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A profile of the primary grade teachers in the Catholic schools in the metropolitan area of the Archdiocese of Omaha

Luvern A. Gubbels
University of Nebraska at Omaha

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A PROFILE OF THE PRIMARY GRADE TEACHERS IN THE CATHOLIC
SCHOOLS IN THE METROPOLITAN AREA
OF THE ARCHDIOCESE OF OMAHA

Presented to the

Graduate Faculty
University of Nebraska
at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

University of Nebraska at Omaha

by

Luvern A. Gubbels

June 1979

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University
of Nebraska, in partial fulfillment of the requirements
for the degree Specialist in Education, University of
Nebraska at Omaha.

Supervisory Committee

Name

Department

John R. Garmin
Thomas A. Betts

Counseling & Guidance

Leslie
Chairman

7/3/79
Date

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
Chapter	
I. INTRODUCTION TO THE STUDY	1
THE PURPOSE	3
LIMITATIONS	4
DEFINITIONS	4
SIGNIFICANCE OF THE STUDY	5
PROCEDURES	5
ORGANIZATION OF THE STUDY	6
II. REVIEW OF RELATED LITERATURE	7
INTRODUCTION	7
SEX	10
MARITAL STATUS	11
AGE	12
EXPERIENCE	14
ACADEMIC DEGREE	16
TYPE AND LOCATION OF INSTITUTION GRANTING DEGREE	18
SALARY	19
BENEFITS	20
III. FINDINGS OF THE STUDY	23

TABLE OF CONTENTS

	Page
INTRODUCTION	23
RELIGION	26
SEX AND STATE IN LIFE	26
AGE	27
GRADES TAUGHT	29
EXPERIENCE	30
ACADEMIC DEGREE	36
TYPE AND LOCATION OF DEGREE INSTITUTION	37
SALARIES	41
BENEFITS	43
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	45
SUMMARY	45
CONCLUSIONS	48
RECOMMENDATIONS	49
REFERENCES CITED	53
BIBLIOGRAPHY	57
APPENDIXES	
A. TEACHER PROFILE SURVEY FORM	61
B. LETTER FROM ARCHDIOCESAN SUPERINTENDENT OF SCHOOLS	64
C. NAME OF SCHOOLS INVOLVED, PLUS NUMBER OF SURVEYS SENT AND RECEIVED IN THIS PROJECT	66

LIST OF TABLES

Table		Page
1.	Religious Affiliation	26
2.	Sex and State in Life	27
3.	Age Groupings	28
4.	Grades Presently Teaching	29
5.1.	Total Number of Years Teaching Full Time	31
5.2.	Total Number of Years Teaching in a Catholic School	32
5.3.	Total Number of Years Teaching in a Public School	33
5.4.	Total Number of Years Teaching in the Archdiocesan System	34
5.5.	Total Number of Years Teaching in Present School	35
6.	Highest Degree	37
7.1.	Location of Baccalaureate Degree Institution	37
7.2.	Type of Institution for Baccalaureate Degree	38
8.1.	Location of Advanced Degree Institution	39
8.2.	Type of Institution for Advanced Degree	40
9.	Salary Range	42
10.	Benefits	43

Chapter I

INTRODUCTION TO THE STUDY

The casual observer can see that the field of education involves students, teachers, buildings, materials, administrators and taxes to name a few ingredients. Even this casual observer must realize that education is a many faceted endeavor and all facets must be synchronized and harmonized to yield the results necessary to meet its goals.

Today, much is being written and said about education in general and about the costs in particular. That is appropriate and hopefully all of this interest will be helpful. There can be little argument about the entire issue of taxes for education and their importance; however, at times one may come to the conclusion that there are no other important issues in American education.

It is rather difficult to pinpoint any one single aspect or phase of education and say that this aspect or that phase is the most important or the least. "But the most crucial single element in the educative process is the personnel charged with the task of effecting desirable changes in children and youth."¹

The field of personnel administration is a wide ranging and complex area with many legal and quasi-legal regulations and stipulations. The range goes from needs

assessment, recruitment, interview, selection, placement, development and management to re-employment or termination of contract. All would agree that the personnel operation in a school or a school system has a direct relationship to the goals and outcomes. Castetter states:

It is generally concluded that the success of any human endeavor is closely related to the quality of personnel who perform the tasks necessary to the achievement of purpose, as well as to the conditions which affect their physical and mental well-being. This assumption is as applicable to school systems as it is to any organization of human effort.²

Before a principal or superintendent can begin to recruit, select, place, and develop personnel, a determination of need should take place. What are the needs of the school or the system? What type of teacher, aide, or administrator is needed? What background would benefit and improve a particular grade in a particular school and for a particular school system?

When making a determination of the personnel needs of a particular school or entire system, a profile of present staff members is essential. A known profile of the present staff would allow the administrator to improve and enhance the future staff, if this is needed.

The Archdiocese of Omaha has been in the formalized education field for over seventy-five years and presently has sixty-five elementary schools and twenty-two high

schools in Omaha and the twenty-three counties under its jurisdiction. Not unlike every other educational unit in the nation, state, and immediate locality, the Archdiocesan system or federation of schools, too, must constantly update itself and continue to grow in all aspects and phases of education including those areas relative to personnel.

The Purpose

The purpose of this study was to collect and analyze biographical data relevant to the full time primary grade teachers in the Catholic Schools in the metropolitan area of the Archdiocese of Omaha thereby developing a profile in order to facilitate decision-making in the area of employment practices.

With respect to the data collected, the investigator was particularly interested in the following:

1. Religious or marital status
2. Grade or subject taught
3. Age
4. Number of years taught
5. College degree
6. College from which degree was granted
7. Salary
8. Benefits other than salary

Limitations

This study was limited to the full time primary grade teachers in the Catholic Schools in the metropolitan area of the Archdiocese of Omaha. It did not include any teachers in this or any other system above Third Grade. Approximately 180 teachers were surveyed.

Definitions

Profile For the purposes of this study, profile meant a biographical sketch.

Primary Grade For the purposes of this study, primary grade included Kindergarten through Grade Three.

Teacher "The term means any certificated employee who is regularly employed for the instruction of pupils in the school system."³

Catholic Schools This meant a school organized to instruct and transmit the doctrines and teachings of the Roman Catholic Church and the basic requirements of an education as defined by the State of Nebraska as a minimum.

Metropolitan Area For the purposes of this study, the term metropolitan area included the city of Omaha as well as the communities of Bellevue, Papillion, and Ralston.

Archdiocese This meant the chief ecclesiastical province in which an Archbishop has authority.

Significance of the Study

This study is to be presented to the Archdiocesan Superintendent of Schools, Sister Genevieve Schillo, CSJ, and the Archdiocesan Board of Education as a profile of the full time primary grade teachers in the Catholic Schools in the metropolitan area of the Archdiocese of Omaha.

There was a need for this study as expressed by the Superintendent and those who hire personnel for the schools in the Archdiocese because no such study had been done previously. The biographical data about the teachers were lacking. No one knew the average age, the number of married versus unmarried women teachers, the number of years of experience, the number of teachers with advanced degrees, the location of and type of institution granting degrees to the teachers, the average salary, nor the number of teachers receiving fringe benefits and the type of benefits received.

Procedures

1. A survey of related literature was made to ascertain whether any other profiles had been developed and where and if any of the biographical information could predict an outstanding teacher.

2. A survey instrument was designed to assist in the collection and analysis of data relevant to the

development of a biographical sketch of the primary grade teachers.

3. Copies of the survey instrument were sent through the principal to every full time primary grade teacher in the Omaha metropolitan area Catholic schools. The completed surveys were returned via the mail to the Archdiocesan Superintendent's office by the principals.

4. The responses to the survey instrument were tabulated in order to develop a biographical profile.

Organization of the Study

Chapter I contains an overview of the general problem, the purpose of the study, the limitations of the study, a definition of terms used in the study, the significance of the study, and the procedures used in conducting the study.

Chapter II contains an overview of related literature in the areas of the qualities of an outstanding teacher, numbers and percentages of pertinent teacher biographical information, and other literature that was beneficial and instructive in conducting a survey for a teacher profile.

Chapter III displays the results of the tabulations made from the survey instrument.

Chapter IV contains a summary of the study and any conclusions and recommendations that could be drawn.

Chapter II

REVIEW OF RELATED LITERATURE

"When we turn to the research on what constitutes a good teacher, we find it virtually impossible to identify these characteristics either precisely or neatly - that the research has its limitations. We find literally thousands of studies on the subject, yet few facts established and few generalizations accepted. Few researchers agree upon which list or group of behaviors constitute a good or effective teacher, and lack of consensus has caused inconsistencies among the research findings. One study alone may contain as many as two or three hundred descriptive behaviors of a teacher, frequently resulting in unwieldy data. Although the listed behaviors of a specific study may represent a sophisticated research design, and although they may constitute a manageable number, they often correlate with trivia or bear scant relevance to the classroom. Thus, the research findings usually turn out to be meaningless to classroom teachers."⁴

A review of the literature certainly verifies Ornstein's comments about what constitutes a good teacher; however, it was not the sole intent of this project to identify what characteristics and personality traits are present in an outstanding teacher. A profile of the primary grade teachers in the metropolitan area of the Archdiocese was also developed. A review of the literature showed some traits and characteristics of effective teachers and also some biographical data about teachers in America in general and Nebraska in particular.

The reader is undoubtedly familiar with two significant local attempts at identifying effective teacher characteristics in order to select teacher candidates that possess as many of the specific characteristics as possible. These two local attempts are Selection Research's Teacher Perceiver Interview instrument from Lincoln, Nebraska, and Project Empathy of the Omaha Nebraska Public Schools.

The Teacher Perceiver instrument has twelve theme areas that Selection Research feels identifies a good teacher: mission, empathy, rapport drive, individualized perception, listening, investment, input drive, activation, innovation, gestalt, objectivity, and focus.⁵ In a similar vein, Project Empathy talks of eight life style themes to describe an outstanding teacher and these are: relationship, democratic orientation, rapport drive, empathy, student orientation, acceptance, student success, work and professional orientation.⁶

Dr. Combs, in a paper presented at a symposium on teacher education in 1977, stated that he believed good teaching was, and is, a product of teacher beliefs or perceptions in five areas: empathy for others, a positive self-concept, positive beliefs about other people, open facilitating purposes, and authenticity.⁷

According to James Van Zwoll in his book School Personnel Administration, those who administer personnel programs place the following ten items on their lists of characteristics to be considered: personality, appearance, special talents, age, sex, experience, high scholastic record, interest in people, especially children, desire for knowledge, and regard for teaching as a career.⁸ It was interesting to note that Van Zwoll was to use the physical characteristics of age and sex plus years of experience in a listing of items. These qualities were part of this research project also; however, Van Zwoll makes no attempt to stipulate that his ten items do or do not signify the qualities of an outstanding teacher. One can infer that these ten items are important qualities of an outstanding teacher; otherwise, why would school personnel directors be looking for persons with these qualities?

Notice there is no stipulated age, sex, or number of years of experience by Dr. Van Zwoll; however, Wright and Alley, in an article entitled "Profile of the Ideal Teacher," say that the ideal teacher is fair, assigns reasonable work, knows the subject matter, is intelligent, explains things thoroughly, is fun, is friendly, likes all students, is strict, enjoys teaching, can control his or her temper, is under thirty, is good looking, is clean and neat, participates in school activities, and

has lots of energy.⁹ The two authors do stipulate a given age but their research is based on surveys given to high school students to determine what the ideal teacher is. Their ideal teacher is, in reality, a preference by high school students.

In a matter of a few short pages, and using only a few sources, the reader can see that Allan Ornstein was correct when he said we find it virtually impossible to identify which characteristics constitute a good teacher;¹⁰ however, this writer has attempted, through a review of literature, to determine whether sex, marital status, age, length of experience, and level of degree are identifiable characteristics of an outstanding teacher, and whether the primary grade teachers in the metropolitan area Catholic Schools of the Archdiocese of Omaha are fitting into patterns found on the national and state level.

Sex

The Nebraska State Education Association membership revealed that 12,124, or 64.6 percent, are female and 6,643, or 35.4 percent, are male;¹¹ and the National Education Association, in its 1975-76 study, said that, "32.9 percent of all teachers are male and 67.1 percent are female. The vast majority of elementary teachers are women (87.2%)."¹² The Nebraska Department of

Education figures certainly agree with this statement; in fact, according to the 1978-79 statistics, 9,973, or 88.72 percent, of all elementary public and non-public school teachers in the state are women and only 11.28 percent, or 1,245, are men.¹³

This investigator was unable to find much evidence to support or negate a hypothesis that either male or female educators were better teachers; however, Laurence Weber, in a study of twenty-eight elementary schools using Individually Guided Education, states that students in units where there are proportionally more male teachers do tend to have higher mathematics achievement scores.¹⁴

Marital Status

Not only is there scant evidence for or against one sex being a better teacher than the other, but there is also little evidence, actually none found in this investigation, to support the position that either a single or married person makes a better teacher. For comparison purposes, the NEA figures show 20.1 percent of all teachers are single and 78.6 percent are or were married at one time;¹⁵ the NSEA figures show 3,834, or 20.5 percent, of its members as single and 14,933, or 79.7 percent as married, widowed, separated or divorced.¹⁶

This writer thought a further breakdown of the statistics of the widowed, separated or divorced person

would be interesting. Though there are no figures in the NSEA statistics nor by geographical region in the NEA research, the NEA does stipulate that among the men 1.3 percent of them are widowed, divorced or separated and 7.3 percent of the women teachers fall into one of these three categories. The percentage of widowed, divorced or separated men teachers has been growing, 1.1 percent in 1971 to 1.3 percent in 1976, whereas the percentage for women teachers has been decreasing, 7.5 percent in 1971 to 7.3 percent in 1976.¹⁷

Age

Does the age of the teacher have any significance as to whether the teacher is an outstanding teacher or not? According to Delahanty:

"Age is an insignificant factor in student selection of preferred teachers. Sixth-graders, for example, ranked age eighth out of nine characteristics they wanted in their teachers. Students in grades nine through twelve ranked age ninth among ten traits of their 'best' teachers."¹⁸

In a similar vein of thought, Robert Buser and colleagues, in a 1974 article for the Peabody Journal of Education, guessed that age amongst other characteristics, like sex and appearance, will continue to be of greater concern to administrators, boards of education, and parents than to students.¹⁹ It seems that age is important only to persons who are older than

high school age, but not to persons who have yet to graduate from high school. Students of both the elementary and secondary level do not indicate a high ranking for a certain age teacher in a list of desirable traits. Whether teachers are young, middle aged, or old remains a concern of the adults in the community. One would hope that the staff of a school would have a good age mix.

In order to make some comparisons and/or contrasts with the population in this research project and that of other groups, the age groupings of the NEA and the NSEA are given here. NEA gives a percentage of 37.1 for its members under thirty, 28.3 percent for those from thirty to thirty-nine years old, 19.1 percent for those from forty to forty-nine years of age, and 15.5 percent for those members age fifty and over.²⁰ Nebraska State Education Association, in its 1975-76 membership year, has 39.9 percent of its members at least twenty but less than thirty years old, 27.7 percent for the members from thirty to thirty-nine years old, 16.6 percent for those aged from forty to forty-nine, 11.8 percent for the members from fifty to fifty-nine years old, and 4.2 percent for those age sixty and over.²¹

It is interesting to note that the median age of all teachers is thirty-three, has been going down since 1961 and that, according to NEA, elementary schools have a larger share of younger and older teachers than do

secondary schools in this country.²²

Experience

Does teaching experience have any merit as a predictor of outstanding teaching? This is an age old question which this investigator also looked at in the review of literature and in the development of the primary grade teachers profile in the Archdiocesan schools.

Gary Borich, in his book entitled The Appraisal of Teaching: Concepts and Process, has a very interesting comment about teaching experience and its predictability of teacher performance:

"Although two decades of research have shown experience variables to be almost worthless in predicting teacher performance, it is possible that these variables have, in the past, been measured too grossly to yield significant findings. The standard biographical data forms, on which years of teaching and extent and type of training are recorded, defines the teacher's experience so broadly that it cannot be used to identify teachers who will be more or less effective in relation to specific performance criteria."²³

Even though Borich feels that experience is almost worthless, The Wisconsin Research and Development Center states that years of teaching experience are positively related to higher reading and math achievement although the teachers used in the study average about eight years of experience.²⁴

With Borich saying experience is not a predictor

of effective teaching and Weber, at the Wisconsin R & D Center, saying it is a predictor, the argument of whether it is or isn't will continue; so, for the purposes of comparison, the following statistics are given: Nebraska State Education Association, during the 1977-78 school year, had 6,447, or 26.1 percent, of its total membership with one to five years' experience, 4,441, or 24.9 percent with six to ten years' experience, 2,570, or 14.4 percent, with eleven to fifteen years' experience, 3,000, or 16.8 percent, with sixteen to twenty-five years' experience, 1,171, or 6.6 percent, with twenty-six to thirty-five years' teaching experience, and 262, or 1.5 percent, of the teachers with thirty-six or more years in the teaching profession.²⁵

Marsha Ream, a member of the NEA staff, states that the median years of experience for NEA member elementary teachers has decreased from thirteen years in 1961 to eight years in 1976, and that more than half (52.2 percent) of all teachers have from three to fourteen years of total teaching.²⁶ By way of comparison, George Mayeske, in 1965, stated for the National Center for Educational Statistics that as of 1965, 65.9 percent of all teachers had between zero and fourteen years' experience with 33.8 percent having over fourteen years.²⁷ The number of years of experience has declined.

Additionally, this investigator, in this profile

of primary grade teachers, asked how many persons had experience in the Omaha Archdiocesan School system and/or at their present school. The NEA data revealed that 36.8 percent having been in their present school system up to four years, 30.3 percent having been there from five to nine years, 16.5 percent from ten to fourteen years, and 16.4 percent have been teaching in the same school system for fifteen or more years.²⁸ Using the National Center for Educational Statistics in 1965, eleven years earlier, the percentages for the same number of years' experience are as follows: up to four was 57.2 percent, five to nine was 19.2 percent, ten to fourteen was 10.5 percent, and for those teachers having fifteen or more years' experience 12.5 percent.²⁹

Academic Degree

The debate as to whether teachers possessing advanced degrees above the bachelor's degree having a more positive effect on students and their scholastic achievement than teachers having only a bachelor's degree has been going on for a long time. As with all debatable questions, there are authorities on both sides of the issue and advanced degree versus minimal degree is no exception.

Frances Hill, in the Times Educational Supplement of March 21, 1975, states that as the result of a study

done by the Federal Reserve Bank of Philadelphia, she would conclude that teachers having more or less education beyond the B.A. degree have little effect on how well students learn, and that money spent on higher salaries for teachers with higher degrees might be better spent in other ways.³⁰

Laurence Weber from the Wisconsin Research and Development Center disagrees with Ms. Hill. He states that student achievement scores in reading and math were positively related to the number of teachers enrolled in an advanced degree program. Not only increased achievement scores but also student self-concept showed a positive relationship.³¹

Another source that supports Weber in the positive relationship viewpoint is Yap in his article "Teachers' Education and Teachers' Attitudes Toward Children and Learning."

"There appears to be a modest, but consistent, relationship between the amount of formal education and the teachers' attitudes toward children and learning. The more education (as indicated by more advanced degrees) the teacher has had, the stronger her tendencies to develop attitudes that are integrative, flexible, or progressive as opposed to dorminative, authoritarian, and traditional."³²

The NSEA statistics indicate that 12,458, or 66.6 percent, of its members have a bachelor's degree as their highest degree and 6,075, or 32.5 percent, who have a degree higher than the bachelor's;³³ whereas, the NEA

has more specific information for elementary teachers only. The NEA says that 69.8 percent of elementary teachers have a bachelor's degree as their highest degree with 29.3 percent of all elementary teachers holding a master's or six year diploma as their highest degree.³⁴

Type and Location of Institutions Granting Degree

Naturally, there is no evidence to prove or disprove that the type or location of a college or university makes an outstanding teacher; however, while doing research for this project, some interesting statistics were found and are given here for comparison purposes with the teachers surveyed.

According to Marsha Ream of the National Education Association, the percentage of teachers preparing for their profession in public institutions is increasing while those teachers preparing in nonpublic institutions are decreasing. At the bachelor's degree level, the percentage receiving degrees from nonpublic institutions has decreased from 29.4 percent, in 1966, to 24.5 percent in 1976; whereas, 70.6 percent of the teachers in 1966 were obtaining their degrees from public institutions and in 1976 the percentage had grown to 75.5. The picture at the master's degree level is much the same. The number of teachers receiving their degree from nonpublic institutions has decreased from 33.8 percent in 1966 to

20.2 percent in 1976. The corresponding shift to public institutions has been an increase from 66.1 percent to 79.8 percent for the same ten year span.³⁵

The Mayeske, Weinfeld and Beaton Item Analysis of the Educational Opportunities Survey Teacher Questionnaire of 1967 points out some interesting figures, on a national level, of the location of teachers' alma mater. Their study showed that 72.2 percent of the 60,249 teachers in the survey graduated from an institution in their state, city, or county, while 26.8 percent graduated from an institution in another state or country.³⁶

Salary

The entire field of salaries for teachers, both locally and nationally, is a rather difficult area to be exact in because of the differing scales and increments that are used; however, there is some information on the national level that might be of some help for comparison purposes.

William Pharis and Edward Keller, in an article in the March 1978 National Elementary Principal, state that information gathered from 1,146 randomly-selected public school systems, or about one-third of all people employed in the nation's public schools in 1977-78, leads to the following figures: the average mean salaries paid classroom teachers was \$13,941³⁷ and the average mean

salary paid in the Plains region, which includes the State of Nebraska, was \$12,746, with the mean of the highest salaries being \$17,347 and the mean of the lowest being \$9,015.³⁸

The National Education Association says that the 1967 figures on salaries indicate that teachers average \$12,005 in salary and, "two thirds of all 1976 teachers are earning \$10,000 or more."³⁹ The NEA goes on to say on page 44 of its Status of the American Public School Teacher 1975-76 report that "men teachers and secondary teachers still have higher average salaries than women and elementary teachers."⁴⁰

There are two Board policies enacted by the Omaha Archdiocesan Board of Education that are directly concerned with salaries. These two policies, #4141 and #4141.1 are quoted here in their entirety:

Policy #4141
Salary Guides

The salary scale of the Archdiocesan School system shall be so structured as:

To manifest the belief that the school system is worth maintaining;

To encourage the career and/or experienced standard of living;

To assure its consistency for retirement, insurance (health and accident), and sick leaves.

It shall be evaluated and updated annually.

There shall be no difference between salaries for elementary and for secondary school positions.

The salaries for lay men and women shall be proportionate to the prevailing scales in the public schools.

The salaries for clergy and Sisters are under the jurisdiction of the Archbishop of Omaha.

Any school unable to meet the salary scale approved shall appeal to the OABE. Dec. 16, 1970⁴¹

At the time of this research, Policy #4141.1 is less than three months old, so care must be taken to avoid holding it up as the measuring stick. It is quoted here so as to indicate Archdiocesan concern and interest in salaries for the teachers in the parochial school:

Policy #4141.1
Salary Guides

Teacher salary scale should be at least 90 percent of local public school salary schedule. Feb. 18, 1979⁴²

Benefits

The benefits paid to and received by teachers is another diverse and unmanageable area that was included in this profile of the elementary teachers in the selected schools. Once again, because of the wide differences in the area and in the nation, no accurate information was located during the search, and, hence, no

comparisons can be made; however, the Omaha Archdiocesan Board of Education has two directives in its Guidelines for Omaha Archdiocesan School Principals that can be used to indicate intent of the Board in areas of insurance and retirement programs. These directives were issued in 1976.

Directive - M - of 4000 Series says that medical insurance for lay employees is provided through the Archdiocese and the policy is available as a group or for employees as individuals. It continues by saying that each employer should inform the employees of the details of this insurance policy.⁴³

Directive - R - of 4000 Series states that, at the present time, no retirement policy is available through the Archdiocese; however, individual schools are encouraged to formulate their own retirement policies with the approval of the local authorities.⁴⁴

In summary, a review of the literature does not lead one to many clear cut facts about what constitutes a good teacher when you are studying biographical information; however, there are statistics of other groups with which to compare the primary grade teachers in the Catholic Schools in the metropolitan area of the Archdiocese of Omaha.

Chapter III

FINDINGS OF THE STUDY

The results of the survey used in this research project are displayed in this chapter; however, a few remarks about the development of the survey instrument, the method used to send out and collect the survey forms, the number of surveys sent, and the number of survey forms returned is in order.

The Teacher Profile Survey was developed as a result of the need to know pertinent biographical data about the full-time primary grade teachers in the Catholic schools in the metropolitan area of the Omaha Archdiocese. As future personnel planning is done by the Board, Superintendent and Personnel Consultant, it will be necessary to know the present strengths and weaknesses of the personnel by those charged with the hiring.

The biographical data pertinent to this research about teachers certainly would include religion because of the religious nature of the schools. In other words, is the teacher a Catholic? Additional information deemed essential to Catholic schools would be the number of religious-professed teachers.

Other biographical data that would be helpful is the sex and marital status of the lay teachers, the number of teachers in various age groups, the number of years

of teaching experience, the highest degree earned, the salary range, and the type of benefits received, if any. In addition, this investigator was interested in the location and type of institution from which the teachers earned their degree or degrees, and the various grade or grade combinations taught. The complete Teacher Profile Survey form can be seen displayed in Appendix A.

A profile of the primary grade teachers in the Catholic schools in the metropolitan area of the Archdiocese of Omaha was judged, by the Superintendent of Schools, Sister Genevieve Schillo, to be beneficial to her office and the eighteen elected religious and lay representatives of the various geographical areas and religious groups of the Archdiocese, who serve as the Archdiocesan Board of Education. Because the Superintendent judged this research project to be beneficial, she decided not only to endorse the survey and request each teacher's participation but also to send the survey out under the aegis of the Superintendent's office. This letter is shown in Appendix B.

The survey instrument was mailed to the principals of the thirty-six Catholic elementary schools in the Omaha metropolitan area of the Archdiocese. A total of 181 survey forms were sent and 157 surveys were returned to the Archdiocesan School Office in postage-paid envelopes. There was an 86.74 percent return from the

primary grade teachers for this project. A complete listing of the schools included in this survey and the number of forms sent and received from each school can be seen in Appendix C.

It must be noted that even though 157 questionnaires were returned, not every teacher completed each of the ten items or all the parts of each item on the survey form with the exception of item number three which dealt with the age of the respondent. Item three was the only item getting 157 responses, but items one, two, four, six, and nine had near 100 percent completion by all 157 teachers returning the survey.

For the convenience of the reader, this writer has numbered the Tables to correspond with the survey item or, as in the case of three items, the various parts of the item. For example, survey item number one dealt with the religion of the respondent and Table 1 displays the results of that item. Item number five had five parts so Table 5.1 displays the findings of the first part and 5.2 displays the results of the second part and so on.

In the Tables that follow in this Chapter, the number responding to each individual item will be given and the percentages given will reflect the number of teachers who responded to that particular survey item rather than the total number of teachers who responded to the entire questionnaire.

Religion

Table 1
Religious Affiliation

Religious Affiliation	Number	Percent
Catholic	146	94.81
Non Catholic	8	5.19
Total	154	100.00

In Table 1, the number and percentage of teachers responding to item number one of the survey is shown. There were only two categories given - Catholic or Non-Catholic. As the reader may have suspected, since the schools involved are Catholic, the overwhelming number of the teachers are members of the Roman Catholic Church.

Sex and State in Life

Table 2 demonstrates several facets of biographical information - the sex of the teacher, whether the teacher is a religious or a lay person, and whether the lay teacher is married or single. For tabulation purposes in this study, all questionnaires marked divorced or widowed were placed in the married category. The same thing was done with the statistics used in Chapter II in the related literature so that the percentages would be dealing with

the same figures. Because there was some confusion by the respondents who were divorced, separated, or widowed as to which category to mark, Table 2 has some limitations.

Table 2
Sex and State in Life

Category	Number	Percent
Woman Religious	27	17.31
Diocesan Priest	0	0
Religious Priest	0	0
Religious Brother	0	0
Married Woman	69	44.23
Single Woman	57	36.54
Married Man	3	1.92
Single Man	0	0
Total	156	100.00

True to the local and national statistics, the overwhelming number of elementary teachers are women and nearly twenty percent of these women teachers are religious-professed.

Age

Table 3 shows the age groupings of the Catholic

school primary grade teachers in the metropolitan area of the Archdiocese of Omaha. The results reflect the fact that all 157 teachers responded to this item on the questionnaire. It is humorous to note that the one item which, traditionally speaking, should be skipped by most persons responding, that of age, was, in the case of this survey, answered by every person who returned the survey.

Table 3
Age Groupings

Age Spans	Number	Percent
20 - 29	74	47.13
30 - 39	34	21.66
40 - 49	20	12.74
50 - 59	18	11.47
60 - 69	10	6.37
70 or over	1	.64
Total	157	100.00

Almost half of the teachers in this survey population are under thirty years of age and nearly seventy percent of these primary grade teachers are under forty. There is a very small percentage, twenty-four percent, of the teachers that fall in the middle age grouping

span from forty - fifty-nine. Only one teacher has reached the new federal government minimum mandatory retirement age of seventy. The mean age of the teachers in this survey is thirty-five years old and median is in the thirty to thirty-nine age group.

Grades Taught

After reading the following table, the number of kindergarten teachers might seem very low to the reader; however, when it is pointed out that most Catholic schools in this area do not have kindergartens, this number does not seem as low.

Table 4
Grades Presently Teaching

Grade	Number	Percent
Kindergarten	10	6.45
First Grade	47	30.32
Second Grade	44	28.39
Third Grade	45	29.03
Combination Kindergarten & First	1	.65
Combination First & Second	1	.65
Combination Second & Third	3	1.94
Other	4	2.58
Total	155	100.00

The category "other" had such written responses as: reading in grades one through three; grade two plus PE in grades one through three; and a combined classroom of grades kindergarten through two and were not believed to be significant or establishing a trend.

Experience

Item five of the survey instrument had five distinct parts to it and each part had a wide variety of possible responses. When dealing with an open-ended response, as far as the number of years of teaching experience, tabulation was next to impossible; therefore, the decision to treat each part of item five as separate and to divide the years of experience into year spans was made for reporting purposes. The results of all five parts of item number five will be shown in five separate tables below, numbers 5.1 to 5.5

The total number of years teaching full time is shown in Table 5.1 and of significance is the fact that sixty-five percent of the teachers have less than ten years of experience in the profession. The reader will note, as shown in the related literature section dealing with experience, the Nebraska State Education Association statistics indicate that about fifty-one percent of its members have less than eleven years' experience - a difference of fourteen percent.

The mean number of years of teaching experience is

ten years and the median is somewhere between five and nine years for this study. The NEA figure, as shown in the related literature chapter, is eight years so this study indicates that the number of years' teaching experience runs close to the national figures and significantly higher than the Nebraska teachers organization.

Table 5.1
Total Number of Years Teaching Full Time

Year Spans	Number	Percent
1 - 4	45	33.84
5 - 9	42	31.58
10 - 14	15	11.28
15 - 19	11	8.27
20 - 24	3	2.26
25 - 29	8	6.02
30 - 34	4	3.01
35 - 39	1	.75
40 - 44	3	2.26
45 or over	1	.75
Total	133	100.00

Table 5.2 displays the total number of years teaching in a Catholic school and, again, the percentage of teachers having less than ten years' experience is more than

sixty-five percent. Approximately fifteen percent of the teachers have taught between ten and nineteen years in a Catholic school somewhere. The percentages for any single year span after nineteen years or the aggregate of years twenty through forty-five decreases markedly from the previous year spans. The mean number of years of experience in a Catholic school is nine and median year falls in the five to nine year span.

Table 5.2

Total Number of Years Teaching in a Catholic School

Year Spans	Number	Percent
1 - 4	55	40.15
5 - 9	39	28.47
10 - 14	14	10.22
15 - 19	6	4.38
20 - 24	4	2.92
25 - 29	7	5.11
30 - 34	3	2.19
35 - 39	4	2.92
40 - 44	3	2.19
45 or over	2	1.46
Total	137	100.00

The number of respondents to the third part of item

number five of the survey is only about one-fifth of the total number who returned the survey. There are several possible answers for this small response. First, very few teachers out of the 157 have taught in the public schools, which is most probably the case; or, second, many teachers simply skipped over the third part of item five. Whatever the case, twenty-six of the thirty teachers responding had less than ten years' experience teaching in a public school with the vast majority having less than five years. No teacher responding had taught more than nineteen years full time in a public school system. The mean number of years' experience is five and the median is in the one through four year span.

Table 5.3

Total Number of Years Teaching in a Public School

Year Spans	Number	Percent
1 - 4	20	66.67
5 - 9	6	20.00
10 - 14	2	6.67
15 - 19	2	6.67
20 - 24	0	0
25 - 29	0	0
30 - 34	0	0
35 - 39	0	0
40 - 44	0	0
45 or over	0	0
Total	30	100.00

In Table 5.4, which follows, the numbers and percentages of the years of teaching experience in the schools of the Omaha Archdiocese are displayed. As the reader might have figured out by now, the greatest amount of experience is in the first nine year span, with sixty-five percent of those having experience falling here. An additional eighteen percent of the teachers have between ten and nineteen years of experience teaching in the Archdiocesan school system. Of interest is the fact that no teacher, who responded, had more than thirty-four years' experience in the Archdiocesan schools and only eleven had more than fourteen years' experience.

Table 5.4

Total Number of Years Teaching in the Archdiocesan System

Year Spans	Number	Percent
1 - 4	57	48.31
5 - 9	33	27.97
10 - 14	17	14.41
15 - 19	5	4.24
20 - 24	4	3.39
25 - 29	1	.85
30 - 34	1	.85
35 - 39	0	0
40 - 44	0	0
45 or over	0	0
Total	118	100.00

The mean is 6.86 or almost seven years for the teachers in this survey who have been teaching full time for the Omaha Archdiocesan school system. These teachers may have more experience; however, Table 5.4 illustrates only the years of experience earned in the Omaha Archdiocesan schools. The median falls somewhere between the fifth and ninth year.

Table 5.5
Total Number of Years Teaching in Present School

Year Spans	Number	Percent
1 - 4	76	63.87
5 - 9	28	23.53
10 - 14	10	8.43
15 - 19	5	4.20
20 - 24	0	0
25 - 29	0	0
30 - 34	0	0
35 - 39	0	0
40 - 44	0	0
45 and over	0	0
Total	119	100.00

The fifth part of survey item number five was to determine the number of years of experience the primary

grade teachers had at their present school. Table 5.5 reveals that 63.87 percent of the teachers have less than five years' experience teaching at their present school, almost twenty-four percent have between five and nine years, and 12.63 percent have from ten to nineteen years' experience. Of the 119 teachers who responded to this particular item, not one has taught more than twenty years in their present school. The mean is almost five years and the median is in the first through fourth year span.

Academic Degree

Survey item number six had a high percentage of the total respondents answer this question, 151 to be exact. It is to no one's surprise that the majority of the teachers have not earned more than a bachelor's degree. The following Table 6 illustrates the fact that over eighty-eight percent of the teachers have a bachelor's degree as their highest degree. This figure is considerably higher than the 66.6 percent of the Nebraska State Education Association membership having a bachelor's degree has the highest and the National Education Association elementary teachers' 69.8 percent.

Of the 151 respondents to item six, only seventeen report having a master's degree and one person reports having an education specialist degree; a mere 11.92 percent

of the primary grade teachers in this study as compared to NSEA's 32.5 percent and NEA's 29.3 percent. The NSEA figure represents all teachers of both elementary and secondary levels whereas the NEA figure represents elementary teachers only.

Table 6
Highest Degree

Degree	Number	Percent
Bachelor's	133	88.08
Master's	17	11.26
Education Specialist	1	.66
Doctor's	0	0
Total	151	100.00

Type and Location of Degree Institution

Items number seven and eight each have two parts and each will have two tables similar to item number five.

Table 7.1
Location of Baccalaureate Degree Institution

Location	Number	Percent
Institution in Nebraska	98	69.50
Institution outside Nebraska	43	30.50
Total	141	100.00

The investigator thought it might be helpful, to future planners, to show where the present teaching staff graduated from and to know if there is a geographical mix in their degree institutions. Table 7.1 shows that almost seventy percent of the teachers received their baccalaureate degree from a college or university located in the state of Nebraska with the remaining thirty percent receiving their beginning degree from an institution outside of the state of Nebraska.

Table 7.2
Type of Institution for Baccalaureate Degree

Type of Institution	Number	Percent
Catholic	78	59.09
Denominational but not Catholic	3	2.27
Private, Non-Denominational	3	2.27
Public	48	36.36
Total	132	100.00

Table 7.2 displays the results of the type of institution that teachers with a baccalaureate degree attended. These results do not match or fit the pattern of the national trend. The local figures run much higher, 63.63 percent as compared to 24.5 percent, for those receiving

their bachelor's degree from a non-public institution. The actual figures are 59.09 percent from a Catholic institution and 2.27 percent each from a denomination institution that is not Catholic and from a private, non-denominational institution. The difference from the national trend is understandable when you consider the scope of this study was only Catholic school teachers.

Tables 8.1 and 8.2 are very similar to Tables 7.1 and 7.2 as they concern the same type of information except that they are for those few teachers who responded as having a degree higher than a bachelor's degree.

Table 8.1

Location of Advanced Degree Institution

Location	Number	Percent
Institution in Nebraska	10	66.6
Institution outside Nebraska	5	33.33
Total	15	100.00

Table 8.1 indicates that almost the same percentage of teachers as in Table 7.1 have received their advanced degree from an institution located in the state of Nebraska.

Table 8.2
Type of Institution for Advanced Degree

Type of Institution	Number	Percent
Catholic	2	13.33
Denominational but not Catholic	1	6.67
Private, Non-Denomina- tional	1	6.67
Public	11	73.33
Total	15	100.00

The majority of these fifteen teachers with advanced academic degrees are the opposite of the majority of the teachers with baccalaureate degrees. Only four, or 26.67 percent, have received their degree from nonpublic institutions and 73.33 percent received their degree from public institutions whereas 63.63 percent of the teachers with a baccalaureate degree, as their highest degree, received the degree from nonpublic institutions and only 36.36 percent received their degree from public institutions. The percentage points are within ten points of being a complete reversal as far as teachers receiving their degrees from public versus nonpublic institutions for the baccalaureate and higher academic degrees.

A study of Tables 7.1 through 8.2 discloses that more than twice as many teacher were granted their degrees from

institutions of higher learning in Nebraska than outside Nebraska and less than one and a half times as many teachers received their degrees from nonpublic institutions than those who received the degrees from public institutions.

Salaries

Salaries and salary ranges for the 153 teachers who responded to survey item number nine are illustrated in Table 9. This table shows that the salary range is from a Sister's stipend to a high of \$16,999. A Sister's stipend for the 1978-79 school year was set at \$5,400 and, as the reader knows from Chapter II, the salary amount is established and under the jurisdiction of the Archbishop of Omaha. With the knowledge of the dollar amount equated with a Sister's stipend, the first two salary range categories in item number nine could be combined to yield a total of twenty-seven respondents for the \$5,000 to \$5,999 range. This would be logical especially in light of the fact that twenty-seven of the primary grade teachers responding to the survey indicated they were women religious.

The majority of the teachers, 52.94 percent, fall in the \$7,000 to \$8,999 range and an additional sixteen percent fall in the \$9,000 to \$9,999 range. Only a total of twelve of the 153 teachers earn more than \$9,999 with

three-fourths of this number earning less than \$13,000.

The median salary falls in the \$8,000 to \$8,999 range and the mean salary range is also in the \$8,000 to \$8,999 range.

Table 9
Salary Range

Salary Range	Number	Percent
Sister's Stipend	22	14.38
5,000 - 5,999	5	3.27
6,000 - 6,999	8	5.28
7,000 - 7,999	37	24.18
8,000 - 8,999	44	28.76
9,000 - 9,999	25	16.37
10,000 -10,999	3	1.96
11,000 -11,999	2	1.31
12,000 -12,999	3	1.96
13,000 -13,999	1	.65
14,000 -14,999	2	1.31
15,000 -15,999	0	0
16,000 -16,999	1	.65
17,000 -17,999	0	0
18,000 -18,999	0	0
19,000 or more	0	0
Total	153	100.00

Benefits

The item that received fewer responses than any other, with the exception of item eight which was answered only by those with a degree higher than the bachelor's, was item number ten on benefits received. There were only eighty-three responses out of a possible 157. This investigator thinks there is some significance to this low number of respondents and will discuss this briefly in Chapter IV.

Table 10

Benefits

Type of Benefits	Number	Percent
Archdiocesan Health and Accident Insurance for Employee Only	62	74.70
Archdiocesan Health and Accident Insurance for Family	5	6.02
Commercial Health and Accident Insurance for Employee Only	11	13.25
Commercial Health and Accident Insurance for Family	1	1.21
Retirement Program	4	4.82
Other	0	0
Totals	83	100.00

The vast majority of the eighty-three respondents are provided the Archdiocesan Health and Accident Insurance

for themselves versus only 13.25 percent that are provided another commercial health and accident insurance.

The number of teachers receiving any type of retirement program benefits from their employer is very small, only four.

Chapter IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It was the purpose of this study to develop a profile of the full time primary grade teachers in the Catholic schools in the metropolitan area of the Archdiocese of Omaha.

It became evident during the investigation and research that some effort should be made to ascertain whether the biographical profile information was useable as a determiner of an outstanding teacher and to compare this local biographical profile with state and national profiles where possible.

Summary

Following is the summary of the findings of the survey conducted:

1. Of all the primary grade teachers in the Omaha Archdiocesan schools of the metropolitan area, 94.81 percent indicated they are Catholic.
2. Of the teachers in this study, 98.08 percent were women of which 17.31 percent were women religious.
3. The majority of women who were not women religious were married (44.23 percent versus 36.54 percent).
4. The mean age of a teacher in this study was

thirty-five years old.

5. There was an equal dispersement of teachers in first, second, and third grade with a low number of kindergarten teachers as the number of kindergartens in the Archdiocese is low.

6. The mean number of years of total teaching experience for the teachers in this study was found to be ten years.

7. Teachers in this study were found to have nine years of teaching experience in a Catholic school.

8. For the teachers in this study, who had experience in a public school, the mean number of years of experience in a public school was five.

9. An average primary grade teacher in the metropolitan area Omaha Archdiocesan schools would have 6.86 years teaching experience in the Archdiocesan school system according to this study.

10. The mean number of years experience teaching at their present school for the teachers in this study was almost five.

11. Of the teachers in this study, 88.08 percent reported the bachelor's degree as their highest degree.

12. Almost 70 percent of the teachers involved in this study received their baccalaureate degree from an institution in the State of Nebraska.

13. Of the teachers in this study, 59.09 percent

received their baccalaureate degree from a Catholic institution.

14. Of the small number of teachers involved in this study who indicated that they have received a degree higher than a bachelor's, two-thirds were granted that degree from an institution located in Nebraska.

15. Of the teachers in this study, 73.33 percent with advanced degrees received them from public institutions.

16. The mean salary for the primary grade teachers in the Archdiocesan schools in the metropolitan area was found to be in the \$8,000 to \$8,999 range.

17. Of the teachers in this study who indicated that they received benefits, the majority, 74.70 percent, indicated they received the Archdiocesan health and accident insurance benefits for employees only.

Following is the summary of some of the findings of the related literature cited:

1. No evidence exists to prove or disprove that one's religious affiliation has any effect on one's teaching performance.

2. Even though most elementary teachers are women, there is very little evidence to support the contention that either women or men make better teachers.

3. There was no evidence found to support the theory that either married or single teachers are better or more outstanding.

4. Age is an insignificant factor in predicting one's success as a teacher.

5. There is evidence, though not overwhelming, that tends to say experience is a predictor of a better teacher.

6. There is evidence to support the contention that teachers involved in or already possessing an advanced degree above the bachelor's degree do help student achievement scores and self-concept.

7. No proof was found to accept or reject the theory that the location and type of institution granting the degree has anything to do with making a teacher an outstanding educator.

8. Salary does not determine the outstanding teacher; however, higher salaries do help hold teachers in the field of education.

9. Receiving fringe benefits does not indicate whether a teacher is an outstanding teacher or not; however, fringe benefits, like higher salaries, help retain teachers in the teaching profession.

Conclusions

As a result of developing the biographical questionnaire and tabulating the responses of the 157 returned surveys, this investigator has concluded that the profile

of a typical full time primary grade teacher in the Catholic schools in the metropolitan area of the Omaha Archdiocese would look like the following: The teacher would be a lay woman who is a Roman Catholic and who, most probably but not definitely, would be married. She would be thirty-five years old and have a total of ten years' teaching experience. She would have had very little chance of having any teaching experience in a public school but could have about seven years experience teaching in the Omaha Archdiocesan system but less than five years at her present school. The typical teacher would hold a bachelor's degree from a Catholic institution in the state of Nebraska, would make between \$8,000 and \$8,999, and might not get any benefits, other than salary. If this teacher got any benefits, they would be the Archdiocesan health and accident group insurance policy for the employee only.

Recommendations

Based on the tabulation of the teacher responses to the survey and on the information learned in reading and studying the related literature the following recommendations are made:

1. Further study should be done to develop a biographical profile for the major sub groups and all

1500 teachers of the Omaha Archdiocesan school system.

2. Additional study should be done to ascertain if there are any established and accepted predictors of outstanding teachers based on biographical data that were not included in this investigation.

3. Due to the fact that evidence supports the theory that students, who have teachers with additional formalized education, do better in scholastic achievement and that the vast majority of the teachers in this study do not have any advanced degrees, some type of incentive program should be initiated to encourage teachers to further their education or more teachers with advanced degrees should be hired.

4. Because the typical primary grade teacher is a graduate of a Catholic institution in Nebraska, and if further study of the remainder of the Catholic school teachers further substantiates this finding, and assuming this is desirable, a close relationship should be had between the Archdiocesan Office of Education and the Education Departments of these Catholic colleges and universities.

5. Additional study should be done on the relationship and comparability of salaries and years of experience and some attempt made toward uniformity. This would be difficult because of the structure and operation of the

present system.

6. Some additional work must be done to convince the individual schools to carry out the Archdiocesan Board of Education Directive concerning health and accident insurance programs for the lay employees.

7. One gets a provincial picture in regard to religion, sex, and location of institution granting the degree from the profile of the typical primary grade teacher. If this is agreeable with the philosophy and goals of the Archdiocesan Board of Education, fine; but if not, then care must be taken in the hiring to change this provincial picture.

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Appendix A

Dear Teachers:

It is a well known fact that school personnel, especially the teachers, are the most important component in the entire field of education. Good teachers are the cornerstone upon which all other elements are built. No matter how beautiful the facility, how current the textbooks, how sound the programs, a good teaching faculty is absolutely essential. Over the years, the Catholic schools of the Archdiocese of Omaha have been fortunate to have good teachers and will continue to do so.

It is essential that the Archdiocese of Omaha continue to make recommendations concerning teachers for the benefit of the schools. In order to make recommendations, facts and figures of the present teaching staffs must be known. To this end, the following Teacher Profile Survey has been developed with the support and cooperation of Sister Genevieve Schillo, Archdiocesan Superintendent of Schools.

Thank you for your assistance.

Luvern A. Gubbels
Principal/St. Robert's School

TEACHER PROFILE SURVEY

This questionnaire is to be completed by all full time teaching personnel; it is not intended for part-time teachers. The survey is anonymous for both the teacher and the school he or she works at, is brief and simple to complete. Please place a check or mark by the information that best fits you or your background for each of the items except number five in which you are asked to write in numbers where they apply. Please return the completed survey to your Principal within the week in which you have received it.

- | | |
|---|---|
| 1. <input type="checkbox"/> Catholic | <input type="checkbox"/> Non-Catholic |
| 2. <input type="checkbox"/> Woman Religious | <input type="checkbox"/> Married Woman |
| <input type="checkbox"/> Diocesan Priest | <input type="checkbox"/> Single Woman |
| <input type="checkbox"/> Religious Priest | <input type="checkbox"/> Married Man |
| <input type="checkbox"/> Religious Brother | <input type="checkbox"/> Single Man |
| 3. Age Group | |
| <input type="checkbox"/> 20-29 | <input type="checkbox"/> 50-59 |
| <input type="checkbox"/> 30-39 | <input type="checkbox"/> 60-69 |
| <input type="checkbox"/> 40-49 | <input type="checkbox"/> 70 or over |
| 4. Grade(s) You Teach | |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Combination Kindergarten-First |
| <input type="checkbox"/> First Grade | <input type="checkbox"/> First-Second Grades |
| <input type="checkbox"/> Second Grade | <input type="checkbox"/> Second-Third Grades |
| <input type="checkbox"/> Third Grade | <input type="checkbox"/> Other (Please specify) _____ |

5. Teaching Experience
 ___ Total number of years teaching full time
 ___ Total number of years teaching full time in Catholic Schools
 ___ Total number of years teaching full time in Public School
 ___ Total number of years teaching full time in this Archdiocesan system
 ___ Total number of years teaching full time in your present school
6. Highest Degree
 ___ Bachelor's Degree ___ Education Specialist Degree
 ___ Master's Degree ___ Doctor's Degree
7. Baccalaureate Degree
 a. ___ Institution in Nebraska ___ Institution outside of Nebraska
 b. ___ Catholic Institution
 ___ Denominational Institution but not Catholic
 ___ Private, Non-Denominational Institution
 ___ Public Institution
8. Advanced Degree (if you have one)
 a. ___ Institution in Nebraska ___ Institution outside of Nebraska
 b. ___ Catholic Institution
 ___ Denominational Institution but not Catholic
 ___ Private, Non-Denominational Institution
 ___ Public Institution
9. Salary Range (Salary means compensation paid for teaching; it does not mean coaching or the like.)
- | | | |
|----------------------|--------------------|-------------------|
| ___ Sister's Stipend | ___ 9,000-9,999 | ___ 14,000-14,999 |
| ___ 5,000-5,999 | ___ 10,000-10,999 | ___ 15,000-15,999 |
| ___ 6,000-6,999 | ___ 11,000-11,999 | ___ 16,000-16,999 |
| ___ 7,000-7,999 | ___ 12,000-12,999 | ___ 17,000-17,999 |
| ___ 8,000-8,999 | ___ 13,000-13,999 | ___ 18,000-18,999 |
| | ___ 19,000 or over | |
10. Benefits (Benefits mean any reimbursement or fringe support that is not part of your salary.)
 ___ Archdiocesan Health and Accident Insurance for employee only
 ___ Archdiocesan Health and Accident Insurance for family
 ___ Commercial Health and Accident Insurance for employee only
 ___ Commercial Health and Accident Insurance for family
 ___ Retirement Program
 ___ Other (Please specify) _____

PLEASE RETURN THIS TO YOUR PRINCIPAL NO LATER THAN ONE WEEK AFTER YOU
 HAVE RECEIVED IT.

Appendix B



MEMO TO: ALL SCHOOL PRINCIPALS

FROM: SISTER GENEVIEVE SCHILLO, Ph.D., SUPERINTENDENT OF SCHOOLS

sgs

DATE: DECEMBER 2, 1978

RE: QUESTIONNAIRE FOR TEACHERS

The teachers in Catholic schools of the Archdiocese of Omaha are partners with parents in fostering the educational mission of the Catholic Church. It is important for us to know more about our teachers, particularly those aspects of background and employment which affect the instructional program.

Mr. Luvern Gubbels, Principal of St. Robert's School, Omaha, has prepared a brief questionnaire which will provide significant information about our teachers. I commend him for his interest in this important aspect of administration. I ask your cooperation in encouraging your full-time teachers to participate in this study.

Mr. Gubbels will share with us the results of his research. The Department of Education, School Office, will use this information for long-range planning for teacher needs.

Thank you for your cooperation.

Appendix C

Name of Schools Involved,
Plus Number of Surveys Sent and Received
in this Project

<u>SCHOOL</u>	<u>NUMBER SENT</u>	<u>NUMBER RECEIVED</u>
1. Assumption	3	3
2. Blessed Sacrament	5	4
3. Catholic Southeast Educational Center	4	4
4. Christ the King	8	7
5. Holy Cross	10	9
6. Holy Ghost	6	5
7. Holy Name	3	3
8. Immaculate Conception	2	2
9. Mary Our Queen	6	4
10. Our Lady of Lourdes	7	4
11. Sacred Heart	5	4
12. St. Agnes	3	1
13. St. Ann	3	3
14. St. Anthony	2	0
15. St. Bernadette	7	6
16. St. Bernard	7	6
17. St. Bridget	3	0
18. St. Cecilia	7	7
19. St. Francis of Assisi	1	1
20. St. James	10	9
21. St. Joan of Arc	7	7
22. St. Joseph	4	3

Name of Schools Involved,
Plus Number of Surveys Sent and Received
in this Project (continued)

<u>SCHOOL</u>	<u>NUMBER SENT</u>	<u>NUMBER RECEIVED</u>
23. St. Margaret Mary	6	6
24. St. Mary	3	3
25. St. Peter	3	3
26. St. Peter and Paul	5	5
27. St. Philip Neri	3	3
28. St. Pius X	12	12
29. St. Richard	4	3
30. St. Robert Bellarmine	6	6
31. St. Stanislaus	2	2
32. St. Thomas More	9	9
33. Cardinal Spellman - Bellevue	4	3
34. St. Mary - Bellevue	5	5
35. St. Columbkille - Papillion	3	3
36. St. Gerald - Ralston	3	2
Total	181	157