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ABSTRACT

This bulletin examines the attributes of private school teachers (gender, race, academic degrees, years of experience, employment status, and age), by school characteristics such as religious orientation, level of instruction, size, years of operation, and tuition rates. Results of a survey obtained from private school principals and teachers are briefly discussed and data from the survey are displayed on tables. (JD)

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Center for Education Statistics

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SOME ATTRIBUTES OF TEACHERS IN PRIVATE ELEMENTARY AND SECONDARY SCHOOLS, 1985-1986

In 1985-86, teachers in private elementary and secondary schools were largely female (76 percent), and predominately white (92 percent). They were most likely to hold a bachelor's degree or higher (95 percent) and teach full time (83 percent). Almost half reported at least 10 years of teaching experience. These are some of the findings from the 1985-86 Private School Study,¹ based on a sample survey, funded by the Center for Education Statistics.²

The survey obtained data from private school principals and teachers, including demographic characteristics of private school teachers such as sex, race, academic degrees, years of experience, employment status, and age. This bulletin examines these attributes of private school teachers by school characteristics, such as religious orientation, level of instruction, size, years of operation, and tuition rates. Since the sample for the survey did not include any private schools that began operating after 1983-84, the data are weighted national totals for teachers in schools that were in existence in 1983.

Private Elementary and Secondary School Teachers, by School Characteristics

The survey estimated a total of 404,000 (full-time and part-time) private elementary and secondary school teachers (table 1). Of these, 46 percent taught in Catholic schools, 32 percent taught in schools with religious orientations other than Catholic,³ and 23 percent taught in nonsectarian schools (those with no religious orientation).

¹To be included in the study, a school had to meet the following criteria: be privately administered, offer instruction at first grade level or above, require attendance at least four hours per day and at least 160 days per year, and not be located in a private home used as a residence. Consequently, schools providing only kindergarten or pre-kindergarten instruction were not included in this study.

²This study was conducted by Westat, Inc., under contract to the Center for Education Statistics, U.S. Department of Education.

³Schools with a religious orientation other than Catholic represent many different denominations. However, the sample size for this study was too small to produce reliable separate estimates for these denominations.

Almost half (47 percent) of all private school teachers taught in elementary schools, while 20 percent taught in secondary schools, 24 percent taught in combined elementary/secondary schools, and 9 percent taught in other specialized (primarily alternative and special education) schools.⁴

More than half (59 percent) taught in schools that had been in operation for at least 25 years, while 29 percent taught in schools operating 11-24 years, and only 12 percent taught in schools that had been open 10 years or less.

Sex

Female teachers outnumbered males by 3 to 1. However, male teachers were more likely to teach in secondary schools (41 percent) and to hold advanced degrees (45 percent) than their female counterparts (14 percent and 26 percent respectively) (table 2).

A predominance of female teachers was found across all categories of orientation. Female teachers constituted 80 percent of all Catholic school teachers, 72 percent of teachers in schools with other religious orientations and 74 percent of those teaching in nonsectarian schools (table 3).

The smallest proportion of male teachers was reported among elementary school teachers. Only 10 percent of all elementary teachers were male. While larger proportions of males were found among teachers in combined schools (30 percent) and other specialized schools (25 percent), only among secondary teachers was there an equal distribution of teachers by sex. Nearly half (49 percent) of all secondary teachers were male.

Generally, schools that charged higher tuitions had a larger proportion of male teachers. The percent of male teachers ranged from 13 percent in schools with an annual tuition of less than \$500 to 33 percent in schools charging \$1,501 to \$2,500 and 30 percent in schools charging over \$2,500.⁵

Race

Ninety-two percent of private school teachers were white. This represented 373,000 private school teachers. An estimated 15,000 (4 percent) were black, 12,000 (3 percent) were Hispanic, and 4,000 (1 percent) reported their racial/ethnic group as other than white, black, or Hispanic (table 3).

⁴ Instructional level was defined as follows: "elementary" was a school that had no grade higher than the 8th; "secondary" was a school that had no grade lower than the 7th, "combined" elementary/secondary was a school that had grades higher than the 8th and lower than the 7th; and "other" schools were those that provided only alternative (non-traditional) instruction, special education, or vocational/technical curricula.

⁵ Tuition data represent the highest scheduled or published tuition charged for a full-time student, based on the rate charged the first child in the family. Nine out of 10 private schools discount these tuition rates for various reasons.

Age

The mean age of teachers in private schools was 38. The mean age of private school teachers ranged from 35 years in other specialized schools to a mean of 40 years of age among teachers in secondary schools (not shown in tables).

Highest Academic Degree

Sixty-four percent of private school teachers held a bachelor's degree, 31 percent held a master's or higher degree, and 5 percent had not obtained a bachelor's degree (table 4).

The proportion of non-degreed teachers in Catholic schools was lower than in schools with orientations other than Catholic. While only 3 percent of Catholic school teachers had not obtained a bachelor's degree, 9 percent of those teaching in other religious schools did not hold a bachelor's degree. Five percent of teachers in nonsectarian schools reported less than a bachelor's degree.

Thirty-six percent of teachers who taught in nonsectarian schools had obtained a master's degree or more, while 30 percent of Catholic school teachers and 28 percent of those who taught in other religious schools held advanced degrees.

Secondary teachers were far more likely to hold an advanced degree than were elementary teachers. Fifty-one percent of secondary teachers held at least a master's, while only 20 percent of elementary teachers had completed an advanced degree. Thirty-four percent of those teaching in combined elementary/secondary schools and 31 percent of the teachers in other specialized schools had attained a graduate degree.

The smallest proportion of teachers with less than a bachelor's degree was found among secondary teachers (1 percent). Teachers in elementary schools and those in other specialized schools reported academic attainment below the bachelor's level at a rate of 6 percent each, about the same as reported by teachers in combined elementary/secondary schools (8 percent).

A positive relationship was found between the attainment of an advanced degree and school size. The larger the school the greater the proportion of teachers possessing an advanced degree. This proportion ranged from 20 percent in schools with less than 50 students to 45 percent in schools serving 600 or more students.

Smaller proportions of teachers without bachelor's degrees were found among those teaching in large private schools compared with teachers who taught in schools serving fewer students. Fifteen percent of teachers in schools with fewer than 50 students had not attained a bachelor's degree, while only 2 percent of those teaching in schools with 600 or more students did not hold a bachelor's degree.

Those teachers employed by schools in operation for 10 years or less were more likely not to possess a bachelor's degree (9 percent) than teachers in schools operating 25 years or more (4 percent). The percentage of teachers holding advanced degrees in older schools (schools

operating 25 years or more) was double (33 percent) that of teachers in schools operating for 10 years or less (16 percent).

Teachers in schools with higher tuitions were more likely to hold advanced degrees. The rate of advanced degrees ranged from 19 percent in schools charging \$500 to \$1,000 to 44 percent in schools with tuitions over \$2,500. Teachers with advanced degrees constituted 21 percent of all teachers in schools with tuitions less than \$500, 27 percent of teachers in schools charging \$1,001 to \$1,500, and 33 percent of those teaching in schools with tuitions from \$1,501 to \$2,500.

Years of Teaching Experience

Almost half (48 percent) of teachers in private schools reported 10 years or more teaching experience (table 5). The remaining teachers were almost equally divided between those with less than 5 years teaching experience (25 percent) and those with 5-9 years of experience (27 percent).

Fifty-five percent of Catholic school teachers, 42 percent of teachers in other religious schools, and 44 percent of teachers in nonsectarian schools reported 10 or more years of teaching experience.

A larger proportion of secondary school teachers reported 10 or more years experience (59 percent) than teachers in elementary (47 percent), combined (47 percent), or other specialized schools (32 percent). Of those reporting fewer than 5 years experience, 41 percent taught in other specialized schools, 19 percent taught in secondary schools, 24 percent taught in combined schools, and 25 percent taught in elementary schools.

The proportion of teachers with 10 or more years of experience increased with size of school, ranging from 22 percent in schools with fewer than 50 students to 63 percent in schools with 600 or more students. Schools with 50-149 students (35 percent), those with 150-299 students (45 percent), and those with 300-599 students (52 percent) fell within this range.

An estimated 55 percent of teachers in the smallest private schools (those with fewer than 50 students) have been teaching less than 5 years, while only 15 percent of teachers in the largest schools (over 600 students) taught less than 5 years.

A higher proportion of teachers in older schools reported 10 or more years of experience than those in schools more recently established. Fifty-four percent of teachers in schools operating 25 or more years reported 10 or more years of experience, 45 percent in schools operating 11-24 years, and 26 percent in schools established 10 or less years.

Teaching Status

Overall, 83 percent of private school teachers taught full-time, and 17 percent were part-time teachers (table 5). The smallest proportion of part-time teachers was found among Catholic school teachers (11 percent). Both other religious and nonsectarian schools had about:

twice the percentage of part-time teachers as Catholic schools (23 percent and 22 percent respectively). Fourteen percent of elementary teachers reported part-time status, 19 percent of secondary teachers, 20 percent of combined school teachers, and 18 percent of teachers in other specialized schools.

Smaller schools employed more part-time teachers than larger schools: 24 percent in schools with less than 50 students compared with 13 percent in schools with 600 or more students. Schools with higher tuitions had more part-time teachers than those with lower tuitions. Schools charging less than \$500 and those charging \$500 to \$1,000 had about 10 percent part-time teachers, while those charging more than \$2,500 had 27 percent part-time teachers.

Other Findings

Additional findings about private school teachers obtained from the 1985-86 Private School Study, appear in the following CES bulletins:

- o Private School Teachers: Education and Training, 1985-86
- o Some Aspects of Compensation of Private School Teachers, 1985-86
- o Private School Teachers' School-Related Activities, 1985-86
- o Private School Teachers' Opinions, 1985-86

Survey Methodology and Data Reliability

The tabulations are estimates from the 1985-86 Private School Study conducted by Westat, Inc. under contract with the Center for Education Statistics (CES). Westat's Project Director was J. Michael Brick, and the Assistant Project Director was Lucinda Gray. Report preparation was coordinated by Elizabeth Farris; this bulletin was written by Sheila Cabrero-Heaviside. The CES Project Officer was Jeffrey Williams.

The study was a multi-stage probability sample of private schools across the United States done in conjunction with a survey of library and media centers. The first stage was the sampling of 75 areas, consisting of counties or groups of contiguous counties, with probabilities proportional to the square root of the population in the area. The second stage was the selection of schools within the sampled areas with probabilities proportional to the square root of enrollment. The third and final stage was the sampling of teachers within the sampled schools. The schools within the areas were drawn from lists of schools created in the same sample areas for the 1983 Private School Survey. Since the lists were not updated, schools established after 1983 were not generally eligible for sampling. The estimates for the 1985-86 study are valid for teachers in schools that were in existence in 1983.

Table 1.--Number and percent of private school teachers, by school characteristics: United States, 1985-86

School characteristic	Number of teachers ¹	
	Number (in thousands)	Percent
Total.....	404	100
Orientation		
Catholic.....	185	46
Other religious.....	127	32
Nonsectarian.....	92	23
Type/level ²		
Elementary.....	190	47
Secondary.....	83	20
Combined.....	96	24
Other.....	35	9
Size		
Less than 50.....	15	4
50 - 149.....	81	20
150 - 299.....	99	25
300 - 599.....	124	31
600 or more.....	85	21
Years of operation		
10 or less.....	48	12
11 - 24.....	117	29
25 or more.....	240	59
Tuition ³		
Less than \$500.....	54	13
\$500 - \$1,000.....	66	16
\$1,001 - \$1,500.....	94	23
\$1,501 - \$2,500.....	75	18
More than \$2,500.....	115	29

¹Data reflect the number of teachers reported during teacher sampling in December 1985.

²Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

³Tuition data represent the highest scheduled or published tuition charged for a full-time student based on the rate charged the first child in the family. Nine out of 10 private schools discount these tuition rates for various reasons.

NOTE.--Details may not add to totals because of rounding.