education on which you may wish to offer suggestions for change, based on what you have learned through experience. Comments on the questionnaire you have just completed will be appreciated. Please indicate at the bottom of this page if you wish to receive a summary of the findings of this questionnaire.

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I wish to receive a copy of the summary of findings from this questionnaire.

Yes _____ No _____

Appendix B

Correlations of Satisfaction Sub-scale Items to
Mobility and Satisfaction Criteria

FACTOR	ITEM	TENURE	INTENT	ITEM 272	ITEM 273
I Personal and Economic Factors	29	0.140	-	-	-
	31	-0.109	0.102	-	0.143
	32	-	-0.201	-	-
	36	0.254	-	-	0.193
	40	-	0.249	-0.169	-0.155
	41	0.154	-	-	-
	42	0.291	-	-	-0.133
	38	-	-	0.136	-
	212	0.114	-	-	-
	213	-	0.101	-	-
	214	0.134	-	-	-0.119
	215	0.144	-	0.137	-
	218	0.097	-0.219	-	-
	223	0.170	0.192	-	-
226	0.141	-	-	-	
II Working Conditions	141	-0.152	-	-0.160	-
	142	-0.162	-	-0.133	-0.104
	143	-0.124	-	-0.230	-0.101
	144	-0.193	-	-0.178	-
	145	-0.112	-	-0.107	-
	146	-0.181	-	-	-
	147	-0.110	0.115	-0.182	-
	148	-0.192	-	-0.235	-0.104
	149	-0.195	-	-0.177	-
	182	-	0.112	-	-0.111
	191	0.119	-0.133	-	-
	200	0.143	-	0.172	-
	255	-	-	0.279	-
	256	-	-	0.226	-
257	-	-	0.352	-	

Table continued...

FACTOR	ITEM	TENURE	INTENT	ITEM 272	ITEM 273
III Recruitment and Orientation	221	0.119	0.119		-
	227	-	0.154	-	-
	231	0.135	-	-	-
	232		-	-0.111	-
	233	0.109	-	-0.133	-
	234	-	-0.112	-0.283	-0.131
	235	-	-	-0.126	-
	236	-	-	-0.133	-
	237	-	-	-0.183	-0.109
	238	-	-	-0.126	-
	239	0.106	-	-0.239	-0.104
	240	-	-	-0.129	-0.160
	241	-	-	-0.172	-
	242	-	-	-	-0.167
243	-	-0.120	-0.161	-	
IV Organizational Relationships	34	-	-0.173	0.114	0.111
	35	-	-0.188	-	-
	198	-	-	0.128	0.385
	222	-	0.124	-	-
	244	-	-0.161	0.203	-
	245	-	-0.157	0.150	-
	251	-	-	0.423	0.102
	253	-	-	0.123	-
	254	-	-	0.255	-
	259	-	-	0.217	-
	260	0.127	-	0.283	-
	263	0.125	-	0.261	-
	269	-0.149	-	-	0.110
	270	-0.098	-	-	-
274	-0.146	-	0.150	0.233	

Table continued...

Appendix B (Cont'd.)

FACTOR	ITEM	TENURE	INTENT	ITEM 272	ITEM 273
V Administrative Factors	216	-	-	-0.141	-
	219	-	0.102	-0.164	-
	229	-	0.129	-	-
	247	-	-	0.329	-
	248	0.147	-	0.392	-
	249	0.111	-0.138	0.373	0.129
	250	0.101	-	0.294	0.127
	258	-	-	0.341	0.236
	261	-	-	0.216	-
	262	0.127	-	0.252	-
	264	0.114	-	0.104	-
	266	-	-0.115	-	0.158
	268	0.112	-	0.110	0.150
	271	-	-0.100	0.318	-
272	-	-	1.000	0.125	
VI Achievement	150	-	-	-0.158	-
	151	0.179	-	-0.149	-0.196
	152	0.169	-	-	-0.116
	156	-	-	-0.196	-
	158	0.138	-0.126	-	-
	164	0.144	0.164	-0.155	-0.138
	165	-	-	-0.140	-0.151
	166	-	-	-0.239	-
	168	-	-	-0.215	-
	169	-	-	-0.216	-
	174	-	-	-0.148	-
	195	-	-	0.276	0.115
	224	-	0.132	-	-
	252	-	-0.188	0.272	0.193
273	-	-	0.125	1.000	

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