

WHY CERTIFIED TEACHERS FAIL TO ENTER
THE TEACHING PROFESSION



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This is to certify that the

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By

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CHAPTER I

INTRODUCTION

The need for well-trained, certified teachers has never been more acute than it is today. Most educators agree that the situation will probably become more critical in the near future. During 1956, in the State of Michigan, approximately 5,000 people completed requirements for their Provisional Teaching Certificates, and of this number approximately 3,500 took teaching positions. This compares favorably with a recent national study completed by the National Education Association¹ which indicated that slightly more than one-third of the secondary people accepted teaching positions while nearly twenty percent of the elementary graduates failed to take teaching positions. At Michigan State University in 1955-56, the Assistant Dean of Education of the College of Education surmized that approximately thirty-five percent of the graduates, holding provisional certificates, did not take teaching positions in the fall of 1956.

The loss of such large percentages would not be considered so drastic if such losses were common to all professions, but none of the other major professions experience such a tremendous loss

¹National Education Association Research Division, "The 1956 Teacher Supply and Demand Report," The Journal of Teacher Education, VII (March, 1956), 54f.



of trained personnel.

"Among graduates who started out studying for law, medicine, or dentistry, eight out of ten have ended up practicing their chosen professions; one in 100 has gone into some other profession, and two out of ten hold a business or government job."²

Previous research studies have shown the following to be significant reasons why trained teachers do not teach: teachers enter other occupations; military service (for men); homemaking responsibilities (for women); and continuation of formal education. Of the 1955 graduates, on a nationwide basis, approximately fifteen percent did not teach for "other reasons,"³ and of the 1956 group approximately ten percent did not enter the profession for "other reasons."⁴ The specific objective of this study is to determine if significant factors exist under the heading of "other reasons" as listed by trained teachers.

Statement of the Problem

The general problem with which this study is concerned is why certified teachers fail to enter the teaching profession.

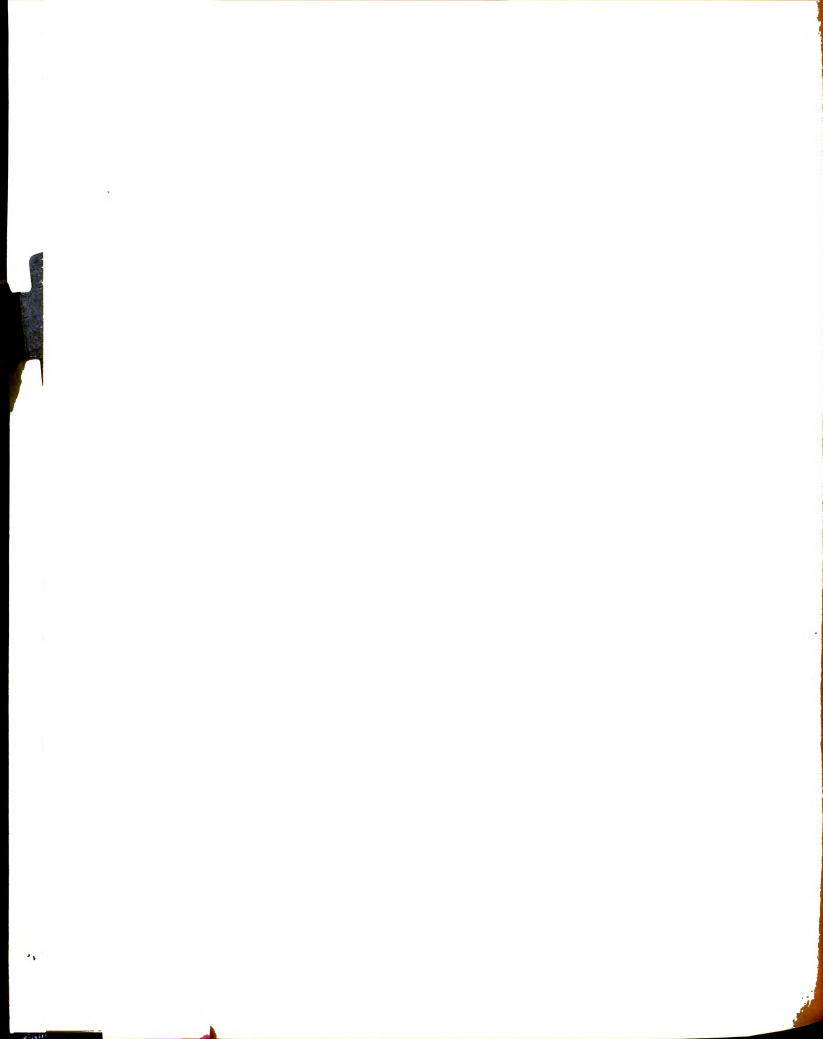
Purpose and Importance of the Study

The purpose of this study is to determine the reasons given by Michigan State University graduates certified to teach for the fiscal year, 1956-1957, for not entering the teaching

²Ernest Havemann and Patricia West, They Went to College (New York: Harcourt, Brace and Co., 1952), p. 150.

³Ray C. Maul, "Ready, Able, but Unwilling," National Education Association Journal, XLIV (May, 1955), 298f.

⁴National Education Association Research Division, loc. cit.



profession; to discover positions they assumed; to analyze statistically influential factors causing them to enter areas other than teaching; and to compare various aspects of these findings with responses made by those who did enter the teaching profession.

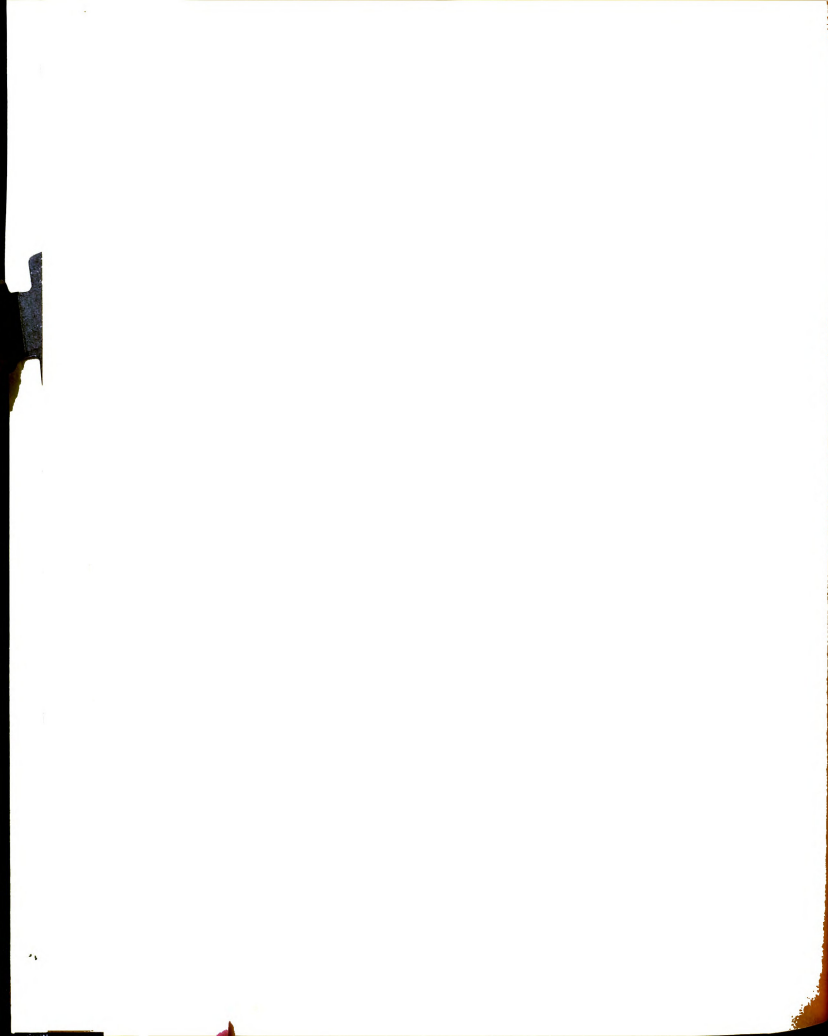
Furthermore, implications might be drawn from this study which will be useful to superintendents of schools and boards of education in the recruitment and retention of prospective teachers.

Considering the number of people in Michigan who have been certified as teachers, but are not presently teaching, one could safely assume that if these people were employed as teachers in Michigan, we would not have the critical shortage in the profession that we now have, for one of the contributing factors to this shortage is the fact that many who graduate from college with provisional teaching certificates never enter the teaching profession. This number is large enough to be of concern to teacher education institutions. This concern has been expressed by faculty in the College of Education at Michigan State University and also by professional employees in the Michigan State Department of Public Instruction.

It is reasonable to suppose that society is most benefited when individuals are working at tasks for which they have been carefully trained. And it is equally reasonable to suppose that an individual gets the most pleasure and satisfaction from doing work he knows how to do well.⁵

It is on the basis of this statement that this study is

⁵Robert Pace, They Went to College (Minneapolis: The University of Minnesota Press, 1941), p. 96.



justified. It is further justified by the fact that:

If highly competent teachers are to be effectively recruited, it is important to determine and understand those factors that guide one either toward or away from teaching as a vocation.⁶

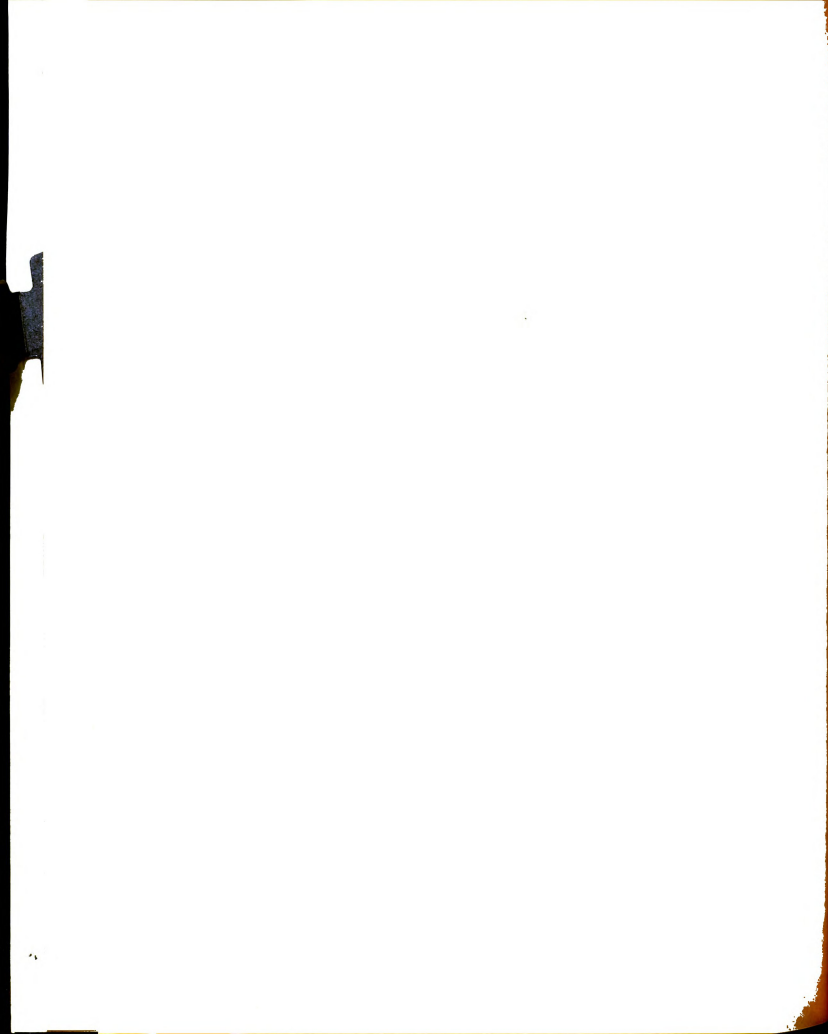
Statement of Sub-Problems

Michigan State University has little information on its graduates who were certified to teach, but who did not enter teaching. There is no information as to why these people did not go into teaching. In addition, there is no record of the types of positions these certified graduates assumed after graduation from college. Therefore the following sub-problems were of concern:

1. location of these people who graduated with provisional teaching certificates to determine what factors influenced them in their decision to reject teaching as a vocation;
2. comparison of questionnaire responses of this group to the responses of those graduates who accepted teaching positions;
3. construction of a valid questionnaire to obtain the data needed for this study;
4. examination of the personal records of certified teachers who responded in order to obtain scores on entrance examinations and cumulative grade point averages.

Delimitation of the Study

⁶Robert Richey, et. al., "Factors that High School Students Associate with Selection of Teaching as a Vocation," Bulletin of the School of Education, XXVIII (March, 1952), 9.



This study is concerned with students who graduated from Michigan State University during the fiscal year 1956-1957 with a State of Michigan Provisional (Elementary or Secondary) Teaching Certificate.

Definition of Terms

1. Certified teachers refer to those persons who have been issued a State of Michigan Provisional (Elementary or Secondary) Teaching Certificate.
2. Teacher education institution refers to any institution qualified to offer a curriculum in teacher training.
3. Teaching profession refers to any phase of public or private school teaching for which the State requires that the employee possess a State teaching certificate.
4. Trained teachers refers to those persons who have fulfilled the requirements of the State of Michigan and Michigan State University for a teaching certificate.
5. Teacher candidates refer to those persons enrolled in and pursuing a course of study leading to completion of requirements for a teaching certificate.
6. Supervising teachers are the full-time teachers in the public schools who supervise the student teaching activities of Michigan State students.
7. College coordinators are Michigan State University faculty members who act as liason between the University and public school administrators, supervising teachers, and student teachers in the centers (or communities) where students do their



student teaching.

Assumptions on Which Study Is Based

A. Theoretical Assumptions

1. There is no shortage of trained teachers in Michigan.⁷
2. There is a shortage of trained teachers who are presently employed in the teaching profession in Michigan.⁸
3. Society is most benefited when people work at jobs for which they have had special training.⁹
4. A person receives the most pleasure and satisfaction from work he knows how to do well.¹⁰
5. If the teaching profession is to secure the most highly competent teachers, we must determine those factors which influence teacher candidates to enter fields other than teaching.¹¹
6. The need for additional teachers will become greater in the future.¹²

⁷In a personal conference with Eugene Richardson, Director of Certification for the State of Michigan, he stated that in a study he conducted from June 30, 1939 to the Fall of 1949, Michigan colleges and universities recommended 33,000 persons to receive Provisional Teaching Certificates. Of this number only 11,000 of these people were teaching in the Fall of 1949. He further stated that to the best of his knowledge these conditions have not improved over succeeding years.

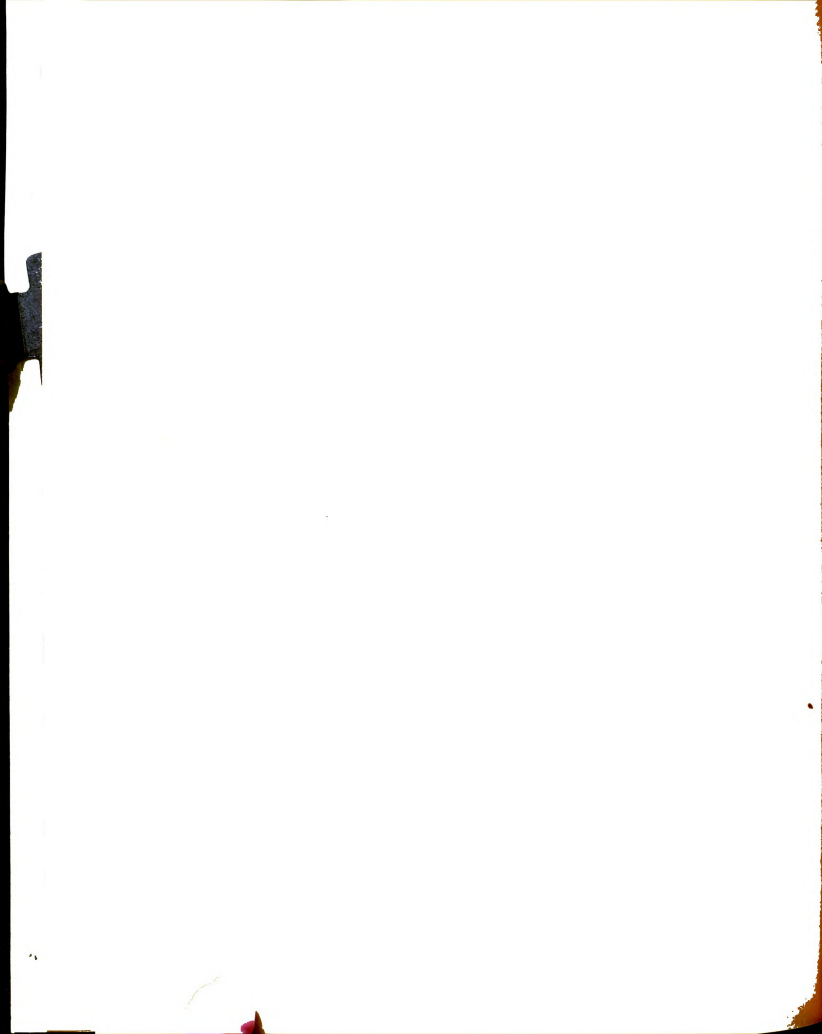
⁸Ibid.

⁹R. C. Pace, op. cit., p.96.

¹⁰Ibid.

¹¹R. Richey, et. al., op. cit., p. 9.

¹²Dael Wolfle, America's Resources of Specialized Talent (New York: Harper & Brothers, 1954), p. 116.



7. The shortage of teachers will continue for years to come.¹³

8. Most teacher candidates who fail to enter teaching are lost to military service, homemaking, and graduate study.¹⁴

B. Operational Assumptions

1. The Michigan State University graduates of the fiscal year 1956-1957 constitute a typical and representative universe. This period was chosen for the following reasons: (a) there were fewer men called into the armed services during this year than in the years from World War II to 1956; (b) due to the rapid changes in the teacher education picture, it would be best to sample the most recent graduates.

2. The questionnaire used to gather data will produce valid, significant responses.

3. Responses in the questionnaire will reflect true attitudes and opinions of the subjects.

4. Many factors affect vocational decisions. Some of these will be tested by the questionnaire employed in this study.

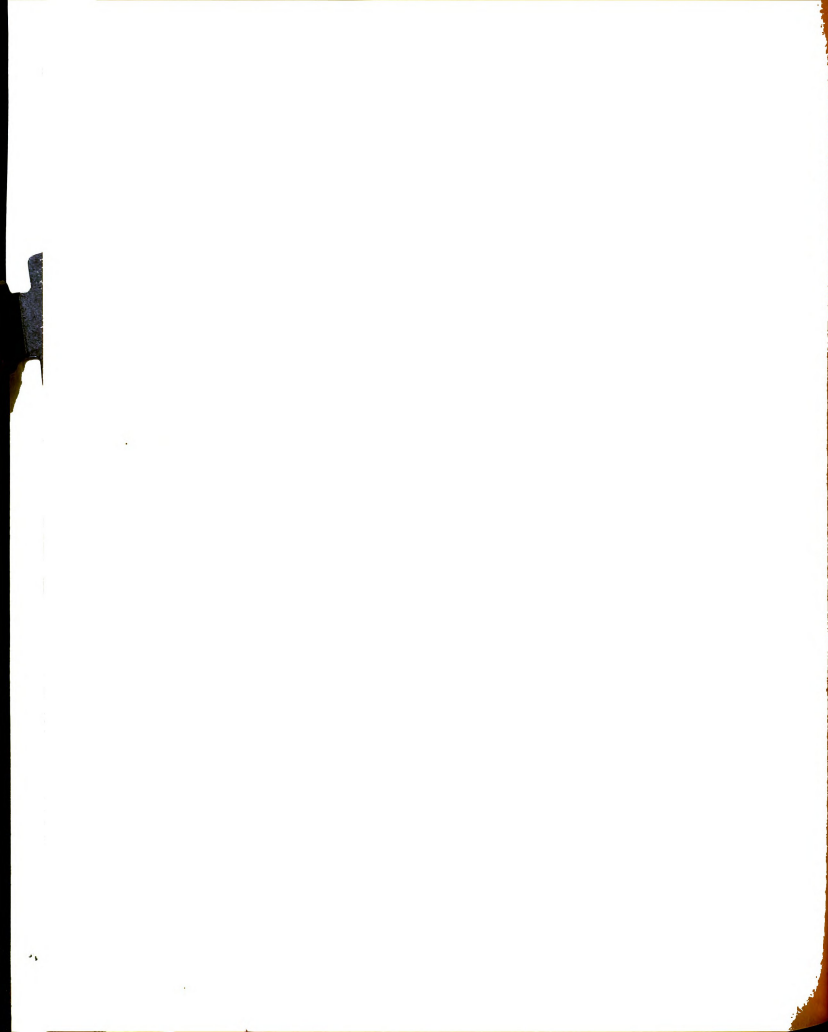
5. Subjects tested in this study represent a universe, and any differences in responses will be significant.

Hypotheses to be Tested

A. General Hypothesis

¹³Ibid., p. 121.

¹⁴ National Education Association Research Division, op. cit., pp. 33-79.



Persons who do not teach after graduating from Michigan State University have traits which will not be evident among those persons who teach after graduation.

B. Specific Hypotheses

After analyzing research related to the general problem of this dissertation, the investigator formulated many of the specific hypotheses stated hereafter. These related research projects will be discussed in the succeeding chapter.

Generally, the specific hypotheses fall into three categories: those that educational institutions can control; those over which educational institutions have no control; and a small group of hypotheses which prior research has not treated, but which the author would like to use as exploratory hypotheses.

Hypotheses over which the educational institutions have some control are as follows:

1. Those persons who have inadequate counseling and advice while in training take positions other than teaching.¹⁵

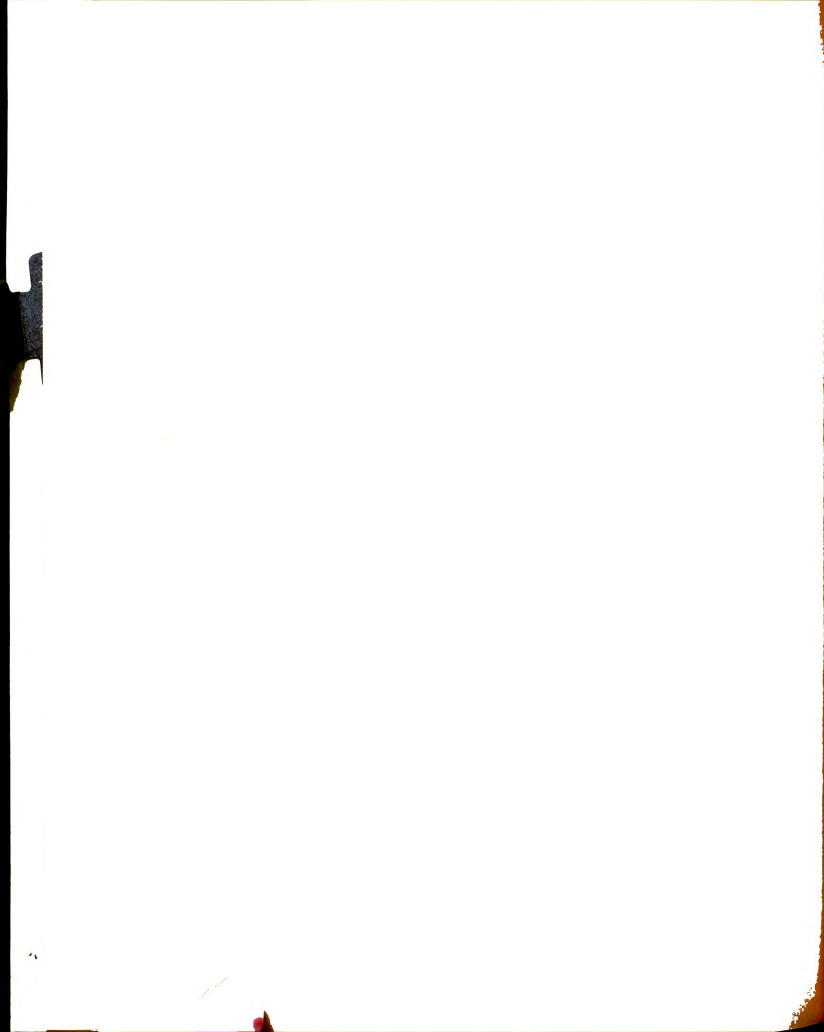
Adequate advice would include the following:

- a. Placement aid by the college.
- b. Continuity of enrollment advisors (Having had not more than two enrollment officers.)
- c. Advice concerning majors and/or minors so that the student will not be trained in a teaching subject

¹⁵Raymond C. Gibson, "Shortage of Teachers or Imagination?" Higher Education, XII (Nov., 1955) 41-43.

E. Havemann and P. West, op. cit., p. 225.

Raymond C. Maul. "A Turn for the Best," bulletin, College of Education, Michigan State University, May 1, 1957.



of over-supply.

- d. Help in discovering aptitudes for teaching.
- e. Willing assistance by individual instructors.
- f. Pleasant interviews with school administrators during one's search for a position.

2. Those persons whose student teaching assignment did not include the following experiences take positions other than teaching:¹⁶

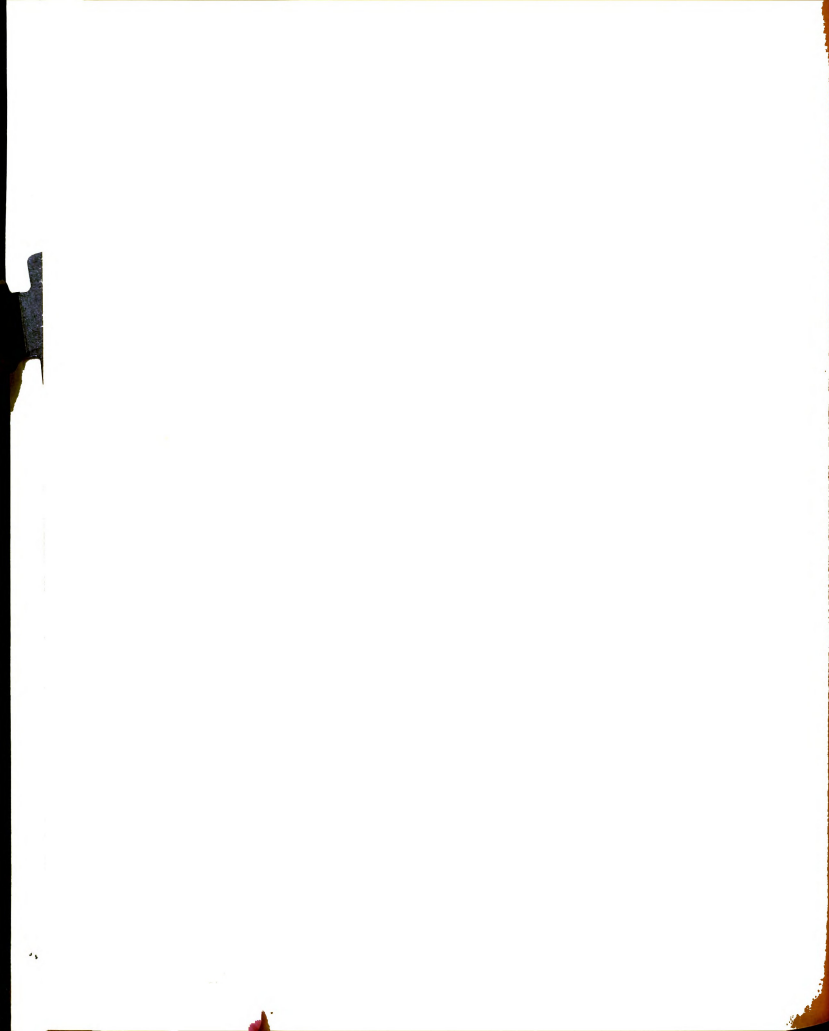
- a. Having taught in a major or minor subject area of personal competence.
- b. Having had previous training in coping with problems related to discipline.
- c. Having had complete charge of one or more classrooms for at least three weeks of the assignment.
- d. Having had a pleasant relationship with supervising teacher(s) and college coordinator.
- e. Having had a sense of personal enjoyment with the student teaching experience.

3. Those persons who have had teachers or instructors who fail to meet the following criteria take positions other than

¹⁶R. C. Pace, op. cit., p. 96.

Curtis Phipps, "The Characteristics of Students in Teacher Education and the Factors Influencing Their Occupational Choices" (Dissertation, Lexington, Ken.: University of Kentucky, 1955), passim.

Dwight K. Curtis and Leonard O. Andrews, Guiding Your Student Teacher, (New York: Prentice-Hall, Inc., 1954), passim.



teaching:¹⁷

- a. Maintains neatness of dress and appearance.
- b. Possesses a democratic rather than authoritarian attitude in the classroom.
- c. Has a cooperative and respectful attitude toward other members of the teaching profession.
- d. Possesses the necessary actual public schoolroom experience.
- e. Offers practical experiences which prove to be beneficial in actual classroom teaching.
- f. Expresses a wholesome attitude about working conditions.

Hypotheses over which the educational institutions have no direct control are as follows:

1. Those persons who decided to train to be teachers during their first two years in college take positions other than teaching.¹⁸

2. Those persons who maintain a grade point average of 3.00 or more during their undergraduate years take positions other than teaching.¹⁹

¹⁷Selmer Ostlie. "Motivation for Entering Teaching," The Journal of Teacher Education, VII (March, 1956), 80.

Jay L. Pylman, "How Stable is the Teaching Profession?" The Nation's Schools, XXXV (Feb., 1945), 30f.

¹⁸Wesley G. Moon, "The Relation of Certain Factors to Persistence in the Teaching Profession of Houghton College Graduates Prepared for Teaching." (Dissertation, Buffalo, N.Y.: The University of Buffalo, 1952), p. 75.

¹⁹Ibid.



3. Those persons who are married at the time of graduation take positions other than teaching.²⁰

4. Those persons whose friends and/or relatives were unfavorably disposed to teaching as a career take positions other than teaching.²¹

C. Exploratory Hypotheses

1. Those persons who take the teacher training curriculum in order to qualify for a State of Michigan scholarship take positions other than teaching.²²

2. Those persons who show greater ability on their college entrance examinations take positions other than teaching.²³

3. Those persons who feel they did not have a good knowledge of their major and/or minor subject areas at graduation take positions other than teaching.²⁴

4. Those persons who take the teacher education curriculum, who from their freshman year never intended to enter teaching, but who entered the program for specified personal reasons take positions other than teaching.²⁵

²⁰Ibid.

²¹Ibid.

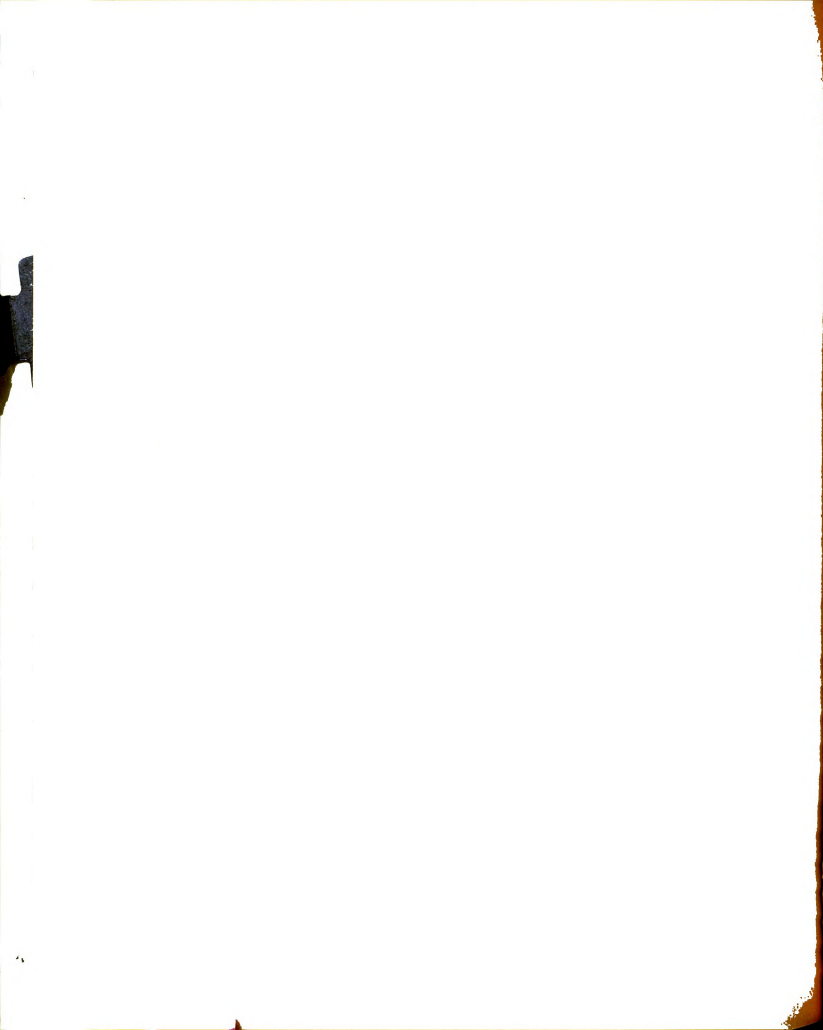
²²This hypothesis is one that was submitted by a group of doctoral candidates in a Thesis Writing Seminar at Michigan State University during the Summer Session, 1957.

²³Ibid.

C. Phipps, loc. cit.

²⁴Seminar, loc. cit.

²⁵This hypothesis was proposed by Dr. Leland Dean, Assistant Dean of Education, Michigan State University.



CHAPTER II

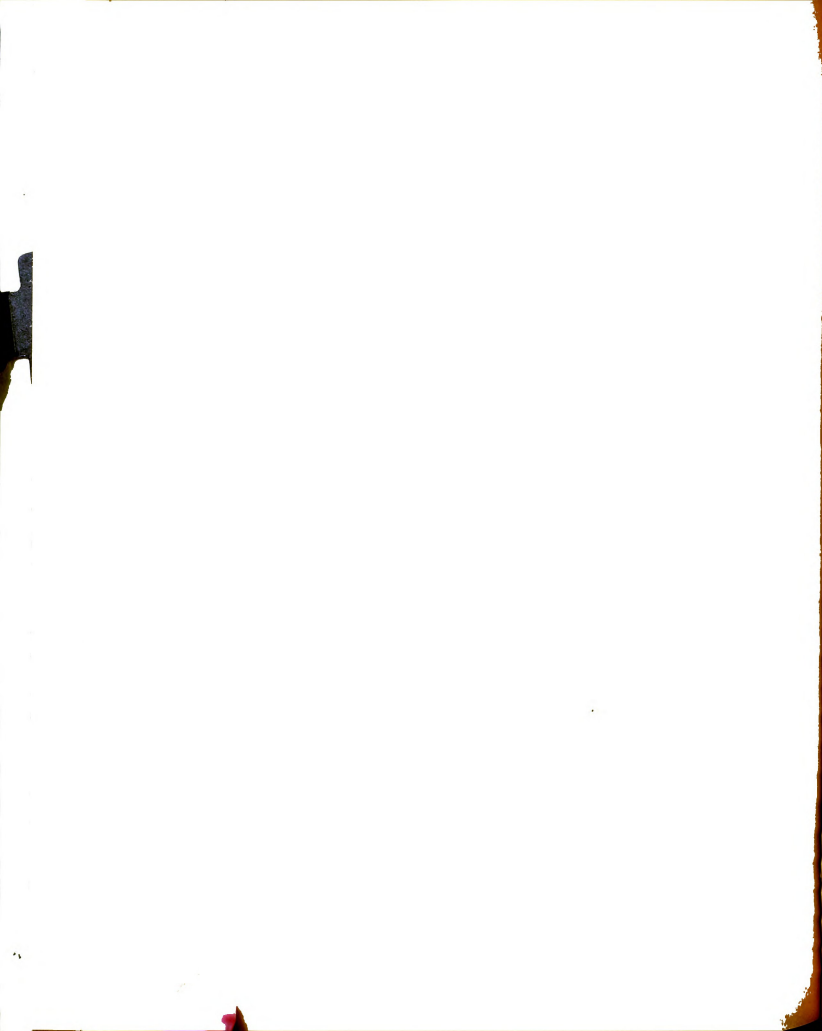
REVIEW OF RELATED RESEARCH

Before this study could be designed and organized, the author had to review the related research and prior experience. The problem of teacher supply and demand has many facets which had to be investigated in planning the present study. Some of these facets which will be reviewed in this chapter are studies made in professions other than teaching which refer to persistence; persistence in teaching; characteristics of education students; preconceptions held by education students concerning the teaching profession; reasons given for entering and leaving teaching; and some recommendations made pertaining to the retention of teachers in the profession.

Background

Since the early years of World War II the schools of our nation have been plagued with the problem of obtaining a satisfactory supply of adequately trained, competent classroom teachers. Many events and situations have contributed to the shortage of teachers in the past ten or fifteen years.

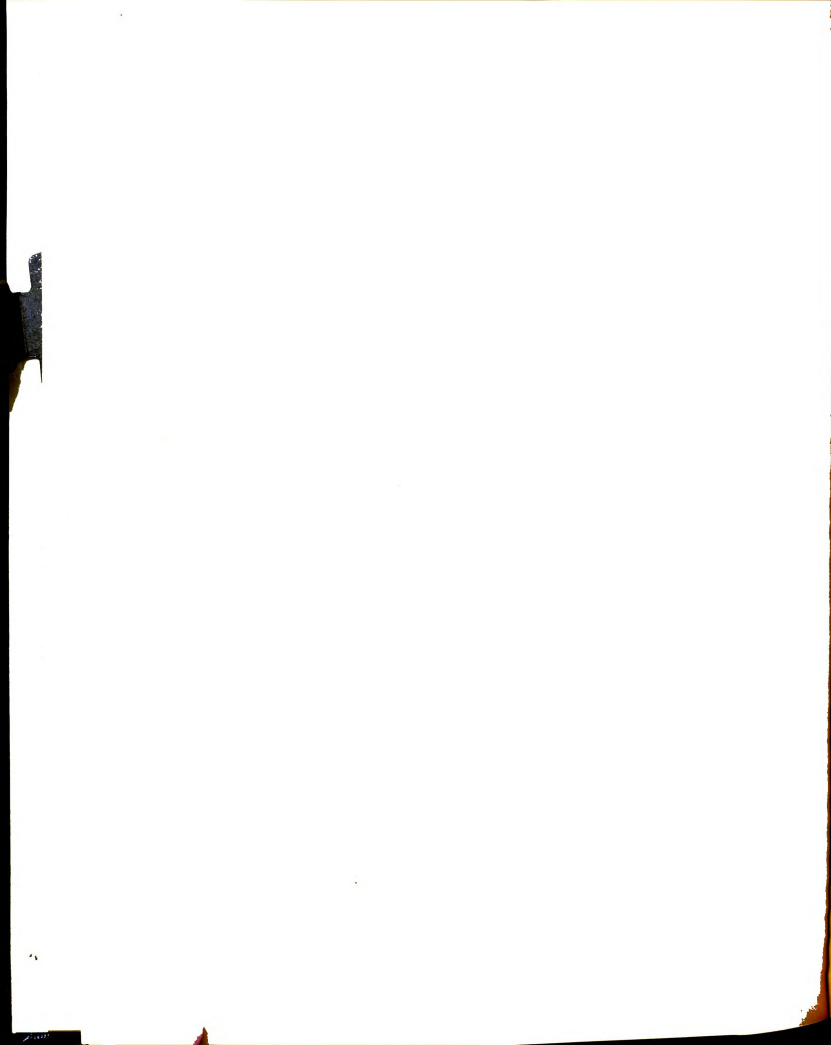
The supply of trained teachers fell to an all time low during the war years, 1941-1945. Most of the young men who received B. A. degrees had a military obligation to fulfill, and



industry and agencies other than the public schools lured people away from teaching. As a result of this situation, the United States was faced with a great depletion in its teaching ranks.

Since World War II technological advance and the increasing demand for people who have more than a high school education have caused more and more college graduates to enter fields other than teaching. This, with problems encountered as a result of the huge influx of male students into colleges and universities, has increased the problem of acquiring an adequate supply of well-trained teachers. These male students, who came in under the G.I. Bill, failed to receive adequate counseling in setting up their college curricula, causing excessive numbers to train in overcrowded areas, such as physical education and the social sciences. When these men were unable to find teaching positions in their major areas of preparation, they turned to other vocations and were lost to the teaching profession.

The Korean War also had its effect on the supply of male teachers. Up until 1950 most male graduating seniors could look forward to settling down in the vocation of their choice. With the conflict in Korea came a degree of uncertainty. Since then, most male college graduating seniors have had to fulfill military obligations. This has deprived the teaching profession of would-be teachers for a period of from two to four years for each person. Some of those who planned to teach when they were in college never did teach after completing their military service. During the early years of the Korean War, many school boards refused to hire males who had not completed their term of military service.



This discouraged some from teaching who might have taken teaching positions if they had been able to secure one upon graduation from college.

The change in marriage and family customs since World War II has multiplied the problems connected with teacher supply and demand. Women are generally marrying at a younger age and having larger families. This has caused the school-age population to increase while the availability of women for teaching has decreased.¹

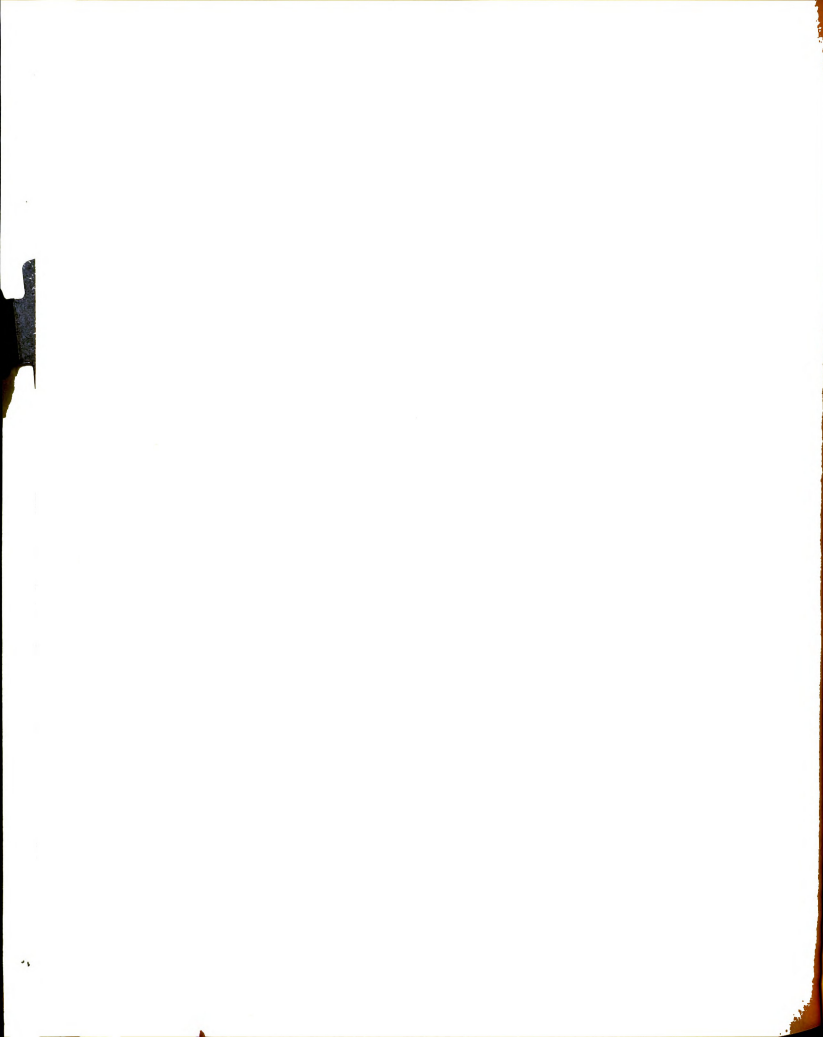
We would normally expect elementary school population to increase with an increase in birthrate. It has not been until recent years, however, that such a great percentage of youngsters of school-age have begun and completed their high school education. This may be attributed to more strict enforcement of state laws of compulsory education and also to child labor laws. All of this has created more need for competent, well-trained high school teachers as well as elementary teachers.

These and many other factors have increased the problems connected with supplying an adequate number of college graduates for the teaching profession.

Other Professions

If the other major professions experienced the same problems of supply and demand, we might not be so concerned as we

¹National Education Association, "The Postwar Struggle to Provide Competent Teachers," Research Bulletin, XXXV (Oct., 1957), 101f.



are about the present situation. Few studies concerned with persistence have been conducted by other professions. Robert Pace² conducted a study several years ago in which he surveyed a group of people who had entered college during the years 1924-1929. He found that only a few more than half of the people who graduated from college actually found work in the field of their preparation. The largest percentage of those entering the field for which they had trained were those persons who trained for one of the established professions, mainly engineering and medicine.

Another study conducted by Dael Wolfle³ showed that "high percentages" of persons preparing for such fields as engineering, health (medicine, dentistry, etc.), and law went into the field for which they had trained in college.

Haveman and West made a comprehensive study of college graduates and in 1952 reported that:

Among graduates who started out studying for law, medicine, or denistry, eight out of ten have ended up practicing their chosen professions; one in 100 has gone into some other profession, and two out of ten hold a business or government job.⁴

They further assert that one of the most common complaints of college graduates "is the matter of how little guidance or advice of any kind the colleges have offered to their students."⁵

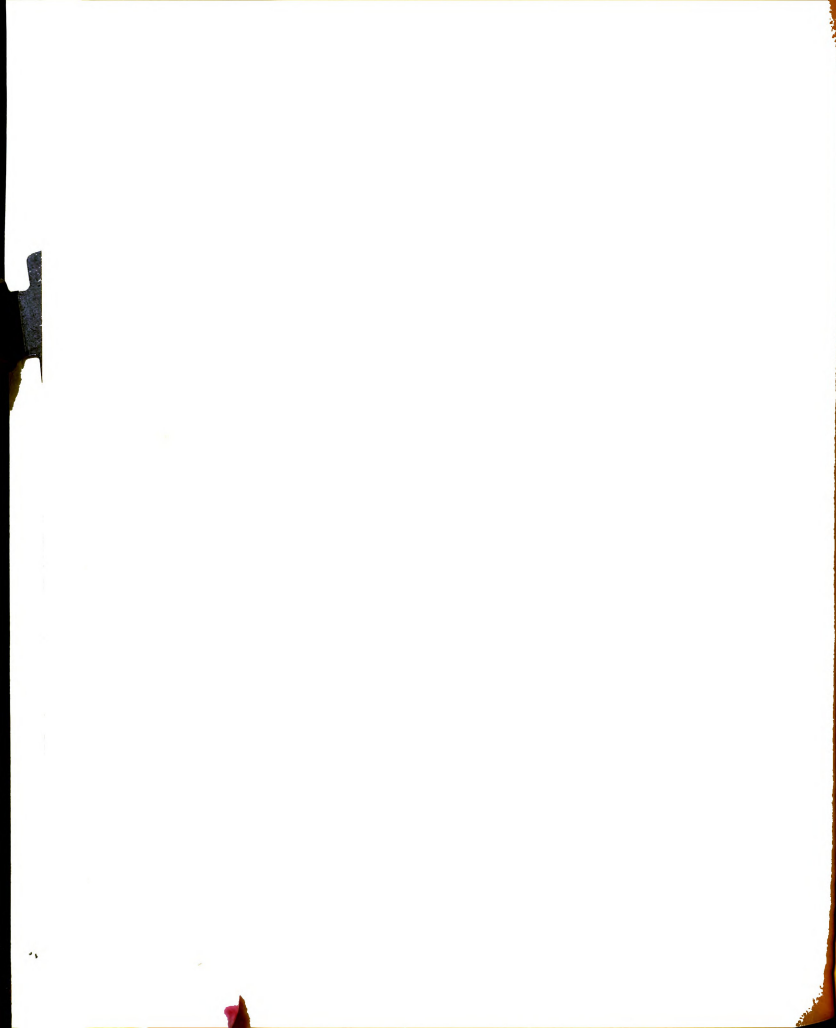
This study is not primarily concerned with what happens

²Robert C. Pace, op. cit., passim.

³Dael Wolfle, op. cit., pp. 6lff.

⁴E. Haveman and P. S. West, op. cit., p. 150.

⁵Ibid., p. 225.



to teachers once they take a teaching position. This has been done many times previously. It is, however, interesting to note what happens to persons in professions other than teaching. Albert Reis recently conducted a study of white male professional persons twenty-five years old or older. He discovered that:

. . . professional persons are more immobile than persons in other major occupational groups. This study suggests that a sizeable part of that immobility is contributed by persons in the old established professions only.⁶

Teaching Profession

Numerous research studies and dissertations have been written on why teachers leave the teaching profession. Many have also been completed on the topic of why people choose teaching as their career or vocational objective. It would be pertinent to pay particular attention to some of the more significant research conducted in these areas.

In 1945 Jay Pylman,⁷ Assistant Superintendent of Schools in Grand Rapids, Michigan, reported the results of a study covering the post-World War I year of 1920 to the pre-World War II year of 1943. He found that during these years, in Michigan alone, the professional mortality in teaching was seventy-seven and three-tenths percent. In 1943 only twenty-two and seven-tenths percent of the 1920 graduates were still actively engaged in teaching or in school administration. Pylman also discovered that those who

⁶Albert J. Reis, "Occupational Mobility of Professional Workers," American Sociological Review, XX (Dec., 1955), 693-700.

⁷Jay L. Pylman, loc. cit.



leave the teaching profession do so, most frequently, shortly after beginning their teaching service.

During the years 1939 to 1949, Eugene Richards, Director of Certification for Michigan, conducted a study in Michigan to determine the persistence of certified teachers. The year 1939 was the first year Michigan began issuing provisional teaching certificates in their present form. During this ten year period the colleges and universities of Michigan recommended 33,000 persons for provisional certification. In the Fall of 1949 only 11,000 of these people were still teaching. This condition, to the best of Richard's knowledge, has not improved over the succeeding years.⁸

Many studies have been made concerning the number of people who actually enter the teaching profession. In 1953, a thirteen-state study was conducted. This research was concerned with teacher supply and demand. It showed that of the 1953 college graduates prepared to teach on the secondary level only fifty-three percent were actually actively engaged as teachers in the Fall of that year.⁹

In another survey made in 1953, Armsby stated:

A recent study showed that only 40 per cent of the 1953 college graduates qualified to teach science and mathematics were teaching in November of that year.¹⁰

⁸Eugene Richards, loc. cit.

⁹Robert C. Woellner, "Teacher Certification, Supply, and Demand," Review of Educational Research, XXV (June, 1955), 193-203.

¹⁰Henry H. Armsby, "An Educational 'Bottleneck'," School Life, XXXVII (May, 1955), cover and 127.



Since 1953 at least one study a year has been conducted on one or more of the various facets of teacher supply and demand.

Ray Maul reports about the 1954 college graduates as follows:

A Year ago [1954] almost 37,000 college graduates completed full four-year programs for preparation for elementary school teaching. Only about 3 in 20 of them are men. About 65 per cent of these men took teaching jobs, while 82 per cent of the women did so.

A year ago [1954] about 49,000 college graduates became eligible for high school teaching. This group was divided almost evenly between the sexes. Just under one-half (47.5%) of the eligible men entered teaching while two-thirds of the women (64.8%) did so.¹¹

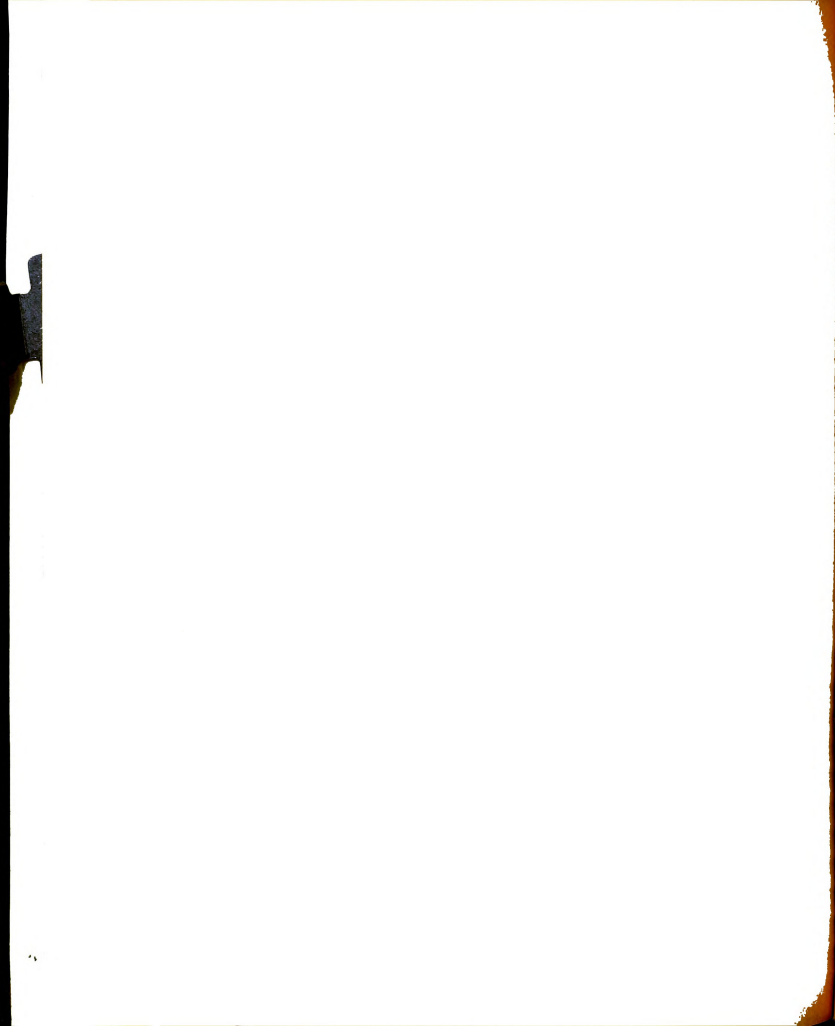
The National Education Association made a study of the graduates of 1955. This organization found that of those graduates certified to teach high school only fifty-seven and eight-tenths percent of the men and sixty-eight and five-tenths percent of the women actually entered the teaching profession the Fall after their graduation from college. Of those trained to be elementary teachers seventy-four and six-tenths percent of the men and eighty-two and seven-tenths percent of the women took teaching positions.

This study also delved into reasons why teachers failed to enter the teaching profession. It was found that of the reasons most often given, these were significant: military service (for men); homemaking (for women); other employment; and continuation of education.¹²

Wesley Moon attacked this problem of persistence in

¹¹ Ray C. Maul, "What Happens to Our New Teacher Candidates?" Journal of Health - Physical Education - Recreation, XXVI (Oct., 1955), 32.

¹² National Education Association Research Division, op. cit., pp. 33-79.



teaching. He used, as the subjects for his study, all of the teacher education graduates from Houghton College during the years 1929-1947. He found that over eighty-two percent of those who trained for teaching actually taught and that about half of them are still in teaching. Men tended to persist longer than women. Those who never entered teaching were not questioned very extensively, but Moon concluded that, "Circumstances rather than personal choice appear to have been the determining factors . . . in keeping those who have never taught from taking teaching positions."¹³

Reasons most often given for leaving teaching were as follows: better opportunities in areas other than teaching; inadequate salaries; and marriage and family responsibilities.¹⁴

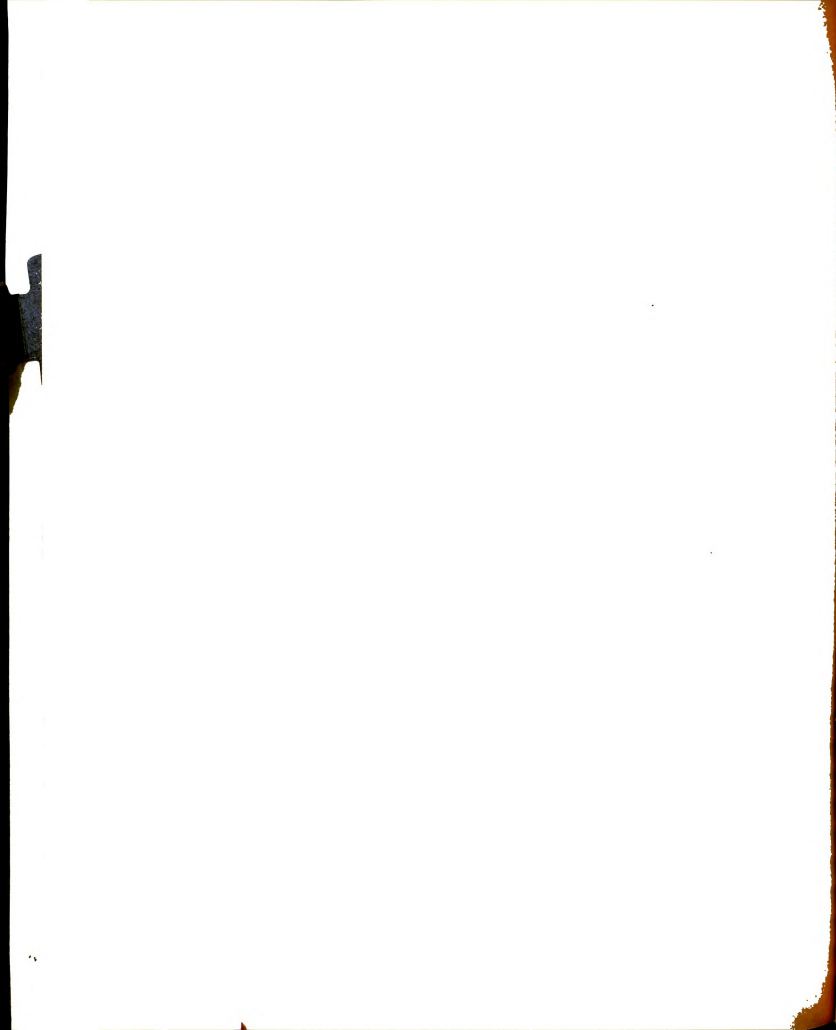
Reasons most often given for remaining in the teaching profession were as follows: "personal interest and satisfaction"; "service to society"; "good working conditions"; and "easier to continue than to change."¹⁵

Persons who persist the longest in the teaching profession are men who choose teaching as their vocation, either before they enter college or during their junior or senior year, and women for whom teaching was the original vocational choice. Those persons accepting teaching positions as their first position upon graduation from college persist longer than do those entering other positions and then returning to teaching. Persistence in teaching

¹³ Wesley Moon, op. cit., p. 74.

¹⁴ Ibid.

¹⁵ Ibid.



usually increases with the amount of graduate work done by both men and women.¹⁶

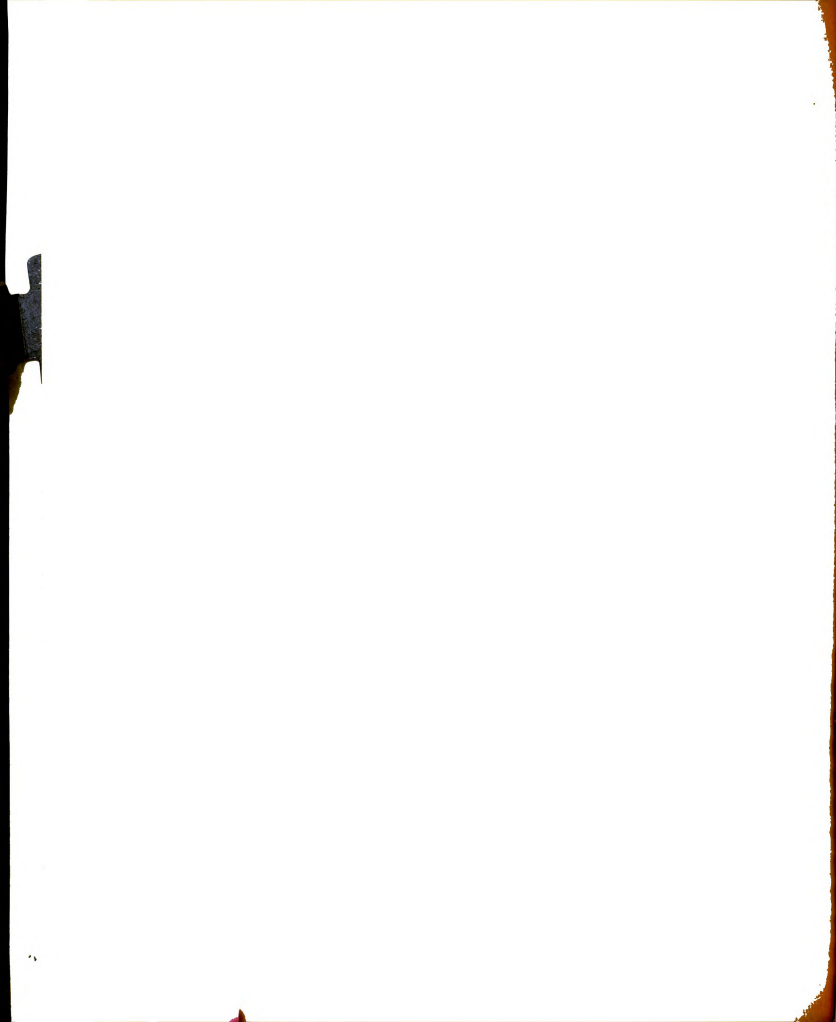
Characteristics of Students

Phipps,¹⁷ in Kentucky, made a survey of white college students to determine peculiar characteristics of students enrolled in teacher training curricula. He found that nearly twenty-five percent of these students had mothers who taught school, and one in eight had fathers who taught at sometime during their professional careers. About twenty percent of these students had brothers and sisters who at sometime or another were preparing to be teachers. About four-fifths of the teacher candidates held church membership. Other data in this study tend to support the notion that education students are of as good academic quality as other students.

The teacher candidates in the above mentioned study selected teaching primarily on the basis of altruistic and selfless motives. Thirty-eight percent of these students elected to enter teaching after they came to college. These people would have decided to train for teaching much sooner if they had received more effective vocational guidance in high school and college. Former experiences related to teaching were found to be positive influences affecting the decision to teach. Most of these students in Phipps' study had little knowledge of what teaching meant or

¹⁶Ibid.

¹⁷Curtis Phipps, op. cit., pp. 145ff.



had to offer until after they entered college.¹⁸

When this study was made, there were only a few teacher candidates who failed to enter the teaching profession in Kentucky. Phipps¹⁹ concluded that failure to enter teaching cannot be attributed to the associations, curricula, or functions of teachers.

In the New York City area, George Lapidus²⁰ completed a study in which he compared education students with non-education students. On entrance examinations at Brooklyn College he found that females majoring in elementary education were generally inferior to other female students. However, females majoring in secondary education were not inferior to other female students. Of the males majoring in education, only those majoring in science education showed any superiority over non-education students. The college scholastic records of all the education students was above the fiftieth percentile. Lapidus further stated:

In the present study, the differential selection of vocational objectives by students appeared to be related more significantly to vocational interest and personality characteristics than to intellectual or sociological factors.²¹

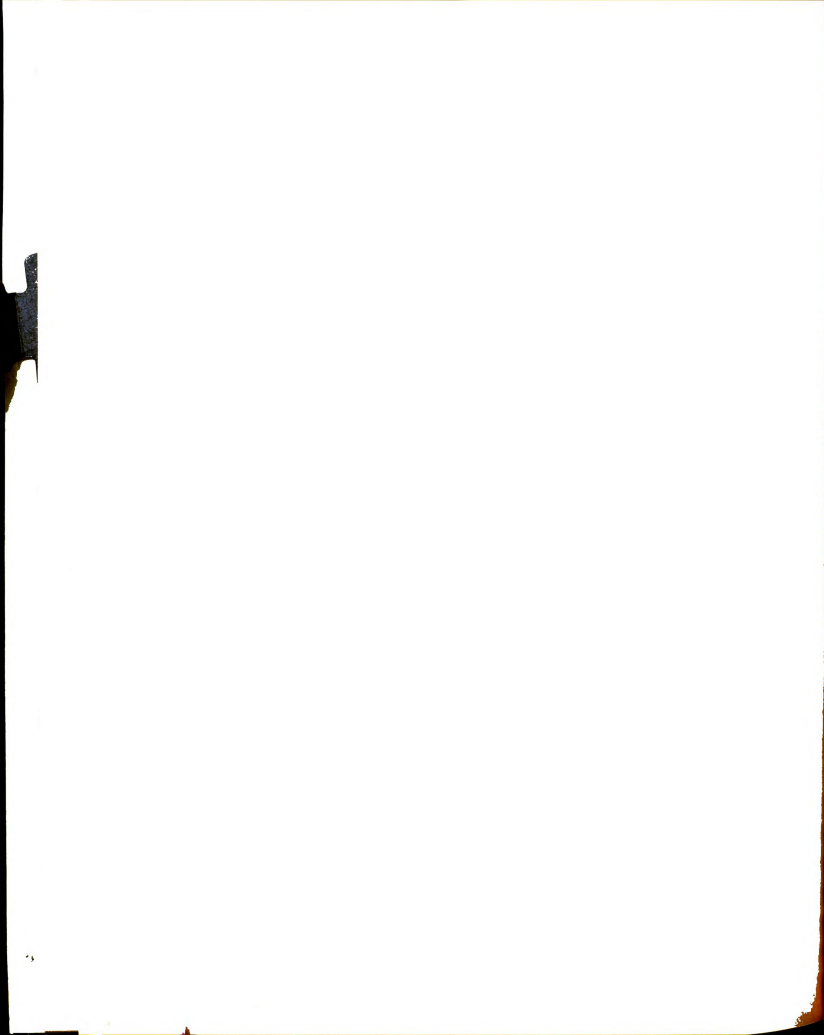
Many studies have been made refuting the above statement.

¹⁸Ibid.

¹⁹Ibid.

²⁰George Lapidus, "A Comparison of Education and Non-Education Students with Respect to Their Choice of Vocational Objectives...." (Dissertation, New York: New York University, 1955), pp. 189ff.

²¹Ibid., p. 205.



Henman and Holt²² found that of 16,350 cases in their study, eighteen percent of the seniors in high school who had selected teaching as their vocational goal were of unfavorable scholastic ability.

Learned²³ found that students in Pennsylvania preparing to be teachers were more deficient in general education background than students preparing for non-teaching positions.

Preconceptions

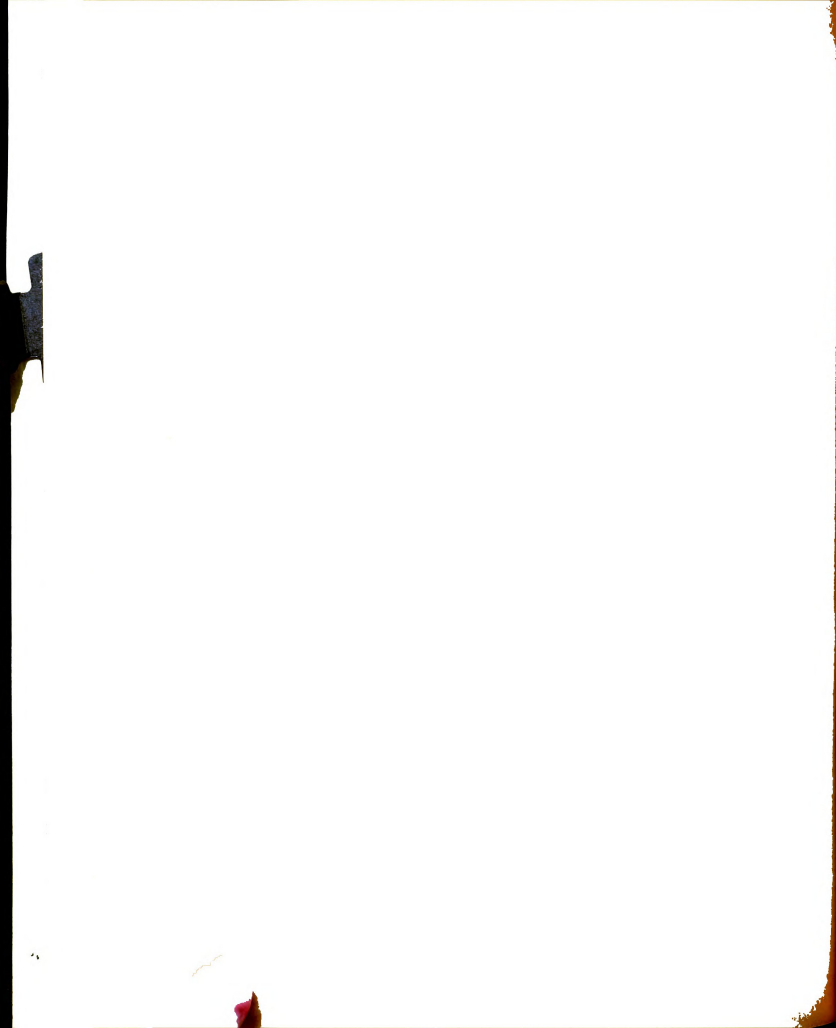
Most young people hold vivid preconceptions of the vocations for which they plan to prepare. Many studies have been conducted to determine the preconceptions of teaching held by high school and college students who plan to enter the teaching profession.

Leila Stevens²⁴ used the projective technique in an open-ended questionnaire study of high school seniors to seek out the attitudes of these students toward teachers and teaching as a career. She found that those students who planned to teach regard the school and its social milieu as attractive. They did not

²²V. A. C. Henman and F. O. Holt, "A Report on the Administration of Aptitude Tests to 34,000 High School Seniors in Wisconsin in 1929 and 1930," Bulletin of the University of Wisconsin, No. 1786 (June, 1931), passim.

²³W. S. Learned, "Tested Achievement of Prospective Teachers in Pennsylvania," Thirty-First Annual Report, Carnegie Foundation for the Advancement of Teaching, 1936, pp. 31-51.

²⁴Leila Stevens, "The Attitudes of High School Seniors Toward Teaching as a Career," (Dissertation, Madison, Wis.: University of Wisconsin, 1954), passim.



consider school work difficult, but they regarded teaching as challenging, varied, giving happiness to the teacher, and they made fewer remarks about the effects of teaching on the teacher himself. Those students who planned to teach were most highly motivated by opportunity for service. They were motivated to a lesser degree by aptitude motives and least of all by enjoyment of intellectual life.

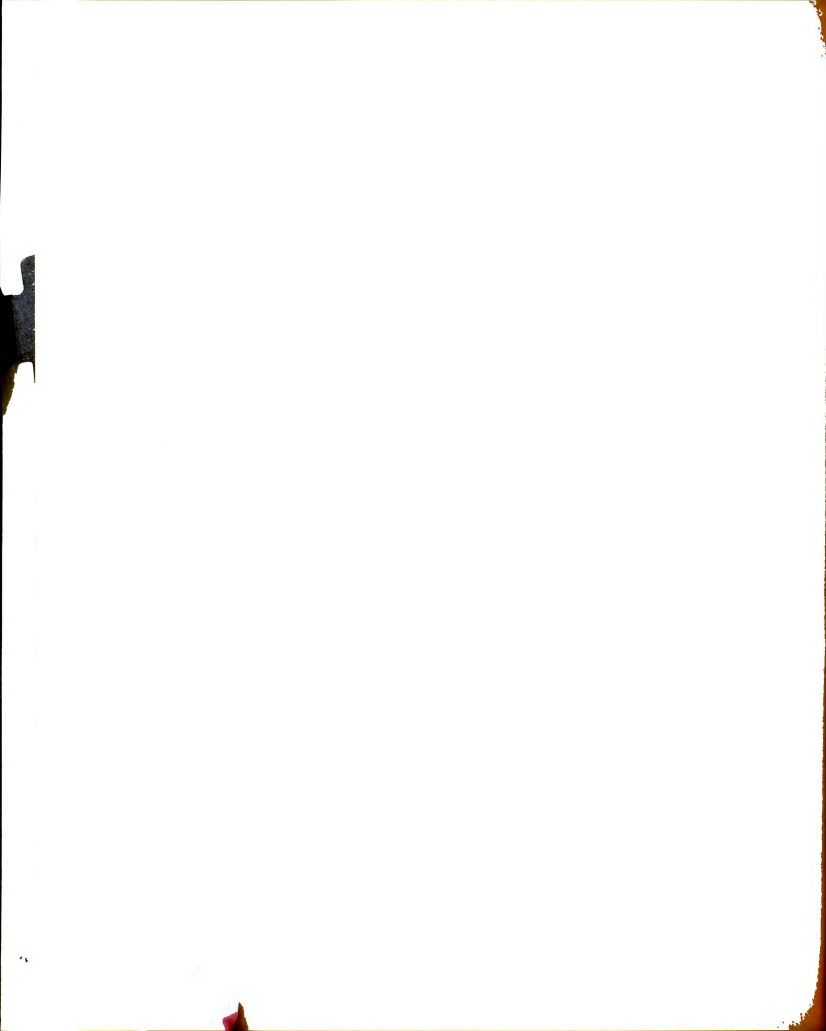
Most of these students thought teachers' salaries were too low, but all were poorly informed about the beginning salaries of teachers. A large percentage of them had incorrect ideas about the cost of a college education.²⁵

In a study completed in 1954, Brand²⁶ attempted to discover the preconceptions of prospective teachers concerning the attitudinal and/or social role of the teacher. The "Survey of Teaching Practices" was administered to one-hundred students in Minnesota colleges. The results of this test show that these prospective teachers have the following traits or attitudes:

1. As teacher candidates progress in their training, they become more group-centered and informal in their viewpoints regarding teaching practices.
2. College seniors are more prone to favor the group-centered and integrated approach to teaching than are teachers already in the field.

²⁵Ibid.

²⁶Werner E. Brand, "Opinions of Prospective Teachers with Respect to Teaching Practices," (Dissertation, Greeley, Colo.: Colorado State College of Education, 1954), pp. ii-iv.



3. The problems of most concern to prospective teachers are (1) planning of classroom work, (2) motivating pupils, and (3) dealing with pupil cliques.

4. Attitudes are influenced very little by majoring in specific subject areas.

5. Prospective elementary school teachers are more integrative in attitude than prospective secondary school teachers.

6. The more intelligent prospective teachers are more integrative in attitude than are the others.

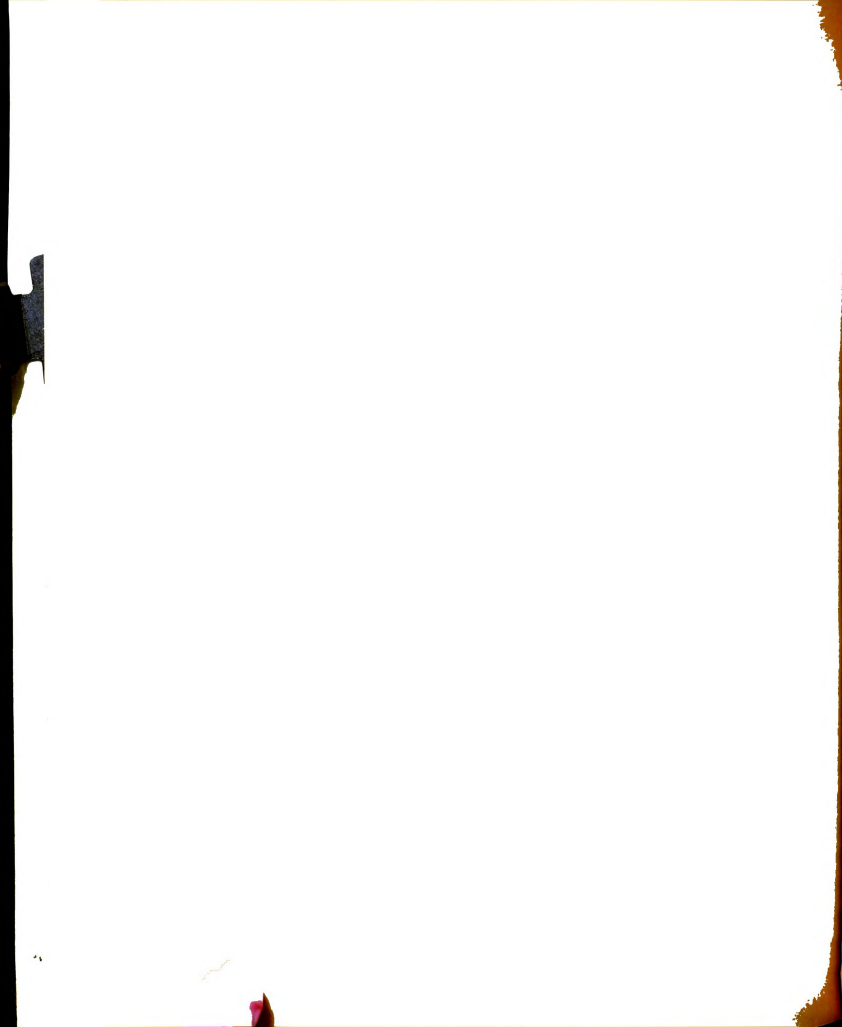
7. Prospective teachers in state teachers colleges become more integrated in attitude than people in liberal arts colleges.

In a study conducted by Richey and Fox²⁷ 3,917 students from 100 high schools were questioned about the teaching profession. The students were, in general, improperly informed about teaching. Of this group thirteen percent had given serious attention to teaching, but only two percent had decided to prepare for the profession. Girls found teaching more attractive than did the boys, but even then forty percent of the girls thought teaching would be a deterrent to marriage. The main disadvantages to teaching, as seen by these students, were low salaries, lengthy preparation, and too many social restrictions placed upon the teacher.

William Nutting²⁸ made a study of the attitudes of 3,140

²⁷Robert Richey and William Fox, "Teacher Supply and Demand," Review of Educational Research, XXII (1952), 219-223.

²⁸William C. Nutting, "Teacher Supply and Demand," Review of Educational Research, XXII (1952), 219-223.



students from grades six through fourteen. In addition to the students, there were 351 teachers included in the study. He also conducted seventeen group interviews in regard to attitudes toward the teaching profession. In most cases the subjects questioned had little opportunity to become informed about teaching and teacher supply and demand problems. Most of them saw teaching as uninteresting, financially unattractive, and low in prestige.

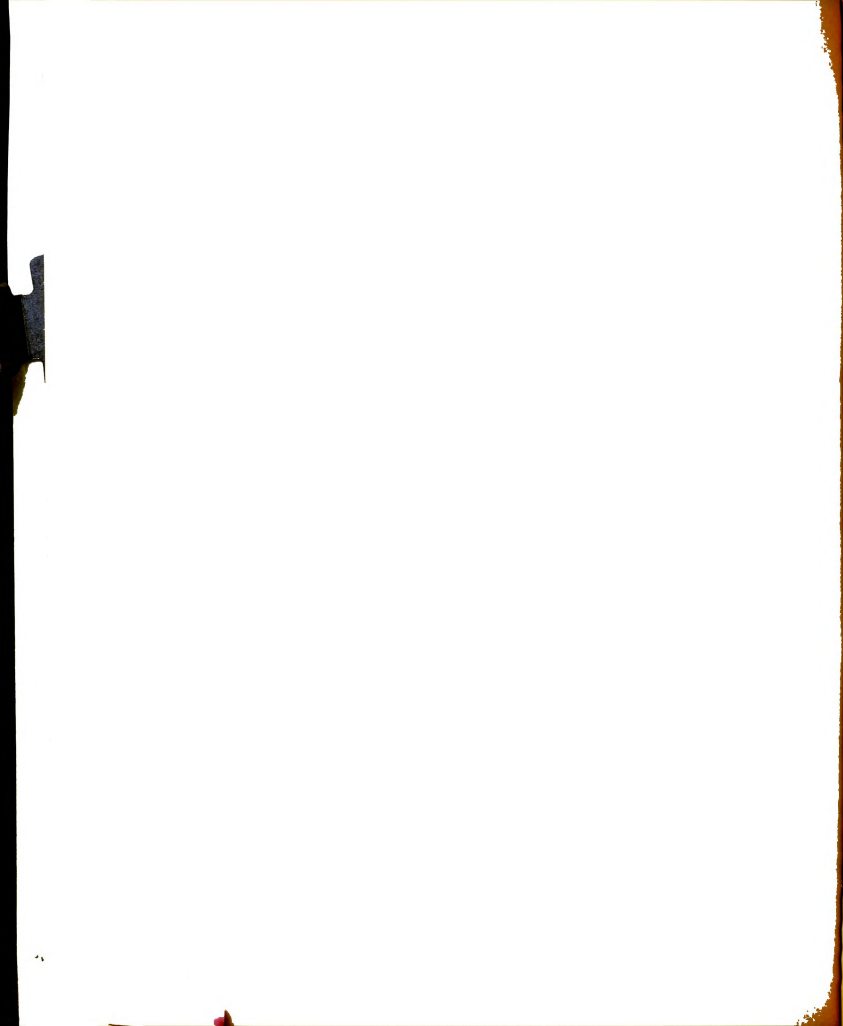
Reasons for Entering or Leaving

The following section summarizes research pertaining to (1) reasons why teachers leave the profession and (2) reasons for not entering the profession once a person has completed his training for teaching.

In a doctoral study, Vernon Mork surveyed high school and college students who had already chosen teaching as their vocational objective to see if he could determine their reasons for choosing teaching. By means of a questionnaire he found that the following reasons were most often given:

1. Always enjoyed working with children;
2. Always enjoyed working with youth;
3. Always enjoyed a particular subject or activity;
4. Influenced by enjoyable experiences with young people in out-of-school activities;
5. Influenced by my mother;
6. Had a great ambition to help raise moral standards and help develop the younger generation;
7. Influenced by teachers who did not talk to me about teaching.²⁹

²⁹Vernon N. Mork, "An Analysis of Influential Factors Related to How and When Certain High School and College Students Selected Teaching as a Career," (Dissertation, Grand Forks, N. D.: University of North Dakota, 1954), passim.



Another study³⁰ showed that the influential persons in causing young people to decide to enter teaching were teachers. The most influential experiences were those ones with groups of children. The most commonly stated personal reasons for entering teaching were an opportunity to serve mankind, an opportunity to grow professionally, and an opportunity to work with young people.

The main reasons given for not entering the teaching profession were: "(1) low salaries; (2) lack of information about teaching; (3) undue amount of public pressures; (4) too many parent and community responsibilities; and (5) high teacher load."³¹

Anthony LaBue³² conducted a study in which he surveyed people who began a teacher training curriculum but did not persist after the sophomore year in college. The greatest number of women who failed to persist in the teacher education course of study did so because of low academic standings. Also a large number transferred to different institutions. Some felt they lacked the capabilities to become a good teacher. Other comments these people made were as follows: no interest in teaching; desire to take more courses in major field of study; disapprove of scheduling practices in art education; admission tests showed unfitness; advised by education professors not to continue in preparation to teach; education courses have little content of worth; many of

³⁰Selmer Ostlie, op. cit., pp. 80f.

³¹Ibid.

³²Anthony C. LaBue, "An Analysis of Some Factors Associated with Persistence of Interest in Teaching as a Vocational Choice," (Dissertation, Syracuse, N.Y.: Syracuse University, 1954), passim.



my friends dissatisfied with my choice; and no desire to explain things to others.

The majority of women who left the profession were housewives. Others were scattered among diversified types of semi-professional positions.³³

The reason most often stated by the male subjects in this study was "low salaries." Others mentioned were as follows: change of vocational goal; transferred to another college; felt that education courses were not valuable enough in terms of time spent on them; admission tests showed unfitness; more interest in major area of study than in teaching; personal feeling of inadequate capabilities to teach; and entered military service.³⁴

The men who did not persist in teaching were engaged in such vocations as college teaching, recreation, industry, business, semi-professional work, and a number were still undecided about their choice of a vocation.³⁵

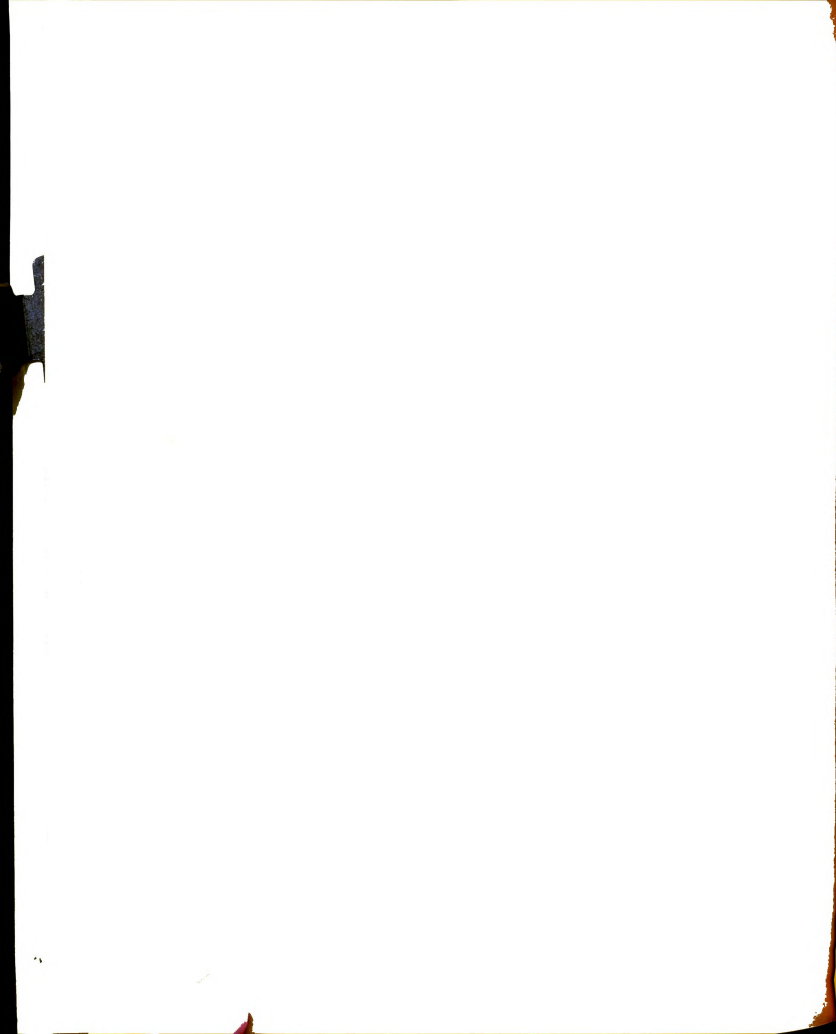
Garwood implies that although a sufficient number of teachers are trained, we lose them because of low salaries. Based on the number of teachers who leave the profession each year, he says, "No other profession has as great a turnover as the teaching profession."³⁶

³³Ibid.

³⁴Ibid.

³⁵Ibid.

³⁶John D. Garwood, "Plenty of Teachers -- at a Price," School Executive, LXXV (Feb., 1956), 58.



In 1944 superintendents of schools were asked this question: "In your opinion what are the reasons why teachers have been leaving the profession?"³⁷ They gave the following replies:

Low salaries	80%
Better opportunities in other fields	78%
Better opportunities in other school systems	54%
Insecurity of tenure	38%
Restrictions on social habits	18%
Poor living conditions	18%
Restrictions on marriage	14%
Poor working conditions	6%
Lack of professional status	3%
Disciplinary problems	2%
Work not appreciated	2%
Unsuited to teaching	2%
Restrictions on religion	1% ³⁸

Recommendations

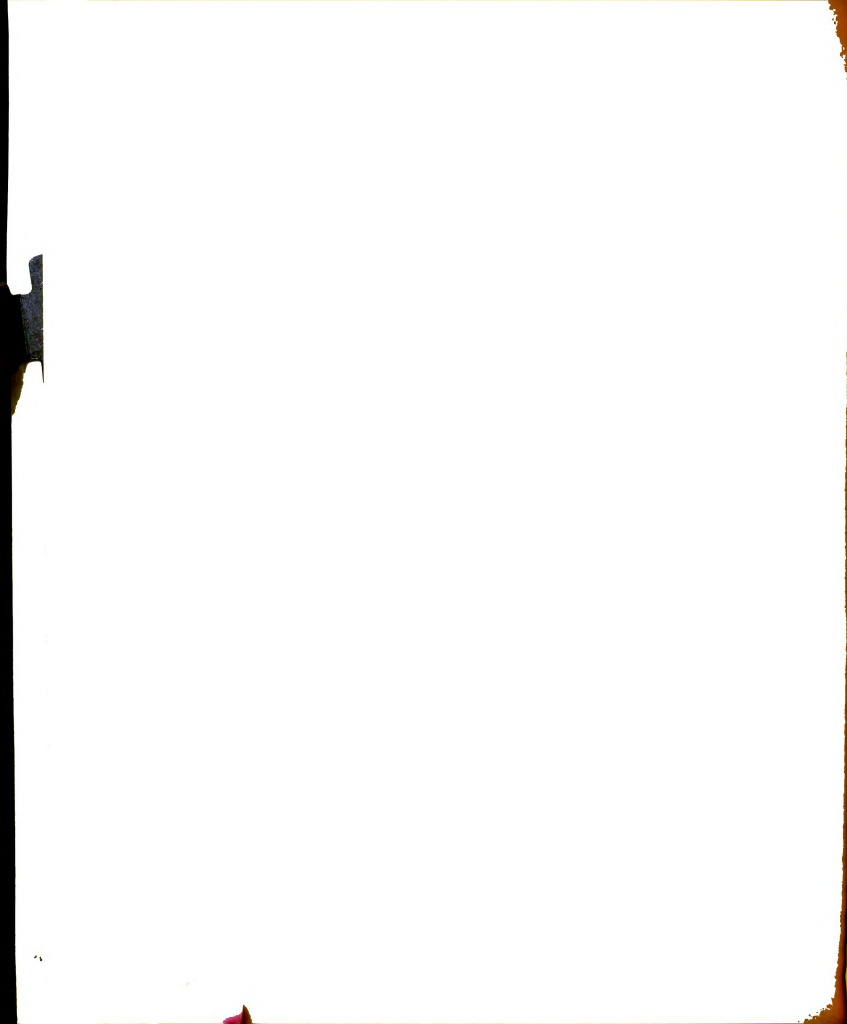
Many educators and laymen have suggested many kinds of measures to prevent the wholesale exodus of teachers from the teaching profession. Since it would be an unending task to summarize all of them, the author has included one which is quite comprehensive.

During 1955 86,696 students graduated from American colleges with an A. B. degree (or its equivalent) and teaching certificates. Of this number 29,896 did not accept teaching positions. To correct the loss of certified teacher candidates this study suggests that the following steps should be taken:

1. Provide adequate salaries;

³⁷"Why Teachers Leave," The Nation's Schools, XXXIV (Sept., 1944), 32.

³⁸Ibid.



2. Provide satisfactory working conditions;
3. Give teachers community status;
4. Colleges must make every possible effort to place those who are prepared to teach;
5. Make teacher education curricula available to all college students;
6. Make scholarships available to teacher candidates.³⁹

Summary and Conclusions

In this chapter we have attempted to review some of the research that is related to the problem of teacher supply and demand.

The chapter began with a review of the history of the problem of teacher supply and demand. After presenting the background of the study, an examination was made of supply and demand problems in other major professions.

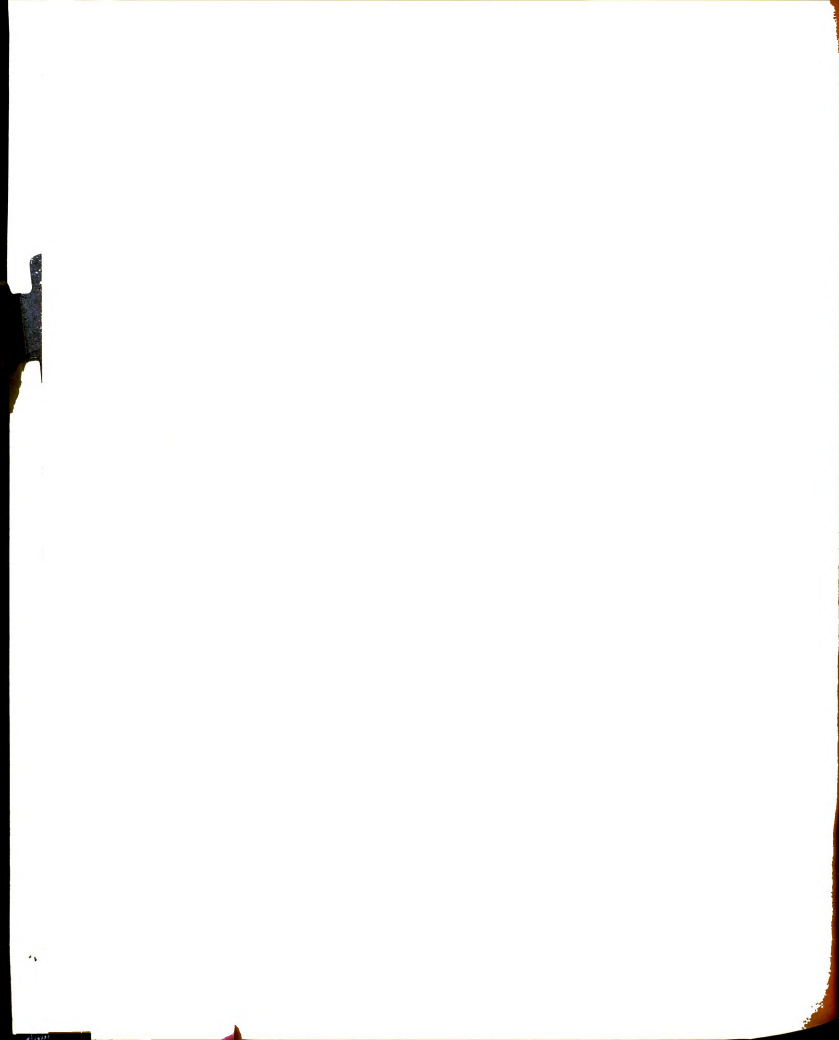
Most of the chapter was devoted to the problem of teacher supply and demand and its related facets. The areas reviewed in connection with this were: (a) the persistence of teachers and teacher candidates in their choice of teaching as a vocation; (b) the characteristics of students who train to be teachers; (c) the preconceptions held by high school students and also teacher candidates with regard to various phases of teaching; and (d) the reasons most often given for entering the teaching profession and also reasons given for leaving the profession.

The final section of this chapter was a brief review of suggestions that have been made by members of the profession, and also laymen, as to how the problem of teacher supply and demand can best be handled.

³⁹Raymond C. Gibson, loc. cit.



Many research studies have been reviewed, but as yet no study has been examined which deeply attacks the problem of why teacher candidates fail to enter the teaching profession. These studies, however, have been helpful in suggesting hypotheses which can be tested in this dissertation. Ideas for testing these hypotheses have also been acquired through analysis of these related studies.



CHAPTER III

THE METHOD OF THE STUDY

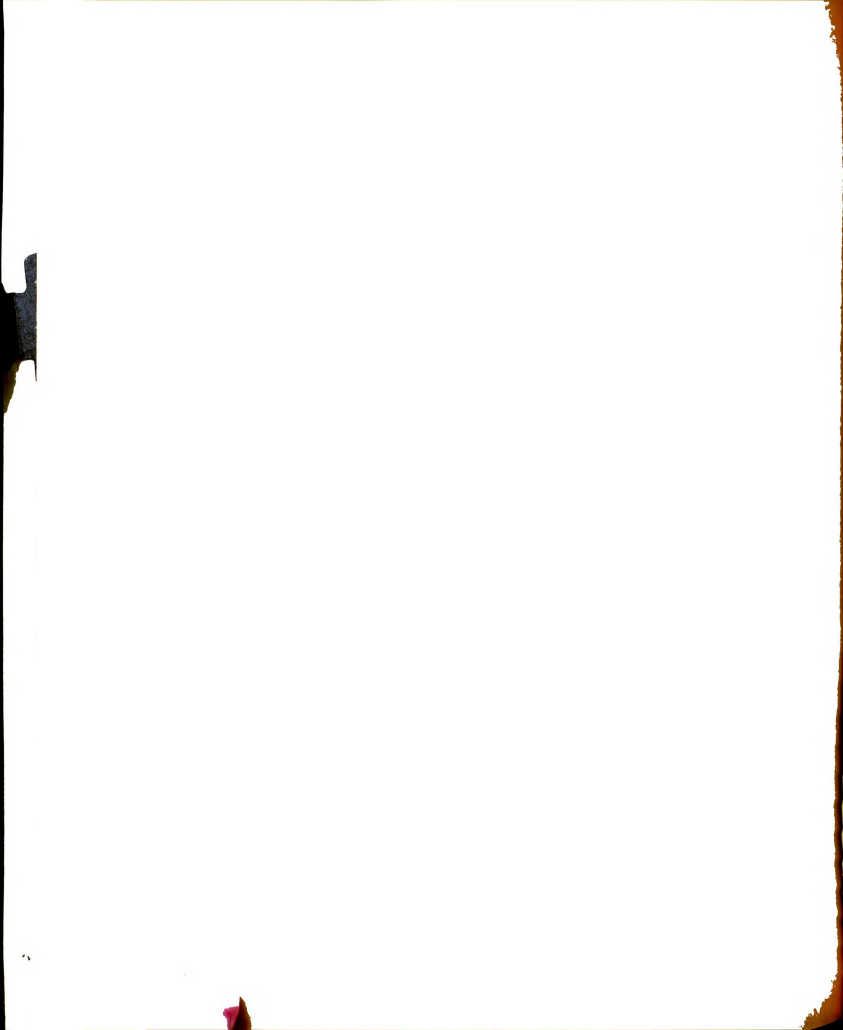
Construction of the Instrument

After a review of the literature related to this study and after a statement of hypotheses, the investigator was confronted with the task of constructing a suitable instrument which would produce the data needed to test each hypothesis.

Since the subjects of this study were spread over a wide geographic area, the questionnaire seemed to be the most effective instrument to employ in gathering the needed data.

The instrument in its final form is a combination open-end, closed-end questionnaire. The investigator felt this type of instrument would be most easily answered by the subjects of this study. The closed-end items on the questionnaire generally take the form of multiple choice or "yes-no" answers. The open-end items provided opportunities for the respondents to add to stated lists of answers in various questions.

One of the problems confronted in constructing an effective instrument was that of having a form which both those who did and those who did not enter the teaching profession could answer. It would have been fairly simple to design a questionnaire which could have been answered by one or the other of these groups.



To construct the instrument, it was necessary to devise ways to test each hypothesis. The following is a review of the hypotheses and the items on the final questionnaire which were designed to test them:

1. Those persons who have inadequate counseling and advice while in training take positions other than teaching.

Adequate advice would include:

- a. Placement aid by the college.
- b. Continuity of enrollment advisors (Having had not more than two enrollment officers).
- c. Advice concerning areas of majors and/or minors so that the student will not be trained in a teaching subject of over-supply.
- d. Help in discovering aptitudes for teaching.
- e. Willing assistance by individual instructors.
- f. Pleasant interviews with school administrators during one's search for a position.

In order to test this hypothesis, the questionnaire included these items:

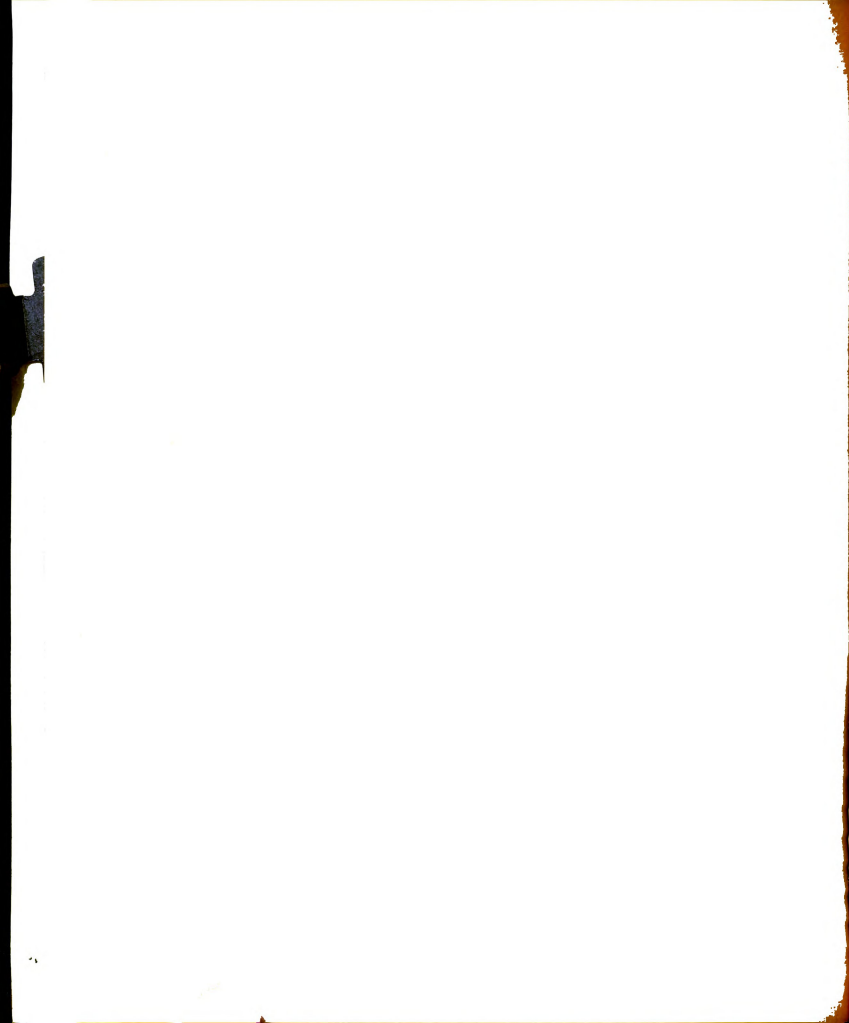
How were the services of the Placement Bureau when you were seeking a teaching position?

Did the Placement Bureau keep you informed about teaching positions available?

Were you made aware of where to look for current positions that were available?

Did you return your completed forms to the Placement Bureau prior to graduation?

The above items were designed to test part a. of this hypothesis. To test parts b., c., and d., the questionnaire



contained these items:

How many enrollment officers did you have at M.S.U.?

While at M.S.U. did your enrollment officer ever advise you to major in a specific area?

Did any person connected with the teaching profession ever try to help you determine whether or not you would do well in teaching?

If yes, what was this person's position?

While at M.S.U., did your major professor ever advise you not to enter teaching?

Did he warn you against preparing to teach in a teaching area that was "overcrowded"?

Part e. of the first hypothesis was tested by this question:

In general, did you find that your instructors at M.S.U. were willing to give you time for advice and help with your problems?

To test part f., these items were included:

Were you interviewed by a school administrator?

By how many school administrators were you interviewed?

For the three (3) (or less) administrators that you remember best, indicate the response which you feel best fits the administrator(s) in your mind:

Were your questions answered satisfactorily?

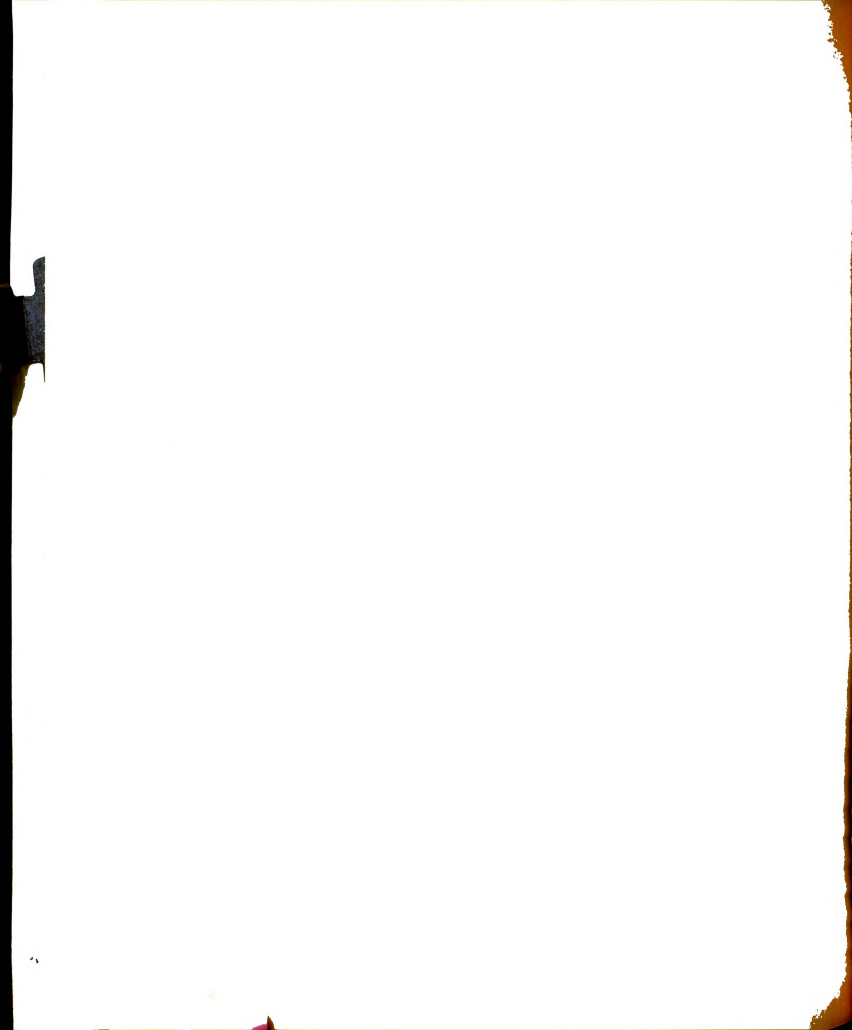
Did you feel that a just amount of interest was expressed toward you?

Were you favorably impressed by the way the interview was conducted?

Did you feel you gained the needed information about the position offered?

Were there any shortcomings on the part of any of the administrators who interviewed you? What were these shortcomings?

2. Those persons whose student teaching assignment did



not include the following experiences take positions other than teaching:

- a. Having taught in a major or minor subject area of personal competence.
- b. Having had previous training in coping with problems related to discipline.
- c. Having had complete charge of one or more classrooms for at least three weeks of the assignment.
- d. Having had a pleasant relationship with supervising teacher(s) and college coordinator.
- e. Having had a sense of personal enjoyment with the student teaching experience.
- f. Having had previous experiences with groups of children.

The following question tested section a. of this hypothesis:

Did you do your student teaching in either a major or minor area in which you felt you were adequately prepared?

To test part b., these items were composed:

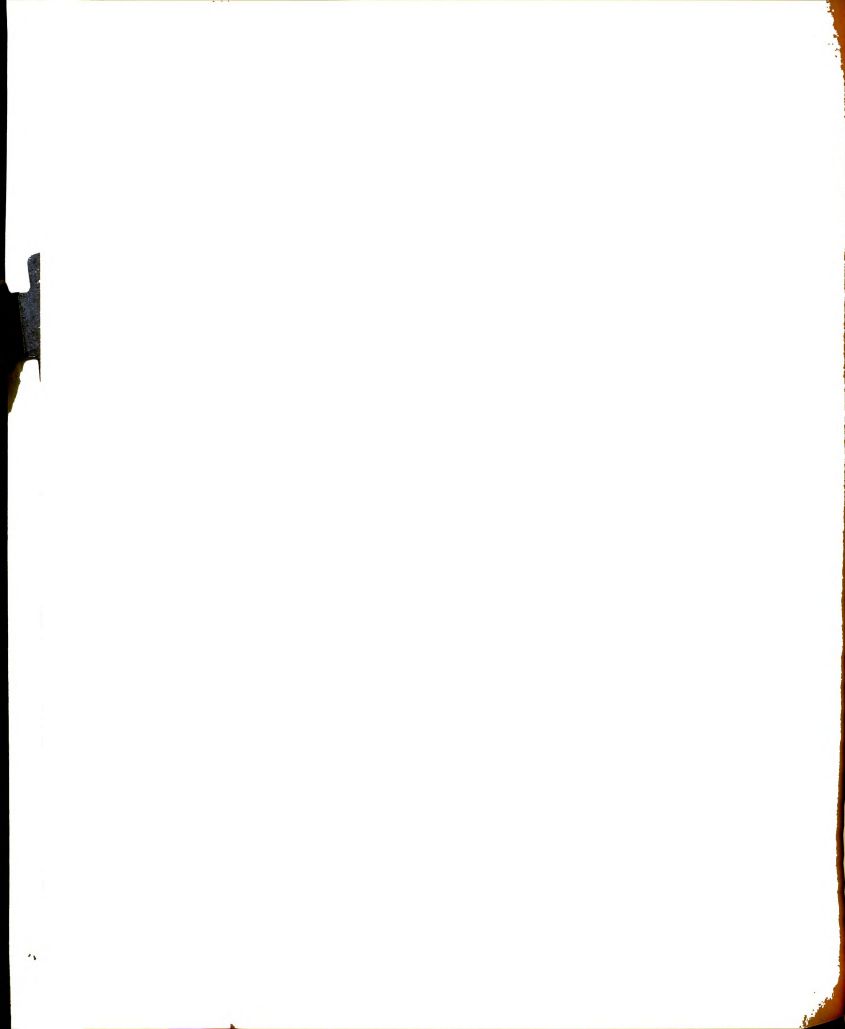
In any courses which you took prior to student teaching, was the topic of child behavior or discipline studied? To what extent was this study effective in helping to prepare you to meet such problems in the classroom?

Parts c., d., e., and f. were tested by these questions:

During your student teaching experience, how many weeks did you have complete charge of one or more classrooms?

How would you characterize your experiences with your supervising teacher?

How would you characterize your experiences with your college coordinator?



How would you characterize your student teaching experience?

Had you had experiences with groups of children prior to your student teaching experience?

The preceding two hypotheses and the one which follows are concerned with matters over which educational institutions have some control.

3. Those persons who have had teachers or instructors who fail to meet the following criteria take positions other than teaching:

- a. Maintains neatness of dress and appearance.
- b. Maintains a democratic rather than authoritarian attitude in the classroom.
- c. Has a cooperative and respectful attitude toward other members of the teaching profession.
- d. Possesses the necessary actual public schoolroom experience.
- e. Offers practical experiences which prove to be beneficial in actual classroom teaching.
- f. Expresses a wholesome attitude about working conditions.

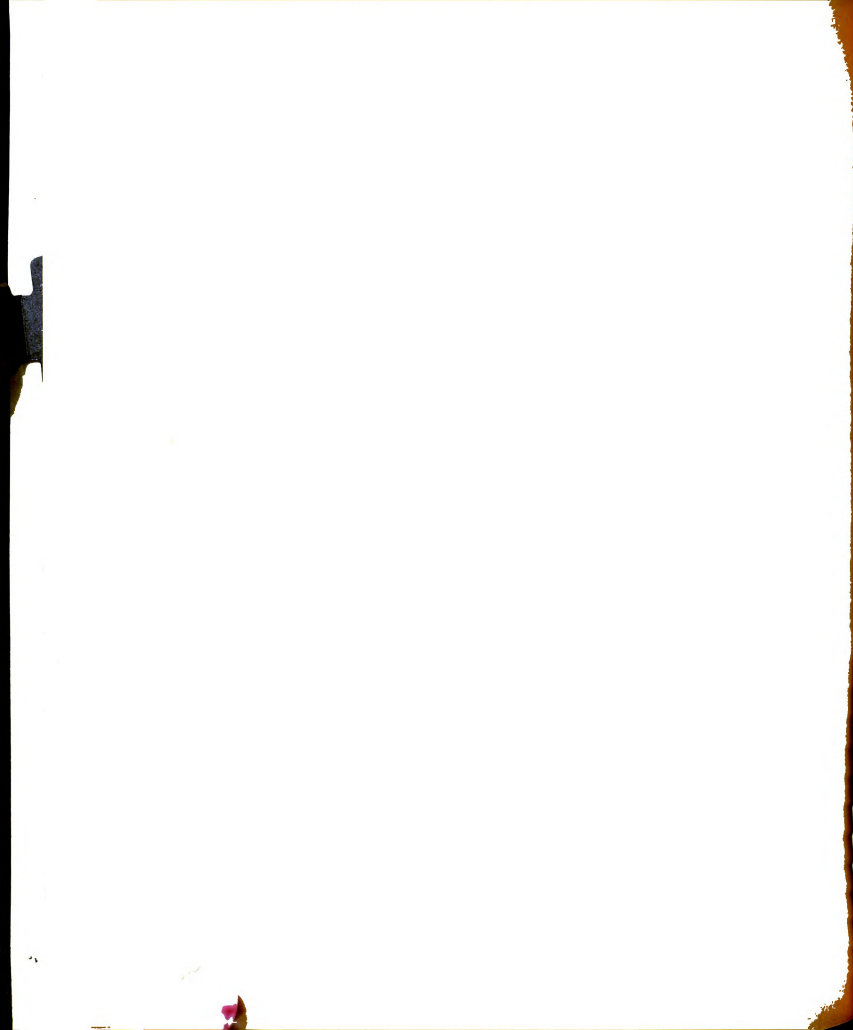
Most of these criteria are covered in the questionnaire by one or two items as follows:

Criteria a.:

How would you characterize the teachers and instructors you have had with regard to their general appearance?

Criteria b.:

Did your teachers and instructors maintain a democratic attitude in the classroom, as opposed to an authoritarian



attitude?

Criteria c.:

How would you characterize the attitudes of your teachers and instructors toward other members of the teaching profession?

How would you characterize the respectfulness of your teachers and instructors toward one another?

Criteria d.:

Did you feel that your College of Education instructors possessed the necessary public school experience to properly qualify them to be effective in teacher training?

Criteria e.:

How would you rate the experiences offered you by your College of Education instructors?

Did these experiences prove of benefit in actual classroom application?

Criteria f.:

Did your College of Education instructors ever lead you to think that your social status as a teacher would be anything other than desirable?

How would you characterize your teachers' and instructors' attitudes about their work?

The next four hypotheses are ones over which educational institutions have little, if any, control.

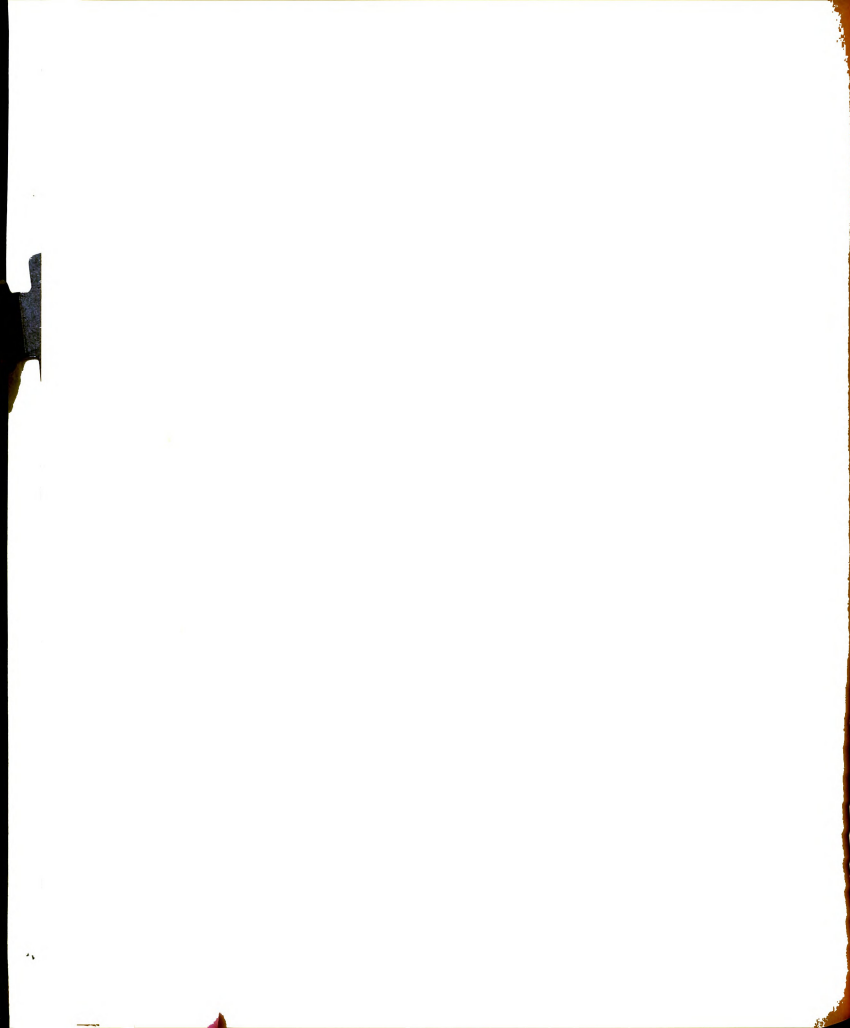
1. Those persons who decided to train to be teachers during their first two years in college take positions other than teaching.

+

To test this hypothesis, this question was included in the questionnaire:

When did you make your first decision to prepare to be a teacher or fulfill the requirements for a teaching certificate?

2. Those persons who maintain a grade point average of



3.00 or more during their undergraduate years take positions other than teaching.

To test this hypothesis, the author examined the scholastic records of the subjects of this study. These records were obtained from the Office of the Registrar.

3. Those persons who are married at the time of graduation take positions other than teaching.

The question designed to test this was:

Were you married when you graduated from Michigan State University?

4. Those persons whose friends and/or relatives were unfavorably disposed to teaching as a career take positions other than teaching.

To test this hypothesis, the following items were included:

Was your mother ever a school teacher? About how many years did she teach?

Was your father ever a school teacher? About how many years did he teach?

Were any of your brothers or sisters ever a teacher?

Did you have any friends or relatives who tried to persuade you not to teach or take a teaching position? If you did, who were they?

Did you have any friends or relatives who tried to persuade, or encourage, you to take a teaching position? If you did, who were they?

Another question somewhat related to this hypothesis is:

Did public opinion toward teaching influence your decision about taking a teaching position? If yes, how did it influence you?

The third group of hypotheses consists of some hunches or guesses that either the investigator or local educators had

concerning various aspects of the general problem of this dissertation.

1. Those persons who take the teacher training curriculum in order to qualify for a State of Michigan scholarship take positions other than teaching.

This hypothesis was tested with the following items:

While an undergraduate at M.S.U., did you ever have a scholarship?

Was this scholarship awarded to you to help you train to be a teacher?

Which years did you use this scholarship?

Could you have attended college without the aid of this scholarship?

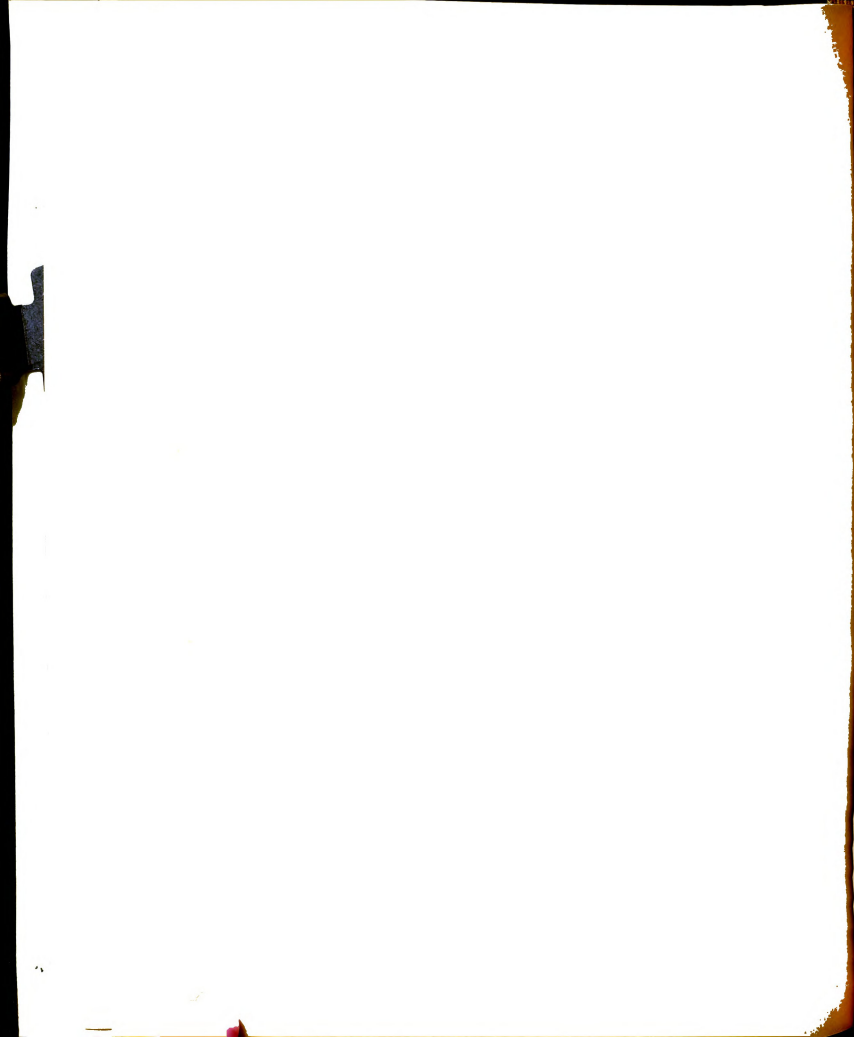
Would you have enrolled in the teacher training curriculum if you had not had this scholarship?

Did the availability of a scholarship have anything to do with your decision to train for teaching? If yes, would you say this was the main reason you chose the teacher training curriculum?

2. Those persons who show greater ability on their college entrance examinations take positions other than teaching.

To test this hypothesis, it was necessary to refer to the personal records of each person who responded with a completed questionnaire. This information was obtained through the Records Office.

The test scores used for this portion of the study were those from "The American Council Psychological Examination" and the "Michigan State University Reading Test, Form A." A total score of eight or higher on either test was considered as representing "higher ability."



"The American Psychological Examination" measures one's ability to think quantitatively. It measures a person's abilities in the areas of scientific and technological curricular areas as well as areas of language, literature, social studies, etc. The total score on this test yields a score which is an indication of one's general college ability.

The "Michigan State University Reading Test" measures one's general reading (recognition) vocabulary and general reading comprehension. The total score gives an indication of one's general reading ability.

3. Those persons who feel they did not have a good knowledge of their major and/or minor subject areas at graduation take positions other than teaching.

To test this hypothesis the questionnaire contained these items:

What was your major(s) at Michigan State University?

What were your minors at Michigan State University?

Did you feel you had a good knowledge of your major subject(s) when you graduated from Michigan State University?

Did you feel you had a good knowledge of your minor subjects when you graduated from Michigan State University?

4. Those persons who take the teacher education curriculum, who from their freshman year never intended to enter teaching, but who entered the program for specified personal reasons take positions other than teaching.

The items included in the questionnaire to test this hypothesis are stated below:

During your undergraduate years, did you from your



Freshman year plan to enter teaching? If no, which one or more, of the following statements apply to you?

- a. I never intended to enter the teaching profession.
- b. I got a teaching certificate as an insurance measure against the future.
- c. I thought that the teacher training curriculum would give me excellent training for parenthood.
- d. None of these, but instead, this one:

Although the remaining items on the questionnaire were not related to a specific hypothesis, they were included for varied reasons. The purpose of the first question was to determine which of the respondents entered teaching and which respondents did not enter teaching the Fall after graduating from Michigan State University. The item was also placed first on the instrument to get the respondents immediately involved in the completion of the questionnaire. The item reads as follows:

Did you or did you not accept a teaching position the Fall after graduating from Michigan State University?

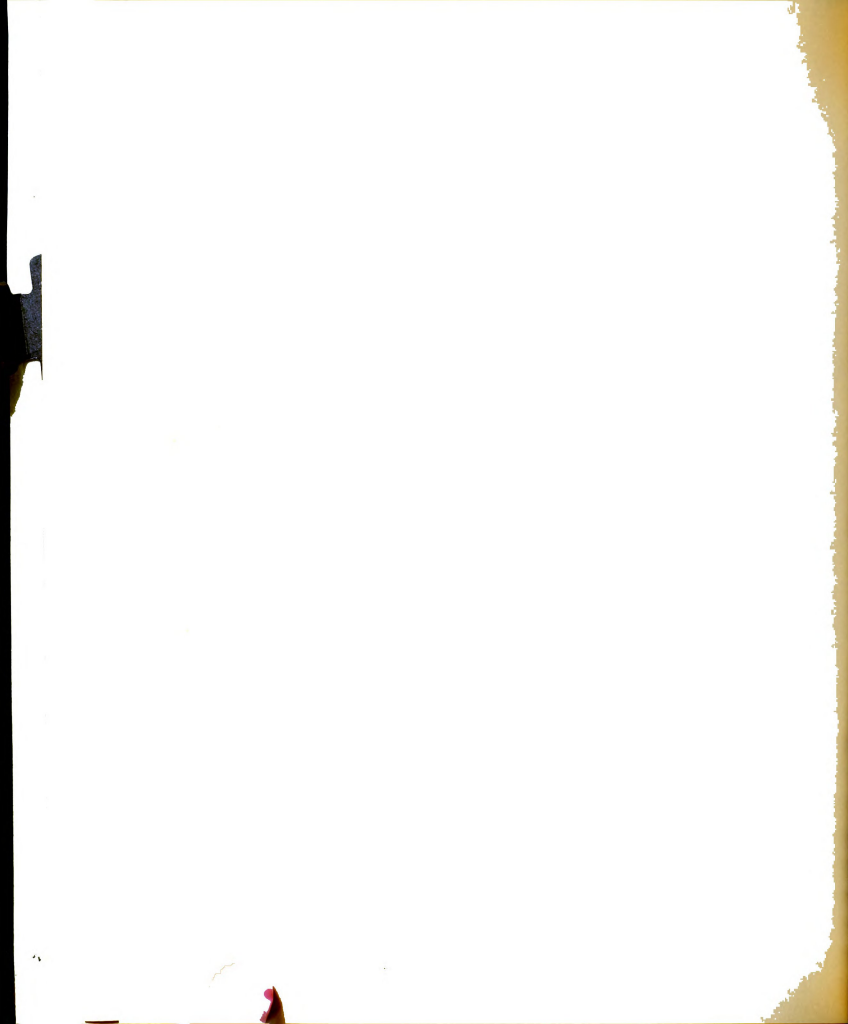
Items concerned with reasons why respondents did not take teaching positions followed this question. These items appear to be the most significant ones included in other studies of this nature. They are included in the sub-items below:

Which would you give as your main reason(s) for not taking a teaching position the Fall after you graduated from M.S.U.?

- a. The teaching salaries offered me were inadequate.
- b. I was drafted into the armed forces.
- c. I continued my education as a graduate student.
- d. I was expecting a child.
- e. Homemaking responsibilities.

Another question not related to an hypothesis was included to discover those areas of work, other than teaching, which respondents entered. This question was stated as follows:

What position did you assume after graduating from M.S.U.?



Related studies show variation in the age of graduates, sex, and the percentage of persons holding elementary or secondary certificates who failed to enter teaching. Questions included to test for similar variance in these respects were:

Which teaching certificate did you receive?

What is your present age?

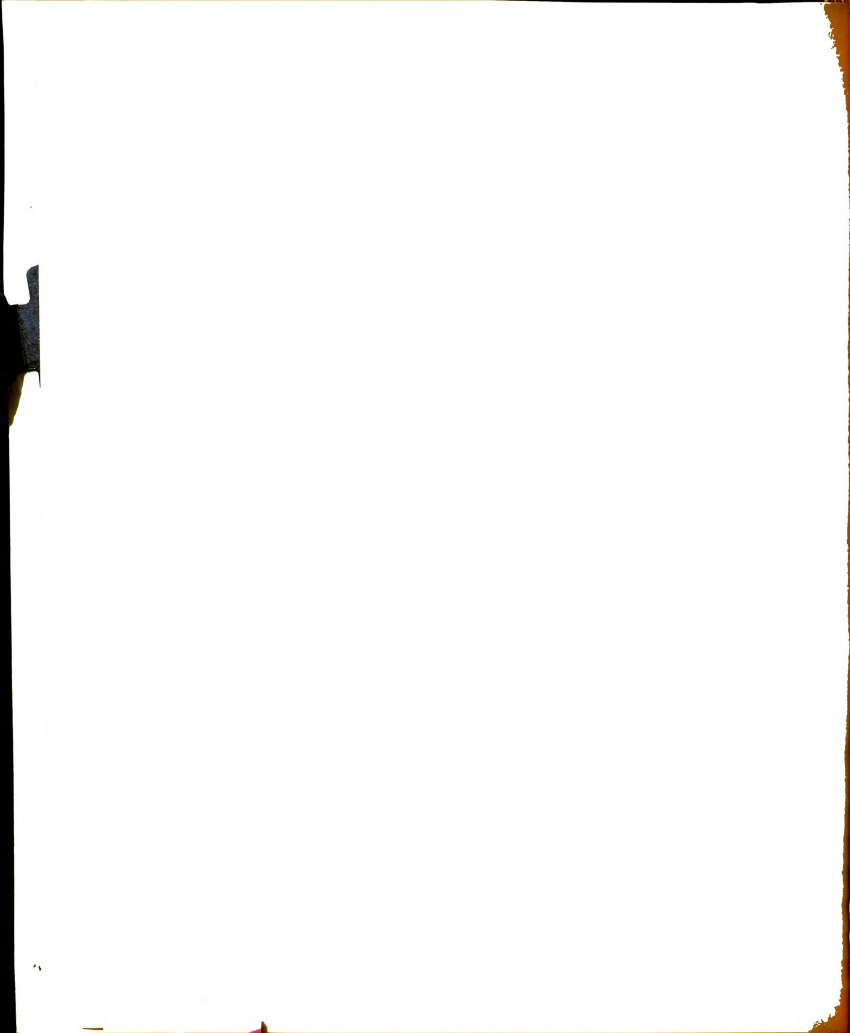
Which sex are you?

The Trial Questionnaire

The trial questionnaire was first submitted to the members of the investigator's advisory committee to check the communicability of the items on the instrument and also to see whether the items included would yield the data needed to test the individual hypotheses. After the committee approved the form and content of the trial questionnaire, the instrument was administered to graduates of Michigan State University not among the group selected as subjects for this study.

The pre-test was conducted with former graduates to find out whether the instrument was communicating to those who would need to complete the questionnaire. It was administered to fifteen graduates who had trained for teaching. The author then discussed with each person various parts of the questionnaire, noting changes the subjects felt would make the instrument clearer. Items were changed on subsequent forms until no new corrections or additions were suggested by five of the fifteen people.

After all corrections had been made, the questionnaire was again referred to the guidance committee before submission to the



printers.

An experienced lay-out man carefully designed the final form of the instrument to give proper attention to eye appeal, format, and artistic design. Two thousand copies of the final form were then lithographed. This number of copies was printed to allow for follow-up letters which included an additional copy of the instrument.

Despite the careful proof reading of the final questionnaire by members of the guidance committee and others interested in the study, a typographical error was detected after the instrument had gone to the press. On item number 45, the words "student teaching" had been mistakenly contracted to "studenting." To correct this error, mimeographed correction slips were included with each questionnaire. These slips read, "Erratum: The word studenting on question number 45 should read student teaching."

Administering the Final Instrument

Every care was taken to assure a good return on the initial mailing of the questionnaire. Each of the subjects was assured that his response would remain anonymous and in no way would his name be connected to the findings of the study. To facilitate checking the names of those who responded, the return envelopes were number-stamped under the postage stamp. Assigning each person a number also made tabulating data on IBM cards much easier.

The first mailing of the questionnaire was followed in three weeks, and again in six weeks, by a follow-up letter and an additional copy of the questionnaire. These were sent to those



who had not yet responded to previous mailings.

The sample to whom this questionnaire was sent represent a universe in that all of those who certified for teaching in the fiscal year 1956-1957 were used in this study. The questionnaire, however, was not sent to persons whose addresses at the time were outside the continental United States. It was not necessary to use any other sampling procedure since all graduates receiving Provisional Teachers Certificates in 1956-1957 were included in this study.

The subjects to whom the questionnaires were sent resided in many states other than Michigan. The majority, however, were residents of Michigan. The total group consisted of 787 persons -- 260 males and 527 females. TABLE 1 indicates the number of persons who were residing in states other than Michigan at the time the questionnaire was mailed.

The final instrument¹ was distributed at three different mailings. The first mailing, March 31, 1958, went to the universe of 787 persons. By the end of three weeks, 503 had returned questionnaires -- nearly a sixty-four percent return on the first mailing. On April 21, 1958, a follow-up letter, questionnaire, and stamped return envelope was sent to those who had not yet

¹ See Appendix 1.

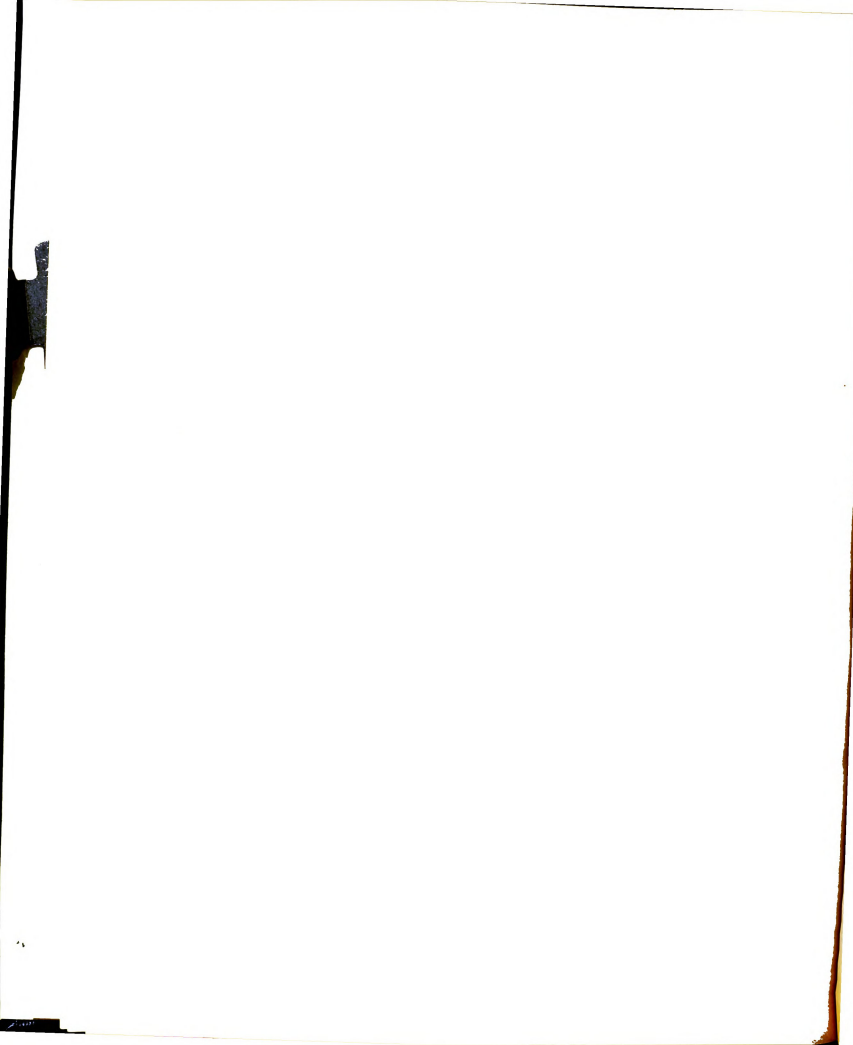
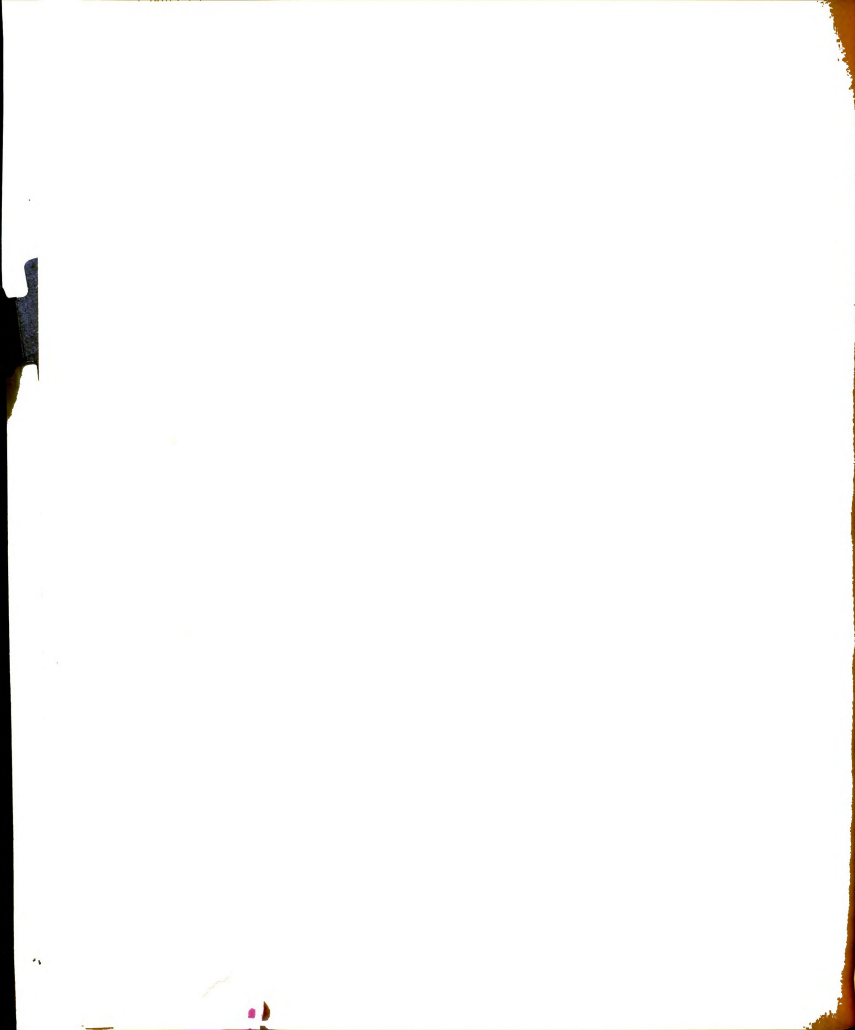


TABLE 1

DISTRIBUTION OF UNIVERSE OUTSIDE MICHIGAN

State	Number Residing
Arizona	1
Arkansas	1
California	18
Colorado	2
Connecticut	1
Delaware	1
Florida	6
Georgia	1
Illinois	23
Indiana	14
Kansas	1
Kentucky	1
Maryland	4
Massachusetts	3
Minnesota	2
Missouri	1
New Jersey	2
New Mexico	1
New York	16
North Dakota	1
Ohio	14
Oklahoma	2
Oregon	1
Pennsylvania	7
Texas	2
Virginia	4
Washington	1
Wisconsin	8
Total	139

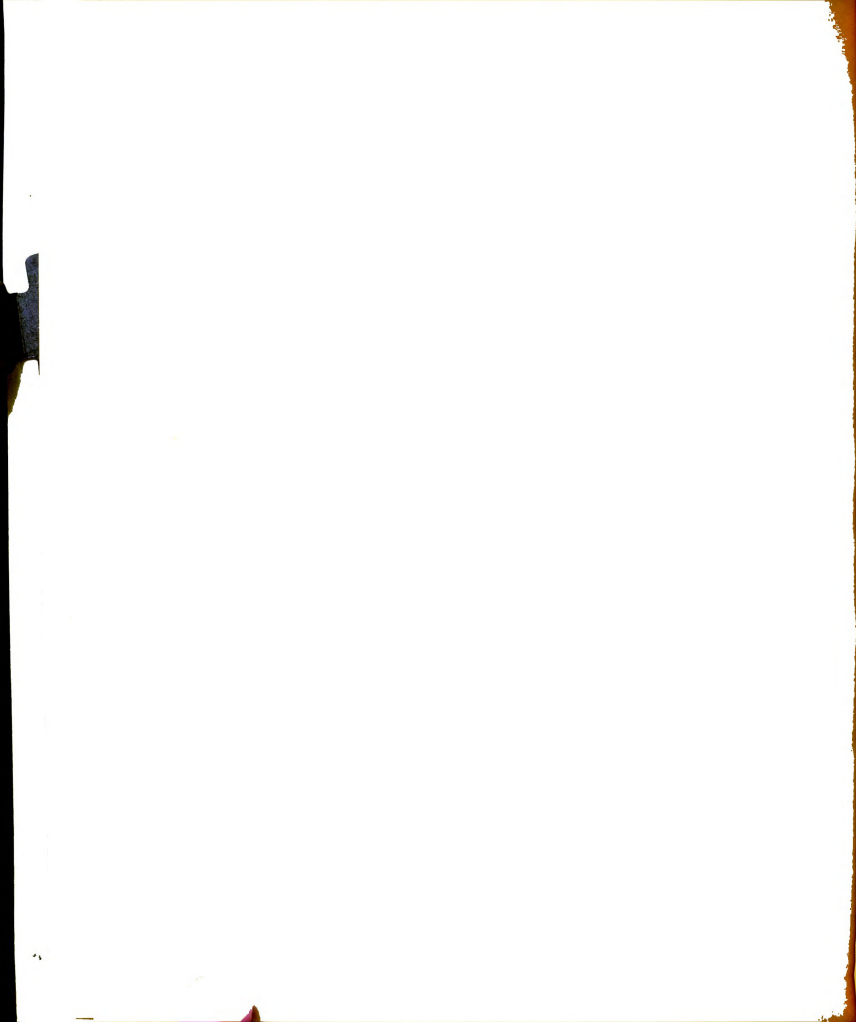


responded to the study. Three weeks later a total of 673 questionnaires had been received, representing close to an eighty-six percent overall return, or a twenty-two percent return for the second mailing. On May 12, 1958, the final mailing was sent to those who had not responded to the previous mailings. When the returned questionnaires were sent to the Tabulating Office, 723 instruments had been returned, thus realizing approximately a ninety-two percent return for the three mailings. Of this number 488 were returned by persons who took teaching positions the Fall after they graduated from Michigan State University; 177 were sent by persons who failed to take teaching positions; thirty-seven were returned because the subjects had moved and left no forwarding address; eight were returned unanswered; four were returned by persons who had not received a teaching certificate; and nine had to be discarded because of spoiled responses on the completed forms. This left an eighty-five percent return of usable questionnaires.

Procedures Used in Treating the Data and Scoring the Instrument

As each instrument was received, it was assigned a control number and was coded for IBM key punch operators. The open-ended items were surveyed in order to set up categories for coding the responses.

Question number three ("What position did you assume after graduating from M.S.U.?",) was coded according to the following



categories:

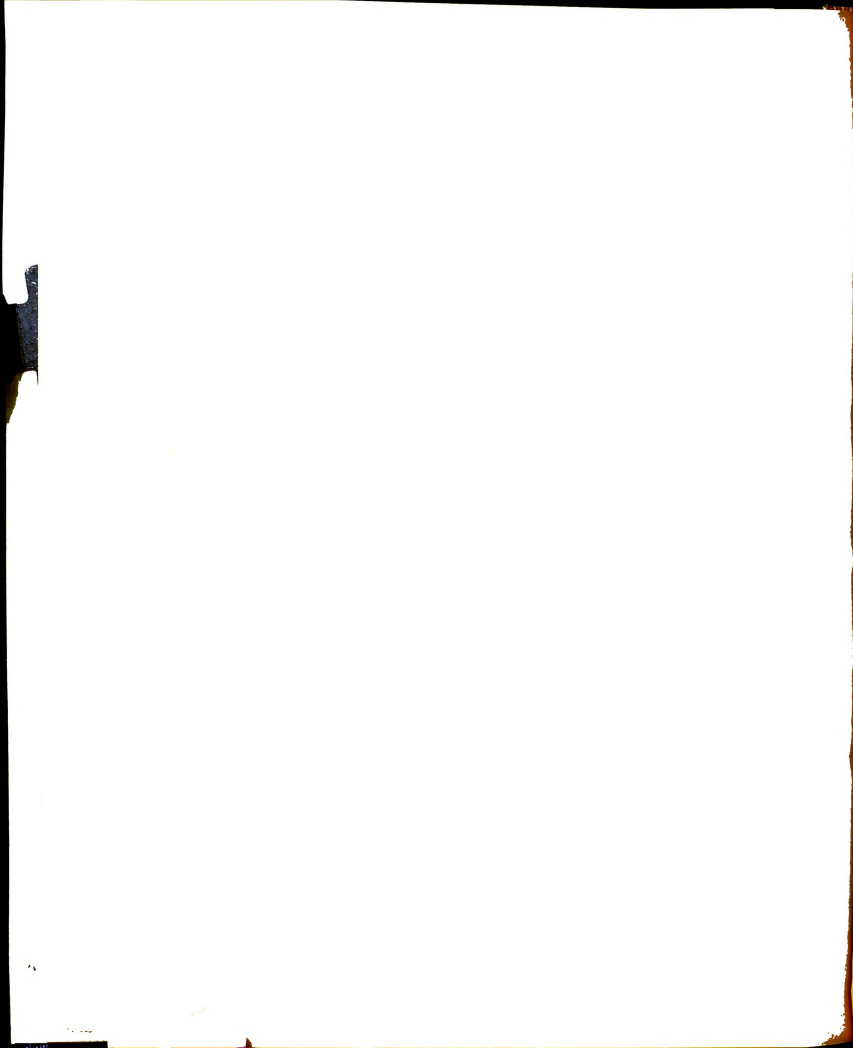
1. Homemaker
2. Military serviceman
3. Graduate student
4. Personnel worker
5. Professional -- other than teaching, such as statistician, researcher, social worker, engineer, airline hostess.
6. Musician or artist
7. Scientist
8. Businessman or salesman
9. Industrial manager, etc.
0. No response
- X. Clerical worker
- Y. Substitute teacher.

For "others" in questions sixteen and seventeen, which refer to friends or relatives who tried to persuade graduates to teach or not to teach, the following categories were established:

4. Friends who were not college graduates
5. Counseling and guidance personnel
6. High school teachers
7. Other relatives
8. A very close friend
9. A former employer or businessman
0. No response
- X. College instructors.

Categories for question nineteen ("What was your major(s) at M.S.U.?") were as follows:

1. Science
 2. Business
 3. Mathematics
 4. Agriculture and agricultural engineering
 5. Economics
 6. Elementary education
 7. Music
 8. English
 9. History
 0. No response
-
1. Social studies, political science, and sociology
 2. Speech and/or speech correction
 3. Industrial arts
 4. Health, physical education, and recreation
 5. Home economics, home management and child development, and textiles
 6. Arts



7. Special education
8. Foreign languages
9. Journalism
0. No response.

The categories used to code question twenty ("What were your minors at M.S.U.?") were as follows:

1. Science
 2. Social Studies, political science, and sociology
 3. Art
 4. Music
 5. Economics
 6. Agriculture and agricultural engineering
 7. Foreign languages
 8. English
 9. History
 0. No response
-
1. Speech and/or speech correction
 2. Farm shop
 3. Mathematics
 4. Home economics, home management and child development, and textiles
 5. Industrial Arts
 6. Health, physical education, and recreation
 7. Business
 8. Driver education
 9. Journalism
 0. No response.

Question twenty-five was, "Did any person connected with the teaching profession ever try to help you determine whether or not you would do well in teaching?" Since the second part of this question was designed to discover the positions of those who might have helped the respondent in this manner, the categories used in scoring this question were as follows:

1. A supervising teacher during student teaching
2. A college methods of teaching instructor
3. An elementary or high school teacher
4. A foundations of education instructor
5. An instructor in one's major field
6. An enrollment officer
7. A college coordinator of student teaching
8. A member of a board of education



- 9. A member of the Counseling and Guidance Center
- 0. No response.

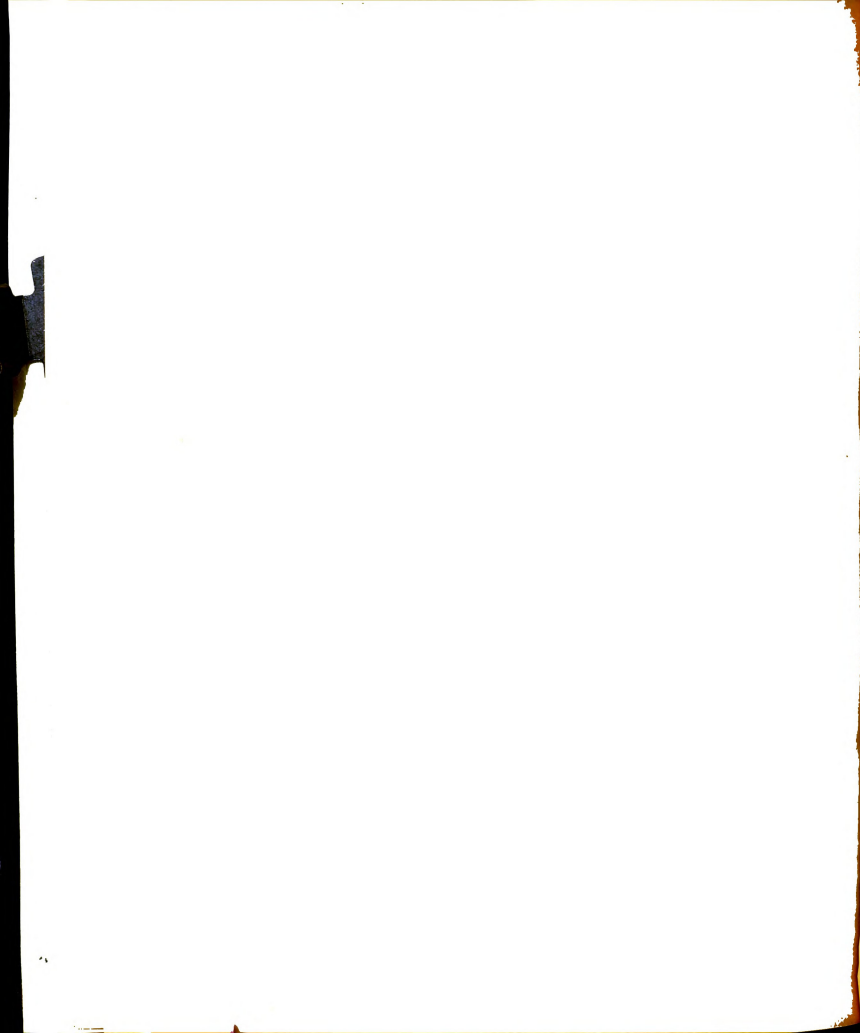
Question thirty-seven, designed to find the shortcomings of school administrators who had interviewed the respondents, was scored according to the following criteria:

- 1. He was too rushed and had little time for questions on my part.
- 2. He was too eager to have me accept the position.
- 3. He showed little interest in me and acted as if he were doing me a favor by listening to me.
- 4. There was an observable personality clash between me and the administrator.
- 5. He treated me as inferior (lower than himself) -- rude.
- 6. He tried to oversell his community and school system.
- 7. He asked personal questions which had no relevance to the position sought.
- 8. He failed to acquaint himself with my folder prior to the interview -- he was late.
- 9. He lacked knowledge of the specific phases of the educational system or educational problems in his district or county.
- 0. No response.
- X. He would not commit himself on the extent of the duties connected with the position sought.
- Y. He could not answer questions concerning the availability of housing in his community.

The categories used for question fifty-seven referred to the age of the respondents. They were as follows:

- 1. Twenty or younger
- 2. Twenty-one
- 3. Twenty-two
- 4. Twenty-three
- 5. Twenty-four
- 6. Twenty-five
- 7. Twenty-six
- 8. Twenty-seven
- 9. Twenty-eight or older
- 0. No response.

On any item which a respondent checked more than one answer, the investigator scored that response which was least detrimental to the person or experience involved in the question.



Method of Analyzing Data

The statistical method used to analyze the data related to the hypotheses of this study was the nonparametric χ^2 test for two independent samples, a method chosen because the "scores" obtained on the instrument were not drawn from a population distributed in any certain way, but simply represented a ranking of the subjects according to their response to discrete categories. In addition, this method was used because the hypotheses under test state that the two groups (those who took teaching positions and those who did not) differ in regard to certain characteristics.

The formula used to compute χ^2 is as follows:

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^k \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

where O_{ij} = observed number of cases categorized in i th row of j th column

E_{ij} = number of cases expected under [the null hypothesis] ... to be categorized in i th row of j th column

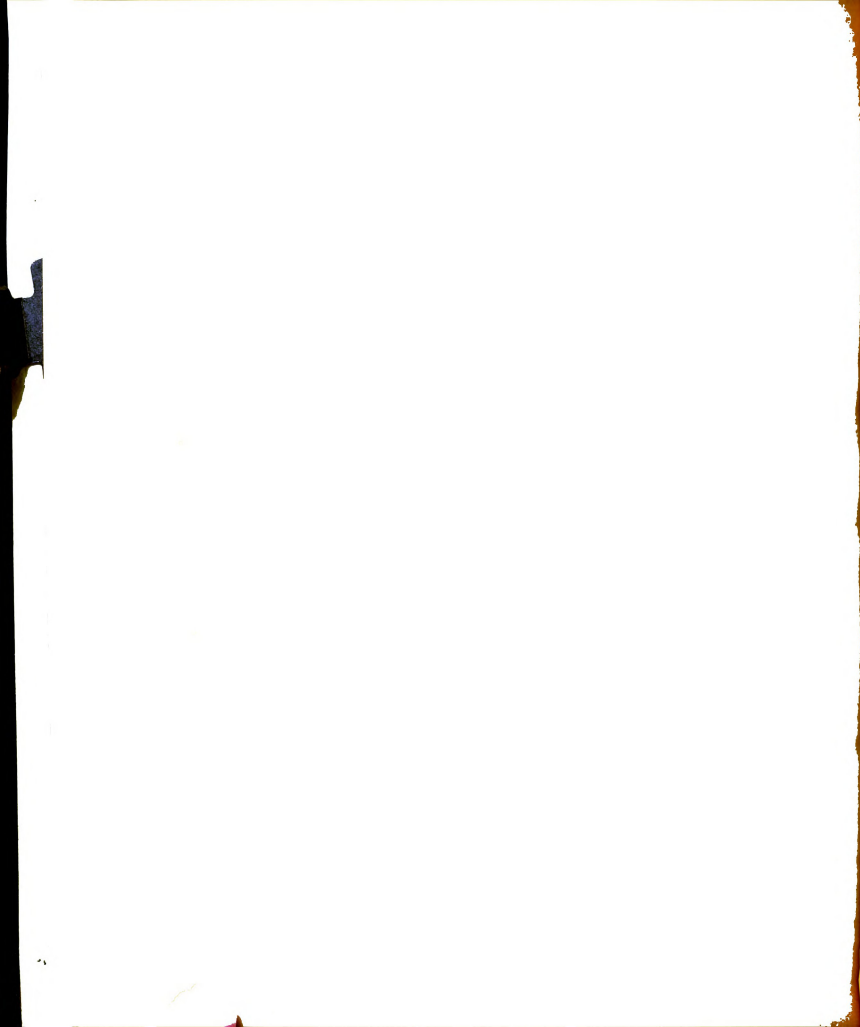
$\sum_{i=1}^r \sum_{j=1}^k$ directs one to sum over all

(r) rows and all (k) columns, i.e., to sum over all cells.²

All of the data gathered were organized and entered in contingency tables³ where one variable was whether or not the subjects taught the fall after graduation, and the other variables

²Sidney Seigel, Nonparametric Statistics: for the Behavioral Sciences (New York: McGraw-Hill Book Co., Inc., 1956), p. 104.

³See Appendix II.



were the responses of the subjects to the specific question being analyzed. The x^2 was then computed. If the chi-square obtained from the Table of Critical Values⁴ was significant at the .05 level of confidence (P), the null hypothesis (that there is no difference between the two groups) was rejected.

Since chi-square gives no indication of the direction of significance, it was necessary to critically analyze each contingency table to see if significance was in a positive or negative direction concerning the hypothesis under test.

Because many of the hypotheses in this study have sub-categories a decision to accept or reject a major hypothesis had to be made in terms of the significance of the items testing the sub-categories. This meant that some hypotheses could be rejected or accepted with reservations, i.e., certain sub-categories could prove to be significant or insignificant while the opposite was true of the other categories tested.

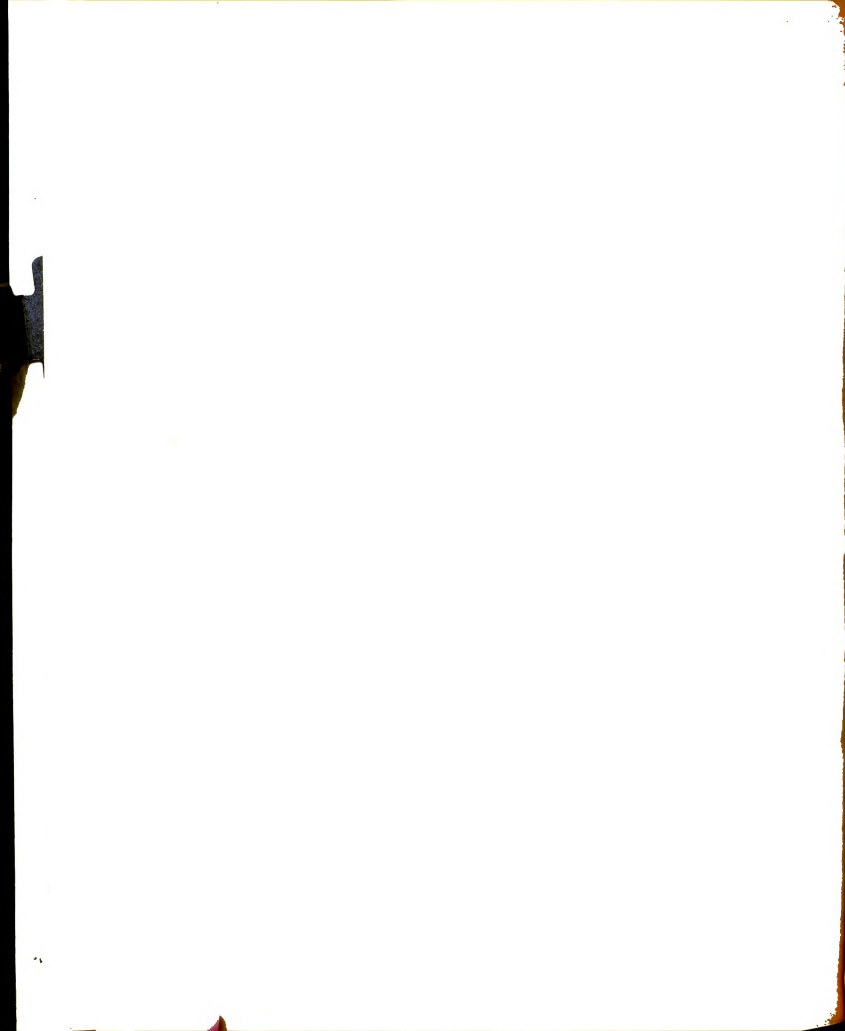
Items included in the questionnaire which were not pertinent to the testing of the hypotheses of this study were, for the most part, analyzed simply on a percentage of response basis.

All data submitted to the x^2 test were figured only in terms of those persons who responded to a particular question unless otherwise indicated.

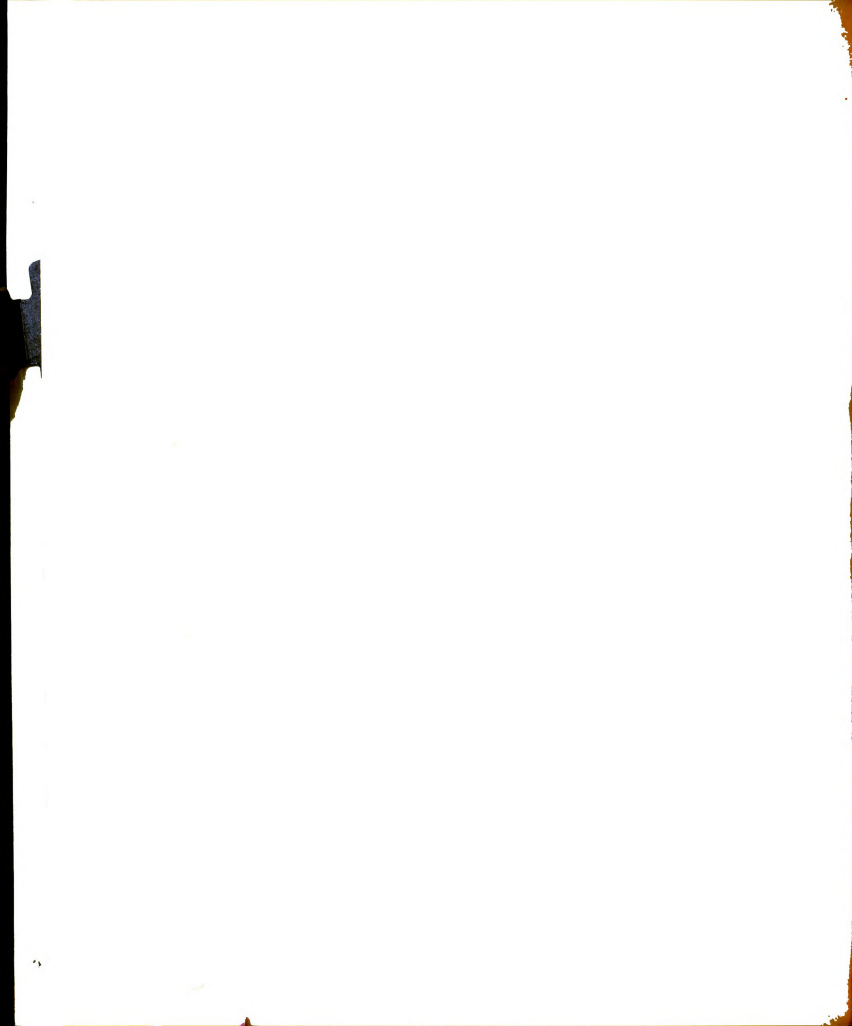
Summary

Chapter three reviewed the methods employed in gathering

⁴S. Seigel, op. cit., p. 249.



data for this study. After construction and administration of the questionnaire was discussed, the returns and manner of coding the data gathered was reviewed. Finally the statistical method and manner of analyzing the data were discussed in detail.



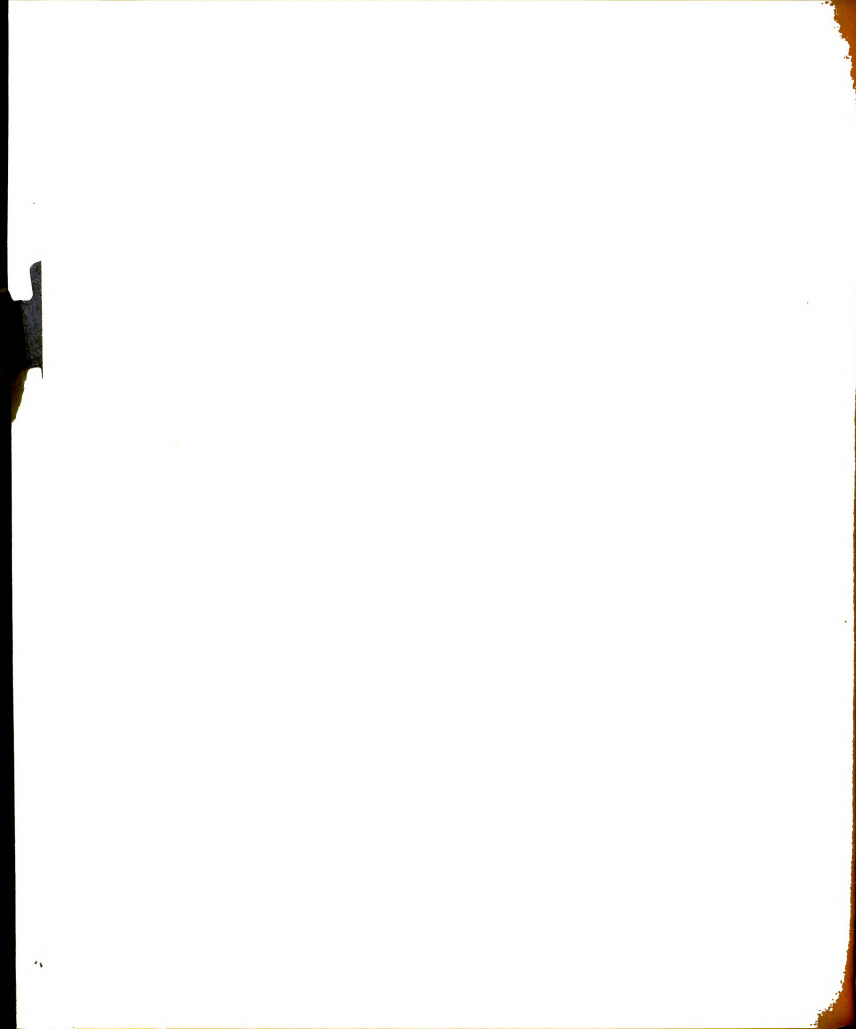
CHAPTER IV

ANALYSIS OF THE DATA

The significant purpose for this study was that of determining the reasons why Michigan State University graduates who certified for teaching did not enter the teaching profession and that of determining what positions they assumed other than teaching. In this chapter the discussion pertains to the analysis of the data gathered from the questionnaire. In analyzing the data it was necessary to examine all responses to each question pertinent to the various hypotheses and sub-hypotheses.

In the first analysis of the data, the only variables which were controlled for were those of "did teach" and "did not teach." Because of the highly significant chi squares in certain areas, it was deemed desirable to employ more rigid controls in a further analysis of the data. Such variables as: male, female, secondary candidates, elementary candidates, science and vocational majors, other subject majors, married, single, and those who entered the military service were controlled for in the final analysis of the data.¹ It was not necessary to control for all of these variables for all respondents. For instance, there was no advantage in controlling subject major areas for elementary candidates.

¹See TABLE 74.



It was also unfeasible to control for marriage, or subject major, for male candidates who earned the elementary certificate, as their total number was too small to produce a reliable chi square.

Generally, χ^2 s were calculated when the expected frequencies were believed to be higher than five. In many cases the χ^2 s were computed even when expected frequencies of less than five were obtained. When an item proved significantly related at the .05 level of confidence, and any of the expected frequencies were below five, an asterick was included after the χ^2 in the accompanying tables. It is not possible, from the tables, to tell whether or not an insignificantly related item has expected frequencies of less than five.

In this final analysis of the data all of the χ^2 s were computed on the electronic computer, MISTIC, at Michigan State University.

Hypotheses Over Which Educational Institutions Have Some Control

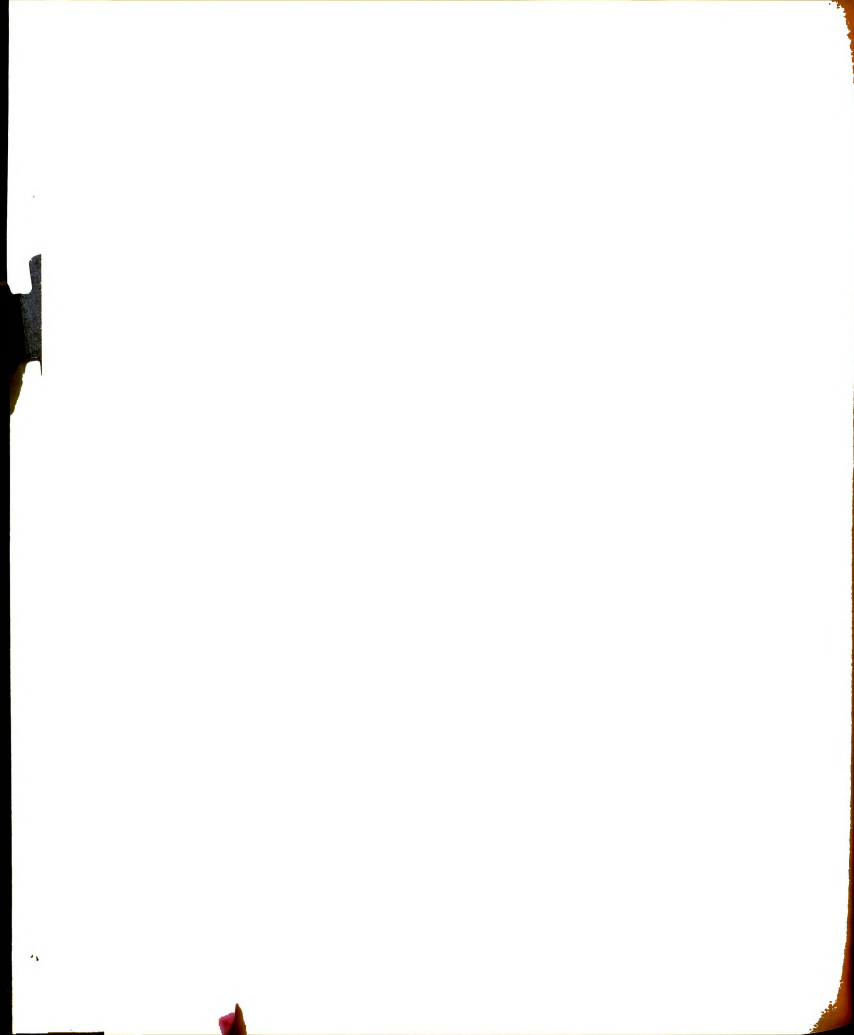
First Major Hypothesis

The first major hypothesis tested was, those persons who have inadequate counseling and advice while in training take positions other than teaching.²

The first criterion for "adequate advice" was placement aid by the college.³ This is one of the sub-categories of this

²See TABLES 2 and 10-29.

³See TABLES 2 and 10-13.

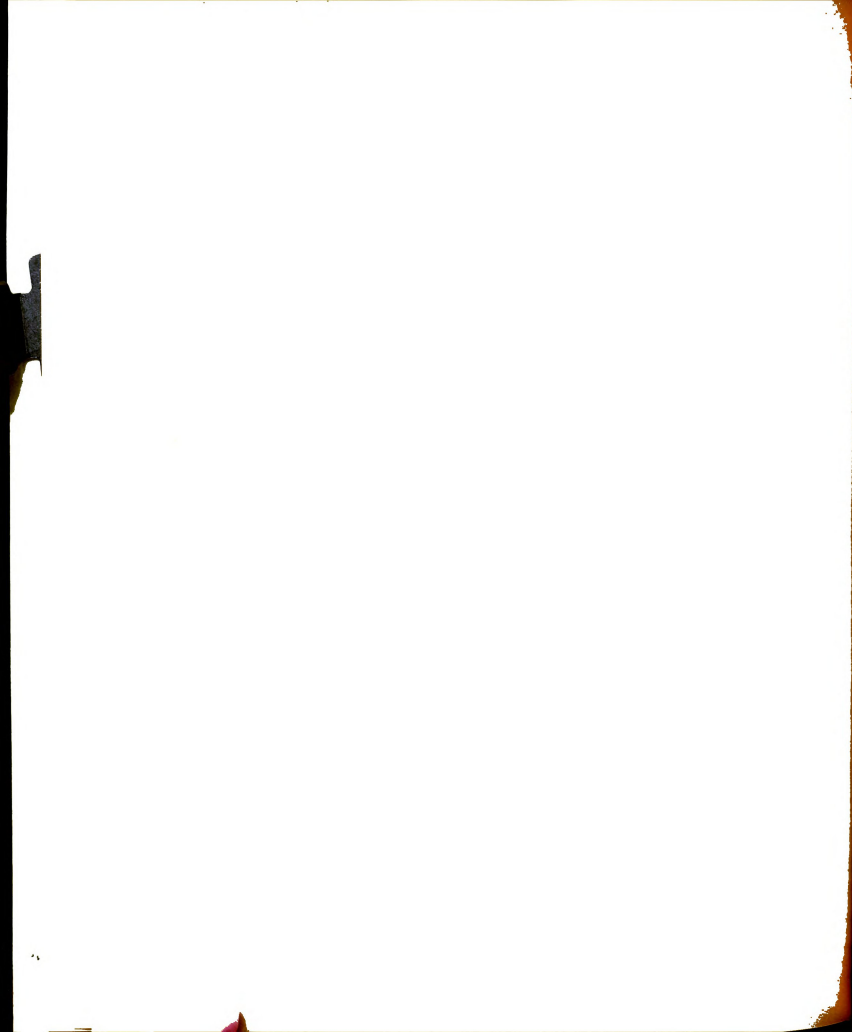


hypothesis which did prove to be related to the hypothesis for some of the respondents. It was significantly related for all of the women at the .001 level of confidence. The secondary women were the main contributors to the significant relationship of this item for female respondents. For the men, this was not a relevant item. When all of the χ^2 's were grouped together there was a significant relationship for all respondents. It should be noted, however, that the women were the main contributors to this relationship.

Another interesting point is, that though this item tends to support the hypothesis, there were more of those who did not teach who replied "don't know" to this item than would normally be expected. So whether or not the services of the Placement Bureau were adequate or inadequate has not really been established by the responses to this question.

The second item under test here had to do with information about available teaching positions.⁴ This was positively significant for most women respondents, except for the secondary married women. The main contributor to the significant relationship of this item seems to be the single women. The direction of the responses for the women tend to positively support the hypothesis being tested, except in the case of the married women, who show a greater tendency to say "don't know" when they do not teach. The item was positively related for all men, with the secondary civilians and the secondary science men being the main contributors for

⁴See TABLES 2 and 11.



the men as a whole. When all of the respondents were grouped together there was a significant relationship between their responses and the hypothesis and the direction of their responses was positive. Again, however, the few significant groups mentioned above had X^2 's large enough to make the X^2 for all respondents appear related to the hypothesis.

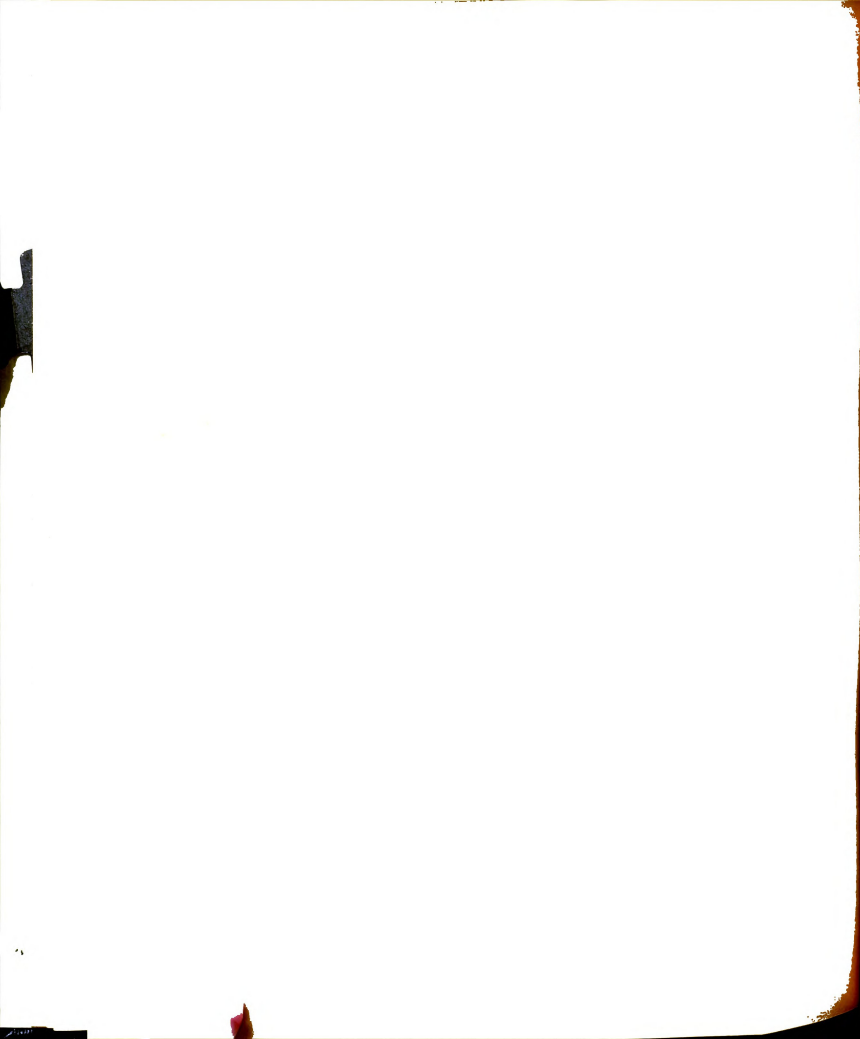
Item number three under the first criterion had to do with whether or not the respondents were made aware of where to look for positions that were available.⁵ Again, this item was positively related for all respondents, but when one looks at it more closely it seems that there were just a few respondents who made this a significantly related item.

The group contributing the most to the relationship of this item was elementary single women. One of the expected frequencies for this group was 2.0 which might cast some doubt as to whether or not the item is as related as it appears to be. This item was also related to the hypothesis for all single women and all elementary women, with the elementary single women contributing most to its relationship.

This item revealed no relationship to any of the male respondents. It is therefore with some reservations that the investigator accepts this item as relevant and supporting the hypothesis for all elementary, all secondary, and all respondents in general.

The next item tested was concerned with whether or not

⁵See TABLES 2 and 12.



respondents returned their placement forms to the Placement Bureau.⁶ The χ^2 for all respondents was related at the .001 level of confidence. The direction of the relationship was positive, supporting the hypothesis under test. This item was, however, not relevant for male subjects nor was it so for all of the female subjects.

In analyzing the data more critically this item was related for all the women with the following classes of women contributing to that relationship: elementary single women, all single women, secondary women majoring in areas other than science and vocational subjects, all secondary women, and all elementary women.

The second criterion for "adequate advice" under the first major hypothesis was having had not more than two enrollment officers. The data yielded by the question designed to test this item did not produce a χ^2 that was related at the .05 level of confidence.⁷

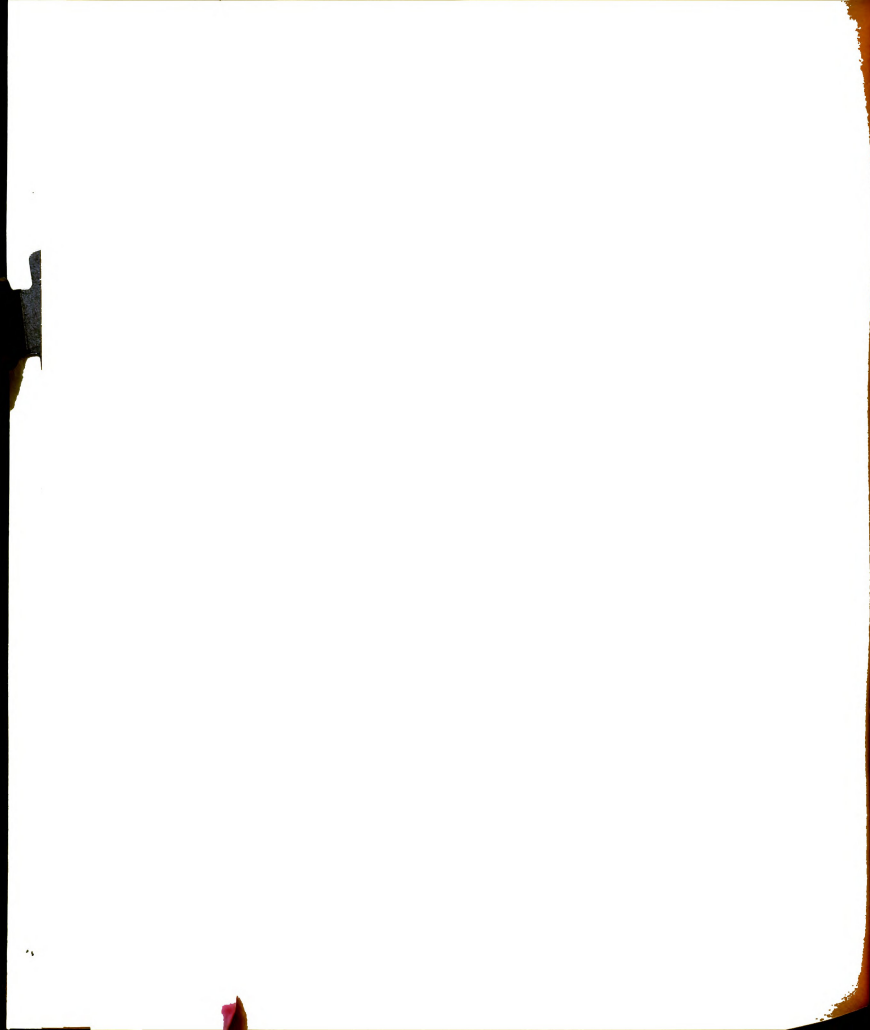
The third criterion tested concerned the effectiveness of student counseling in regard to teaching majors. The questions designed to test this item did not produce a relevant χ^2 . Apparently, advice about areas to major in and warnings against preparing for overcrowded areas had little effect upon a person's decision about teaching.⁸

The fourth criterion for the first major hypothesis was

⁶See TABLES 2 and 13.

⁷See TABLES 2 and 14.

⁸See TABLES 2 and 15-16.



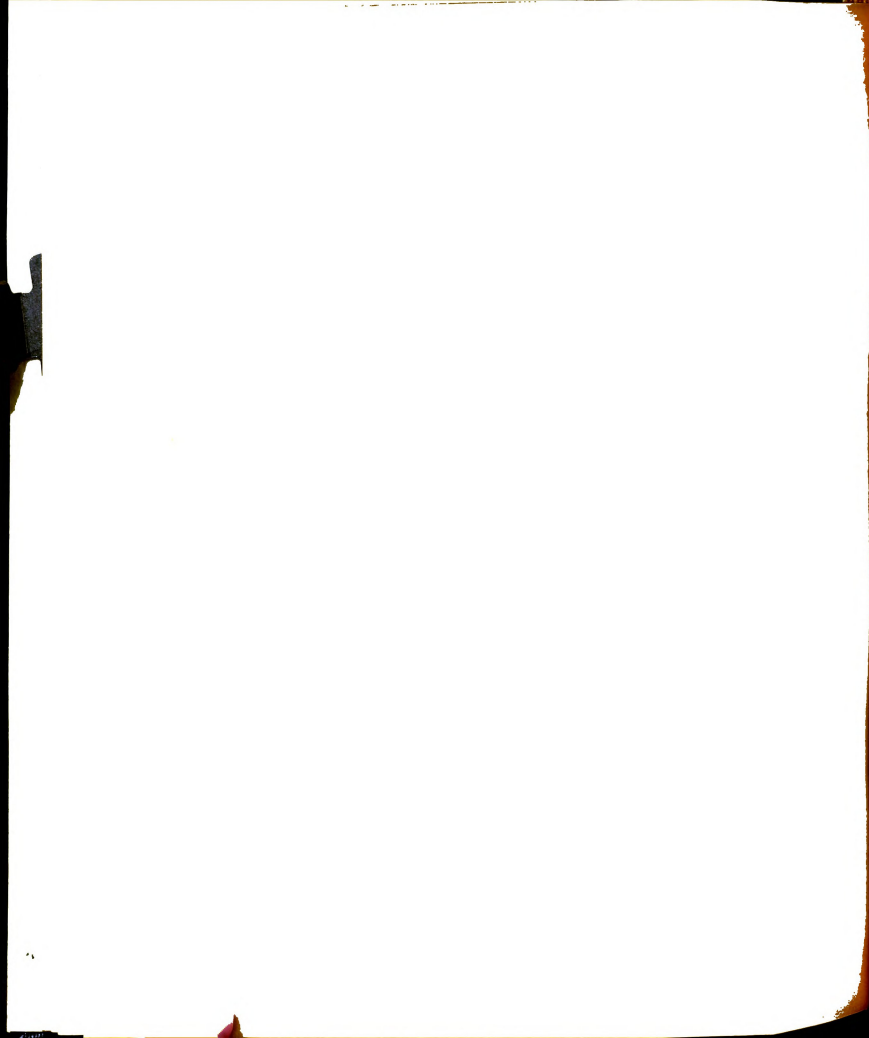
help in discovering aptitude for teaching. . According to the data gathered to test this item there is no relationship between help in discovering teaching aptitude and the decision to accept a teaching position.⁹

A list of the people whom the respondents indicated gave them assistance in discovering teaching aptitude is included in TABLE 18.

In the College of Education, some have thought that major professors influence students in their decisions about entering the teaching profession, especially those students in secondary education. There was some suspicion that major professors often advised students not to enter teaching. According to the data obtained in this study, there is little validity in this assumption.¹⁰ For the total group of respondents the item appears to be significantly related at the .05 level of confidence. It is, however, negatively related -- meaning that there are more who are advised not to enter teaching by their major professors who actually enter in spite of the negative advice. A closer look at the data reveals that the significant relationship of this item is derived primarily from secondary male candidates. In their case the direction of the relationship is negative. There are expected frequencies of less than five in the contingency table, which casts some doubt on the validity of the X^2 s obtained on this item.

⁹See TABLES 2 and 17-19.

¹⁰See TABLES 2 and 19.



The fifth criterion tested pertained to assistance by individual instructors. The question testing this criterion contained two separate lists of responses: one to indicate how often the instructors were willing to give assistance and the other to indicate how many of them were willing to give assistance. In neither case did the X^2 approach the .05 level of confidence for any group.¹¹

The sixth and final criterion tested under the first hypothesis was related to pleasant interviews with school administrators during one's search for a position.

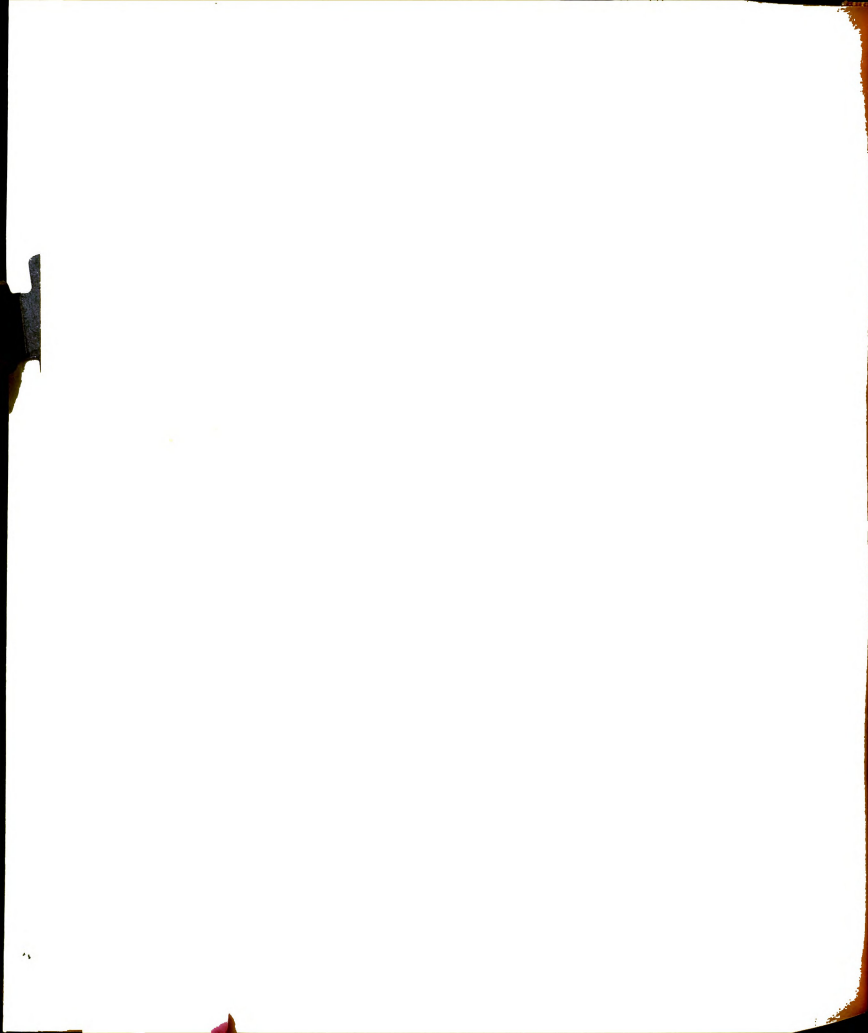
First the subjects were asked whether a school administrator interviewed them.¹² There was naturally a high correlation between being interviewed and accepting teaching positions. This question was not designed to test the hypothesis, but was a lead-in question for others which followed which were related to interviews with school administrators.

The only groups for whom this item was not related were secondary married women, secondary married civilian men majoring in science and vocational subjects, and single men majoring in other subject areas. The direction of all of the significant relationships was positive, supporting the hypothesis.

Another item, which did not actually test the hypothesis, but was related at the .02 level of confidence and which proved to

¹¹See TABLES 2 and 20-21.

¹²See TABLES 2 and 22-23.



be of interest, was the number of placement interviews by students.¹³ This suggests that the number of persons taking teaching positions increases proportionately with the number of interviews. However, a closer look at the data reveals that the secondary women seen to contribute most to the relationship of this item. There is no relationship among elementary candidates or among the male respondents.

Each respondent was asked to think of three administrators who interviewed them and answer several questions accordingly. The questions were first analyzed in terms of separate administrators "A," "B," and "C." When this examination was completed, some of the cells of the contingency tables were too small to analyze. Hence all of the responses for the three administrators were combined, and the data were treated as "an administrator."

In reply to the question concerning satisfaction about the way the administrators answered teacher candidates' questions, the data proved to be of no relationship at the .05 level of confidence for all respondents. This item was relevant only for secondary women who majored in science and vocational subjects.¹⁴

The feeling that the administrator displayed a just amount of interest toward an interviewee appears to be a relevant item only for secondary women who majored in science and/or vocational subjects.¹⁵ Even the X^2 obtained for them, however, was derived

¹³See TABLES 2 and 23.

¹⁴See TABLES 2 and 24.

¹⁵See TABLES 2 and 25.

from a contingency table containing an expected frequency of less than five. This item does not, therefore, seem to be related to the hypothesis being tested here.

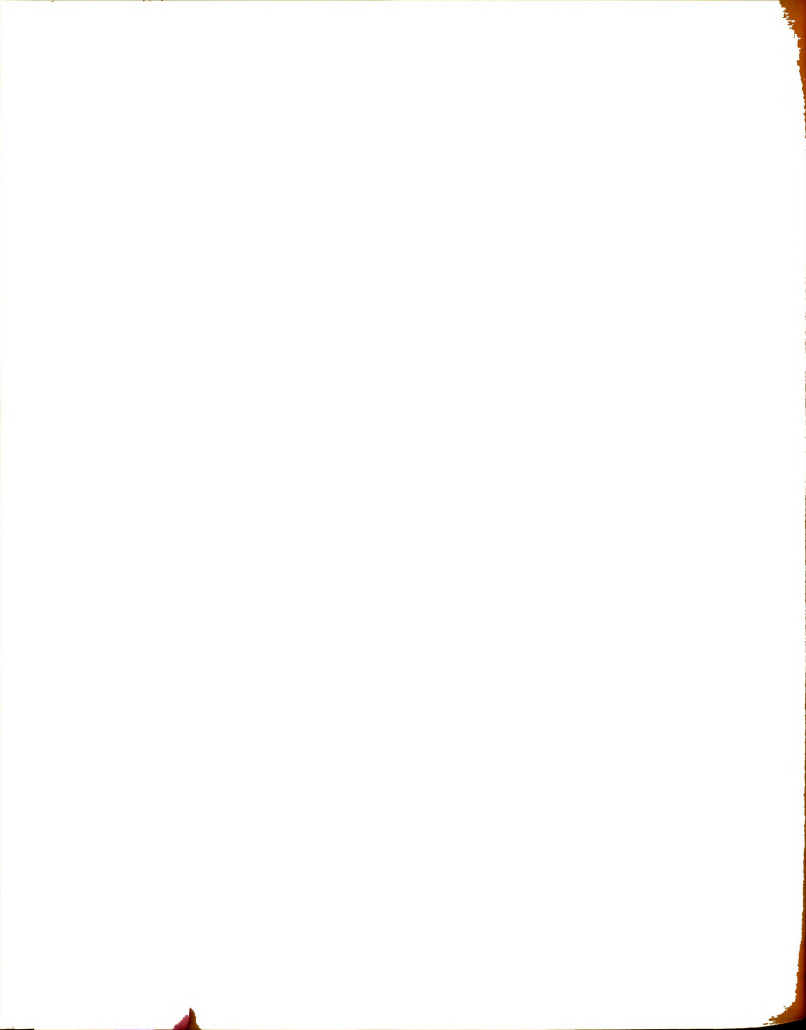
When the subjects were asked whether they were favorably impressed by the conduct of the interview, the respondents who took teaching positions were critical of the interview situation. The χ^2 , however, was not high enough to be related at the .05 level of confidence. The only persons for whom it seemed to be related were the married women, but here again elementary married women were the main contributors to the relationship of the item and their contingency table contained expected frequencies of less than five, thus yielding a questionable χ^2 .¹⁶

The question concerning helpful information gained during the course of the interview was of no significant relationship to any of the groups analyzed in this study.¹⁷

When asked whether there were any shortcomings on the part of the interviewing administrators, responses gave little, if any, indication that such shortcomings had anything to do with decisions about taking a teaching position. The secondary women seemed to indicate that it was a related reason. It was, however, negatively related to the hypothesis and the contingency table contained expected frequencies of less than five. Their responses indicate that more of those who entered teaching, than of those who did not, felt that the administrators had shortcomings. For

¹⁶See TABLES 2 and 26.

¹⁷See TABLES 2 and 27.



the other respondents this was not a relevant item.¹⁸

For the preceding question a list of shortcomings was compiled from the questionnaires of the respondents. They are included in TABLE 29 and might prove of interest to those who have the task of interviewing teacher candidates.

The findings discussed above give no consistent statistical basis for accepting the first hypothesis. We must, therefore, accept the null hypothesis and reject the hypothesis under test.

The data concerning the services of the Placement Bureau and those related to pleasant interviews with school administrators indicate that these areas may have some influence in causing certain respondents to choose not to teach.

TABLE 2
RELATION OF INADEQUATE COUNSELING AND ADVICE
TO ACCEPTANCE OF TEACHING POSITIONS

CRITERIA	χ^2	P	SIGNIFICANT	DIRECTION
1. Placement aid by the college:				
a. Services of Placement Bureau:				
All single women	12.23*	.01	Yes	+
All Secondary women	36.37	.001	Yes	+
All Elementary women	33.97*	.001	Yes	+
All women	70.34	.001	Yes	+
Secondary civilian men	2.03	.50	No	
All Secondary men	3.75	.20	No	
All men	3.74	.20	No	
Total secondary	40.12	.001	Yes	+
Total elementary	30.13*	.001	Yes	+
Total respondents	70.25	.001	Yes	+

¹⁸See TABLES 2 and 28.

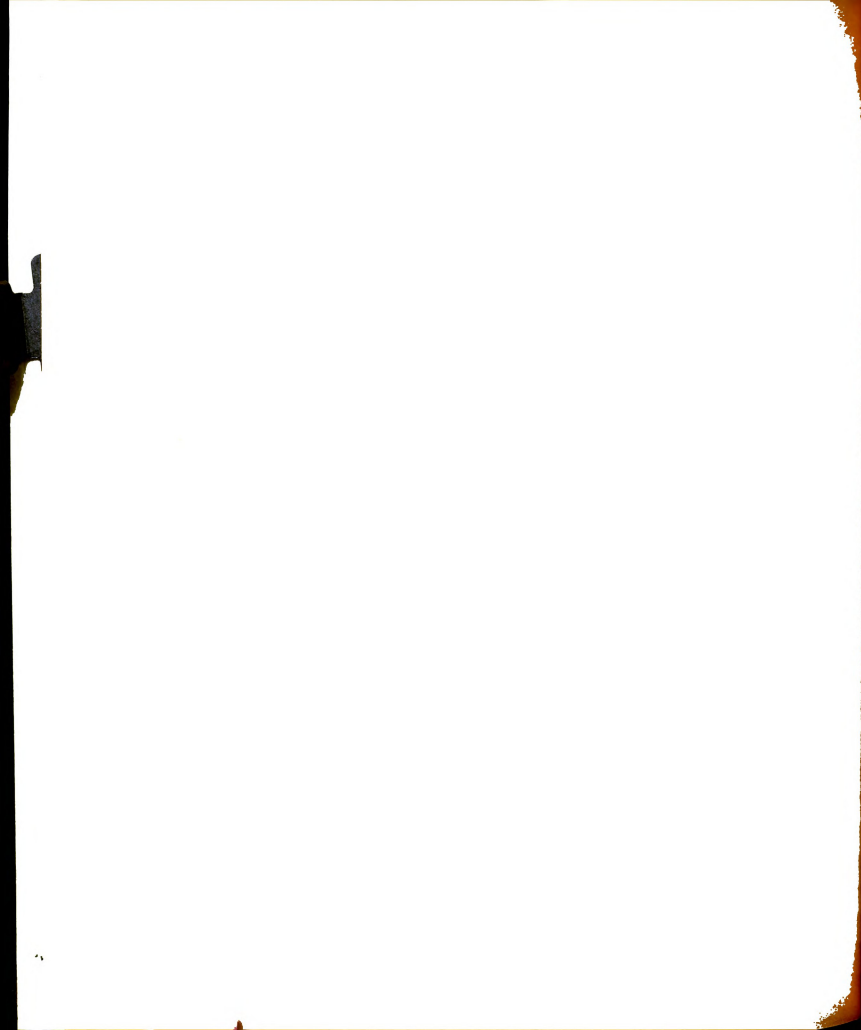


TABLE 2--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
b. Information about available teaching positions:				
Secondary married women	3.22	.20	No	
All married women	6.40	.05	Yes	+
All single women	16.94	.001	Yes	+
Secondary other women	8.97	.02	Yes	+
All Secondary women	27.82	.001	Yes	+
All Elementary women	8.81*	.02	Yes	+
All women	36.63	.001	Yes	+
Secondary other civilian men	.49	.80	No	
Secondary civilian men	6.54	.05	Yes	+
Secondary married men	1.18	.70	No	
Secondary single men	1.14	.70	No	
Secondary science men	8.23	.02	Yes	+
Secondary other men	.15	.95	No	
All Secondary men	2.32	.70	No	
All men	7.11	.05	Yes	+
Total secondary	30.14	.001	Yes	(
Total elementary	8.77*	.02	Yes	+
Total respondents	38.91	.001	Yes	+
c. Awareness of where to look for available positions:				
Secondary married women	.48	.50	No	
Elementary married women	.041	.90	No	
All married women	.107	.80	No	
Secondary single women	.18	.70	No	
Elementary single women	23.34*	.001	Yes	+
All single women	14.39	.001	Yes	+
Secondary science women	3.79	.10	No	
Secondary other women	.32	.70	No	
All secondary women	2.63	.20	No	
All elementary women	12.50	.001	Yes	+
Secondary science civilian men	.97	.50	No	

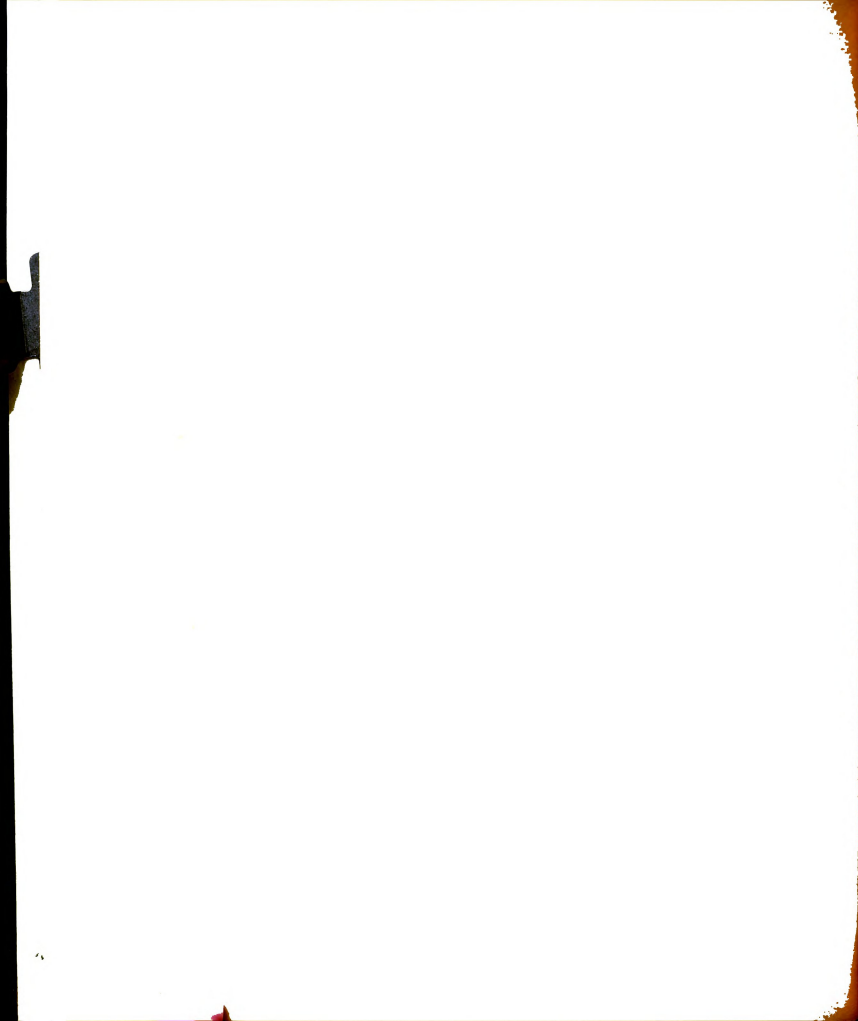


TABLE 2--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
Secondary other civilian men	1.18	.30	No	
Secondary civilian men	.59	.50	No	
Secondary science married men	.074	.80	No	
Secondary married men	.85	.50	No	
Secondary single men	.061	.90	No	
Secondary science men	.92	.50	No	
Secondary other men	.13	.80	No	
All secondary men	1.58	.30	No	
All men	.44	.70	No	
Total secondary	14.31	.001	Yes	+
Total elementary	12.45	.001	Yes	+
Total respondents	26.76	.001	Yes	+
d. Returned Placement Bureau forms:				
Secondary married women	1.53	.30	No	
Elementary married women	.41	.70	No	
All married women	1.94	.50	No	
Elementary single women	4.39*	.05	Yes	+
All single women	4.91*	.05	Yes	+
Secondary other women	7.88*	.02	Yes	+
All secondary women	10.67	.01	Yes	+
All elementary women	6.46	.02	Yes	+
All women	17.13	.001	Yes	+
Secondary science civilian men	.097	.80	No	
Secondary other civilian men	.78	.50	No	
Secondary civilian men	.86	.50	No	
Secondary married men	.061	.90	No	
Secondary other men	.46	.50	No	
Secondary men	.86	.50	No	
All men	.30	.70	No	
Total secondary	11.53	.01	Yes	+
Total elementary	7.76	.01	Yes	+
Total respondents	19.29	.001	Yes	+

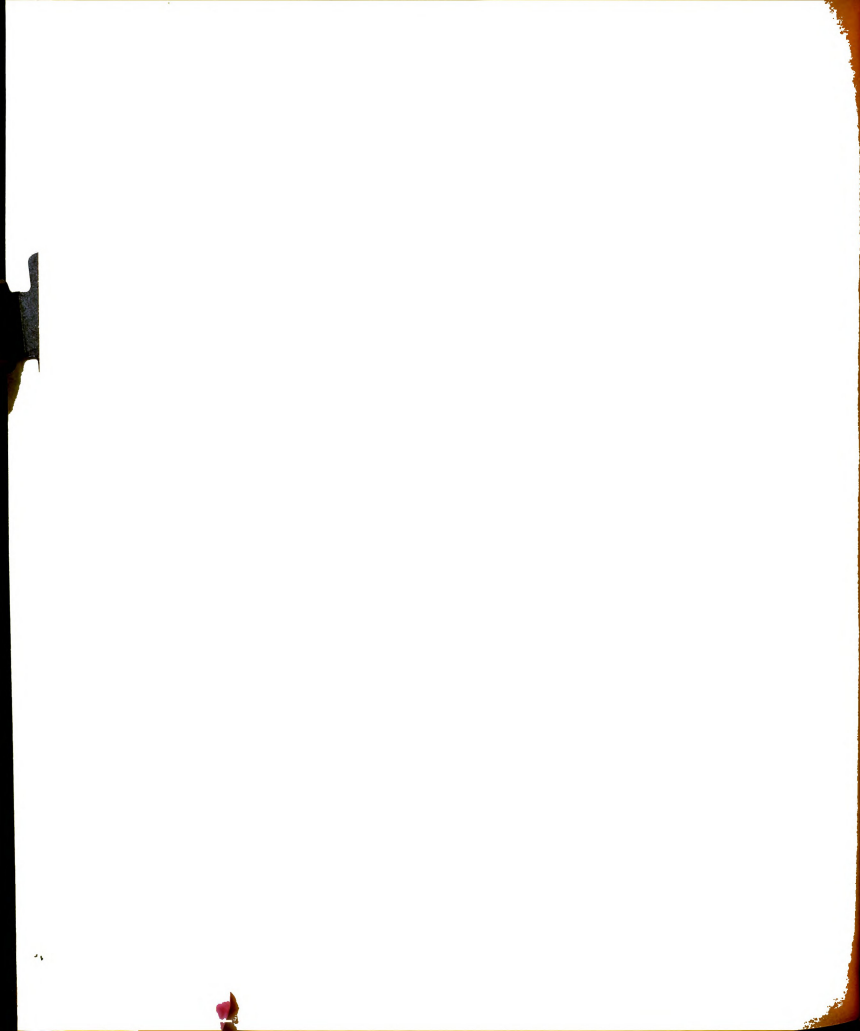


TABLE 2--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
2. Number of enrollment officers:		+		
Secondary science married women	.030	.90	No	
Secondary other married women	.25	.70	No	
Secondary other single women	.082	.80	No	
Secondary married women	.30	.70	No	
Elementary married women	.65	.50	No	
All married women	.95	.70	No	
Secondary single women	.090	.80	No	
Elementary single women	.57	.50	No	
All single women	.14	.80	No	
Secondary science women	.11	.80	No	
Secondary other women	.13	.80	No	
All secondary women	.36	.70	No	
All elementary women	.028	.90	No	
All women	.38	.90	No	
Secondary science married civilian men	.58	.50	No	
Secondary other married civilian men	.052	.90	No	
Secondary civilian science men	.12	.80	No	
Secondary civilian other men	.060	.90	No	
Secondary civilian men	.18	.95	No	
Secondary science married men	.23	.70	No	
Secondary science single men	.026	.90	No	
Secondary other married men	.052	.90	No	
Secondary other single men	.11	.80	No	
Secondary married men	.18	.70	No	
Secondary single men	.14	.70	No	
Secondary science men	.073	.80	No	
Secondary other men	.035	.90	No	
All secondary men	.11	.95	No	
All men	.20	.70	No	
Total secondary	.47	.80	No	
Total elementary	.009	.95	No	
Total respondents	.48	.95	No	

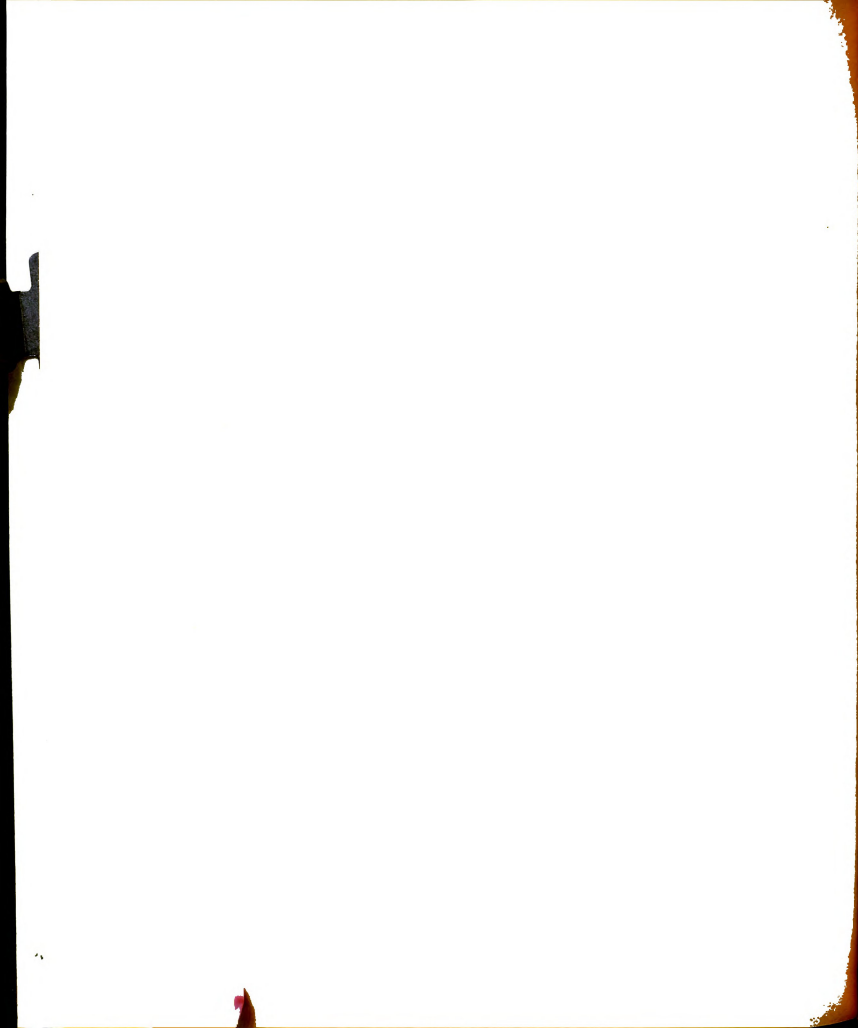


TABLE 2--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
3. Advice concerning majors and minors:				
a. Enrollment Officer's advice to major in a specific area:				
Secondary married women	2.06	.20	No	
All married women	2.69	.20	No	
Secondary single women	.13	.80	No	
Elementary single women	.67	.50	No	
All single women	.64	.50	No	
Secondary science women	.93	.50	No	
Secondary other women	.60	.50	No	
All secondary women	1.32	.30	No	
All elementary women	3.35	.10	No	
All women	3.66	.10	No	
Secondary science civilian men	.028	.90	No	
Secondary other civilian men	1.34	.30	No	
Secondary civilian men	.76	.50	No	
Secondary science married men	.047	.90	No	
Secondary other single men	3.36	.10	No	
Secondary married men	.33	.70	No	
Secondary single men	3.13	.10	No	
Secondary science men	.088	.80	No	
Secondary other men	.90	.50	No	
All secondary men	.66	.50	No	
All men	.39	.70	No	
Total secondary	1.97	.50	No	
Total elementary	1.70	.20	No	
Total respondents	3.67	.30	No	
b. Warning against preparing for overcrowded area:				
All married women	.45	.70	No	
Secondary single women	.0007	.95	No	

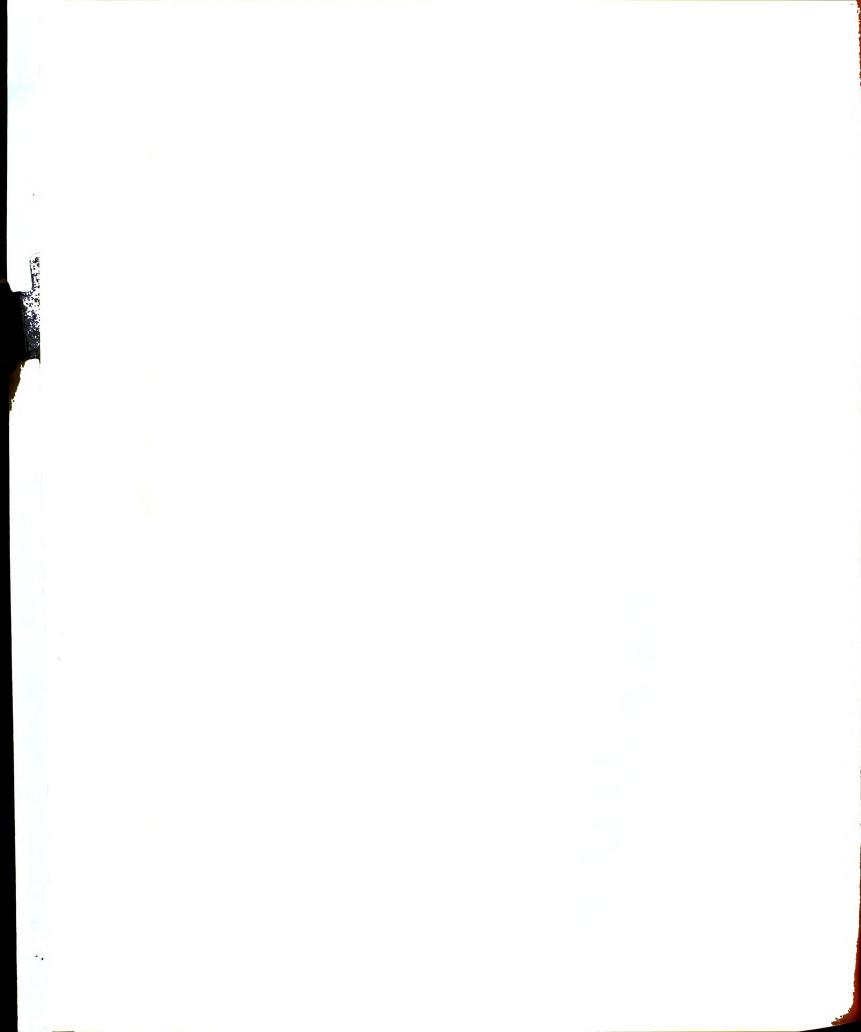


TABLE 2--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
All single women	.017	.90	No	
Secondary other women	.17	.70	No	
All secondary women	.67	.50	No	
All elementary women	1.17	.30	No	
All women	.25	.70	No	
Secondary science civilian men	.28	.70	No	
Secondary civilian men	.55	.50	No	
Secondary married men	.86	.50	No	
Secondary single men	.50	.50	No	
Secondary science men	.24	.70	No	
Secondary other men	1.36	.30	No	
All secondary men	1.48	.30	No	
All men	.28	.70	No	
Total secondary	.073	.80	No	
Total elementary	2.04	.20	No	
Total respondents	2.11	.50	No	
4. Help in discovering teaching aptitudes:				
a. By persons connected with teaching:				
Secondary other married women	.009	.95	No	
Secondary other single women	.008	.95	No	
Secondary married women	.019	.90	No	
Elementary married women	.083	.80	No	
All married women	.10	.95	No	
Secondary single women	.025	.90	No	
Elementary single women	.0006	.98	No	
All single women	.002	.98	No	
Secondary science women	.49	.50	No	
Secondary other women	.046	.90	No	
All secondary women	.36	.70	No	
All elementary women	.21	.70	No	
All women	.57	.80	No	
Secondary science married civilian men	.63	.50	No	

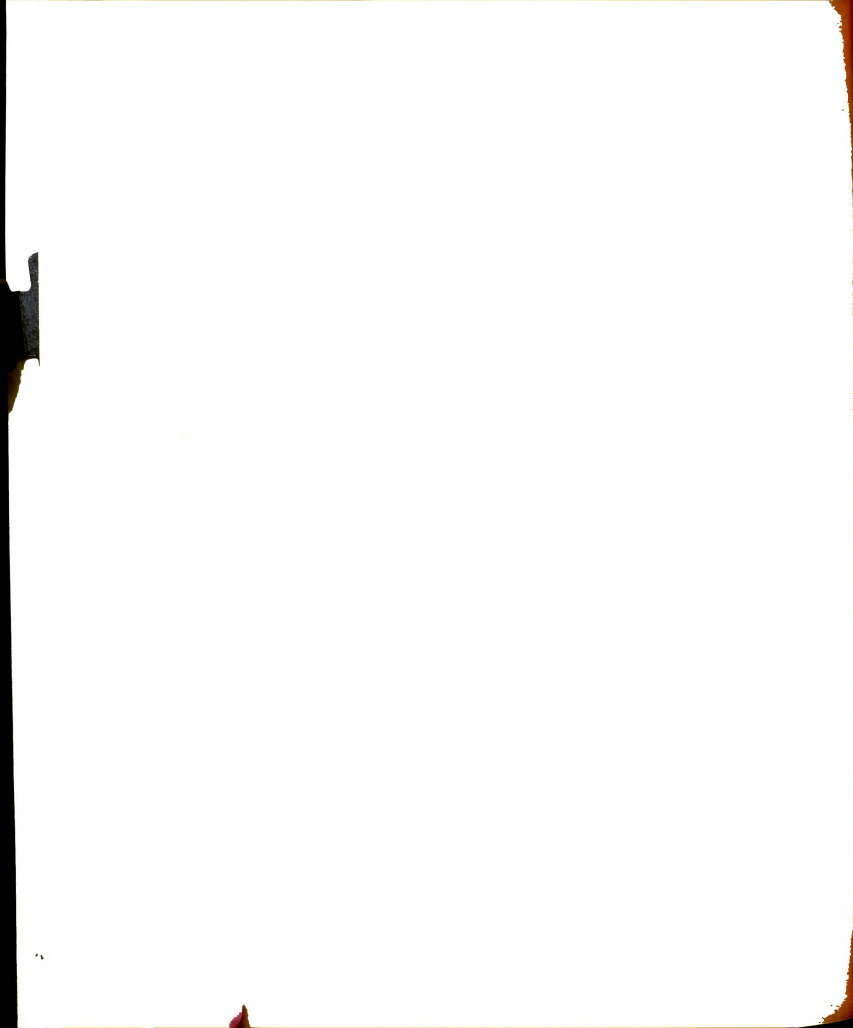


TABLE 2--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
Secondary science sin- gle civilian men	.19	.70	No	
Secondary other mar- ried civilian men	2.13	.20	No	
Secondary science civilian men	.31	.70	No	
Secondary other civilian men	.0008	.98	No	
Secondary civilian men	.31	.90	No	
Secondary science married men	.001	.98	No	
Secondary science single men	.30	.70	No	
Secondary other single men	.11	.80	No	
Secondary married men	.018	.90	No	
Secondary single men	.004	.95	No	
Secondary science men	.13	.80	No	
Secondary other men	.42	.70	No	
All secondary men	.55	.80	No	
All men	.045	.90	No	
Total secondary	.91	.70	No	
Total elementary	.007	.95	No	
Total respondents	.92	.90	No	
b. Advice by major pro- fessor not to enter teaching:				
All secondary women	1.84	.20	No	
All elementary women	.16	.70	No	
All women	.55	.50	No	
Secondary science men	3.15	.10	No	
Secondary other men	.83	.50	No	
All secondary men	4.37*	.05	Yes	-
All men	4.22*	.05	Yes	-
Total secondary	5.85*	.02	Yes	-
Total elementary	.16	.70	No	
Total respondents	6.01	.05	Yes	-
5. Willing assistance by individual instructors:				
a. How often willing:				
Elementary married women	.31	.90	No	
All married women	.018	.99	No	
All single women	.83	.70	No	

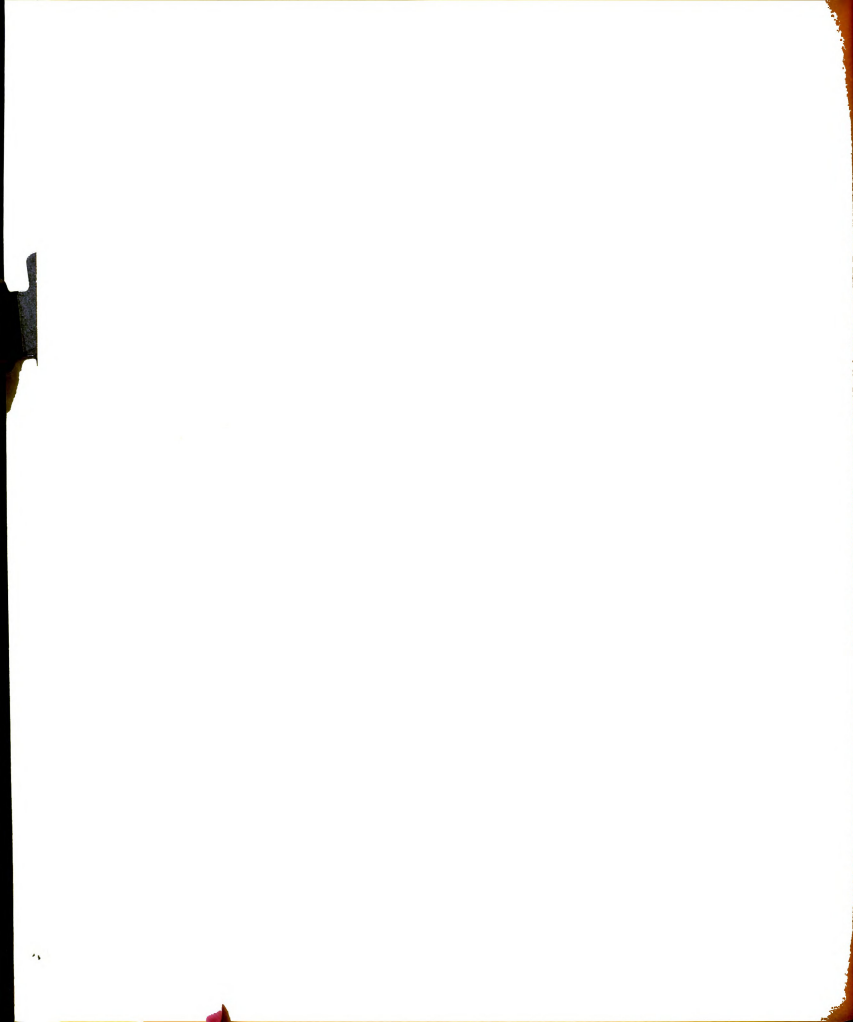


TABLE 2--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
Secondary science women	.65	.80	No	
Secondary other women	.80	.70	No	
All secondary women	.28	.90	No	
All elementary women	2.43	.30	No	
All women	2.19	.50	No	
Secondary civilian men	1.61	.50	No	
Secondary married men	.017	.99	No	
Secondary single men	.18	.95	No	
Secondary science men	.61	.80	No	
Secondary other men	2.24	.50	No	
All secondary men	.76	.70	No	
All men	.25	.95	No	
Total secondary	1.03	.95	No	
Total elementary	1.72	.50	No	
Total respondents	2.75	.90	No	
b. Number who where willing:				
Secondary married women	.019	.99	No	
Elementary married women	1.25	.70	No	
All married women	.36	.90	No	
Elementary single women	1.03	.70	No	
All single women	.71	.70	No	
Secondary science women	.45	.70	No	
Secondary other women	2.27	.50	No	
All secondary women	.035	.99	No	
All elementary women	1.90	.50	No	
All women	1.93	.80	No	
Secondary science civilian men	.071	.98	No	
Secondary civilian men	2.59	.30	No	
Secondary science married men	.12	.95	o	
Secondary married men	1.45	.50	No	
Secondary single men	1.82	.50	No	
Secondary science men	.031	.99	No	
Secondary other men	3.13	.30	No	
All secondary men	.54	.80	No	

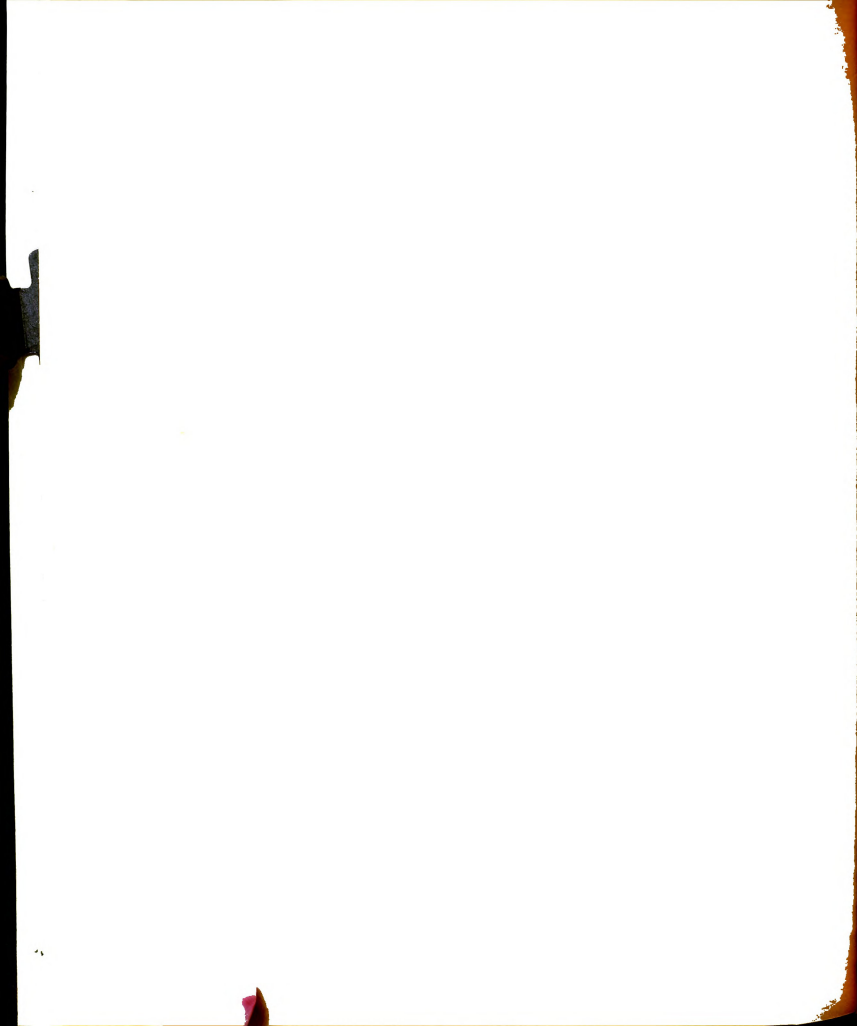


TABLE 2--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
All men	1.95	.50	No	
Total secondary	.67	.98	No	
Total elementary	1.79	.50	No	
Total respondents	2.46	.90	No	
6. Pleasant interviews with school administrators:				
a. Whether or not one was interviewed:				
Secondary science married women	1.80	.20	No	
Secondary other married women	2.24	.20	No	
Secondary other single women	12.73*	.001	Yes	+
Secondary married women	4.04	.20	No	
Elementary married women	9.90	.01	Yes	+
All married women	13.94	.001	Yes	+
Secondary single women	15.09*	.001	Yes	+
Elementary single women	6.09*	.01	Yes	+
All single women	21.18	.001	Yes	+
Secondary science women	8.05*	.01	Yes	+
Secondary other women	14.97	.001	Yes	+
All secondary women	23.02	.001	Yes	+
All elementary women	15.99	.001	Yes	+
All women	39.01	.001	Yes	+
Secondary science married civilian men	3.11	.10	No	
Secondary science single civilian men	13.64*	.001	Yes	+
Secondary other married civilian men	8.57	.01	Yes	+
Secondary science civilian men	13.38	.001	Yes	+
Secondary other civilian men	4.63	.05	Yes	+
Secondary civilian men	18.01	.001	Yes	+
Secondary science married men	6.46*	.02	Yes	+

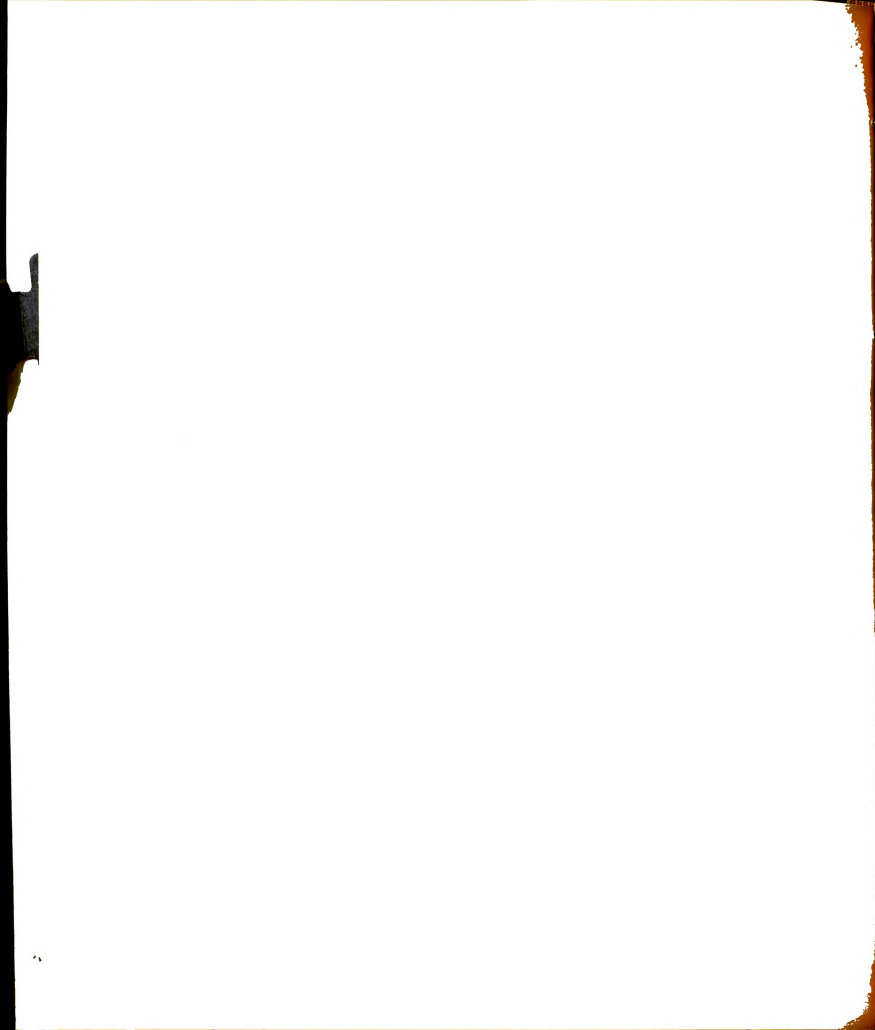


TABLE 2--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
Secondary science single men	16.69	.001	Yes	+
Secondary other married men	8.57	.01	Yes	+
Secondary other single men	.62	.50	No	
Secondary married men	14.62	.001	Yes	+
Secondary single men	6.05	.02	Yes	+
Secondary science men	23.15	.001	Yes	+
Secondary other men	9.01	.01	Yes	+
All secondary men	20.67	.001	Yes	+
All men	21.71	.001	Yes	+
Total secondary	43.69	.001	Yes	+
Total elementary	28.01	.001	Yes	+
Total respondents	71.70	.001	Yes	+
b. Number of interviews:				
All secondary women	8.28	.01	Yes	+
All elementary women	1.09	.30	No	
All women	6.81	.01	Yes	+
Secondary science civilian men	.57	.50	No	
Secondary other civilian men	1.06	.50	No	
Secondary civilian men	.008	.95	No	
Secondary science married men	.005	.95	No	
Secondary science single men	.007	.95	No	
Secondary other married men	.27	.70	No	
Secondary other single men	3.46	.10	No	
Secondary married men	.12	.80	No	
Secondary single men	.91	.50	No	
Secondary science men	.009	.95	No	
Secondary other men	2.71	.10	No	
All secondary men	.83	.50	No	
All men	1.42	.30	No	
Total secondary	9.11	.02	Yes	+
Total elementary	2.10	.20	No	
Total respondents	11.21	.02	Yes	+

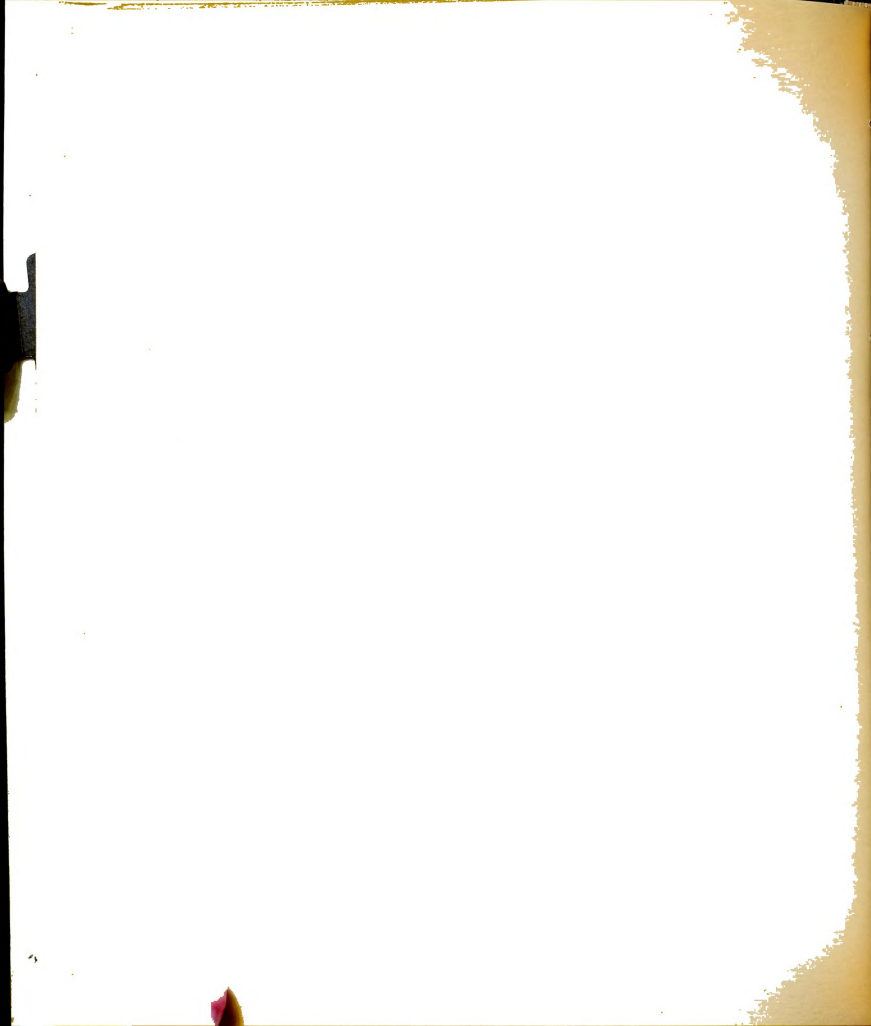


TABLE 2--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
c. Questions satisfactorily answered by administrators:				
Secondary married women	.025	.90	No	
All married women	.34	.70	No	
All single women	1.28	.30	No	
Secondary science women	4.96*	.05	Yes	+
Secondary other women	.062	.90	No	
All secondary women	1.38	.30	No	
All elementary women	1.92	.20	No	
All women	3.30	.20	No	
Secondary science married civilian men	2.07	.20	No	
Secondary science civilian men	.11	.80	No	
Secondary other civilian men	.20	.70	No	
Secondary civilian men	.31	.90	No	
Secondary science married men	3.42	.10	No	
Secondary science single men	.81	.50	No	
Secondary married men	3.34	.10	No	
Secondary single men	1.65	.20	No	
Secondary science men	.63	.50	No	
Secondary other men	.30	.70	No	
All secondary men	.93	.70	No	
All men	.024	.90	No	
Total secondary	2.31	.70	No	
Total elementary	1.81	.20	No	
Total respondents	4.12	.50	No	
d. Interest expressed toward candidate by administrators:				
Secondary married women	.74	.50	No	
All married women	2.44	.30	No	
All single women	.000	.99	No	
Secondary science women	5.99*	.02	Yes	+

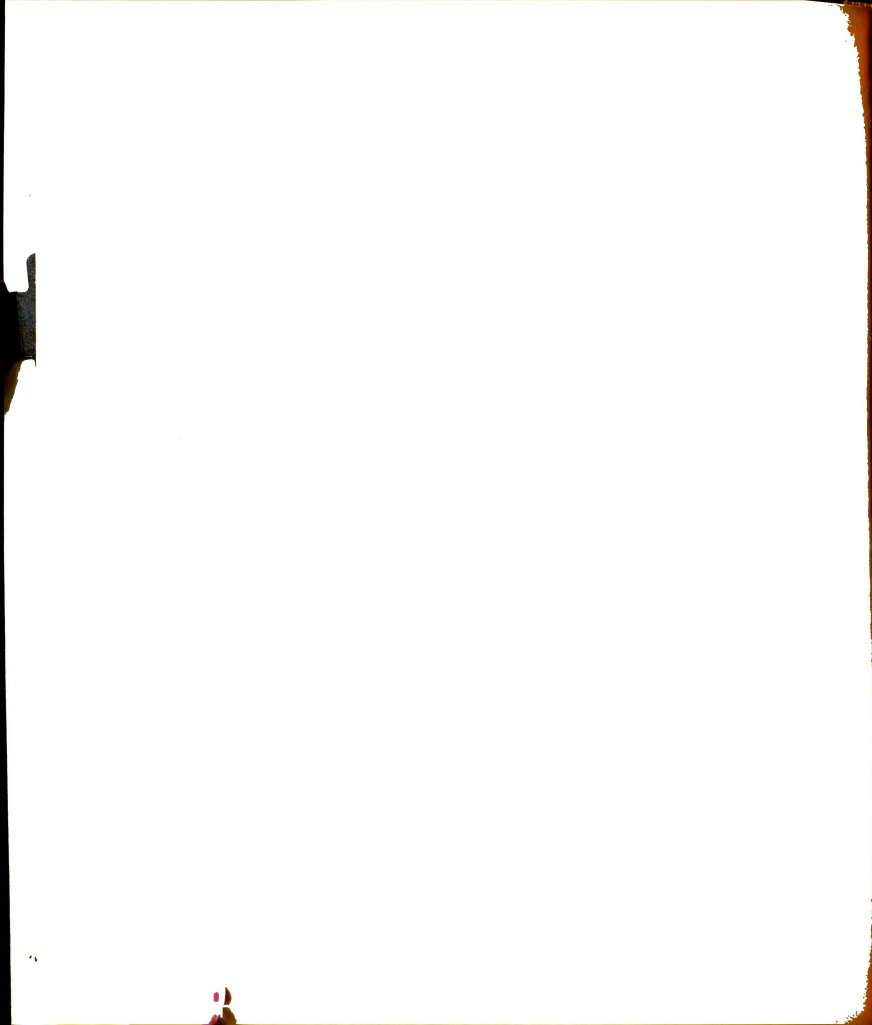


TABLE 2--Continued

CRITERIA	X ²	P	SIGNIFICANT	DIRECTION
Secondary other women	.000	.99	No	+
All secondary women	5.99*	.05	Yes	
All elementary women	.74	.50	No	
All women	6.73	.10	No	
Secondary science married civilian men	2.07	.20	No	
Secondary other single civilian men	.30	.70	No	
Secondary science civilian men	1.40	.30	No	
Secondary other civilian men	.51	.50	No	
Secondary civilian men	1.91	.50	No	
Secondary science married men	2.03	.20	No	
Secondary other single men	.33	.70	No	
Secondary married men	1.82	.20	No	
Secondary single men	.58	.50	No	
Secondary science men	.76	.50	No	
Secondary other men	.60	.50	No	
All secondary men	1.36	.70	No	
All men	2.23	.20	No	
Total secondary	7.35	.20	No	
Total elementary	.85	.50	No	
Total respondents	8.20	.20	No	
e. Favorable impression of interview situation:				
Secondary married women	1.09	.30	No	+
Elementary married women	4.50*	.05	Yes	
All married women	5.53	.05	Yes	
Secondary single women	.13	.80	No	
All single women	.24	.70	No	
Secondary science women	1.73	.20	No	
Secondary other women	.36	.90	No	
All secondary women	2.09	.50	No	

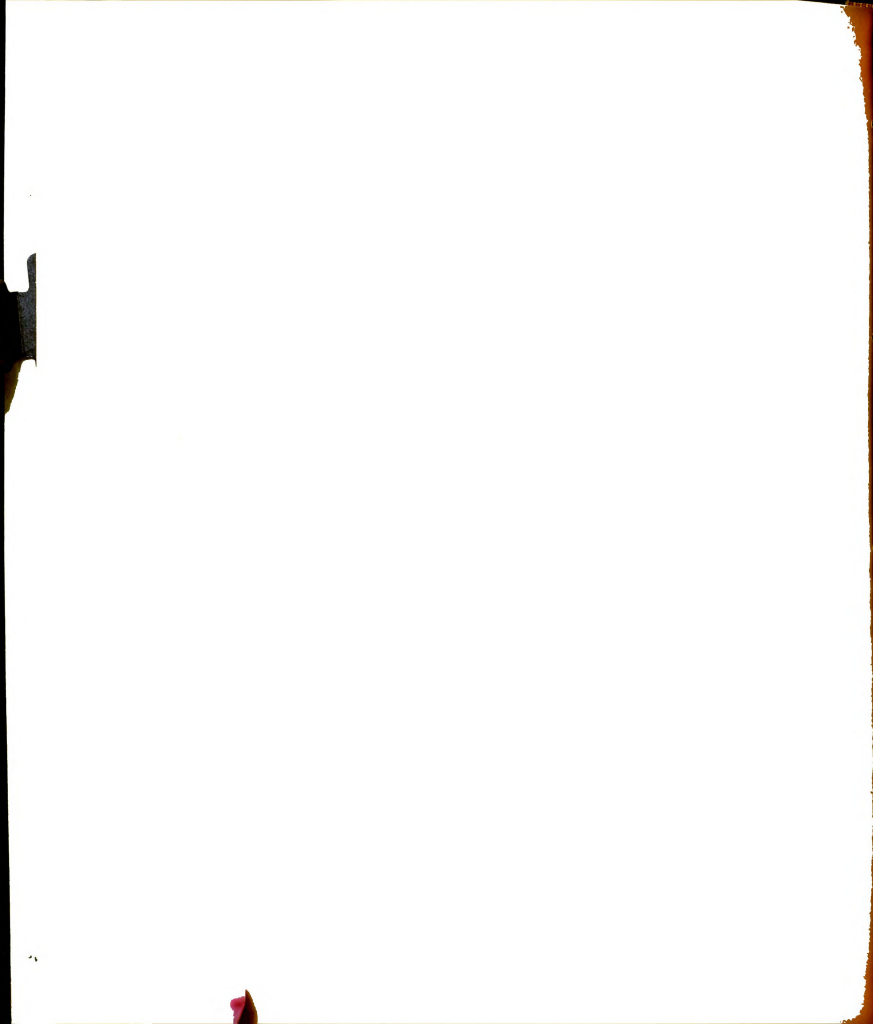


TABLE 2--Continued

CRITERIA	χ^2	P	SIGNIFICANT	DIRECTION
All elementary women	2.26	.20	No	
All women	4.35	.30	No	
Secondary science married civilian men	.45	.70	No	
Secondary other single civilian men	3.02	.10	No	
Secondary science civilian men	.56	.50	No	
Secondary other civilian men	3.22	.10	No	
Secondary civilian men	3.78	.20	No	
Secondary science married men	.97	.50	No	
Secondary other single men	.46	.50	No	
Secondary married men	1.27	.30	No	
Secondary single men	.65	.50	No	
Secondary science men	.81	.50	No	
Secondary other men	.82	.50	No	
All secondary men	1.63	.50	No	
All men	1.51	.30	No	
Total secondary	3.72	.50	No	
Total elementary	1.60	.30	No	
Total respondents	5.32	.50	No	
f. Needed information about position gained in interview:				
Secondary married women	.42	.70	No	
All married women	1.73	.20	No	
Secondary single women	1.71	.20	No	
All single women	.18	.70	No	
Secondary science women	1.21	.30	No	
Secondary other women	.58	.50	No	
All secondary women	1.97	.20	No	
All elementary women	.01	.95	No	
All women	2.28	.10	No	

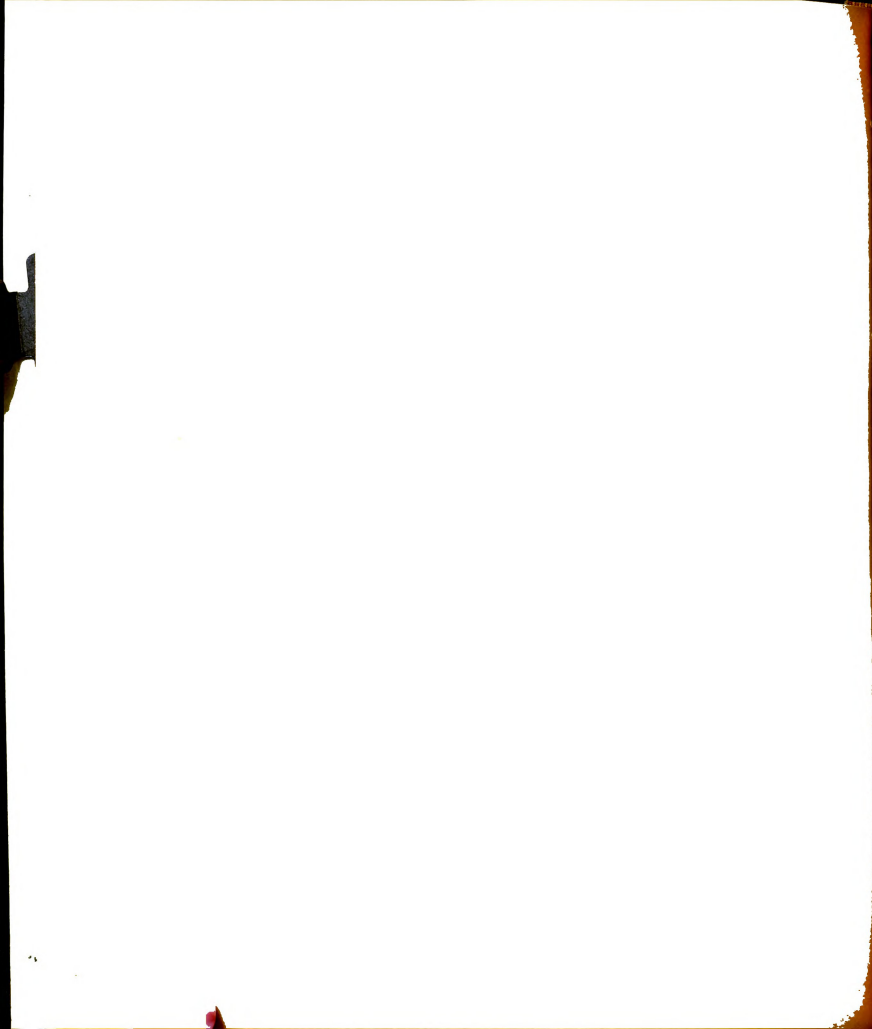


TABLE 2--Continued

CRITERIA	χ^2	P	SIGNIFICANT	DIRECTION
Secondary science married civilian men	.14	.80	No	
Secondary science civilian men	.006	.95	No	
Secondary other civilian men	.72	.50	No	
Secondary civilian men	.73	.70	No	
Secondary science married men	.56	.50	No	
Secondary science single men	.15	.70	No	
Secondary married men	1.11	.30	No	
Secondary single men	.010	.95	No	
Secondary science men	.027	.90	No	
Secondary other men	.005	.95	No	
All secondary men	.032	.99	No	
All men	.035	.90	No	
Total secondary	2.00	.70	No	
Total elementary	.042	.90	No	
Total respondents	2.04	.80	No	
g. Shortcomings on the part of school administrators:				
Secondary married women	.56	.50	No	
All married women	.95	.50	No	
Secondary other women	3.95*	.05	Yes	
All secondary women	1.48	.30	No	
All elementary women	.090	.80	No	
All women	.71	.50	No	
Secondary science civilian men	.97	.50	No	
Secondary other civilian men	.41	.70	No	
Secondary civilian men	.31	.70	No	
Secondary other single men	.000	1.00	No	
Secondary married men	.43	.70	No	
Secondary single men	.022	.90	No	

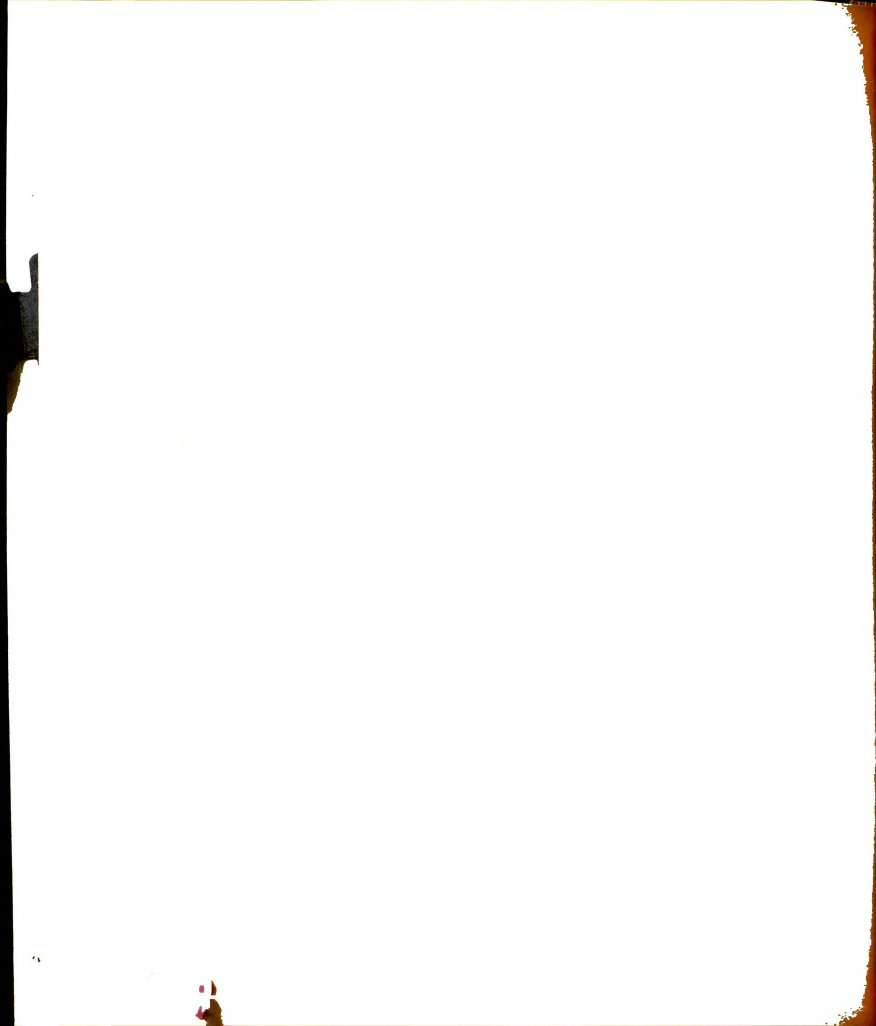


TABLE 2--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
Secondary science men	.92	.50	No	
Secondary other men	1.56	.30	No	
All secondary men	2.48	.30	No	
All men	.011	.90	No	
Total secondary	3.96	.30	No	
Total elementary	.11	.80	No	
Total respondents	4.07	.50	No	

*Expected frequencies below five.

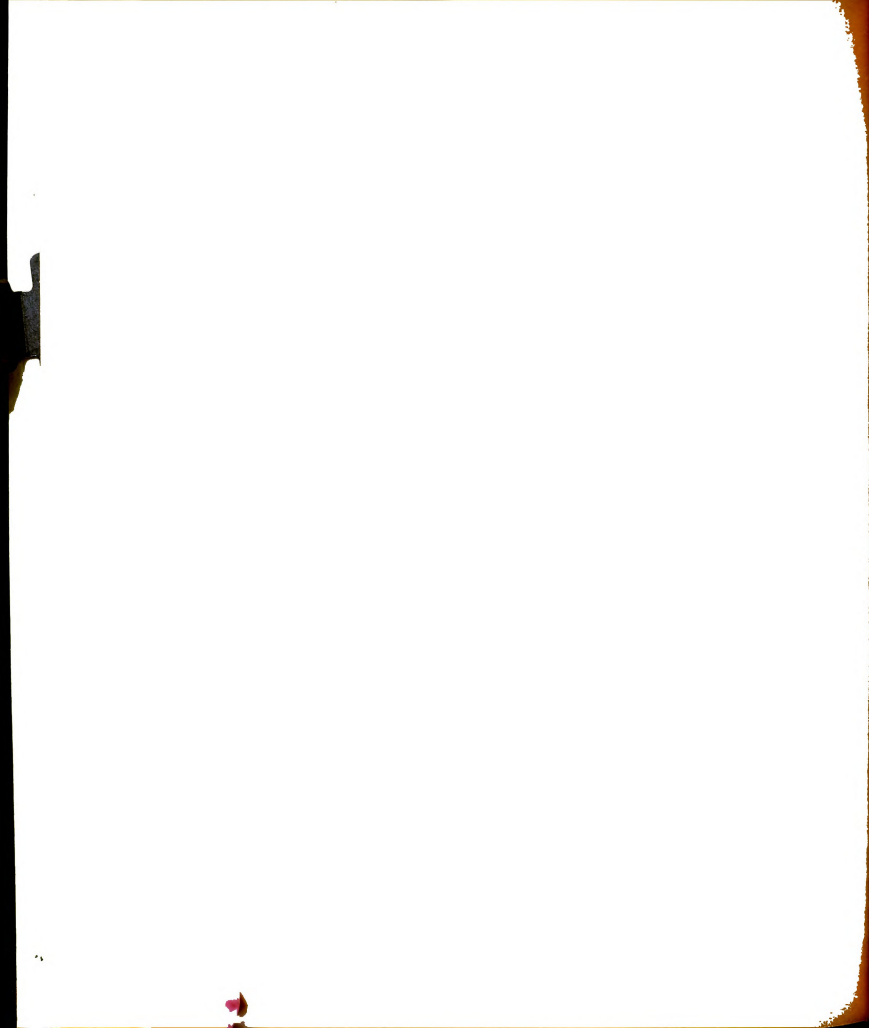
Second Major Hypothesis

The second hypothesis tested was concerned with those persons whose student teaching assignment did not include specific types of experiences. Those experiences and the items designed to test them are analyzed in this next section.¹⁹

The first type of experience had to do with assignment in a major or minor subject area of personal competence. This item appears to be related for all respondents. However, when looking more critically at the data one finds that this is relevant only for most of the secondary male respondents. It is not relevant for the single secondary men nor for men who majored in areas other than science and/or vocational subjects. The direction of the relationship was positive for those for whom this was a significantly related item.²⁰

¹⁹ See TABLES 3 and 30-37.

²⁰ See TABLES 3 and 30.



The subjects were asked whether any of the courses which they took prior to student teaching dealt with problems of child behavior and discipline. Although their responses to this question were not related at the .05 level of confidence, there were a few groups for whom this approached a significant relationship. These were the secondary women who majored in areas other than science and/or vocational subjects and secondary men who were married and who majored in science and/or vocational subject areas. The indication was that for these groups more who did teach had training in these areas than of those who did not teach.²¹

In reply to the question about the study of child behavior and discipline the subjects were asked to indicate how effective they felt this study was in terms of their ability to meet such problems. For the elementary people, and the group as a whole, this appeared to be a related item. In a critical analysis one sees that elementary married women carry the main weight of the relationship as far as the χ^2 's are concerned. This item was not relevant for any of the male respondents and for those females who indicated it was related, it was negatively related to the hypothesis. That is, proportionately, more of those who did not teach felt that this training was very effective than those who did teach. This may be due to the fact that when these questionnaires were completed, those who accepted teaching positions had been teaching for nearly one year, while those who did not accept

²¹See TABLES 3 and 31.

a teaching position did not have experience in testing their own beliefs about child behavior.²²

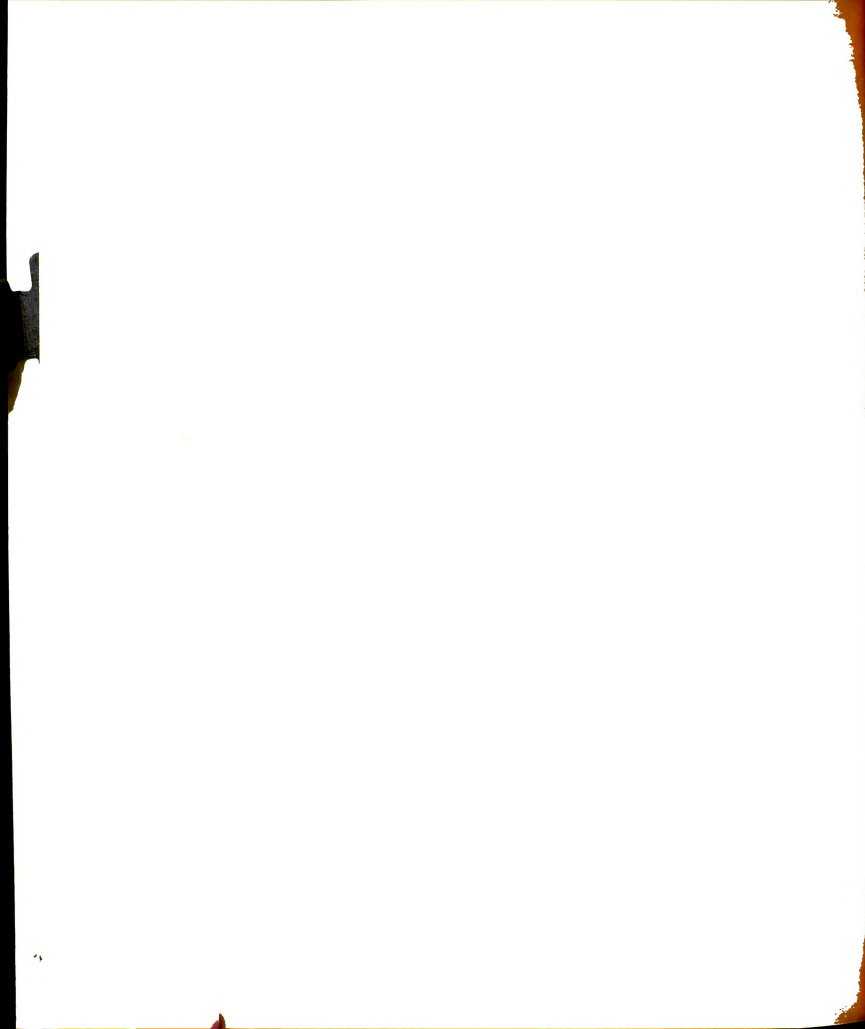
The third criterion tested under the second major hypothesis concerned the length of time that a person had been able to have complete charge of one or more classrooms during his student teaching. The hypothesis stated that a person ought to have at least three weeks of this extended experience. For the entire group this was not a related item at the .05 level of confidence. However, for all elementary respondents this was a related item at the .05 level of confidence. It was, however, negatively related to the hypothesis in that more of those who did not teach said that they had more than five weeks of complete charge of a classroom while those who taught indicated that they had less than five weeks of complete charge of a classroom.²³

The fourth criterion tested under the second major hypothesis is concerned with relationships among student teachers, supervising teachers and college coordinators.

The data obtained suggest that there is no significant positive relationship between pleasant experiences with the supervising teacher and entrance into the teaching profession. This factor is also not significant as it relates to the college coordinator. The secondary single men responded in such a manner as to make the item concerning experiences with supervising teachers relevant at the .05 level of confidence, but was negative in

²²See TABLES 3 and 32.

²³See TABLES 3 and 33.



direction. There were proportionately more of them who felt their experiences with their supervising teacher were always enjoyable who did not teach than of those who did teach.²⁴ The validity of the χ^2 obtained for this group, however, may be questioned as there were expected frequencies of less than five in the contingency tables.

Having had a sense of personal enjoyment in student teaching was the fifth criterion tested under this major hypothesis. There was apparently no significant relationship between this factor and acceptance or rejection of teaching positions. For secondary single men a χ^2 was obtained that was significantly related at the .02 level of confidence. There were, however, expected frequencies of less than five and the direction of the relationship was curvilinear making it impossible to draw significant conclusions supporting the hypothesis.²⁵

The final criterion tested under this second major hypothesis -- previous experiences with groups of children -- proved to be unrelated to all groups except secondary single men who majored in areas other than science and/or vocational type subjects. It was related for this group at the .05 level of confidence, but the direction of the relationship was negative. In other words, there were more who did not teach who said they had previous experiences with groups of children than those who taught.²⁶

²⁴See TABLES 3 and 34-35.

²⁵See TABLES 3 and 36.

²⁶See TABLES 3 and 37.

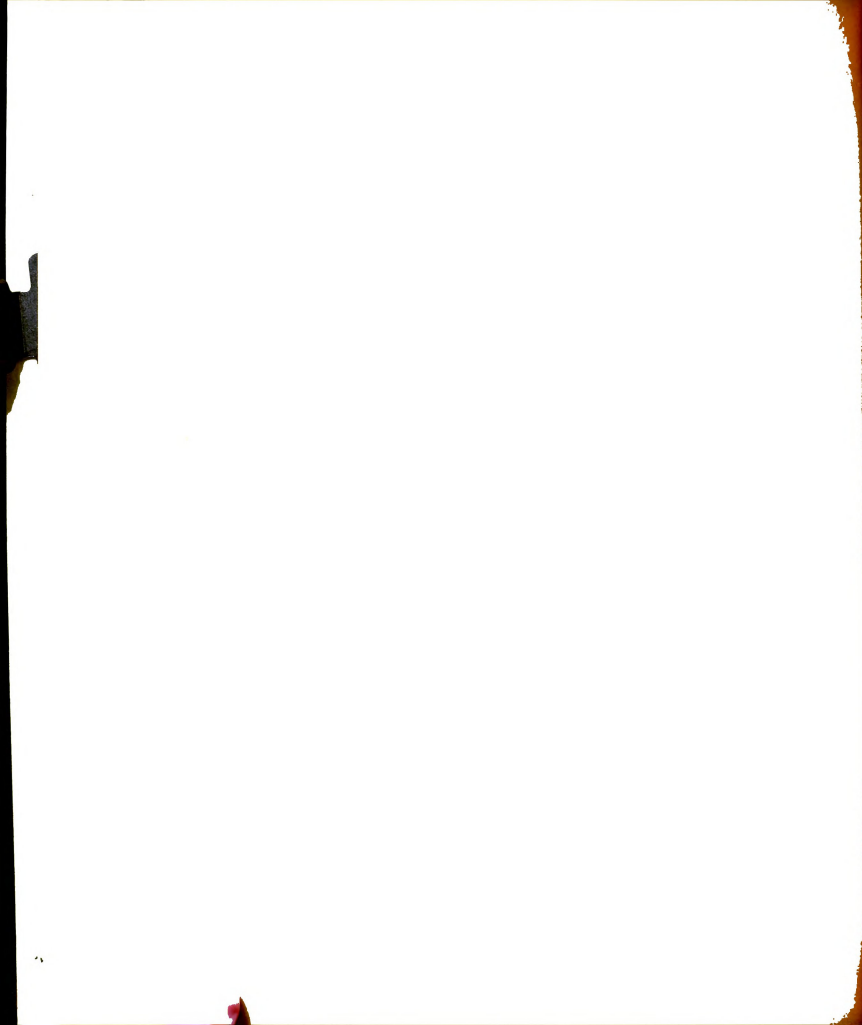


TABLE 3

RELATION OF STUDENT TEACHING EXPERIENCES
TO ACCEPTANCE OF TEACHING POSITIONS

CRITERIA	χ^2	P	SIGNIFICANT	DIRECTION
1. Opportunity to teach in major or minor subject area of competence:				
Secondary married women	1.21	.30	No	
Secondary single women	1.82	.20	No	
Secondary science women	.75	.50	No	
Secondary other women	.91	.50	No	
All secondary women	1.96	.20	No	
All women	.82	.50	No	
Secondary science civilian men	8.65*	.01	Yes	+
Secondary other civilian men	.30	.70	No	
Secondary civilian men	6.75	.01	Yes	+
Secondary science married men	4.47*	.05	Yes	+
Secondary science single men	2.78	.10	No	
Secondary other single men	.22	.70	No	
Secondary married men	4.70	.05	Yes	+
Secondary single men	2.64	.20	No	
Secondary science men	7.19	.01	Yes	+
Secondary other men	.69	.50	No	
All secondary men	7.88	.02	Yes	+
All men	6.46	.02	Yes	+
Total secondary	9.84	.02	Yes	+
Total respondents	7.28	.05	Yes	+
2. Training in coping with discipline problems:				
a. Study of child behavior and discipline:				
All married women	.44	.70	No	
All single women	.63	.50	No	
Secondary science women	.11	.80	No	
Secondary other women	3.18	.10	No	
All secondary women	2.53	.20	No	
All elementary women	.58	.50	No	
All women	3.11	.30	No	
Secondary science civilian men	1.73	.20	No	
Secondary other civilian men	.78	.50	No	
Secondary civilian men	.74	.50	No	

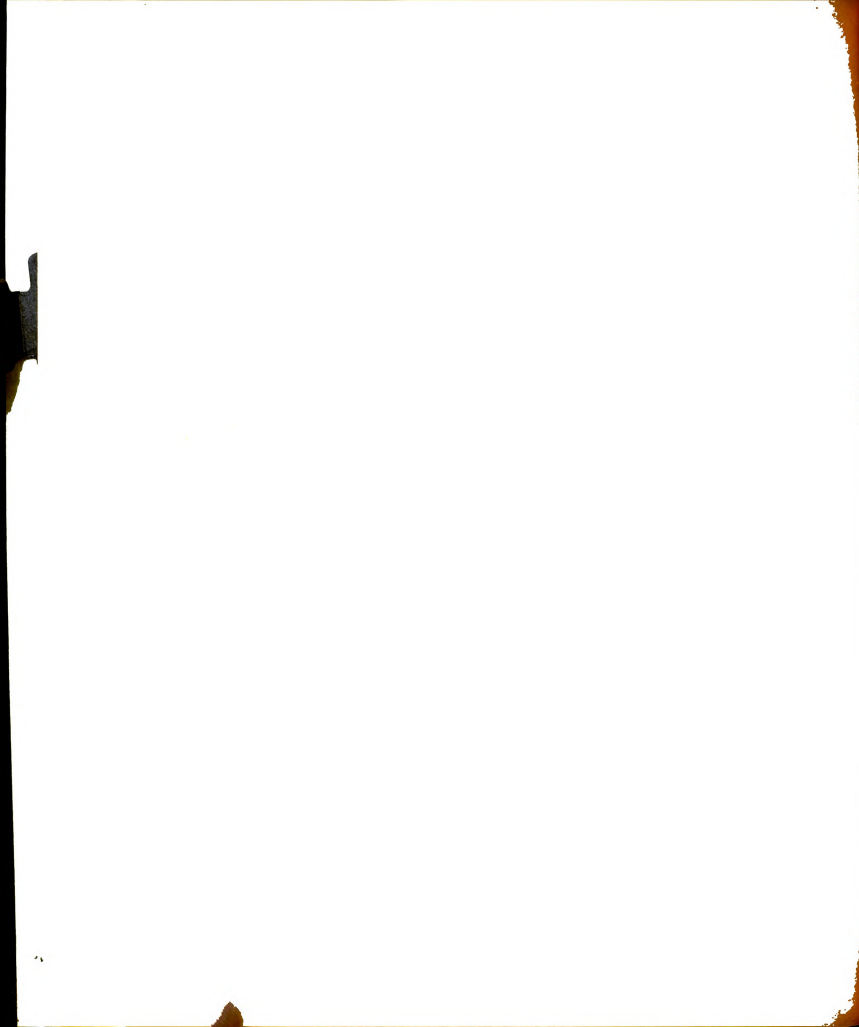


TABLE 3--Continued

CRITERIA	χ^2	P	SIGNIFICANT	DIRECTION
Secondary science married men	3.02	.10	No	
Secondary science single men	.79	.50	No	
Secondary married men	1.14	.30	No	
Secondary single men	.46	.70	No	
Secondary science men	3.62	.10	No	
Secondary other men	1.05	.50	No	
All secondary men	4.67	.10	No	
All men	1.28	.30	No	
Total secondary	7.20	.10	No	
Total elementary	.31	.70	No	
Total respondents	7.51	.20	No	
b. Effectiveness of the study of child behavior and discipline:				
Secondary married women	1.31	.50	No	
All married women	6.08	.05	Yes	-
All single women	1.24	.50	No	
All secondary women	1.34	.50	No	
All elementary women	10.30	.01	Yes	-
All women	11.64	.05	Yes	-
Secondary science civilian men	.045	.98	No	
Secondary other civilian men	.35	.70	No	
Secondary civilian men	1.79	.50	No	
Secondary married men	1.01	.70	No	
Secondary single men	.29	.70	No	
Secondary science men	.16	.95	No	
Secondary other men	.736	.90	No	
All secondary men	.66	.80	No	
All men	.59	.80	No	
Total secondary	2.00	.80	No	
Total elementary	10.88	.01	Yes	-
Total respondents	12.88	.05	Yes	-
3. Complete change of classrooms for three weeks or more:				
Secondary married women	5.63	.20	No	
Elementary married women	.78	.90	No	
All married women	4.10	.30	No	

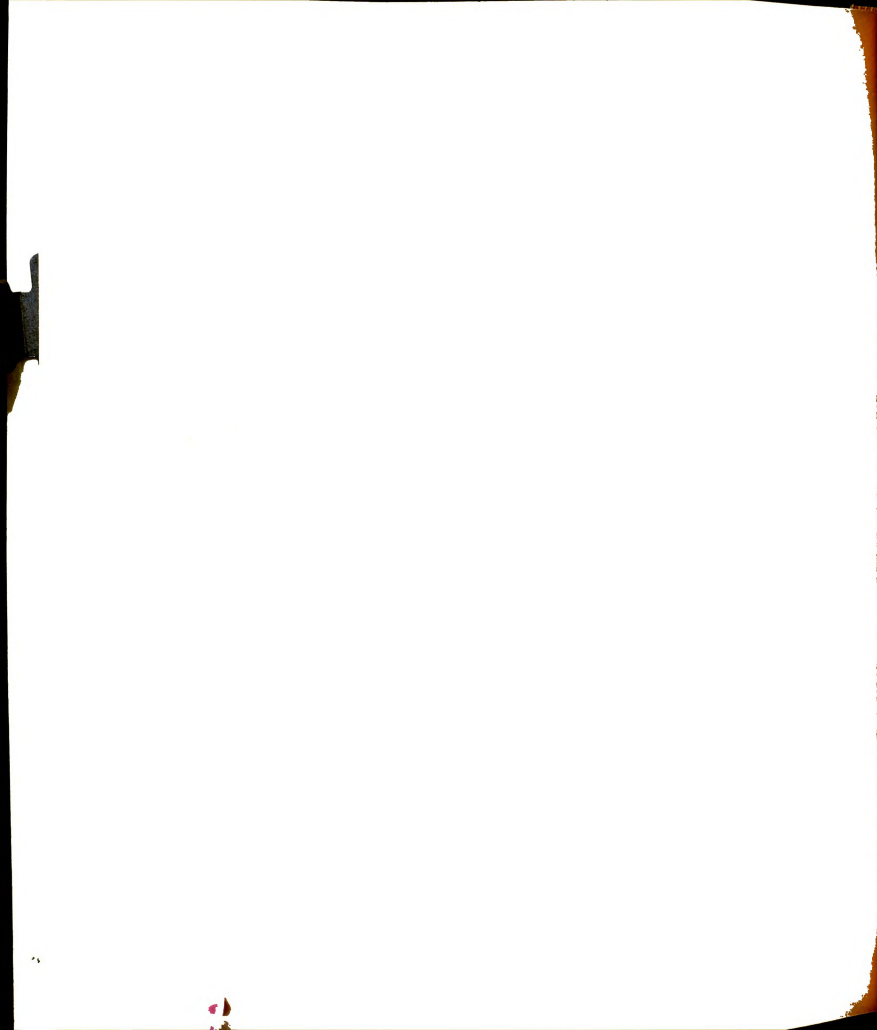


TABLE 3--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
Secondary single women	.092	.99	No	
Elementary single women	4.86	.20	No	
All single women	3.59	.50	No	
Secondary science women	1.89	.70	No	
Secondary other women	4.43	.30	No	
All secondary women	6.01	.20	No	
All elementary women	6.02	.20	No	
All women	12.03	.10	No	
Secondary science civilian men	1.28	.80	No	
Secondary other civilian men	5.20	.20	No	
Secondary civilian men	.93	.90	No	
Secondary science married men	4.64	.20	No	
Secondary married men	2.82	.70	No	
Secondary single men	.84	.95	No	
Secondary science men	2.79	.70	No	
Secondary other men	5.37	.30	No	
All secondary men	1.09	.90	No	
All men	1.08	.90	No	
Total secondary	7.10	.50	No	
Total elementary	8.67	.05	Yes	-
Total respondents	15.77	.10	No	
4. Pleasant relationships with supervising teachers and college coordinators:				
a. Experiences with supervising teachers:				
Secondary married women	.36	.90	No	
Elementary married women	.30	.90	No	
All married women	1.24	.70	No	
Secondary single women	1.22	.70	No	
Elementary single women	2.33	.50	No	
All single women	1.80	.50	No	
Secondary science women	1.99	.50	No	
Secondary other women	3.47	.10	No	
All secondary women	4.45	.20	No	
All elementary women	.72	.70	No	
All women	4.89	.10	No	
Secondary civilian men	3.41	.20	No	

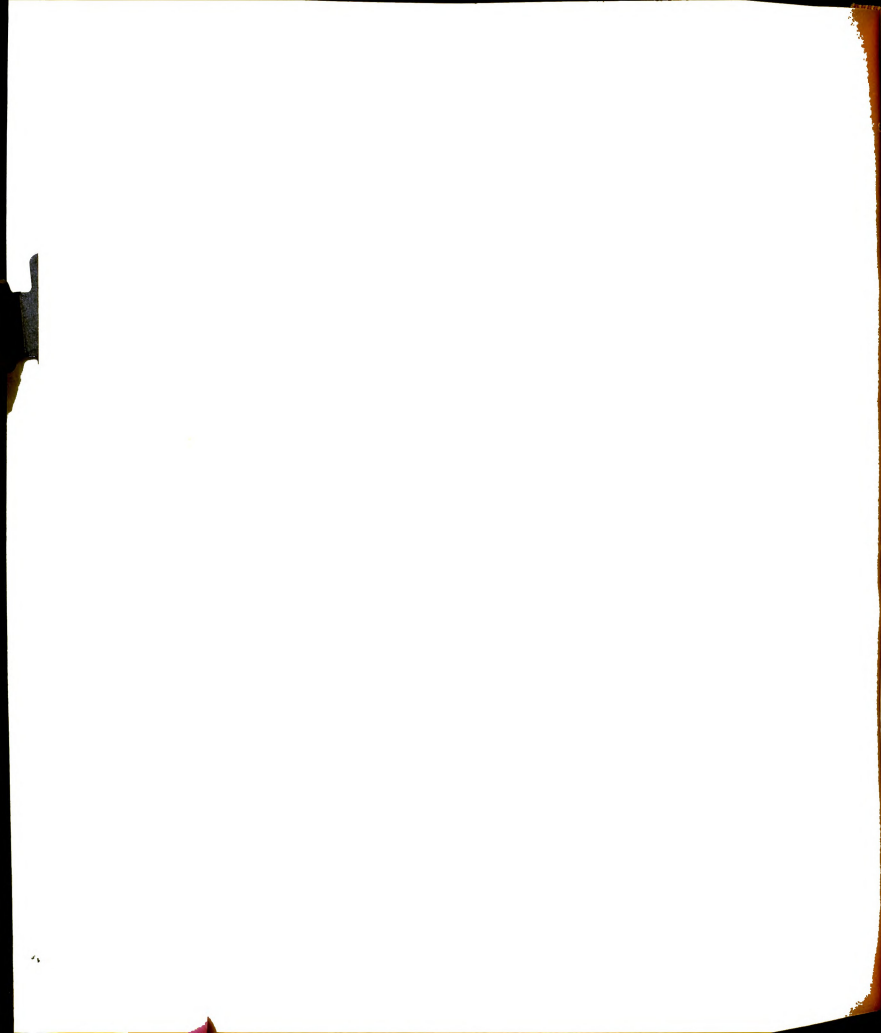


TABLE 3--Continued

CRITERIA	χ^2	F	SIGNIFICANT	DIRECTION
Secondary married men	1.63	.50	No	
Secondary single men	6.63*	.05	Yes	-
Secondary science men	.30	.90	No	
Secondary other men	.98	.70	No	
All secondary men	.74	.70	No	
All men	1.50	.50	No	
Total secondary	5.19	.30	No	
Total elementary	1.41	.50	No	
Total respondents	6.60	.50	No	
b. Experiences with college coordinators:				
Secondary married women	.26	.90	No	
Elementary married women	1.10	.70	No	
All married women	.21	.90	No	
Secondary single women	2.70	.30	No	
Elementary single women	1.86	.50	No	
All single women	2.65	.30	No	
Secondary science women	.24	.90	No	
Secondary other women	.12	.95	No	
All secondary women	.26	.90	No	
All elementary women	2.48	.30	No	
All women	2.74	.70	No	
Secondary science civilian men	.75	.70	No	
Secondary other civilian men	4.45	.20	No	
Secondary civilian men	4.41	.20	No	
Secondary science married men	1.01	.70	No	
Secondary married men	1.74	.50	No	
Secondary single men	1.64	.50	No	
Secondary science men	.74	.70	No	
Secondary other men	4.12	.20	No	
All secondary men	3.41	.20	No	
All men	2.30	.50	No	
Total secondary	3.67	.50	No	
Total elementary	2.19	.50	No	
Total respondents	5.04	.70	No	



TABLE 3--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
Secondary married men	1.63	.50	No	
Secondary single men	6.63*	.05	Yes	-
Secondary science men	.30	.90	No	
Secondary other men	.98	.70	No	
All secondary men	.74	.70	No	
All men	1.50	.50	No	
Total secondary	5.19	.30	No	
Total elementary	1.41	.50	No	
Total respondents	6.60	.50	No	
b. Experiences with college coordinators:				
Secondary married women	.26	.90	No	
Elementary married women	1.10	.70	No	
All married women	.21	.90	No	
Secondary single women	2.70	.30	No	
Elementary single women	1.86	.50	No	
All single women	2.65	.30	No	
Secondary science women	.24	.90	No	
Secondary other women	.12	.95	No	
All secondary women	.26	.90	No	
All elementary women	2.48	.30	No	
All women	2.74	.70	No	
Secondary science civilian men	.75	.70	No	
Secondary other civilian men	4.45	.20	No	
Secondary civilian men	4.41	.20	No	
Secondary science married men	1.01	.70	No	
Secondary married men	1.74	.50	No	
Secondary single men	1.64	.50	No	
Secondary science men	.74	.70	No	
Secondary other men	4.12	.20	No	
All secondary men	3.41	.20	No	
All men	2.30	.50	No	
Total secondary	3.67	.50	No	
Total elementary	2.19	.50	No	
Total respondents	5.04	.70	No	

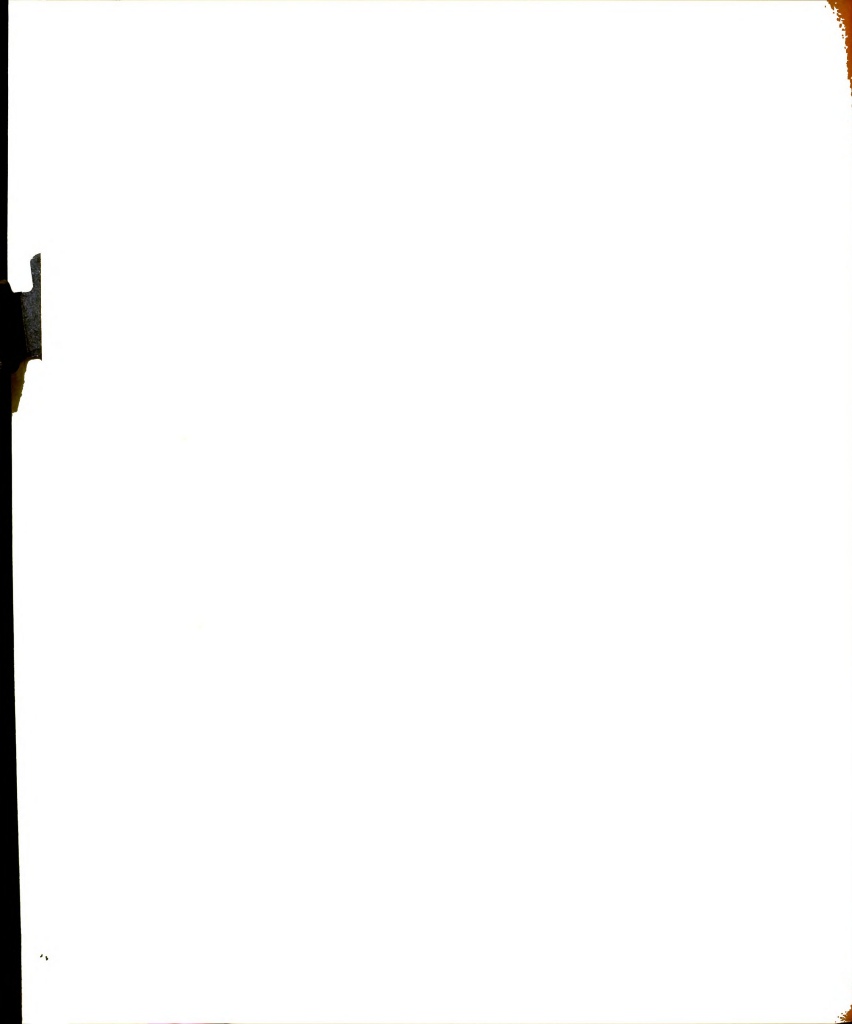


TABLE 3--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
5. Personal enjoyment with the experience:				
All married women	1.18	.30	No	
All single women	5.10	.10	No	
All secondary women	1.49	.50	No	
All elementary women	1.98	.50	No	
All women	.50	.80	No	
Secondary civilian men	.97	.70	No	
Secondary married men	3.59	.20	No	
Secondary single men	8.83*	.02	Yes	(
All secondary men	5.48	.10	No	
All men	5.48	.10	No	
Total secondary	6.37	.20	No	
Total elementary	1.68	.50	No	
Total respondents	8.65	.20	No	
6. Previous experience with groups of children:				
Secondary other single women	1.68	.20	No	
Secondary married women	.014	.90	No	
Elementary married women	.077	.80	No	
All married women	.091	.98	No	
Secondary single women	.23	.70	No	
Elementary single women	.002	.98	No	
All single women	.23	.90	No	
Secondary science women	1.56	.30	No	
Secondary other women	.92	.50	No	
All secondary women	.0005	.99	No	
All elementary women	.079	.98	No	
All women	.080	.99	No	
Secondary science married civilian men	.0003	.99	No	
Secondary other married civilian men	1.26	.30	No	
Secondary science civilian men	.22	.70	No	
Secondary other civilian men	.16	.70	No	
Secondary civilian men	.38	.90	No	
Secondary science married men	.026	.90	No	
Secondary science single men	.68	.50	No	
Secondary other married men	1.26	.30	No	
Secondary other single men	3.98	.05	Yes	-
Secondary married men	.45	.70	No	

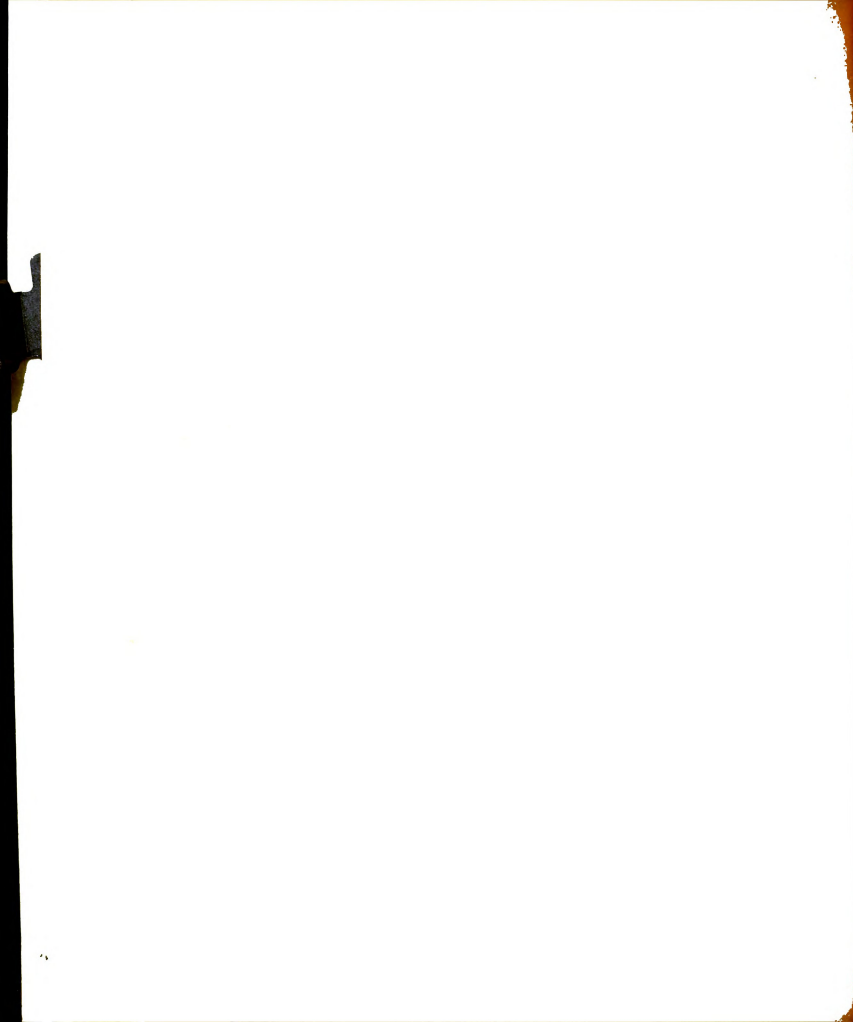


TABLE 3--Continued

CRITERIA	χ^2	P	SIGNIFICANT	DIRECTION
Secondary single men	4.66	.10	No	
Secondary science men	.71	.70	No	
Secondary other men	5.24	.10	No	
All secondary men	5.95	.30	No	
All men	.12	.80	No	
Total secondary	5.95	.50	No	
Total elementary	.073	.80	No	
Total respondents	.20	.95	No	

*Expected frequencies below five.

Third Major Hypothesis

The third major hypothesis tested in this study was as follows: Those persons who have had teachers and instructors who fail to meet certain selected criteria take positions other than teaching.²⁷

The first criterion tested under this hypothesis was the maintenance of a neat appearance by previous teachers of the respondents. This item was not related at the .05 level of confidence for all of the respondents when they were treated as a composite group. When one looks at the χ^2 s for separate groups, it seems that the secondary women considered this a related item. Their χ^2 made this a related item for all women. The direction of their responses was curvilinear with the men supporting the hypothesis and the women refuting it.²⁸

²⁷ See TABLES 4 and 38-46.

²⁸ See TABLES 4 and 38.



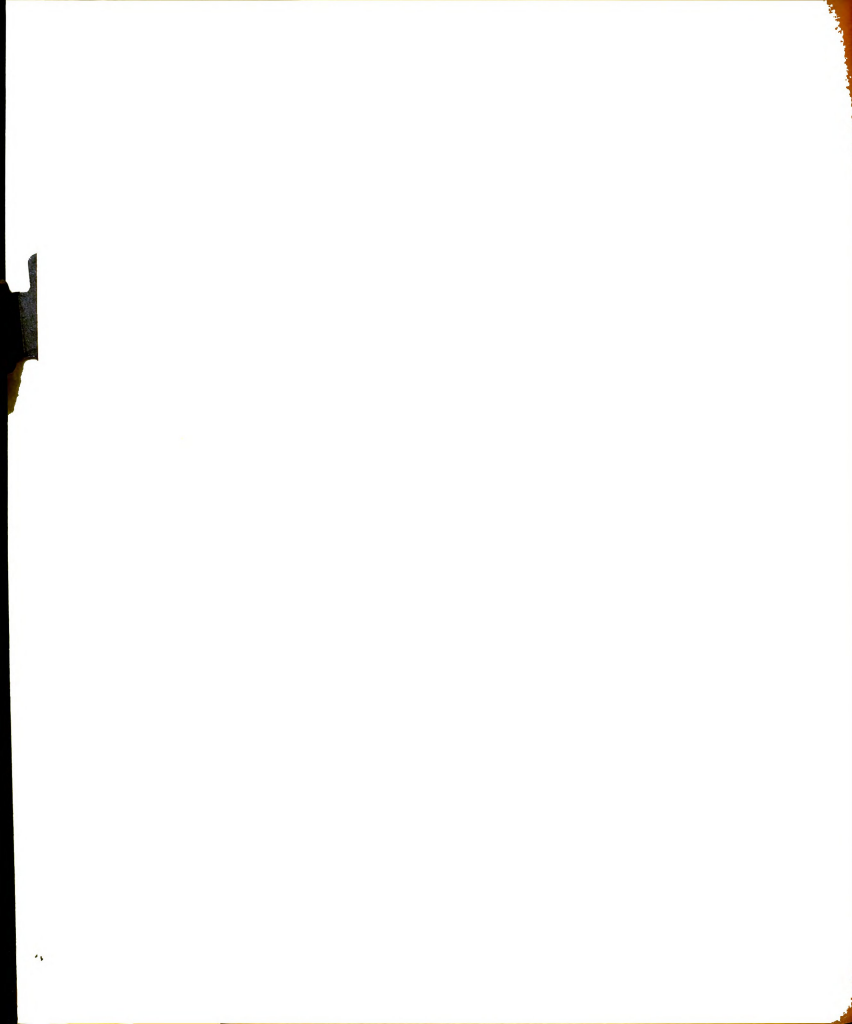
The second criterion tested under this hypothesis was the maintenance of a democratic attitude in the classroom, as opposed to an authoritarian attitude. There was no relationship for the respondents as a whole between this item and the hypothesis when the .05 level of confidence was assumed. There was one group for whom this was a significantly related item and their responses positively supported the hypothesis tested. This group was secondary men who majored in areas other than science and vocations. It was relevant for them at the .05 level of confidence. The item also approached a significant relationship for all secondary respondents, but this was due largely to the contributions made by the men mentioned above.²⁹

The criterion concerning the cooperative and respectful attitudes of teachers and instructors toward one another has no significant relation to one's decision about teaching. The χ^2 's on these two items were too low from which to draw significant conclusions, and therefore would not support the hypothesis under test.³⁰

The fourth criterion tested dealt with whether or not the respondents felt their College of Education instructors possessed the needed public school experience to qualify them for effective training of prospective teachers. The χ^2 for the respondents as a whole was related only at the .20 level of confidence making

²⁹ See TABLES 4 and 39.

³⁰ See TABLES 4 and 40-41.



it of no importance as far as this study is concerned. There are, however, several control groups for whom this was a relevant item. In most of these cases the contingency tables contained expected frequencies of less than five. Some would therefore question the validity of these χ^2 s. In all cases the direction of the relationship was negative, thus refuting the hypothesis. The groups who obtained significantly related χ^2 s were as follows: elementary married women, secondary single women, and secondary married men who majored in science and/or vocational subjects. These groups also helped to make the χ^2 s for the following larger groups appear related: married women, all women, and secondary married men who majored in science and/or vocational areas.³¹

When asked how they would rate the experiences offered them by their College of Education instructors the respondents in this study did not indicate that these experiences were significantly practical or significantly impractical.³²

When the subjects were further questioned as to the usefulness of the experiences offered them, in relation to their proven benefit in the classroom, the χ^2 s obtained for the entire group of respondents, for all elementary, and for all secondary was relevant, but was negative in that more of those who taught felt that less than most of the experiences proved to be beneficial. Upon analyzing the data more closely one sees that this item was

³¹ See TABLES 4 and 42.

³² See TABLES 4 and 43.

not relevant for male respondents. It was relevant for the following female respondents: all single women, with the elementary single women contributing most to the relationship; secondary women, with secondary science and vocational women contributing most to the relationship; and for all women, with the secondary women influencing the χ^2 the most.³³

The final criterion pertained to ideas held by respondents about the attitude toward the teaching profession of previous teachers and instructors.

The data obtained on this item revealed little, if any, relation to the hypothesis and thus would not support the major hypothesis. It seems, therefore, that students' decisions to accept or reject teaching positions were not influenced by the attitudes of their teachers and instructors toward either the working conditions of teachers or the social status of teachers. The single women who majored in science and/or vocational areas indicated that their teachers' and instructors' attitudes about the status of teachers were related to their decisions. Their responses to this item were related at the .05 level of confidence. The relationship, however, was negative in that more of those who did not teach said that none of their College of Education instructors ever lead them to think that their social status as a teacher would be anything other than desirable, while those who taught said they were lead to believe their social status might not be

³³See TABLES 4 and 44.

desirable.³⁴

TABLE 4

THE INFLUENCE OF TEACHER CHARACTERISTICS
ON ACCEPTANCE OF TEACHING POSITIONS

CRITERIA	χ^2	P	SIGNIFICANT	DIRECTION
1. Neatness of dress and appearance:				
All married women	.91	.70	No	
All single women	2.15	.30	No	
Secondary science women	5.79	.10	No	
Secondary other women	3.35	.20	No	
All secondary women	7.76	.05	Yes	-
All elementary women	1.87	.50	No	
All women	9.63	.05	Yes	-
Secondary civilian men	1.79	.50	No	
Secondary science men	.41	.90	No	
Secondary other men	4.12	.20	No	
All secondary men	3.34	.20	No	
All men	4.39	.20	No	
Total secondary	11.10	.05	Yes	(
Total elementary	.92	.70	No	
Total respondents	12.02	.10	No	
2. Democratic vs. authoritarian attitude in classroom:				
Secondary married women	2.08	.50	No	
Elementary married women	.075	.80	No	
All married women	.85	.70	No	
Secondary single women	3.65	.20	No	
Elementary single women	.18	.70	No	
All single women	1.25	.70	No	
Secondary science women	3.40	.20	No	
Secondary other women	1.37	.70	No	
All secondary women	4.13	.20	No	
All elementary women	1.87	.50	No	
All women	6.00	.20	No	
Secondary science civilian men	.063	.90	No	
Secondary other civilian men	3.06	.10	No	
Secondary civilian men	3.12	.30	No	

³⁴See TABLES 4 and 45-46.

TABLE 4--Continued

CRITERIA	χ^2 X	P	SIGNIF- ICANT	DIREC- TION
Secondary science married men	.43	.70	No	
Secondary science single men	.47	.50	No	
Secondary other married men	1.78	.20	No	
Secondary other single men	2.27	.20	No	
Secondary married men	.47	.50	No	
Secondary single men	.23	.70	No	
Secondary science men	.37	.70	No	
Secondary other men	3.94	.05	Yes	+
All secondary men	4.31	.20	No	
All men	.031	.90	No	
Total secondary	8.44	.10	No	
Total elementary	.92	.70	No	
Total respondents	9.36	.20	No	
3. Cooperative and respectful attitudes toward other members of the profession:				
a. Attitudes of former teachers toward colleagues:				
Secondary married women	.081	.80	No	
Elementary married women	.065	.80	No	
All married women	.012	.95	No	
Secondary single women	.095	.80	No	
Elementary single women	.66	.50	No	
All single women	.008	.95	No	
Secondary science women	.27	.70	No	
Secondary other women	.43	.70	No	
All secondary women	.70	.80	No	
All elementary women	.39	.70	No	
All women	1.09	.80	No	
Secondary science civilian men	1.21	.30	No	
Secondary other civilian men	.76	.50	No	
Secondary civilian men	1.61	.30	No	
Secondary science married men	.37	.70	No	

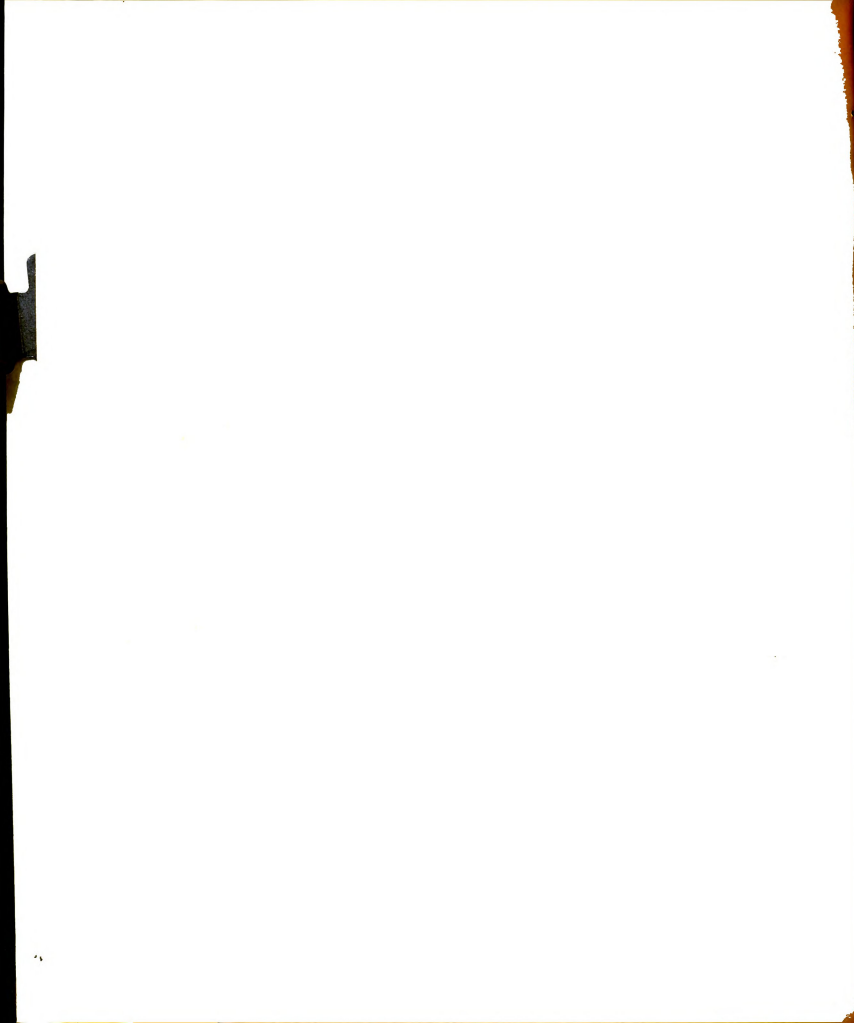


TABLE 4--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
Secondary science single men	.17	.70	No	
Secondary other married men	2.69	.20	No	
Secondary other single men	.20	.70	No	
Secondary married men	.23	.70	No	
Secondary single men	.004	.98	No	
Secondary science men	.024	.90	No	
Secondary other men	.59	.50	No	
All secondary men	.61	.80	No	
All men	2.02	.20	No	
Total secondary	1.31	.90	No	
Total elementary	.097	.80	No	
Total respondents	1.40	.95	No	
b. Respectfulness of teachers toward one another:				
Secondary science married women	.0001	.99	No	
Secondary other married women	.002	.98	No	
Secondary married women	.0003	.99	No	
Elementary married women	.030	.90	No	
All married women	.030	.99	No	
Secondary single women	.52	.50	No	
Elementary single women	.58	.50	No	
All single women	1.21	.30	No	
Secondary science women	.004	.98	No	
Secondary other women	.025	.90	No	
All secondary women	.029	.99	No	
All elementary women	.61	.80	No	
All women	.63	.98	No	
Secondary science civilian men	2.10	.20	No	
Secondary other civilian men	1.37	.30	No	
Secondary civilian men	3.47	.20	No	

TABLE 4--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
Secondary science married men	.46	.70	No	
Secondary science single men	.093	.80	No	
Secondary other single men	.25	.70	No	
Secondary married men	.033	.90	No	
Secondary single men	.34	.90	No	
Secondary science men	.55	.80	No	
Secondary other men	.50	.50	No	
All secondary men	1.05	.80	No	
All men	.016	.90	No	
Total secondary	1.07	.98	No	
Total elementary	.004	.95	No	
Total respondents	1.07	.99	No	
4. Public schoolroom experience of College of Education instructors:				
Secondary married women	5.26	.20	No	
Elementary married women	8.96*	.05	Yes	-
All married women	8.67*	.05	Yes	-
Secondary single women	8.44*	.05	Yes	
Elementary single women	.39	.95	No	
All single women	6.33	.10	No	
Secondary science women	6.39	.10	No	
Secondary other women	6.82	.10	No	
All secondary women	9.04*	.05	Yes	-
All elementary women	1.95	.70	No	
All women	9.44*	.05	Yes	-
Secondary science civilian men	7.82*	.05	Yes	-
Secondary other civilian men	3.77	.30	No	
Secondary civilian men	5.84	.20	No	
Secondary science married men	6.68	.05	Yes	-
Secondary science single men	3.93	.20	No	
Secondary other married men	.31	.90	No	
Secondary other single men	3.80	.20	No	
Secondary married men	5.61	.20	No	
Secondary single men	7.64	.10	No	
Secondary science men	4.37	.30	No	
Secondary other men	2.09	.70	No	
All secondary men	3.21	.50	No	

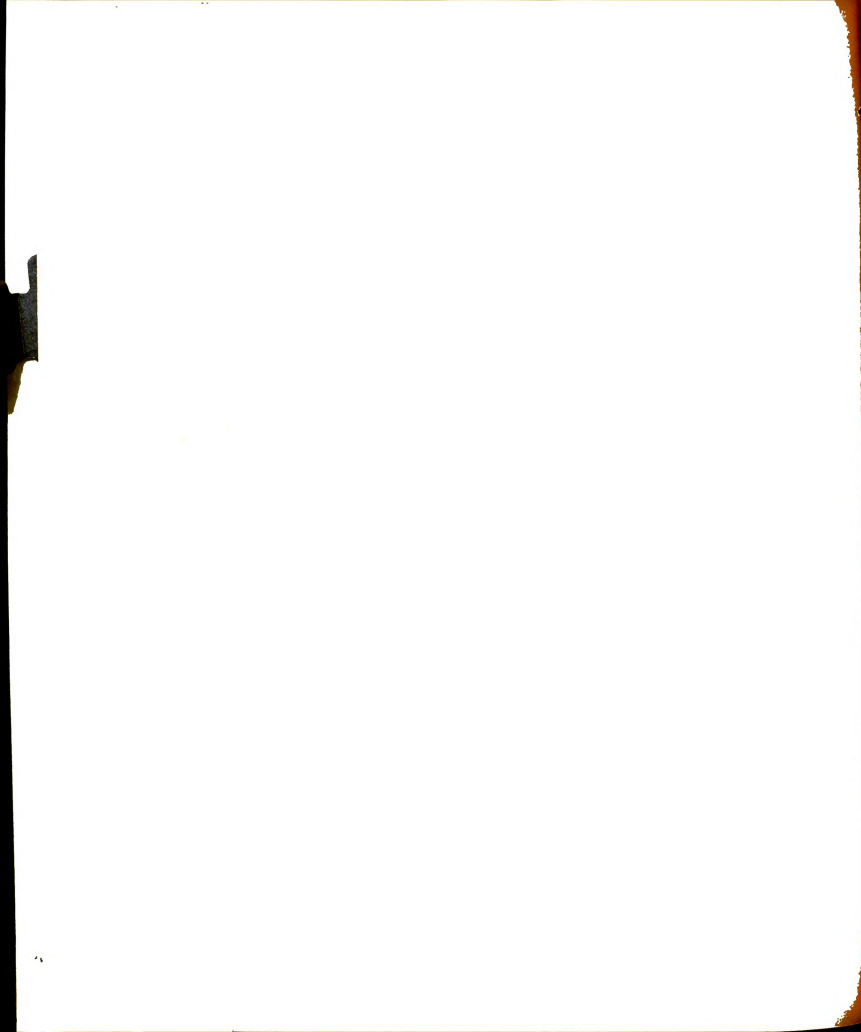


TABLE 4--Continued

CRITERIA	X ²	P	SIGNIF- ICANT	DIREC- TION
All men	3.43	.50	No	
Total secondary	12.25	.10	No	
Total elementary	2.37	.50	No	
Total respondents	14.62	.20	No	
5. Practical experiences offered and their usefulness:				
a. Experiences offered:				
Secondary science married women	.62	.50	No	
Secondary other married women	.28	.70	No	
Secondary married women	.90	.70	No	
Elementary married women	1.31	.30	No	
All married women	2.21	.70	No	
Secondary single women	.034	.90	No	
Elementary single women	1.92	.20	No	
All single women	1.95	.50	No	
Secondary science women	.35	.70	No	
Secondary other women	2.70	.20	No	
All secondary women	3.05	.30	No	
All elementary women	3.23	.20	No	
All women	6.28	.20	No	
Secondary science married civilian men	.42	.70	No	
Secondary science single civilian men	2.29	.20	No	
Secondary other married civilian men	.016	.90	No	
Secondary other single civilian men	.050	.90	No	
Secondary science civilian men	2.71	.30	No	
Secondary other civilian men	.083	.50	No	
Secondary civilian men	2.79	.50	No	

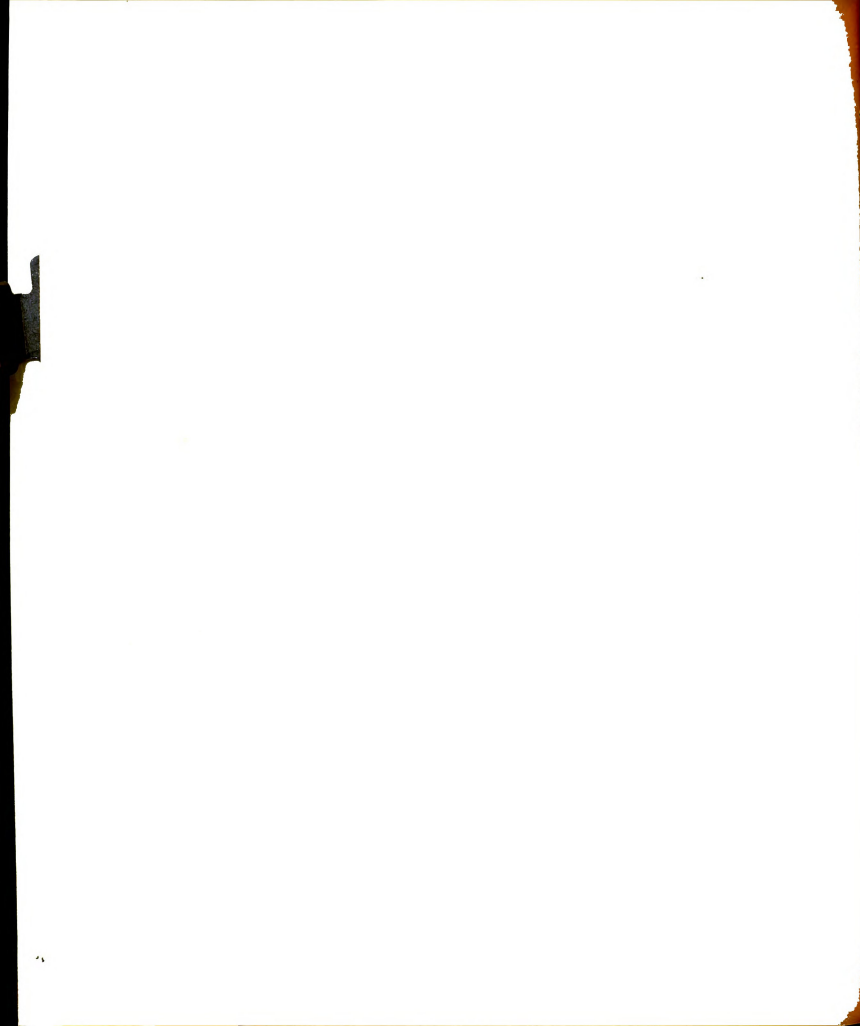


TABLE 4--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
Secondary science married men	2.32	.20	No	
Secondary science single men	3.38	.10	No	
Secondary other married men	.016	.90	No	
Secondary other single men	.31	.70	No	
Secondary married men	2.33	.50	No	
Secondary single men	3.69	.20	No	
Secondary science men	1.77	.20	No	
Secondary other men	.10	.80	No	
All secondary men	1.87	.50	No	
All men	3.11	.10	No	
Total secondary	4.92	.30	No	
Total elementary	3.72	.10	No	
Total respondents	8.64	.20	No	
b. Usefulness of experiences:				
Secondary married women	3.21	.10	No	
Elementary married women	1.22	.30	No	
All married women	4.43	.20	No	
Secondary single women	2.50	.20	No	
Elementary single women	1.47*	.05	Yes	-
All single women	5.48	.02	Yes	-
Secondary science women	8.72*	.01	Yes	-
Secondary other women	2.16	.20	No	
All secondary women	8.79	.01	Yes	-
All elementary women	5.69	.10	No	
All women	14.48	.01	Yes	-
Secondary science civilian men	.053	.90	No	
Secondary other civilian men	1.24	.30	No	
Secondary civilian men	.39	.70	No	
Secondary science married men	.014	.95	No	

TABLE 4--Continued

CRITERIA	2 X	P	SIGNIF- ICANT	DIREC- TION
Secondary science single men	.15	.70	No	
Secondary other mar- ried men	.55	.50	No	
Secondary other single men	.56	.60	No	
Secondary married men	.072	.80	No	
Secondary single men	.14	.80	No	
Secondary science men	.14	.80	No	
Secondary other men	1.76	.20	No	
All secondary men	1.90	.50	No	
All men	.37	.70	No	
Total secondary	10.69	.02	Yes	-
Total elementary	9.23	.01	Yes	-
Total respondents	19.92	.001	Yes	-
6. Instructors' attitudes toward their work:				
Secondary married women	1.67	.20	No	
Elementary married women	.043	.90	No	
All married women	1.71	.50	No	
Secondary single women	2.32	.20	No	
Elementary single women	.43	.70	No	
All single women	.51	.50	No	
Secondary science women	.081	.80	No	
Secondary other women	.078	.80	No	
All secondary women	.002	.98	No	
All elementary women	.12	.80	No	
All women	.12	.95	No	
Secondary science married civilian men	.028	.90	No	
Secondary other married civilian men	.088	.80	No	
Secondary science civilian men	.90	.50	No	
Secondary other civilian men	.007	.95	No	
Secondary civilian men	.91	.70	No	
Secondary science married men	1.04	.50	No	
Secondary science single men	1.32	.30	No	
Secondary other married men	.088	.80	No	

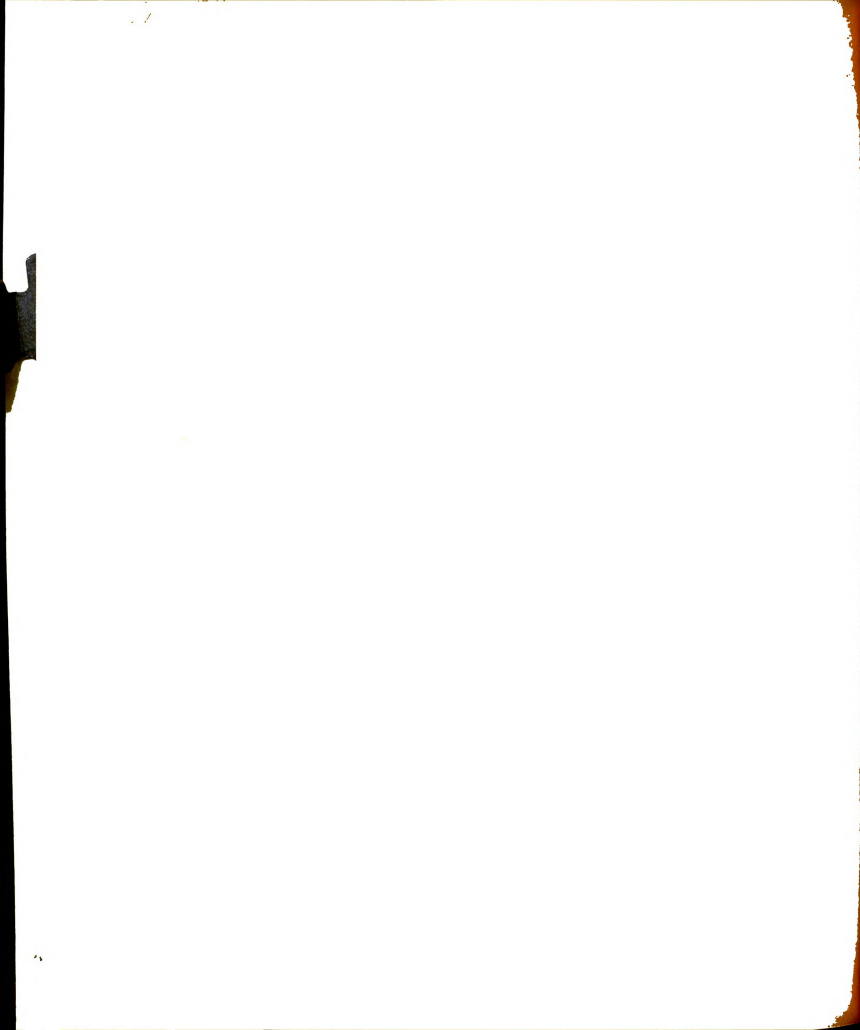


TABLE 4--Continued

CRITERIA	χ^2	P	SIGNIFICANT	DIRECTION
Secondary other single men	.76	.50	No	
Secondary married men	.73	.50	No	
Secondary single men	2.47	.20	No	
Secondary science men	1.26	.30	No	
Secondary other men	.19	.70	No	
All secondary men	1.45	.50	No	
All men	1.69	.20	No	
Total secondary	1.45	.70	No	
Total elementary	.32	.70	No	
Total respondents	1.77	.80	No	
7. Status of teachers as portrayed by College of Education instructors:				
Secondary married women	1.05	.70	No	
Elementary married women	1.82	.50	No	
All married women	.22	.90	No	
Secondary single women	2.08	.50	No	
Elementary single women	1.08	.70	No	
All single women	2.38	.50	No	
Secondary science women	4.99	.05	Yes	
Secondary other women	1.69	.50	No	
All secondary women	2.90	.30	No	
All elementary women	1.06	.70	No	
All women	2.25	.50	No	
Secondary science civilian men	1.73	.50	No	
Secondary other civilian men	7.13	.30	No	
Secondary civilian men	4.20	.20	No	
Secondary science married men	2.87	.30	No	
Secondary science single men	1.58	.50	No	
Secondary other married men	1.89	.20	No	
Secondary other single men	3.48	.20	No	
Secondary married men	4.23	.20	No	
Secondary single men	.52	.80	No	
Secondary science men	1.64	.50	No	
Secondary other men	.15	.95	No	
All secondary men	1.33	.70	No	
All men	1.93	.50	No	
Total secondary	1.24	.70	No	
Total elementary	.48	.80	No	
Total respondents	1.72	.80	No	

* Expected frequencies below five.

Hypotheses over which Educational
Institutions Have No Control

The first hypothesis to be tested in this category was as follows: Those persons who decided to train to be teachers during their first two years in college take positions other than teaching.

The χ^2 obtained for the group as a whole was related at the .05 level of confidence. It was negatively related to the hypothesis implying that more of those who taught made their decisions to enter teaching during their first two years in college. This item was not relevant for the elementary respondents, so the main contributors to the relationship of the item for all respondents was the secondary group. The male subjects for whom this was a relevant item, namely the secondary men who majored in areas other than science and vocations, revealed a positive direction of responses which would support the hypothesis under test. The responses of the females, however, were generally negatively related to the hypothesis. This item was not relevant for the female respondents. They did carry enough weight to cause the χ^2 for the total respondents to be negative with respect to supporting the hypothesis.³⁵

³⁵See TABLES 5 and 47.

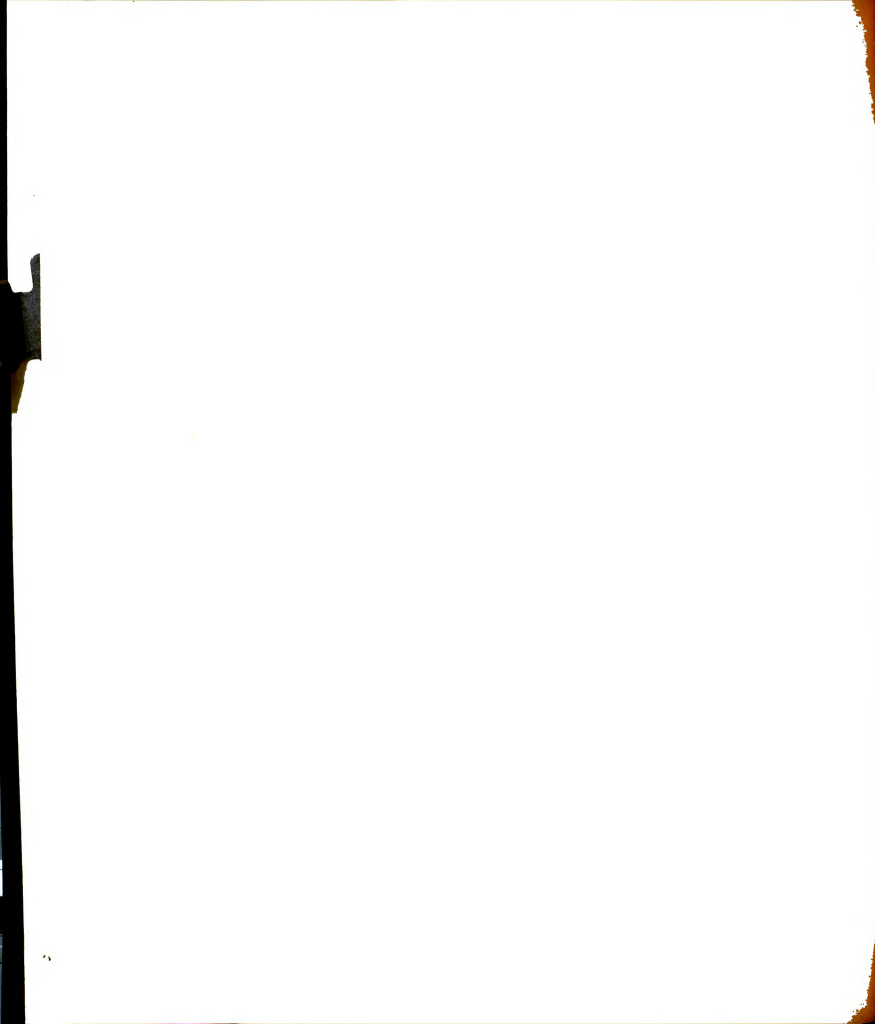


TABLE 5

RELATION OF THE TIME AT WHICH A PERSON
DECIDES TO TRAIN FOR TEACHING AND
ACCEPTANCE OF TEACHING POSITIONS

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
Secondary other married women	.41	.70	No	
Secondary other single women	.0000	.99	No	
Secondary married women	3.39	.10	No	
Elementary married women	.12	.90	No	
All married women	3.51	.20	No	
Secondary single women	.027	.93	No	
Elementary single women	.007	.95	No	
All single women	.034	.99	No	
Secondary science women	3.24	.10	No	
Secondary other women	.22	.70	No	
All secondary women	3.46	.20	No	
All elementary women	.13	.95	No	
All women	3.59	.50	No	
Secondary science married civilian men	1.51	.30	No	
Secondary other married civilian men	11.45	.001	Yes	+
Secondary science civilian men	2.28	.50	No	
Secondary other civilian men	11.65	.001	Yes	+
Secondary civilian men	13.93	.01	Yes	+
Secondary science married men	.003	.98	No	
Secondary science single men	.48	.50	No	
Secondary other married men	11.45	.001	Yes	+
Secondary other single men	1.38	.30	No	
Secondary married men	7.84	.01	Yes	+
Secondary single men	1.86	.50	No	
Secondary science men	.48	.80	No	
Secondary other men	9.61	.01	Yes	+
All secondary men	10.09	.02	Yes	+
All men	2.63	.20	No	
Total secondary	13.55	.02	Yes	-
Total elementary	.52	.50	No	
Total respondents	14.07	.05	Yes	-

Those persons who maintain a grade point average of 3.00 or more during their undergraduate years take positions other than teaching.

It has often been thought that we were losing the best students in education to other vocational areas. If this is the case, it must be for reasons other than that stated in the hypothesis, for the χ^2 obtained on the grade point averages of the subjects involved in this study was not relevant.³⁶

Those persons who are married at the time of graduation take positions other than teaching, was very significantly supported by the data, which revealed that considerably more married graduates failed to enter teaching than unmarried. This is due to the fact that large numbers of women respondents indicated that they became homemakers after graduation.³⁷

The fourth major hypothesis tested under the present category was as follows: Those persons whose friends and/or relatives were unfavorably disposed to teaching as a career take positions other than teaching.³⁸

A number of items included on the questionnaire related to this hypothesis. Some, however, were more closely related to the hypothesis than were others. The first question that was related to this hypothesis was designed to determine if friends and/or relatives caused the respondents to reject teaching as a

³⁶See TABLE 69.

³⁷See TABLES 66, 67 and 73.

³⁸See TABLES 6 and 48-55.

profession. They apparently do not, for no group had a significantly related X^2 on this item.³⁹

The second question asked the subjects if public opinion influenced them in their decision to accept or reject teaching. This item was not related for the group as a whole. It was relevant for secondary civilian men who majored in science and/or vocational areas and also for all men who majored in science and/or vocational areas.

Many have thought that public opinion about teaching has a great effect on a person's decision to teach or not to teach. The data gathered in this study do not support such opinions. The data were seldom relevant and were negatively related to the hypothesis. They seem to indicate that those who teach are influenced more by public opinion than those who do not teach, but they also indicate that the kind of public opinion which had the greatest influence was that opposing the teaching profession.⁴⁰

Another assumption commonly held is that there exists a direct relationship between a student's decision to enter the profession and the fact that he comes from a family of teachers. Again, the findings do not support this notion.

There seems to be little, if any, connection between family members who teach, their length of service, and the decisions of the respondents to teach or not to teach. The contingency

³⁹See TABLES 6 and 48.

⁴⁰See TABLE 6 and 49-50.



tables which are concerned with the amount of time a parent spent in teaching do not yield valid χ^2 s, as several of the cells have expected frequencies of less than five.

There were a few groups for whom this relationship was relevant. Elementary married women produced a related χ^2 when asked if their mothers ever taught school. It was negatively related to the hypothesis, however, and tends to refute it. Enough secondary civilian men and male respondents in general indicated that they had siblings who had taught to produce a related χ^2 . Again the direction of the relationship was negative tending to refute the hypothesis under test.⁴¹

TABLE 6

THE INFLUENCE OF FRIENDS AND/OR RELATIVES
ON ONE'S DECISION TO REJECT TEACHING

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
1. Friends and/or relatives opposed to teaching:				
Secondary married women	.001	.98	No	
All married women	.33	.50	No	
Secondary single women	.0002	.99	No	
Elementary single women	2.32	.20	No	
All single women	1.19	.30	No	
Secondary science women	.0001	.99	No	
Secondary other women	.042	.90	No	
All secondary women	.048	.90	No	
All elementary women	.11	.80	No	
All women	.16	.95	No	
Secondary other married civilian men	.016	.90	No	
Secondary science civilian men	1.26	.30	No	
Secondary other civilian men	.54	.50	No	

⁴¹ See TABLES 6 and 51-55.

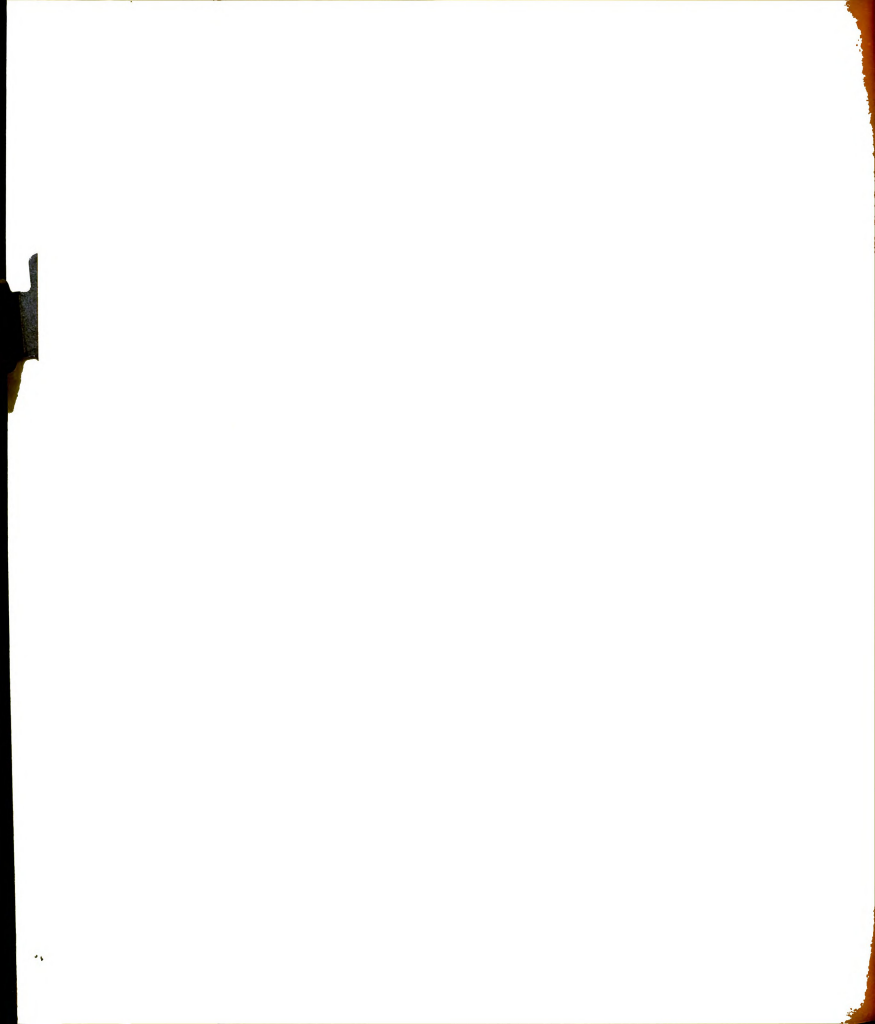


TABLE 6--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
Secondary civilian men	1.80	.50	No	
Secondary science married men	1.34	.30	No	
Secondary science single men	.56	.50	No	
Secondary other married men	.016	.90	No	
Secondary other single men	.66	.50	No	
Secondary married men	1.36	.70	No	
Secondary single men	.035	.90	No	
Secondary science men	1.86	.20	No	
Secondary other men	.45	.70	No	
All secondary men	2.31	.50	No	
All men	.15	.70	No	
Total secondary	2.36	.70	No	
Total elementary	.010	.95	No	
Total respondents	2.37	.70	No	
2. Public opinion and decisions to teach:				
Secondary married women	1.46	.30	No	
All married women	.45	.70	No	
Secondary single women	3.01	.10	No	
Elementary single women	.031	.90	No	
All single women	1.76	.20	No	
Secondary science women	.27	.70	No	
Secondary other women	3.17	.10	No	
All secondary women	2.87	.10	No	
All elementary women	.66	.50	No	
All women	3.53	.20	No	
Secondary science civilian men	7.51	.01	Yes	N.A.
Secondary other civilian men	.0005	.99	No	
Secondary civilian men	4.39	.05	Yes	N.A.
Secondary science married men	2.84	.10	No	
Secondary science single men	2.58	.20	No	
Secondary married men	.37	.70	No	
Secondary single men	1.74	.20	No	
Secondary science men	5.19	.05	Yes	N.A.
Secondary other men	.40	.70	No	
All secondary men	1.80	.20	No	
All men	1.11	.30	No	
Total secondary	4.67	.10	No	
Total elementary	1.02	.50	No	
Total respondents	5.69	.20	No	

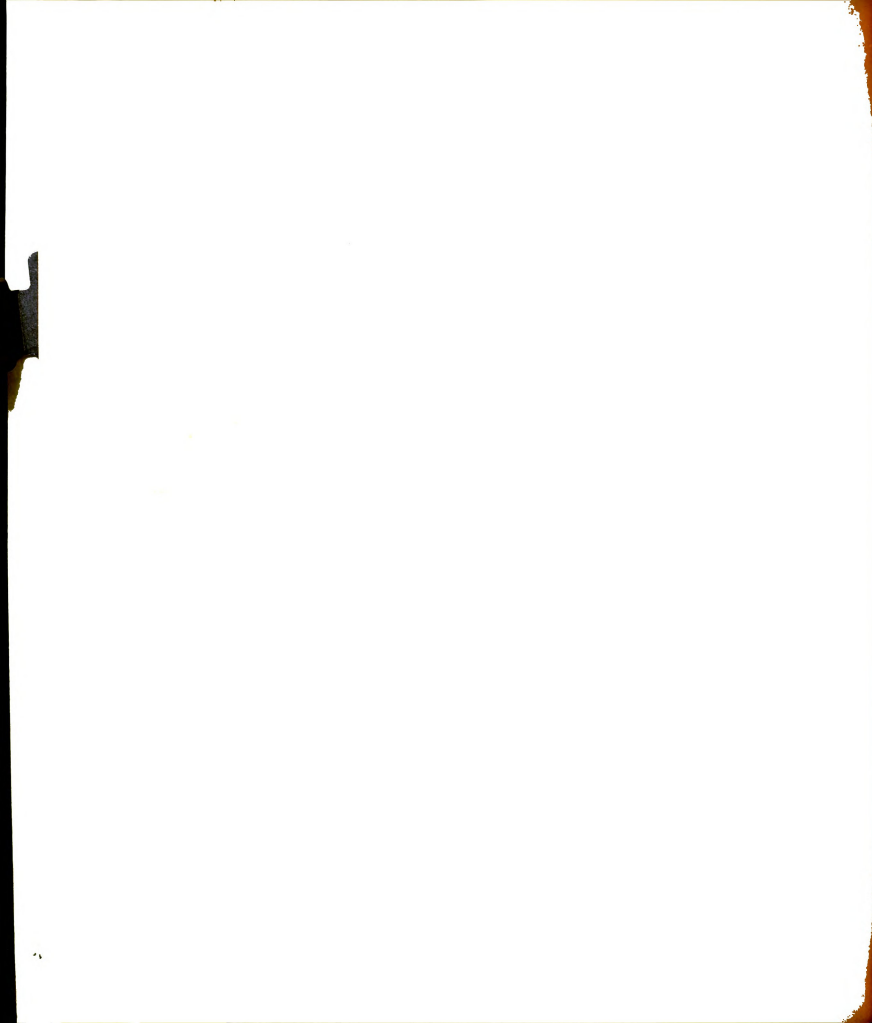


TABLE 6--Continued

CRITERIA	χ^2	F	SIGNIFICANT	DIRECTION
3. Whether or not one's mother was a teacher:				
Secondary married women	2.73	.10	No	
Elementary married women	3.55	.10	No	
All married women	6.28	.05	Yes	-
Secondary single women	.44	.70	No	
Elementary single women	.047	.90	No	
All single women	.070	.90	No	
Secondary science women	1.38	.30	No	
Secondary other women	.002	.98	No	
All secondary women	1.38	.70	No	
All elementary women	2.76	.10	No	
All women	4.14	.30	No	
Secondary science civilian men	.047	.90	No	
Secondary other civilian men	1.21	.30	No	
Secondary civilian men	.74	.50	No	
Secondary science married men	.34	.70	No	
Secondary science single men	.0002	.99	No	
Secondary other single men	1.91	.20	No	
Secondary married men	.70	.50	No	
Secondary single men	.76	.50	No	
Secondary science men	.21	.70	No	
Secondary other men	1.92	.20	No	
All secondary men	1.52	.30	No	
All men	1.02	.50	No	
Total secondary	2.90	.50	No	
Total elementary	3.10	.10	No	
Total respondents	6.00	.30	No	
4. Whether or not one's father was a teacher:				
All married women	1.55	.20	No	
Secondary single women	.45	.70	No	
Elementary single women	2.68	.20	No	
All single women	2.75	.10	No	
Secondary science women	.42	.70	No	
Secondary other women	.15	.70	No	
All secondary women	.50	.50	No	
All elementary women	1.08	.30	No	
All women	1.58	.50	No	
Secondary science civilian men	.50	.50	No	
Secondary civilian men	.93	.50	No	

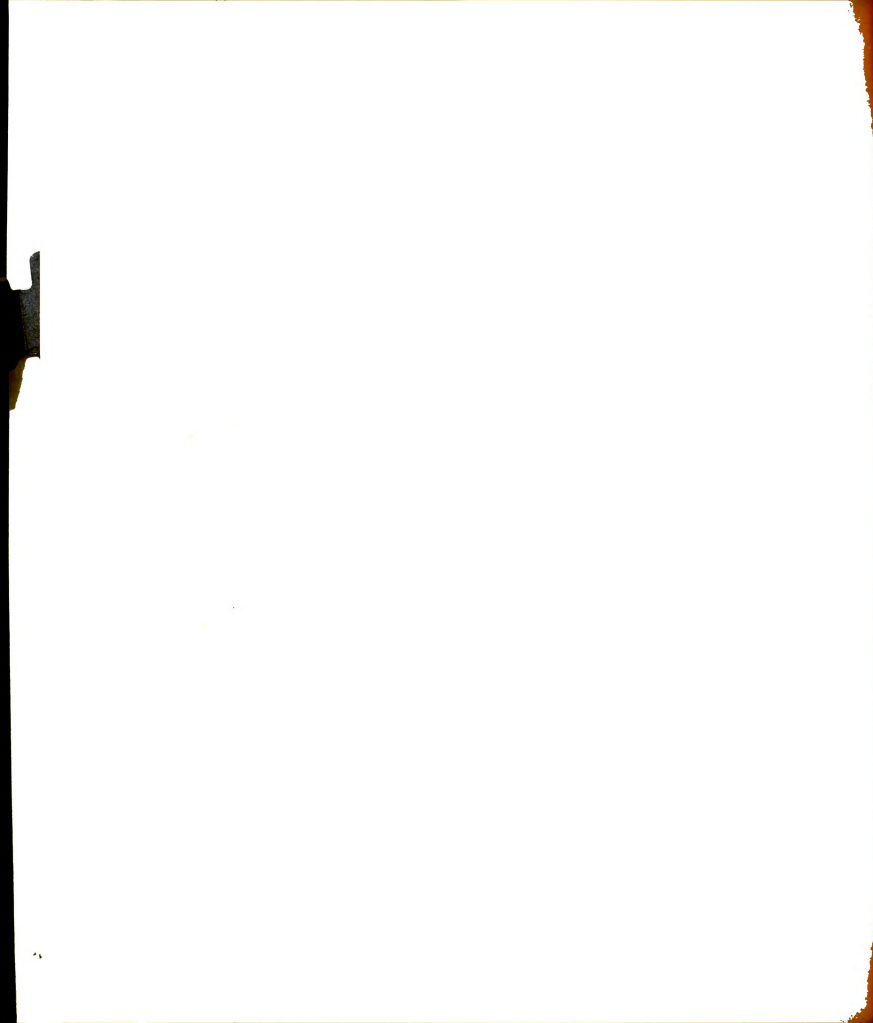
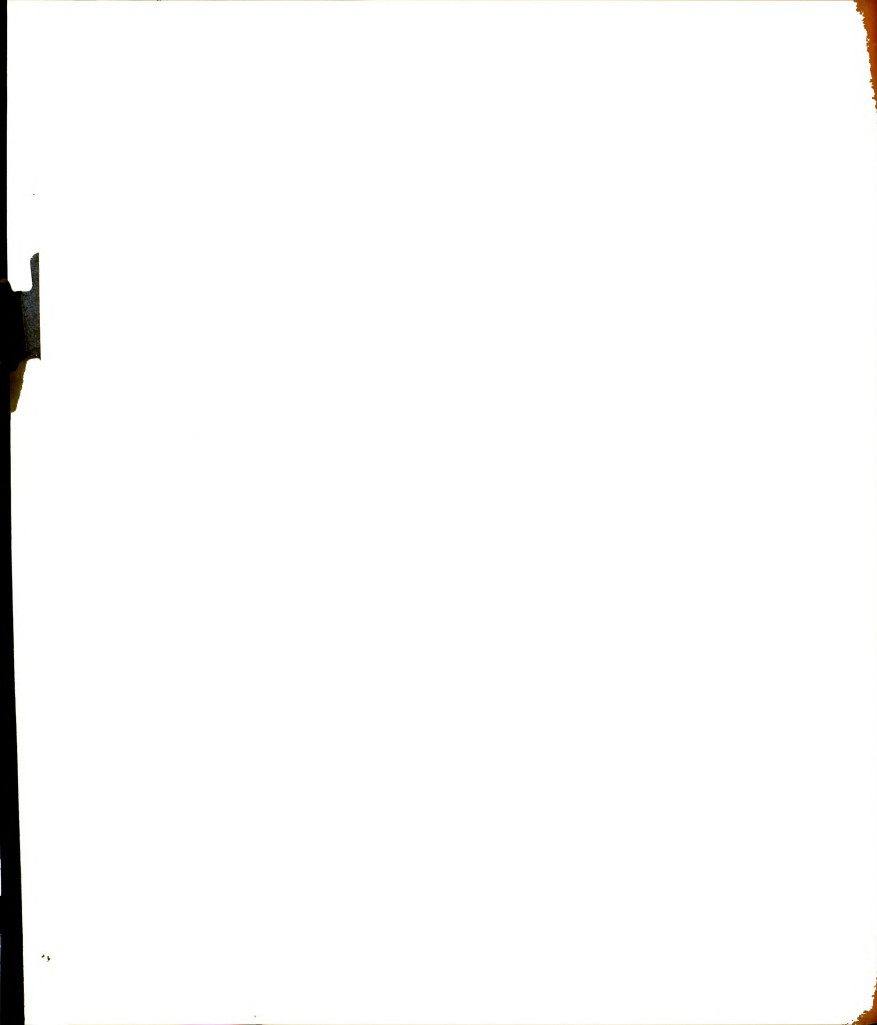


TABLE 6--Continued

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
Secondary science married men	1.25	.30	No	
Secondary science single men	.19	.70	No	
Secondary married men	1.09	.30	No	
Secondary single men	.45	.70	No	
Secondary science men	.32	.70	No	
Secondary other men	1.47	.30	No	
All secondary men	1.50	.30	No	
All men	2.03	.20	No	
Total secondary	2.00	.50	No	
Total elementary	.57	.50	No	
Total respondents	2.57	.50	No	
5. Whether or not one's siblings were teachers:				
All married women	.96	.50	No	
Secondary single women	.85	.50	No	
Elementary single women	.48	.50	No	
All single women	1.42	.30	No	
Secondary science women	.93	.50	No	
Secondary other women	1.43	.30	No	
All secondary women	.11	.80	No	
All elementary women	.048	.90	No	
All women	.16	.95	No	
Secondary science civilian men	2.44	.20	No	
Secondary civilian men	4.20	.05	Yes	-
Secondary science married men	.76	.50	No	
Secondary science single men	2.58	.20	No	
Secondary married men	2.05	.20	No	
Secondary single men	1.28	.30	No	
Secondary science men	2.87	.10	No	
Secondary other men	1.94	.20	No	
All secondary men	4.81	.10	No	
All men	5.73	.02	Yes	-
Total secondary	4.92	.20	No	
Total elementary	.002	.98	No	
Total respondents	4.92	.30	No	



Exploratory Hypotheses

The final groups of hypotheses tested in this study were proposed by the author of this study, by educators in the area, and by colleagues.

Those persons who take the teacher training curriculum in order to qualify for a State of Michigan scholarship take positions other than teaching. Several lead-in questions were asked before the crucial question was posed which would test this hypothesis. The lead-in questions were unrelated insofar as this hypothesis is concerned. They enabled the investigator to ask this question: "Would you have enrolled in the teacher training curriculum if you had not had this scholarship?" The responses to this item were not related at the .05 level of confidence, and would therefore not support the hypothesis.⁴²

TABLE 7

RELATION OF QUALIFYING FOR STATE OF MICHIGAN
SCHOLARSHIPS AND ACCEPTANCE OF
TEACHING POSITIONS

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
1. Whether or not one ever had a scholarship:				
Secondary married women	.12	.80	No	
Elementary married women	.31	.70	No	
All married women	.43	.90	No	
Secondary single women	.005	.95	No	
Elementary single women	2.98	.10	No	
All single women	1.50	.30	No	
Secondary science women	.60	.50	No	
Secondary other women	1.82	.20	No	

⁴²See TABLES 7 and 56-59.

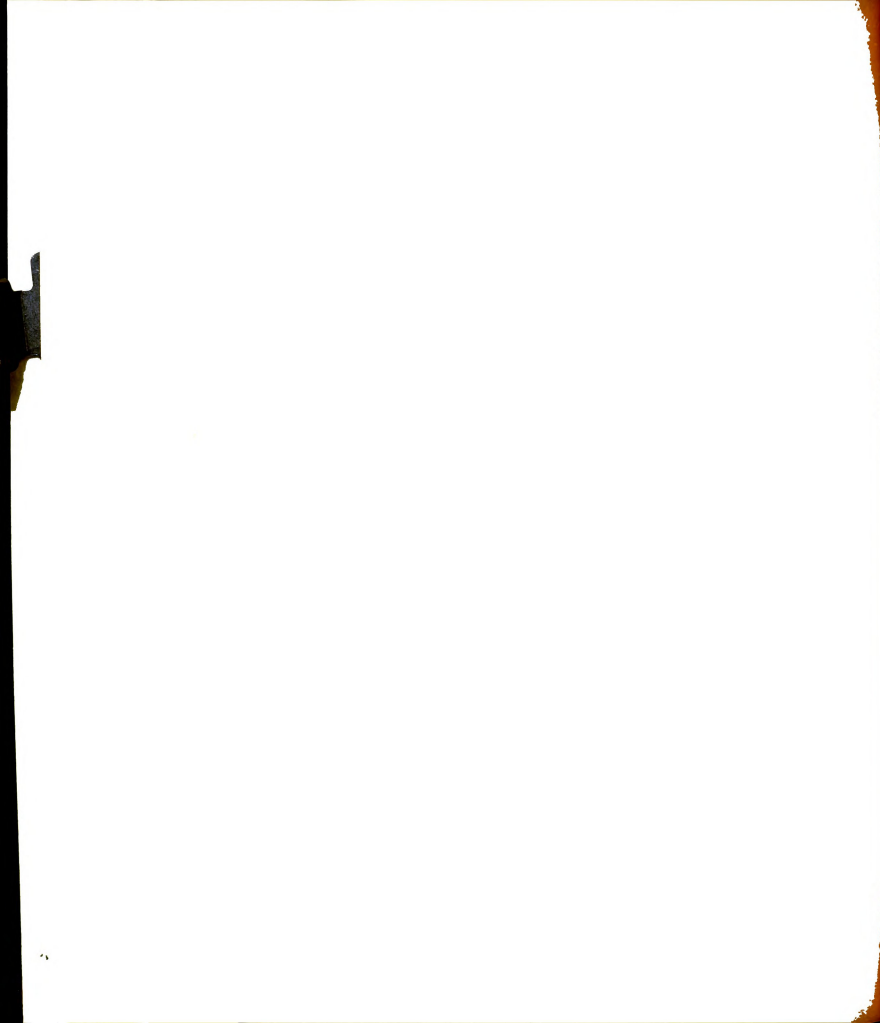
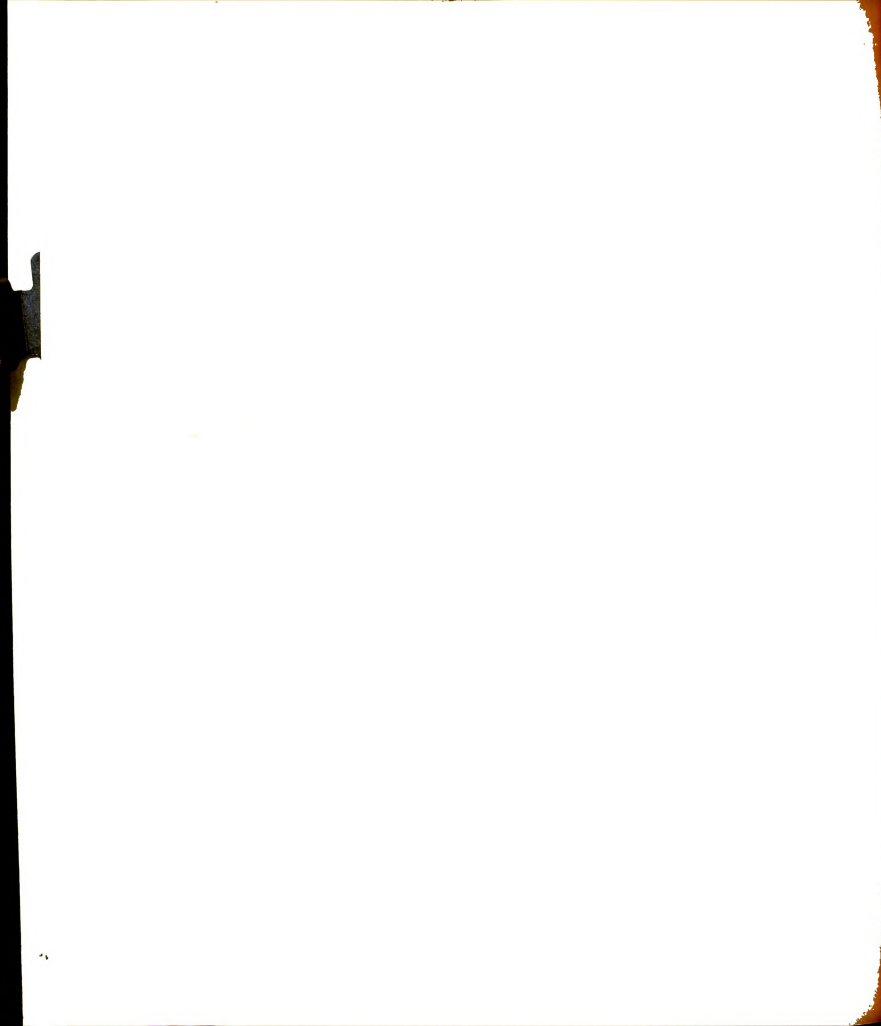


TABLE 7--Continued

CRITERIA	χ^2	P	SIGNIFICANT	DIRECTION
All secondary women	2.42	.30	No	
All elementary women	.64	.50	No	
All women	3.06	.50	No	
Secondary science civilian men	1.12	.30	No	
Secondary other civilian men	.27	.70	No	
Secondary civilian men	1.39	.50	No	
Secondary science married men	.11	.80	No	
Secondary science single men	.12	.80	No	
Secondary other single men	.07	.80	No	
Secondary married men	.31	.70	No	
Secondary single men	.20	.70	No	
Secondary science men	.000	1.00	No	
Secondary other men	.06	.90	No	
All secondary men	.06	.98	No	
All men	.002	.98	No	
Total secondary	2.48	.70	No	
Total elementary	.62	.50	No	
Total respondents	3.10	.70	No	
2. Whether or not one would have enrolled in teacher education without the scholarship:				
All females	2.27	.50	No	
All males	2.35	.50	No	
Total secondary	2.38	.50	No	
Total elementary	2.09	.50	No	
Total respondents	4.47	.50	No	
3. The availability of a scholarship as it relates to decisions to teach:				
All married women	2.64	.20	No	
All single women	.53	.50	No	
All women	.27	.70	No	
All men	1.17	.30	No	
Total secondary	2.30	.20	No	
Total elementary	.024	.90	No	
Total respondents	2.32	.50	No	

The second major hypothesis in this exploratory group was as follows: Those persons who show greater ability on college



entrance examinations take positions other than teaching.

Some have speculated that the better students do not take teaching positions. We found earlier in this study that there is little, if any, relationship between higher grade point averages and rejection of teaching. Now the data that have been gathered on entrance examination scores indicate that there is no significant relationship between these scores and rejection of teaching, at the .05 level of confidence. Due to the insignificantly related χ^2 we must reject the hypothesis and accept the null hypothesis, that there is no difference.⁴³

The next exploratory hypothesis tested in this study was stated thusly: Those persons who feel they did not have a good knowledge of their major and/or minor subject areas at graduation take positions other than teaching.

Apparently a good knowledge of major and minor subject areas has little effect on one's decision to accept or reject teaching. A good knowledge of one's major subject was related for none of the respondents in this study. A good knowledge of minor subject areas was related in a positive nature for secondary married women, for secondary single men who major in science and/or vocational areas, and for secondary single men. It was related in a negative respect for secondary married men who majored in science and/or vocational subjects.⁴⁴

⁴³ See TABLE 72.

⁴⁴ See TABLES 8, 60 and 62.

TABLE 8

KNOWLEDGE OF MAJOR AND MINOR SUBJECT AREAS
AT GRADUATION AS IT AFFECTS
DECISIONS TO TEACH

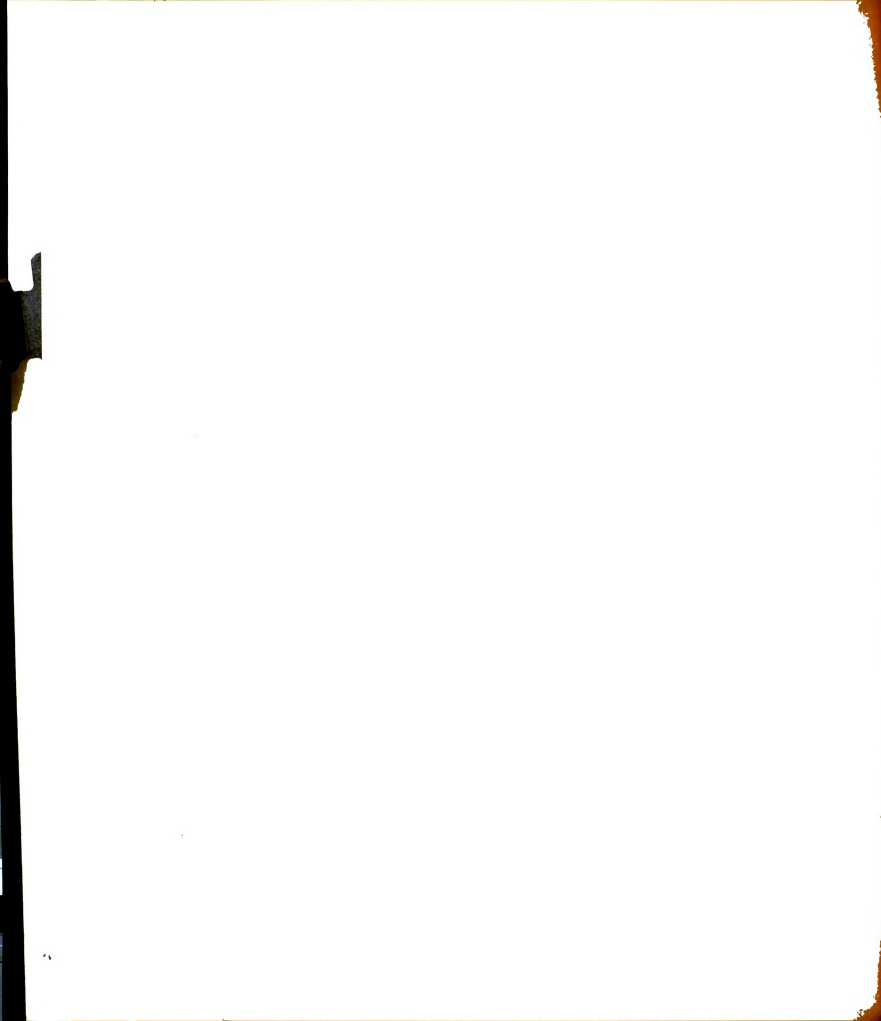
CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
1. Major subject(s):				
Secondary married women	.52	.50	No	
Elementary married women	.31	.70	No	
All married women	.83	.70	No	
Secondary single women	.28	.70	No	
Elementary single women	.56	.50	No	
All single women	1.03	.50	No	
Secondary science women	.47	.50	No	
Secondary other women	.017	.90	No	
All secondary women	.49	.80	No	
All elementary women	.87	.70	No	
All women	1.36	.90	No	
Secondary science single civilian men	.72	.50	No	
Secondary other married civilian men	.12	.80	No	
Secondary science civilian men	.028	.90	No	
Secondary other civilian men	.20	.70	No	
Secondary civilian men	.23	.90	No	
Secondary science married men	.76	.50	No	
Secondary science single men	1.22	.30	No	
Secondary other married men	.12	.80	No	
Secondary other single men	.74	.50	No	
Secondary married men	.026	.90	No	
Secondary single men	1.96	.50	No	
Secondary science men	.022	.90	No	
Secondary other men	.75	.50	No	
All secondary men	.97	.70	No	
All men	.24	.70	No	
Total secondary	1.46	.90	No	
Total elementary	2.91	.10	No	
Total respondents	4.37	.50	No	
2. Minor subjects:				
Secondary married women	5.74	.02	Yes	+
Elementary married women	.033	.90	No	
All married women	5.77	.10	No	
Secondary single women	.090	.80	No	
Elementary single women	.065	.80	No	
All single women	.080	.80	No	
Secondary science women	.052	.90	No	

TABLE 8--Continued

CRITERIA	χ^2	P	SIGNIFICANT	DIRECTION
Secondary other women	2.56	.20	No	
All secondary women	3.08	.20	No	
All elementary women	.098	.98	No	
All women	3.18	.70	No	
Secondary science married civilian men	.91	.50	No	
Secondary other married civilian men	.016	.90	No	
Secondary science civilian men	.52	.50	No	
Secondary other civilian men	.083	.80	No	
Secondary civilian men	.60	.80	No	
Secondary science married men	3.85	.05	Yes	-
Secondary science single men	5.88	.02	Yes	+
Secondary other married men	.016	.90	No	
Secondary other single men	.47	.50	No	
Secondary married men	2.55	.20	No	
Secondary single men	6.35	.05	Yes	+
Secondary science men	.001	.98	No	
Secondary other men	.34	.70	No	
All secondary men	.34	.90	No	
All men	.034	.90	No	
Total secondary	3.42	.50	No	
Total elementary	2.10	.20	No	
Total respondents	5.52	.50	No	

Some data that were uncovered in testing this hypothesis did prove related to the hypothesis. These data pertain to the relation of subject matter areas, for majors and minors, to acceptance and/or rejection of teaching positions.

When all major subject areas were grouped into major classifications, to facilitate the computation of χ^2 , there was a curvilinear relationship between major area of study and acceptance of teaching positions.



Physical science majors showed a greater tendency to take positions other than teaching. So did the miscellaneous group which included such majors as: agricultural; industrial arts; home economics; journalism; special education; and health, physical education and recreation. Those who majored in the social sciences and the arts tended to show a greater propensity to take teaching positions. These results are probably due to the fact that there are more opportunities outside the teaching profession for those who majored in areas other than the social sciences or the arts.⁴⁵

The relationship of minor subject areas to acceptance of teaching positions was also relevant. There was little difference between the two groups who minored in the physical sciences, but the proportion of those who did not teach was greatest among those who minored in the social sciences and miscellaneous areas. Those who minored in the arts showed a greater tendency to enter teaching than any of the other minor groupings.⁴⁶

The fourth and final hypothesis under the exploratory category tested in this study was the following: Those persons who take the teacher education curriculum, who from their freshman year never intended to enter teaching, but who entered the program for specified personal reasons take positions other than teaching.

To test this the respondents were asked if they planned to enter teaching from the time they were freshmen in college. The

⁴⁵See TABLE 61.

⁴⁶See TABLE 63.

responses indicate that this item is relevant for all respondents when they are treated as a single group. The direction of these relationships is negative, however, which means their responses do not support the hypothesis. Others who produced relevant χ^2 's that were negatively related to the hypothesis are secondary married women, secondary married men majoring in science and vocational subjects, and all secondary men.

There were groups for whom this was a significantly related item whose responses tended to support the hypothesis in a positive fashion. They were the secondary single women, secondary civilian men who majored in subjects other than science and/or vocational areas, and all secondary men who majored in areas other than science and vocational subjects.⁴⁷

The female respondents are the only group who revealed a relevant number of specified reasons for their initial entrance to the teaching curriculum. It seems that more of those who taught said that they, from their freshman year, did not plan to teach than those who did not enter the teaching profession. Likewise, more of those who did not teach indicated their reasons for entering the teaching curriculum were as follows: (1) I got a teaching certificate as an insurance measure against the future; and (2) I thought that the teacher training curriculum would give me excellent training for parenthood.⁴⁸

⁴⁷ See TABLES 9 and 64.

⁴⁸ See TABLES 9 and 65.

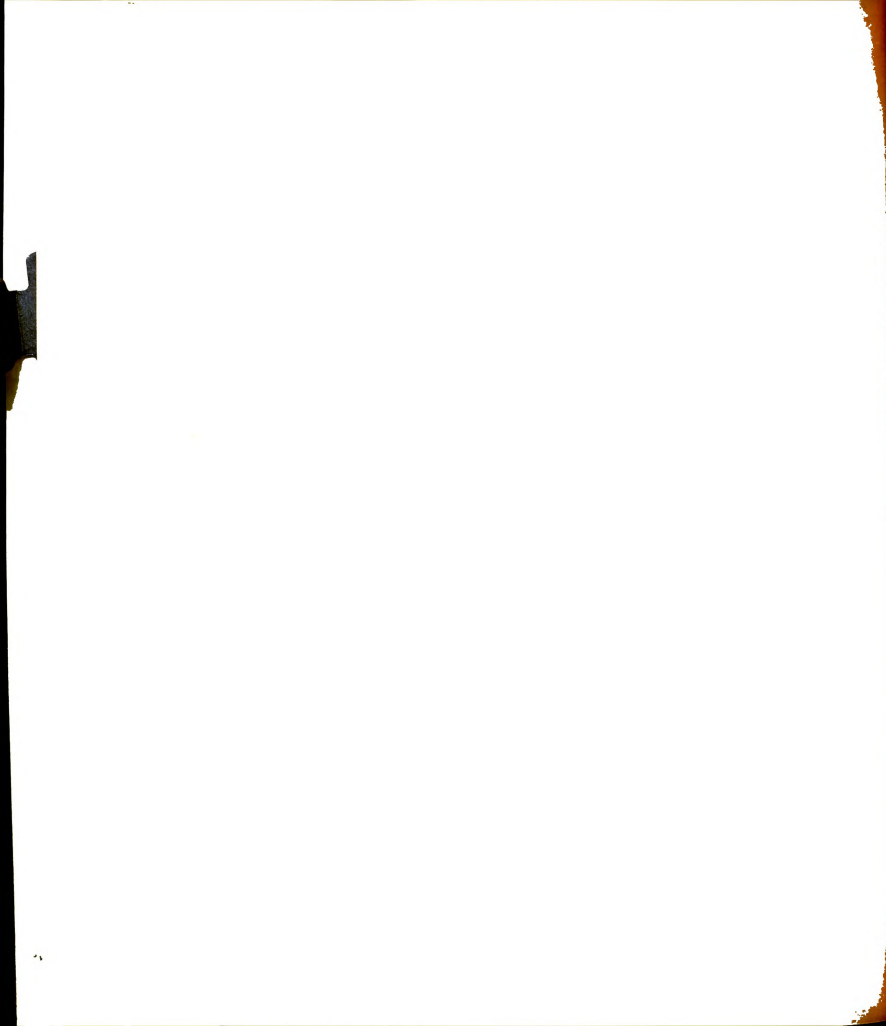


TABLE 9

ORIGINAL INTENT TO TEACH AS IT
RELATES TO DECISIONS TO
ENTER TEACHING

CRITERIA	χ^2	P	SIGNIF- ICANT	DIREC- TION
1. Planned to enter teaching from freshman year:				
Secondary other married women	1.19	.30	No	
Secondary married women	7.22	.01	Yes	-
Elementary married women	.34	.70	No	
All married women	2.60	.20	No	
Secondary single women	6.29	.02	Yes	+
Elementary single women	.11	.80	No	
All single women	3.22	.07	No	
Secondary science women	2.06	.20	No	
Secondary other women	1.15	.30	No	
All secondary women	3.21	.07	No	
All elementary women	1.36	.30	No	
All women	4.57	.30	No	
Secondary science married civilian men	1.61	.30	No	
Secondary science civilian men	.62	.50	No	
Secondary other civilian men	6.00	.02	Yes	+
Secondary civilian men	6.62	.05	Yes	+
Secondary science married men	3.90	.05	Yes	-
Secondary science single men	.009	.95	No	
Secondary other single men	1.08	.30	No	
Secondary married men	.14	.50	No	
Secondary single men	.089	.98	No	
Secondary science men	2.35	.20	No	
Secondary other men	4.41	.05	Yes	+
All secondary men	6.76	.05	Yes	-
All men	.028	.90	No	
Total secondary	9.97	.05	Yes	+
Total elementary	1.40	.30	No	
Total respondents	11.37	.05	Yes	-
2. Reasons for taking teacher education when not intending to enter teaching:				
All married women	3.75	.20	No	
All single women	2.81	.30	No	
All secondary women	3.52	.20	No	

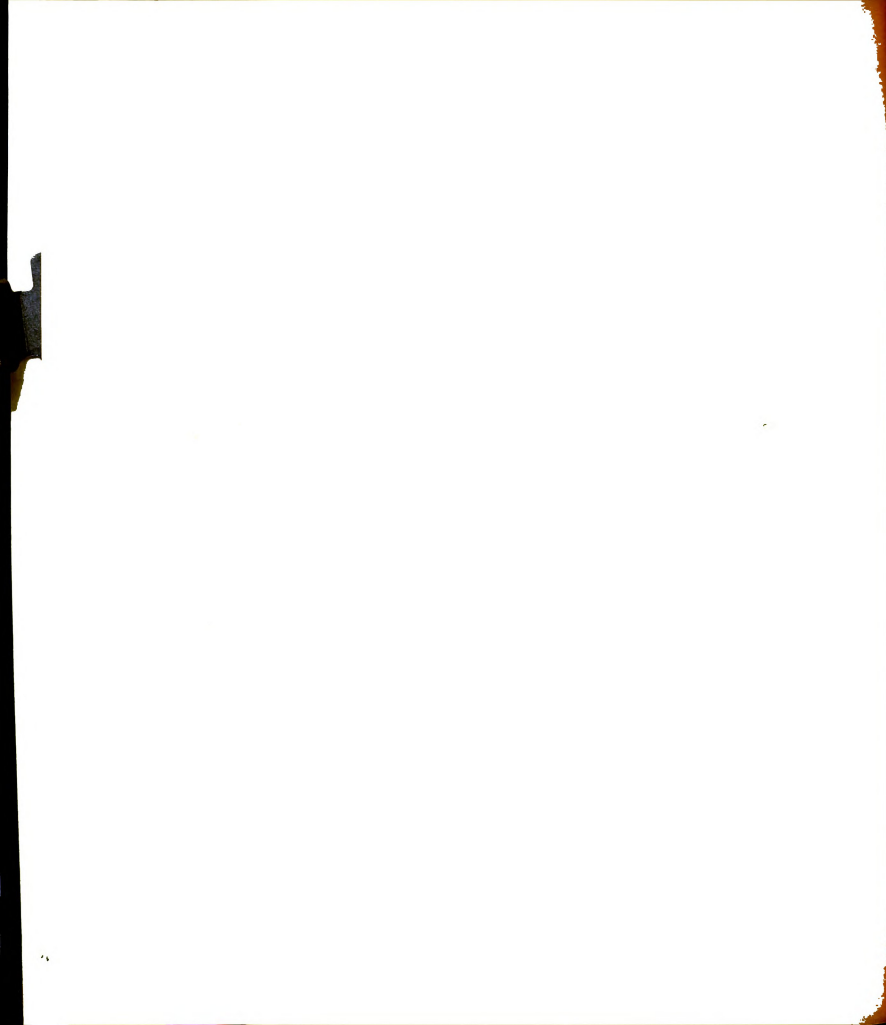


TABLE 9--Continued

CRITERIA	χ^2	P	SIGNIFICANT	DIRECTION
All elementary women	2.91	.30	No	N.A.
All women	6.24	.05	Yes	
Secondary science men	1.32	.70	No	
Secondary other men	3.72	.10	No	
All secondary men	1.48	.30	No	
All men	.10	.58	No	
Total secondary	1.28	.70	No	
Total elementary	3.43	.20	No	
Total respondents	4.71	.50	No	

Findings Related to
Other Studies

The literature reviewed in Chapter II of this study seems to point to the following causal factors for failure to enter teaching after certification: (1) Low salaries, (2) military service, (3) homemaking responsibilities, and (4) graduate study.

In this study the following reasons were given by respondents for not taking teaching positions: (1) Homemaking responsibilities, (2) graduate studies, (3) drafted into military service, and (4) salaries.⁴⁹

Many educators have been campaigning for higher salaries for teachers, and some studies have suggested low salaries as the main reason graduates give for choosing vocations other than teaching. However, respondents in this study did not indicate that salary was the most significant reason for not entering the profession. It was, in fact, fourth on the list, and represented

⁴⁹ See TABLE 66.



only 2.3 percent of the respondents.

Probably because of the large percentage of female respondents, homemaking responsibilities and pregnancy were the most often mentioned reasons for not entering teaching.

Persons continuing their education as graduate students constituted the second most significant group. There may be several reasons for this. The trend toward the requirement of five years of college or a Master's degree in order to certify in certain states may be one reason. Another could be the desire on the part of many students to begin graduate work immediately after completion of the bachelor's degree.

In the past decade the military draft has been a major reason given by male teacher candidates for not taking teaching positions. This factor was listed third in this study by respondents and included 17.8 percent of those who did not take teaching positions. The percentage of all respondents who were drafted, however, was only about 5 percent. This is considerably lower than it has been on a national basis in the past few years.

Those not taking teaching positions indicated that they assumed the following positions: Homemaker, graduate student, military serviceman, professions other than teaching, clerk, businessman or salesman, substitute teacher, scientist, and personnel agent.⁵⁰

Perhaps one category that need clarification is that of

⁵⁰See TABLE 67.

"professions other than teaching." This included such vocations as: statisticians, researchers, social workers, engineers, and airline hostesses.

As in previous research related to teacher supply and demand, there is a significant relationship between male and female subjects and their decisions about taking teaching positions. The X^2 obtained on this phase of the study was related at the .001 level of confidence. The direction of the relationship indicates that the proportion of males not teaching is considerably higher than males teaching. The proportion of females not teaching, however, is lower than those teaching.⁵¹

Those who failed to take teaching positions comprised 26.6 percent of all of the respondents in this study. Approximately 19.6 percent of those who did not teach were secondary teacher candidates, whereas about 6.5 percent were elementary teacher candidates.⁵²

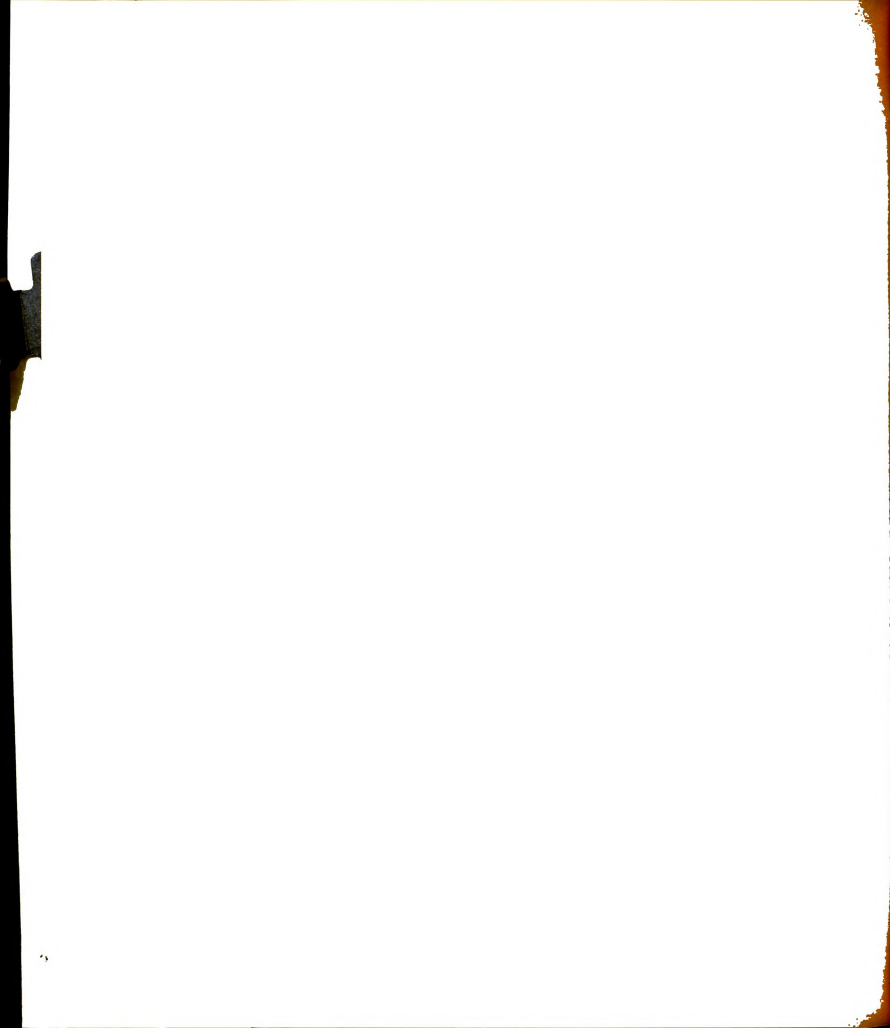
These percentages are considerably lower than those reported in the National Education Association studies and the studies reviewed by Maul and others.⁵³ These and other studies often report low salaries as a major contributor to decisions

⁵¹ See TABLE 68.

⁵² See TABLE 69.

⁵³ See the studies by Maul and the N.E.A. which were referred to in Chapter I and II.

National Education Association Research Division, "The Postwar Struggle to Provide Competent Teachers," National Education Association Research Bulletin, XXV (Oct., 1957), 114.



against teaching. Since salaries were not related in this study, the smaller percentages of those not teaching may be a resultant factor.

Wesley Moon⁵⁴ in his study concluded that age at graduation might be a significant factor related to acceptance of teaching positions. This was checked in the present study and found to be unrelated.⁵⁵

The direction of age as it relates to entrance into teaching or failure to enter the profession was curvilinear and rendered no pattern that would be of much relevance. More of those students who were twenty-two years old or younger and twenty-six years old accepted teaching positions, while those who were twenty-three to twenty-five and twenty-seven or older failed to take teaching positions.⁵⁶

Summary and Conclusions

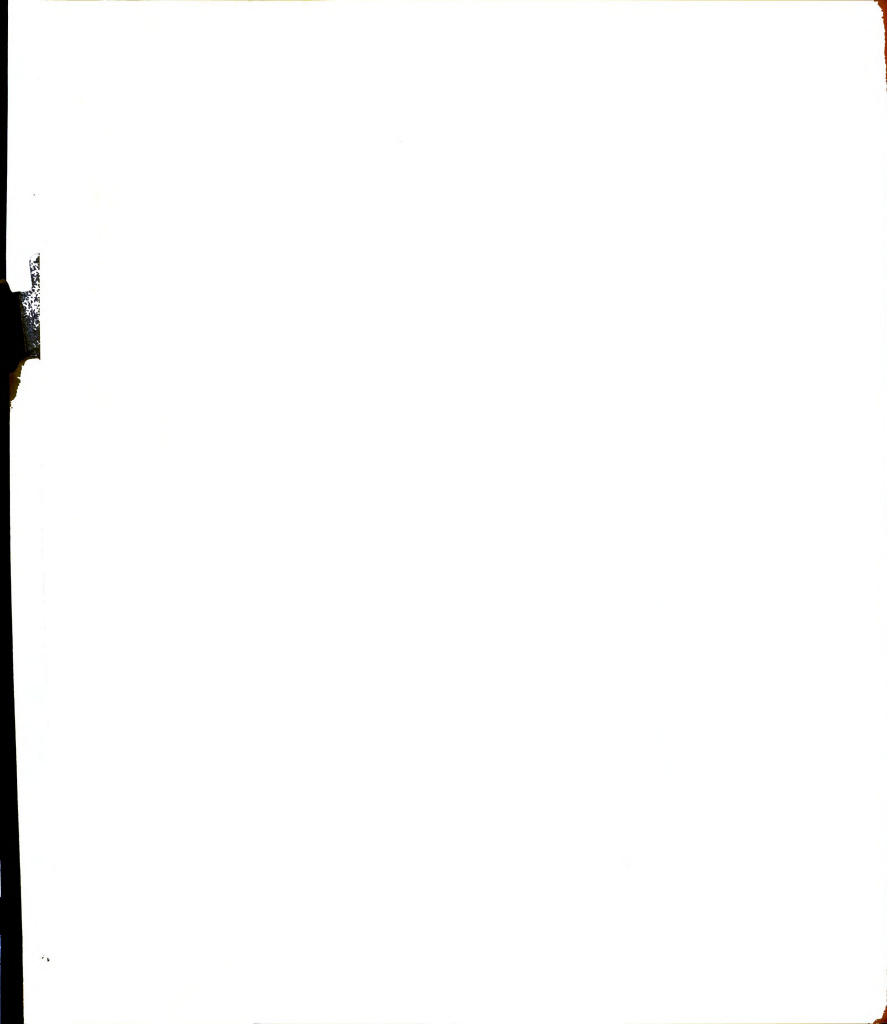
In this chapter the investigator attempted to analyze critically the data gathered in this study in terms of its relation to the hypotheses to be tested.

For the universe, from which the data were gathered, there appears to be little difference between the group who took teaching positions after graduation and those who did not. Even though other educators and investigators have assumed the hypotheses tested

⁵⁴Wesley Moon, op. cit., passim.

⁵⁵See TABLE 70.

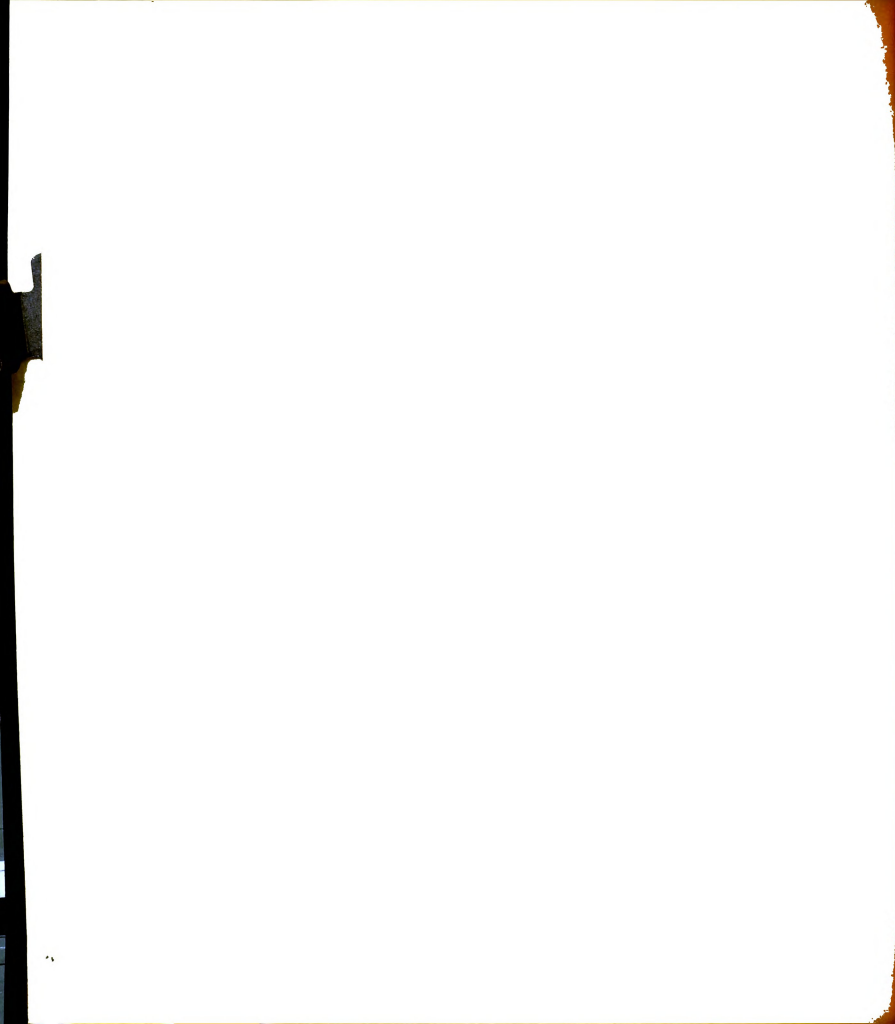
⁵⁶See TABLE 70.



to be worthy of further research, they have little or no significant relationship for the universe questioned in this study.

On the basis of the findings one would have to reject the general hypothesis of this study that persons who do not teach after graduation from Michigan State University have traits which will not be evident among those persons who teach after graduation.

Some relevant data were uncovered in this study which may have implication for those concerned with teacher training and teacher placement. These conclusions will be discussed in the final chapter.



CHAPTER V

SUMMARY AND CONCLUSIONS

The subject of teacher supply and demand has been studied considerably since World War II. Most studies, however, have attempted to determine the reasons why teachers leave the teaching profession. Few studies have been conducted on reasons why certified teachers fail to enter teaching after graduating from college.

The purpose of this study was to determine the reasons given by Michigan State University graduates certified to teach for not entering the teaching profession; to discover positions they assumed; to analyze statistically influential factors causing them to enter areas other than teaching; and to compare various aspects of these findings with the responses made by those who did enter the teaching profession.

To do this it was, first of all, necessary to review the literature, research, and unpublished studies related to the subject. From these studies, educational seminars, conferences, and committee meetings, a number of hypotheses were proposed which were incorporated in this study.

The general hypothesis which this study was designed to test was as follows: Persons who do not teach after graduating from Michigan State University have traits which will not be



evident among those persons who teach after graduation.

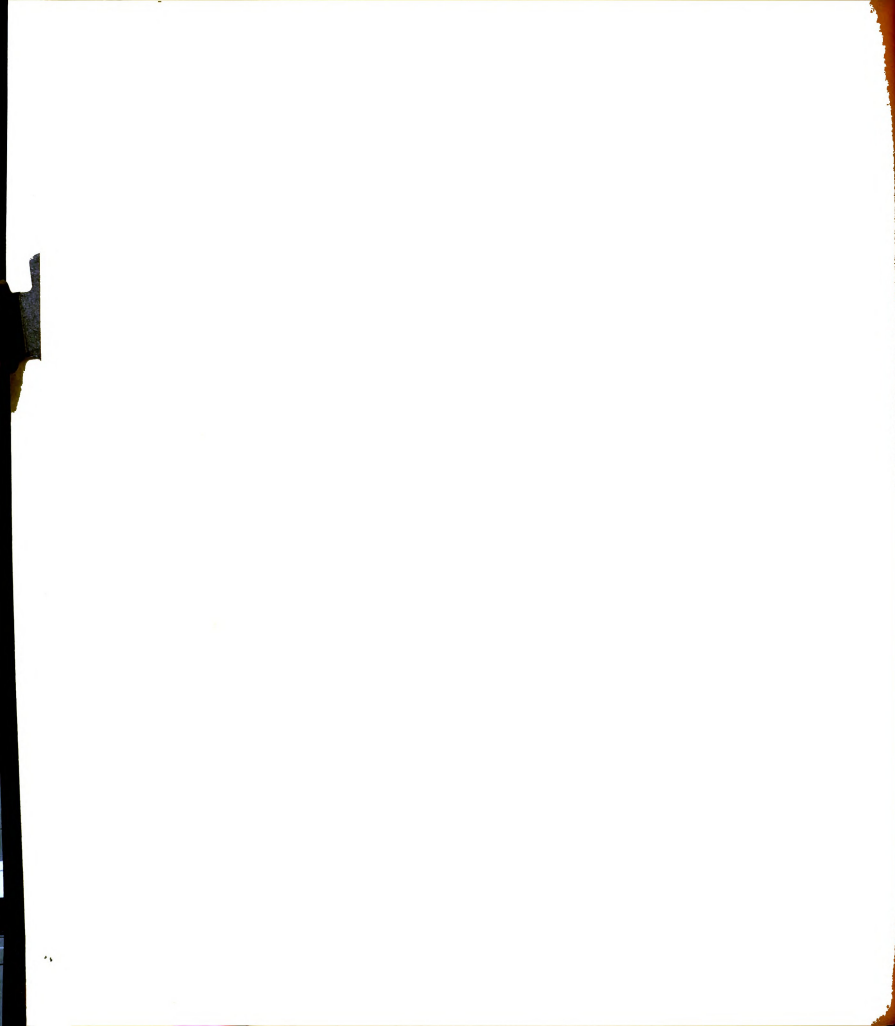
The various major hypotheses and their sub-categories were primarily composed of implications and conclusions posed in other research studies related to the present project, or else proposed by educators in the area.

After the hypotheses had been proposed, the investigator had to develop a suitable instrument for testing them. This was completed with the aid and counsel of various members of the investigator's guidance committee and other colleagues.

A trial questionnaire was administered on an interview basis to improve the reliability and validity of the final instrument. The final form of the instrument was then sent to 787 graduates of Michigan State University who had certified to teach in the State of Michigan during the fiscal year July 1, 1956, to June 30, 1957.

When the completed questionnaires were returned, they were tabulated on International Business Machines to obtain the data needed to test the hypothesis. The data were then subjected to the χ^2 Test for Two Independent Samples on MISTIC, Michigan State University's electronic computer.

Even though the major hypotheses and their sub-categories had been considered significant in other studies, they did not prove to be so with the universe tested in this study. On the basis of the χ^2 's obtained, the major hypotheses and the general hypothesis had to be rejected and the null hypothesis accepted. Some assumptions can be made on the basis of the findings of this



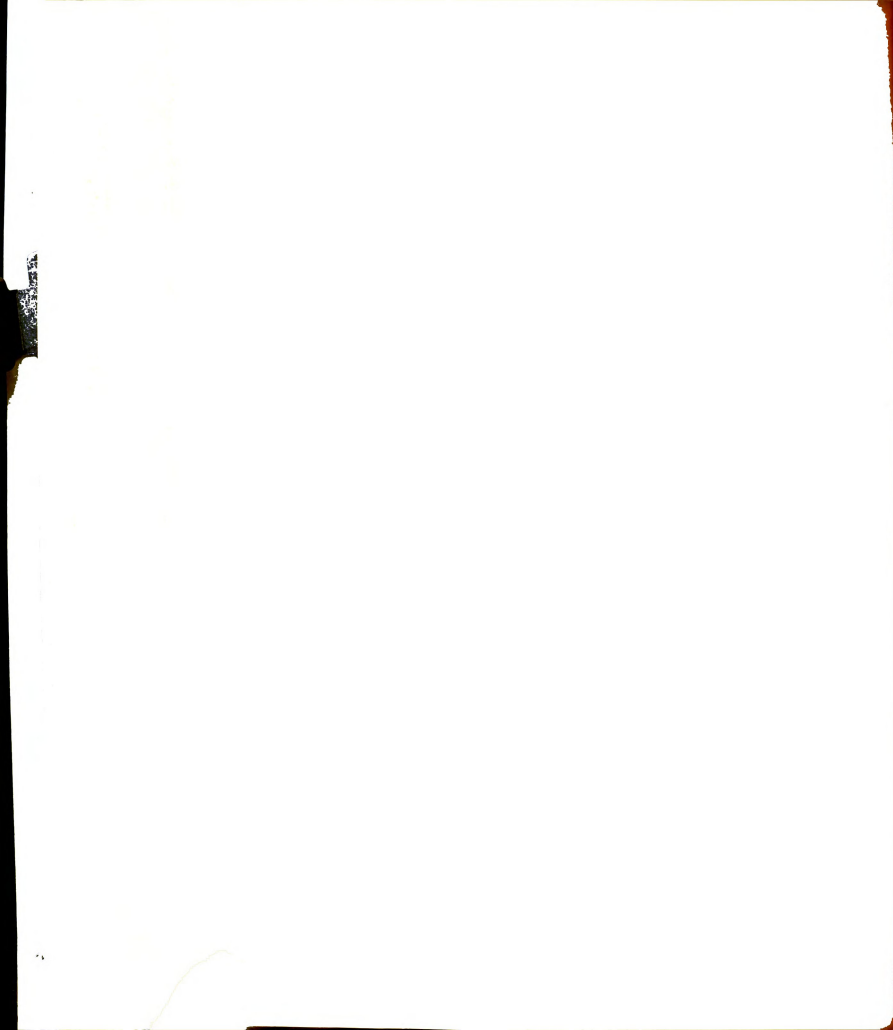
study. First, for the teacher candidates at Michigan State University, it appears that the methods employed in the College of Education, the attitudes of College of Education instructors, the content of education courses, and the attitudes and pressures of friends and/or relatives have little effect on a person's decision to teach or not to teach.

It, therefore, appears that what we do with teacher candidates has little influence on their decisions to accept or reject teaching as a profession. Their decisions are more the result of pure circumstance.

Despite the fact that the hypotheses in general did not prove to be relevant, some data gathered may prove useful to those concerned with teacher training and teacher placement. In all of these cases the related data proved to be significantly relevant at the .05 level of confidence.

Though the services of the Placement Bureau appeared inadequate for the universe when treated as a single group one finds that upon closer examination it appears to be inadequate mostly for the female respondents. The nature of their responses indicate that they lacked interest to the extent that they just failed to avail themselves of the Bureau's services. This is no doubt due to the fact that a large portion of the female respondents were married and probably not interested in securing a teaching position.

Generally speaking, all respondents revealed that pleasant interviews with school administrators were much to be desired if they were to enter teaching. For some of the women the number

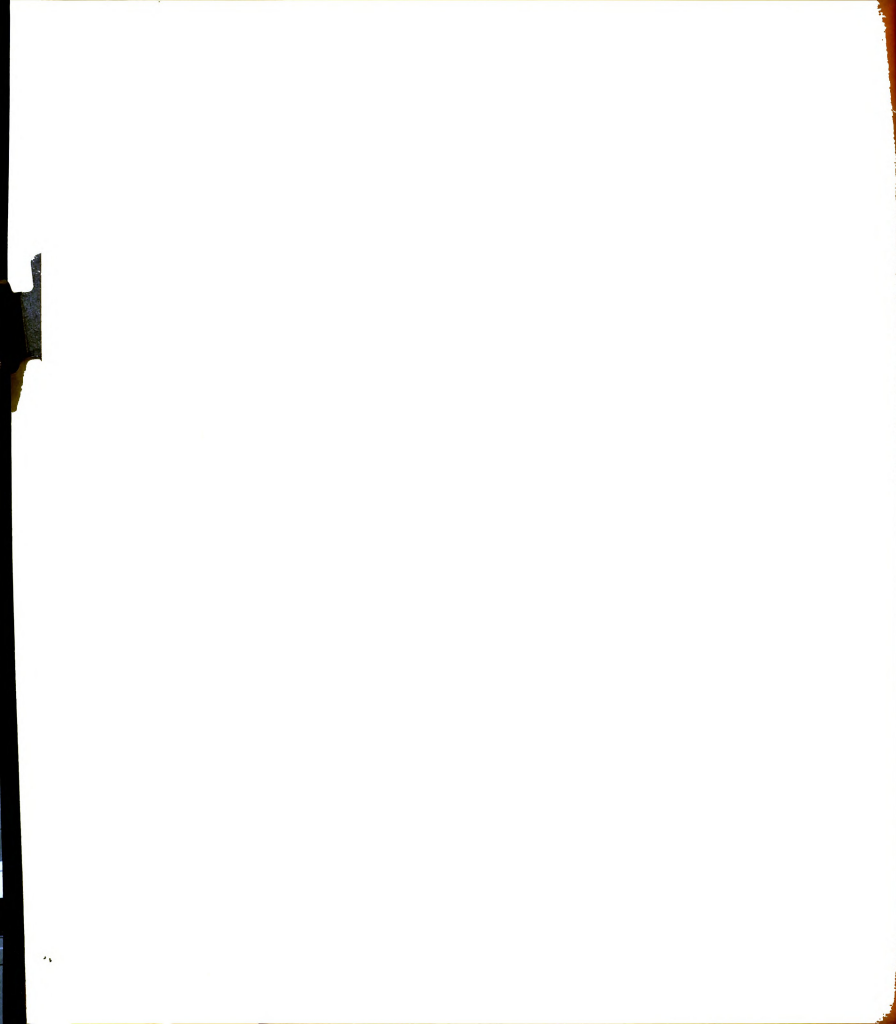


of interviews conditioned their desires to teach. It seems that acceptance of teaching positions increases in direct proportion to the number of interviews secondary women have. It might, therefore be desirable to require teacher candidates to have a minimum number of interviews.

In terms of pleasant interviews, school administrators might well heed the list of shortcomings compiled in this study. As an example: they might practice showing more interest in the subjects they interview; they ought to be well versed on conditions and problems in their own school districts; they should not at so rushed and permit their interviewees ample time for questions they would like to ask; and they should have all of the duties connected with a position definitely in mind and present them honestly.

The relation of student teaching experiences to acceptance or rejection of teaching has little influence on a person's decision concerning this matter. Usually items that proved relevant were relevant for small segments of the total universe. Teaching assignments in a subject matter area of competence was significantly related for secondary male respondents. The relationship was so significant for this group that they were able to produce a relevant χ^2 for the total universe. If we as educators are encouraging specialization at the secondary level of teaching, it might be important for us to see that all secondary candidates are allowed to student teach in at least one subject matter area of personal competence.

The respondents in this study seemed to indicate that the



effectiveness of the material or methods presented in courses designed to study child behavior and discipline, as well as certain experiences offered by College of Education instructors, were inadequate when applied to classroom situations. Even though this did not seem to affect their decisions about teaching, it suggests that we as educators might well analyze the content of these courses and the methods employed to see if more practical approaches to these problems might be realized.

A considerable number of married students failed to enter teaching. Some of them were expecting children and could not accept positions, but others did not desire to teach. Society must find ways for inducing this latter group into teaching in order to keep up with out needs.

The findings of this study indicate that factors considered relevant to the retention of teacher candidates in the teaching profession vary in different universes and what may be pertinent to the universe studied here may be different in other areas of the country.

Recommended Research

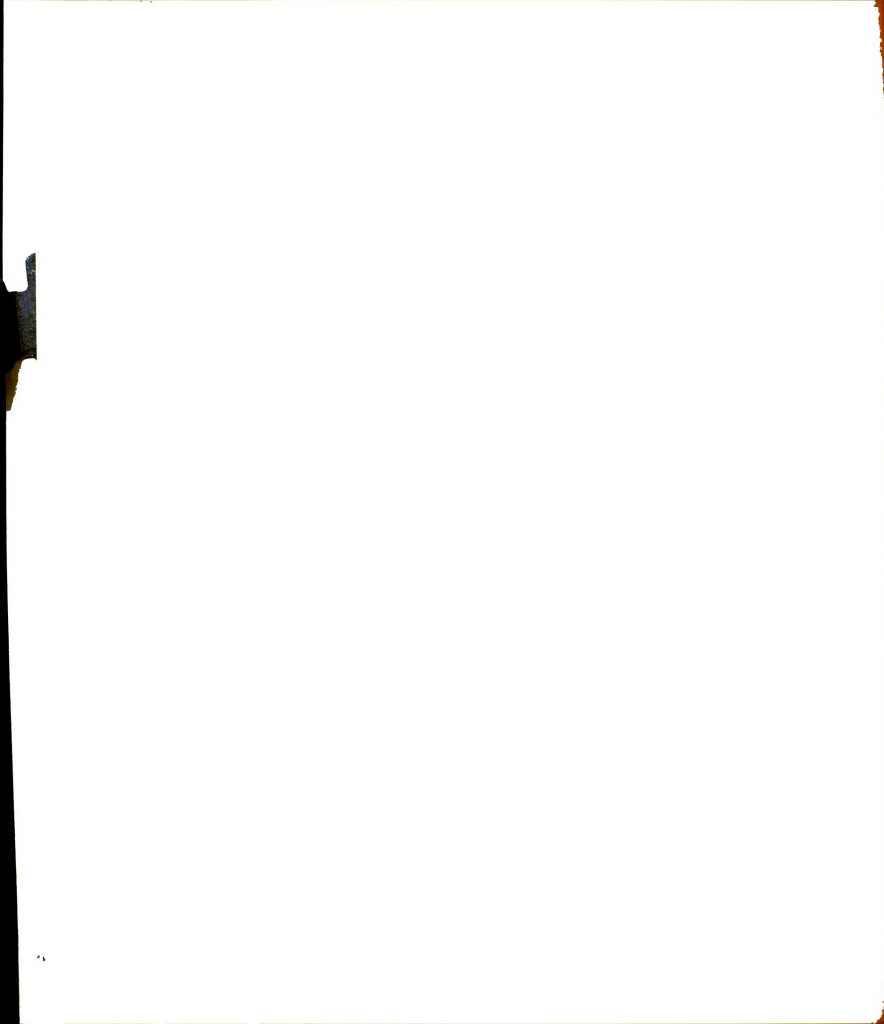
This investigator believes that further research needs to be done in the area of teacher supply and demand to provide more adequate recommendations to teacher education institutions regarding selection of teacher candidates and improvement of training procedures.

It is recommended that research be conducted in the areas

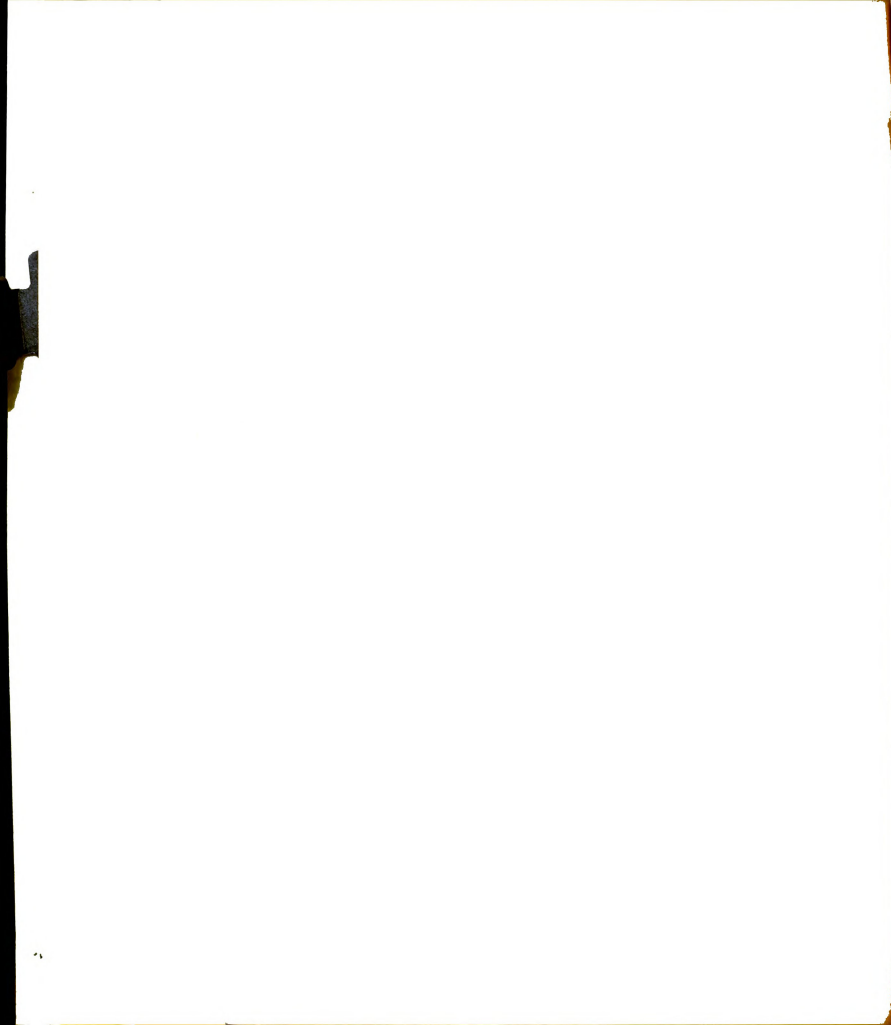


listed below.

1. That this study be duplicated in other leading teacher education institutions to determine regional differences in the factors contributing to rejection of the teaching profession.
2. That additional research be conducted in student teaching as it relates to student desires to enter teaching.
3. That research be conducted on desirable course content for more effective preparation and retention of teacher candidates.
4. That research be conducted on desirable qualifications for education instructors and effective methods of teaching education courses.
5. That a follow-up study be conducted on the respondents of this study to determine the nature of their persistence in teaching.



APPENDIX I



MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

Dear Alumnus:

Of all the people who have been certified for teaching at Michigan State University, I have chosen you to help me make a study of the attitudes and opinions of teacher candidates. You are one of a number of selected persons who are being asked to participate in this study, so if it is to be a success your response is needed.

You are aware, I am sure, of the problems we face in trying to supply an adequate amount of qualified teachers to our schools. Whether you did or did not enter teaching, you can supply us with valuable information which will help us determine why so many of our graduates fail to enter teaching. To learn these things, I am asking you to check the enclosed form. The form has been constructed so that you can complete it with little effort.

You may find that you need not answer every item on the form. Pilot test studies have indicated that it only takes a few minutes to complete this form.

Your name will in no way be connected with your response, so feel free to be frank in your response and comment freely.

You may have a copy of the findings of this study if you so indicate on your completed form.

You will find a stamped and addressed envelope enclosed for your convenience in returning your completed form.

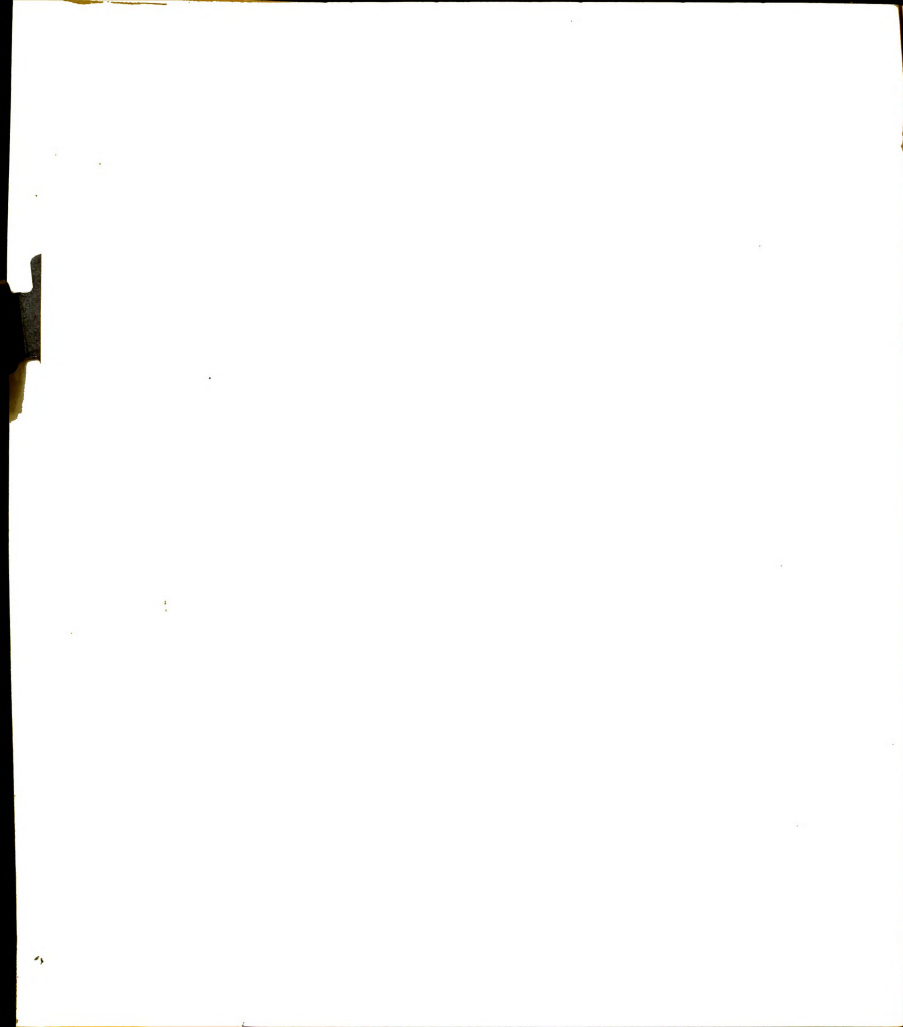
So that we can process these findings within a prescribed work schedule and use these findings to bring about changes in our teacher training program, we would be grateful to you if these forms are returned within two weeks.

The success of this study depends, of course, on your cooperation in completing and returning this form.

Sincerely yours,

E. Harold Harper
Instructor

Enclosures



MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

Dear Alumnus:

Three weeks ago today I sent you a form for persons certified to teach. I have already received a good response to this survey. Possibly through an oversight or misdirection on my part I have not received your completed form. I am, therefore, enclosing another for your completion and return.

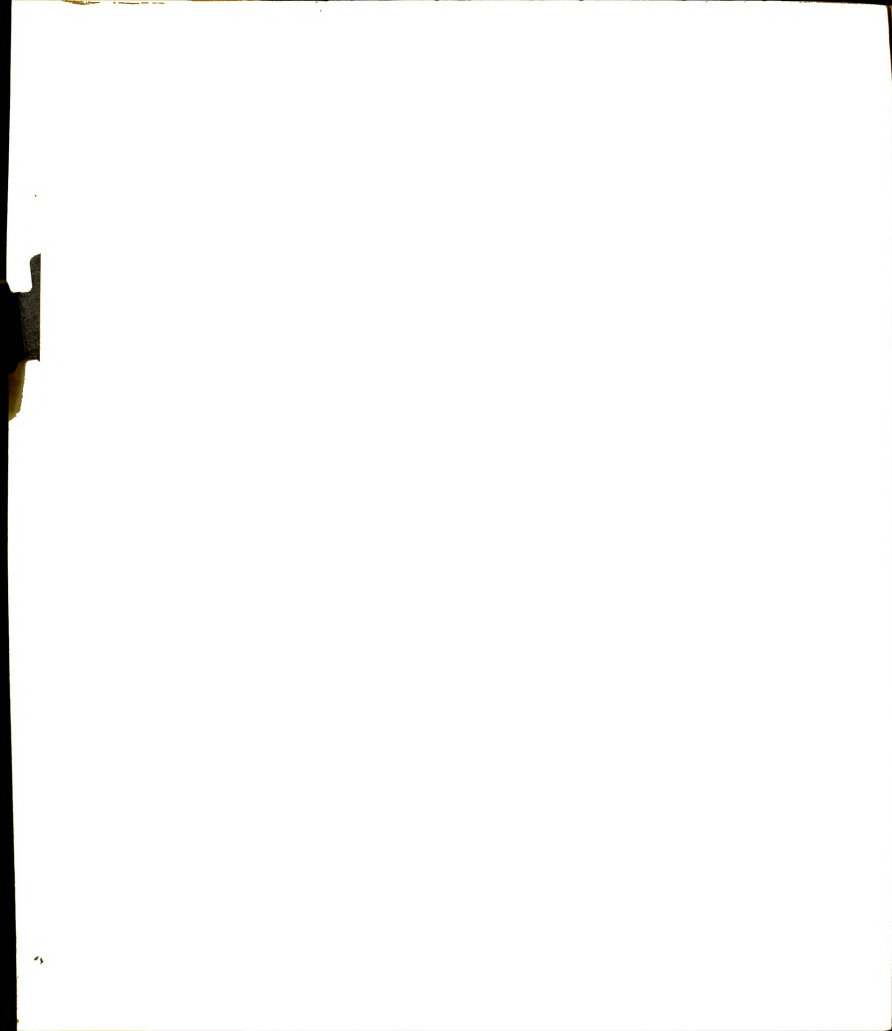
If this study is to be a success, we will need the response of each person. I am, therefore, anxious to have you complete this form and return it as soon as possible. Your cooperation will be greatly appreciated and I feel our efforts will be profitable to you, to your alma mater, and to future teacher candidates.

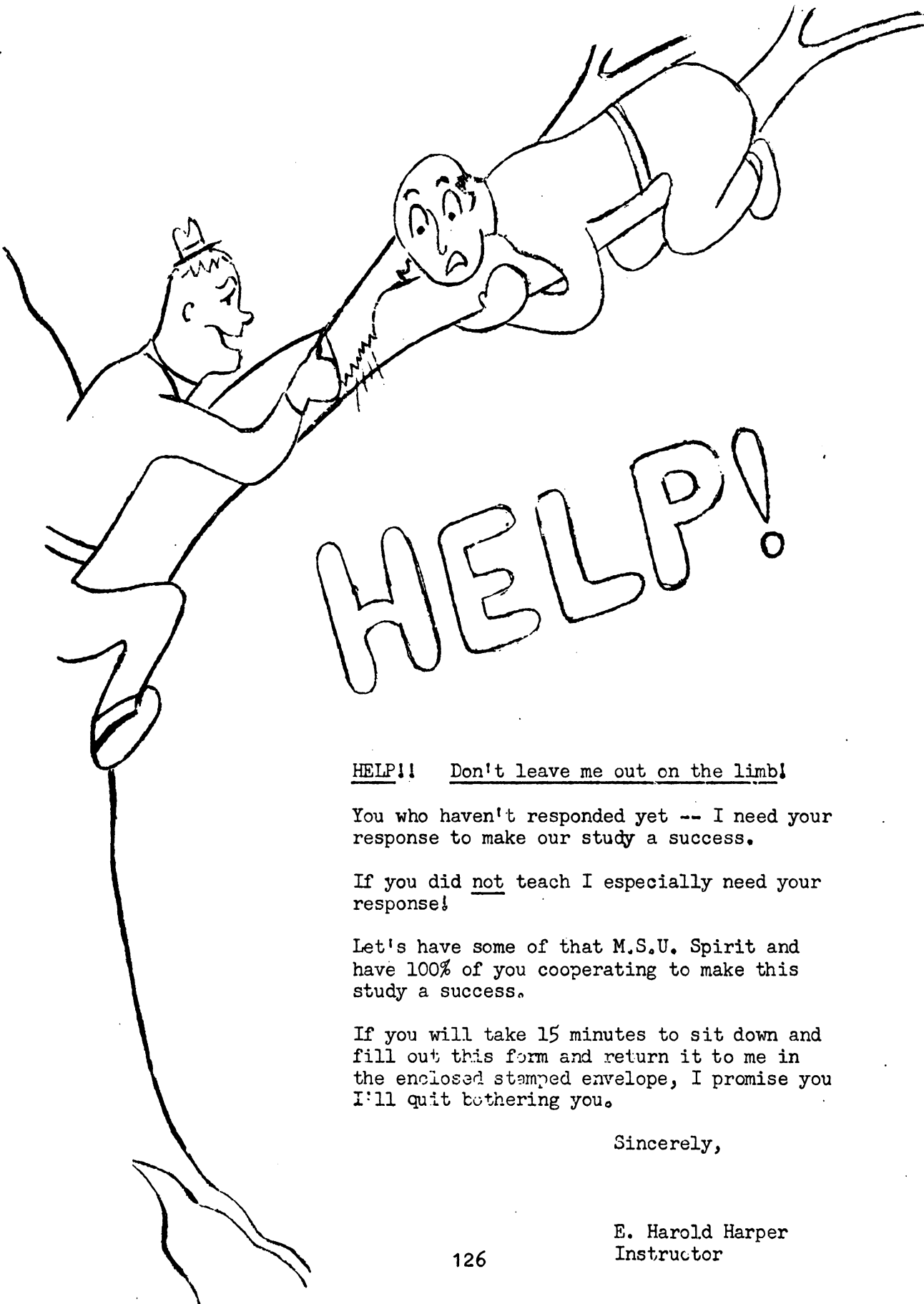
You may have a copy of the findings of this study if you so indicate on the returned form.

Sincerely yours,

E. Harold Harper
Instructor

Enclosure





HELP!! Don't leave me out on the limb!

You who haven't responded yet -- I need your response to make our study a success.

If you did not teach I especially need your response!

Let's have some of that M.S.U. Spirit and have 100% of you cooperating to make this study a success.

If you will take 15 minutes to sit down and fill out this form and return it to me in the enclosed stamped envelope, I promise you I'll quit bothering you.

Sincerely,

E. Harold Harper
Instructor

Handwritten text, possibly a list or notes, written in cursive script. The text is heavily faded and mostly illegible. Some words like "1/14" and "1/15" are visible.

Handwritten text, possibly a list or notes, written in cursive script. The text is heavily faded and mostly illegible. Some words like "1/16" and "1/17" are visible.

Where do they go? ... Why?

This form was designed to help us find out what you think about the training you received at Michigan State and also the reasons for your entering or not entering teaching after graduation.

DIRECTIONS: Please circle the letter in front of the answer(s) which you think most nearly represents your own opinions or experiences.

1. Did you, or did you not accept a teaching position the Fall after graduation from M.S.U.?
 - a. Did
 - b. Did not

DIRECTIONS: If your answer to number 1 was *did* not, please proceed with the following items.

If your answer to number 1 was *did*, you may skip the next two items and go on to number 4.

2. Circle the letters in front of the statement(s) below which you would give as your main reason(s) for not taking a teaching position the Fall after you graduated from M.S.U.
 - a. The teaching salaries offered me were inadequate.
 - b. I was drafted into the armed forces.
 - c. I continued my education as a graduate student.
 - d. I was expecting a child.
 - e. Homemaking responsibilities.
3. What position did you assume after graduating from M.S.U.?
.....
4. Which teaching certificate did you receive?
 - a. Secondary Provisional
 - b. Elementary Provisional
5. When did you make your first decision to prepare to be a teacher or fulfill the requirements for a teaching certificate?
 - a. Before high school
 - b. During high school
 - c. After graduation from high school, but before entering college
 - d. During freshman year in college
 - e. During sophomore year in college
 - f. During junior year in college
 - g. During senior year in college
6. Was your mother ever a school teacher?
 - a. Yes
 - b. NoIf *yes*, about how many years did she teach?
 - a. Less than 3 years
 - b. 3 to 5 years
 - c. 5 to 10 years
 - d. More than 10 years
 - e. Not sure
7. Was your father ever a school teacher?

If *yes*, about how many years did he teach?

- a. Less than 3 years
 - b. 3 to 5 years
 - c. 5 to 10 years
 - d. More than 10 years
 - e. Not sure
8. Were any of your brothers or sisters ever a teacher?
 - a. Yes
 - b. No
 9. While an undergraduate at M.S.U., did you ever have a scholarship?
 - a. Yes
 - b. No

DIRECTIONS: If your answer to number 9 was *yes*, please proceed with the following items.

If your answer to number 9 was *no*, you may skip the next five items and go to number 15.

10. Was this scholarship awarded to you to *help* you train to be a teacher?
 - a. Yes
 - b. No
11. Which years did you use this scholarship?
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
12. Could you have attended college without the aid of this scholarship?
 - a. Yes
 - b. No
 - c. Not certain
13. Would you have enrolled in the teacher training curriculum if you had not had this scholarship?
 - a. Yes
 - b. No
 - c. Not certain
14. Did the availability of a scholarship have anything to do with your decision to train for teaching?
 - a. Yes
 - b. NoIf *yes*, would you say that this was the main reason you chose the teacher training curriculum?
 - a. Yes
 - b. No
15. During your undergraduate years, did you from your Freshman year plan to enter teaching?
 - a. Yes
 - b. NoIf *no*, which one or more, of the following statements apply to you?

- a. I never intended to enter the teaching profession.
 b. I got a teaching certificate as an insurance measure against the future.
 c. I thought that the teacher training curriculum would give me excellent training for parenthood.
 d. None of these, but instead this one: _____
16. Did you have any friends or relatives who tried to persuade you *not* to teach or take a teaching position?
 a. Yes
 b. No
 If yes, which one(s)?
 a. Mother
 b. Father
 c. A brother or sister who was a teacher
 d. A brother or sister who was *not* a teacher
 e. A grandparent
 f. An aunt or uncle
 g. A college roommate
 h. A group of college friends who were enrolled in the teacher training curriculum
 i. A group of college friends who were *not* enrolled in the teacher training curriculum
 j. A friend who was teaching at the time
 k. A friend who had previously taught
 l. A husband or wife
 m. Others: _____
17. Did you have any friends or relatives who tried to persuade or encourage you *to take* a teaching position?
 a. Yes
 b. No
 If yes, which one(s)?
 a. Mother
 b. Father
 c. A brother or sister who was a teacher
 d. A brother or sister who was *not* a teacher
 e. A grandparent
 f. An aunt or uncle
 g. A college roommate
 h. A group of college friends who were enrolled in the teacher training curriculum
 i. A group of college friends who were *not* enrolled in the teacher training curriculum
 j. A friend who was teaching at the time
 k. A friend who had previously taught
 l. A husband or wife
 m. Others: _____
18. Did public opinion toward teaching influence your decision about taking a teaching position?
 a. Yes
 b. No

- If *yes*, which statement applies to you?
 a. Public attitude against the teaching profession influenced my decision *not* to teach.
 b. Public attitude which upheld the teaching profession influenced my decision to teach.
 c. Neither of these.
19. What was your major(s) at M.S.U.? _____
20. What were your minors at M.S.U.? _____
21. How many enrollment officers did you have at M.S.U.?
 a. One
 b. Two
 c. Three
 d. Four or more
22. While at M.S.U. did your enrollment officer ever advise you to major in a specific area?
 a. Yes
 b. No
23. While at M.S.U. did your major professor ever advise you *not* to enter teaching?
 a. Yes
 b. No
24. Did he warn you against preparing to teach in a teaching area that was "overcrowded"?
 a. Yes
 b. No
25. Did any person connected with the teaching profession ever try to help you determine whether or not you would do well in teaching?
 a. Yes
 b. No
 If *yes*, what was this person's position? (Example: high school math teacher, college methods of reading instructor, etc.) _____
26. In general, did you find that your instructors at M.S.U. were willing to give you time for advice and help with your problems? (Circle an answer in both columns.)
- | | |
|----------------------|----------------------|
| a. Always willing | 1. All of them were |
| b. Usually willing | 2. Most of them were |
| c. Sometimes willing | 3. Some of them were |
| d. Seldom willing | 4. Few of them were |
| e. Never willing | 5. None of them were |
27. How were the services of the Placement Bureau when you were seeking a teaching position?
 a. Adequate
 b. Inadequate
 c. Don't know — doesn't apply.
28. Did the Placement Bureau keep you informed about teaching positions available?
 a. Yes
 b. No
 c. Don't know — doesn't apply

29. Were you made aware of where to look for current positions that were available?
 a. Yes
 b. No
30. Did you return your completed forms to the Placement Bureau prior to graduation?
 a. Yes
 b. No
31. Were you interviewed by a school administrator?
 a. Yes
 b. No

DIRECTIONS: If your answer to number 31 was *yes*, please proceed with the following items.

If your answer to number 31 was *no*, you may skip the next six items and go to number 38.

32. By how many school administrators were you interviewed?
 a. Less than 3
 b. 3 to 5
 c. 5 to 10
 d. More than 10

DIRECTIONS: For the three (or less) administrators ("A", "B", "C" below) that you *remember best*, circle the response which you feel best fits the administrator(s) in your mind.

33. Were your questions answered satisfactorily by:

Administrator "A"

a. Yes

b. No

Administrator "B"

a. Yes

b. No

Administrator "C"

a. Yes

b. No

34. Did you feel that a just amount of interest was expressed toward you by:

Administrator "A"

a. Yes

b. No

Administrator "B"

a. Yes

b. No

Administrator "C"

a. Yes

b. No

35. Were you favorably impressed by the way the interview was conducted by:
 Administrator "A"
 a. Yes
 b. No
 Administrator "B"
 a. Yes
 b. No
 Administrator "C"
 a. Yes
 b. No
36. Did you feel you gained the needed information about the position offered by:
 Administrator "A"
 a. Yes
 b. No
 Administrator "B"
 a. Yes
 b. No
 Administrator "C"
 a. Yes
 b. No
37. Were there any shortcomings on the part of any of the administrators who interviewed you?
 a. Yes
 b. No
 If *yes*, what were these shortcomings?

38. Did you feel you had a good knowledge of your major subject(s) when you graduated from M.S.U.?
 a. Yes
 b. No
 c. Not all of them
39. Did you feel you had a good knowledge of your minor subjects when you graduated from M.S.U.?
 a. Yes
 b. No
 c. Not all of them
40. Did you do your student teaching in either a major or minor area in which you felt you were adequately prepared?
 a. Yes
 b. No
41. In any courses which you took prior to student teaching was the topic of child behavior or discipline studied?
 a. Yes
 b. No
 If *yes*, to what extent was this study effective in helping to prepare you to meet such problems in the classroom?
 a. Very effective
 b. Somewhat effective
 c. Not effective

42. During your student teaching experience, how many weeks did you have complete charge of one or more classrooms?
- None
 - Less than 3 weeks
 - 3 to 5 weeks
 - 5 to 7 weeks
 - More than 7 weeks
43. How would you characterize your experiences with your supervising teacher?
- Always enjoyed
 - Enjoyed most of the time
 - Seldom enjoyed
 - Never enjoyed
44. How would you characterize your experiences with your college coordinator?
- Always enjoyed
 - Enjoyed most of the time
 - Seldom enjoyed
 - Never enjoyed
45. How would you characterize your studenting experience?
- Always enjoyed
 - Enjoyed most of the time
 - Seldom enjoyed
 - Never enjoyed
46. Had you had experiences with groups of children prior to your student teaching experience? (Examples: Sunday School teaching, playground supervision, group leading for Boy Scouts, etc.)
- Yes
 - No
47. How would you characterize the teachers and instructors you have had with regard to their general appearance?
- All of them were neat
 - Most of them were neat
 - Some of them were neat
 - Few of them were neat
 - None of them were neat
48. Did your teachers and instructors maintain a democratic attitude in the classroom as opposed to an authoritarian attitude?
- All of them did
 - Most of them did
 - Some of them did
 - Few of them did
 - None of them did
49. How would you characterize the attitudes of your teachers and instructors toward other members of the teaching profession?
- Always cooperative
 - Cooperative most of the time
 - Seldom cooperative
 - Never cooperative
50. How would you characterize the respectfulness of your teachers and instructors toward one another?
- Always respectful
 - Respectful most of the time
 - Seldom respectful
 - Never respectful
51. How would you characterize your teachers and instructors attitudes about their work?
- Always wholesome
 - Wholesome most of the time
 - Seldom wholesome
 - Never wholesome
52. Did you feel that your College of Education instructors possessed the necessary public school experience to properly qualify them to be effective in teacher training?
- All of them did
 - Most of them did
 - Some of them did
 - Few of them did
 - None of them did
 - Don't know
53. How would you rate the experiences offered you by your College of Education instructors?
- Always practical
 - Practical most of the time
 - Seldom practical
 - Never practical
54. Did these experiences prove of benefit in actual classroom application?
- All of them did
 - Most of them did
 - Some of them did
 - Few of them did
 - None of them did
55. Did your College of Education instructors ever lead you to think that your social status as a teacher would be anything other than desirable?
- All of them did
 - Most of them did
 - Some of them did
 - Few of them did
 - None of them did
56. Were you married when you graduated from M.S.U.?
- Yes
 - No
57. What is your present age? _____
58. Which sex are you?
- Male
 - Female
- Do you desire a summary of the findings of this study?
- Yes
 - No
- If yes, we will need your name for mailing purposes _____
- Thank you for your cooperation.

APPENDIX II

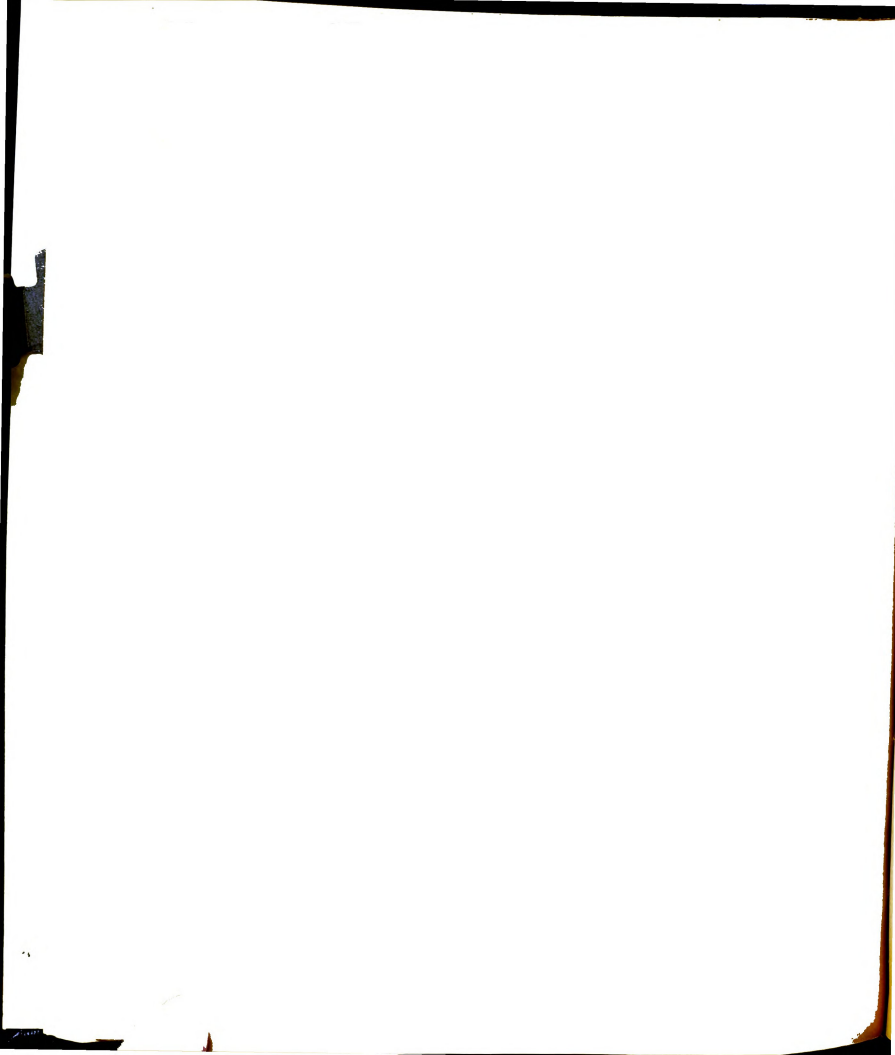


TABLE 10

HOW WERE THE SERVICES OF THE PLACEMENT
BUREAU WHEN YOU WERE SEEKING
A TEACHING POSITION?

POPULATION		DID TEACH			DID NOT TEACH		
		RESPONSES*					
		1	2	3	1	2	3
WOMEN:							
Secondary science:							
Married		7	3	4	2	1	10
Single		34	3	9	0	0	4
Secondary other:							
Married		7	1	5	5	1	14
Single		42	11	12	6	0	6
Elementary:							
Married		23	1	14	2	0	22
Single		107	9	51	4	2	10
MEN:							
Secondary science married:							
Military		0	0	0	4	0	3
Civilian		33	3	10	10	2	6
Secondary science single:							
Military		0	0	0	2	0	4
Civilian		25	3	10	6	1	4
Secondary other married:							
Military		0	0	0	0	0	0
Civilian		10	6	2	5	1	8
Secondary other single:							
Military		0	0	0	6	1	3
Civilian		11	1	9	6	1	0
Elementary		7	0	2	2	0	1

- * 1. Adequate
2. Inadequate
3. Don't know - doesn't apply

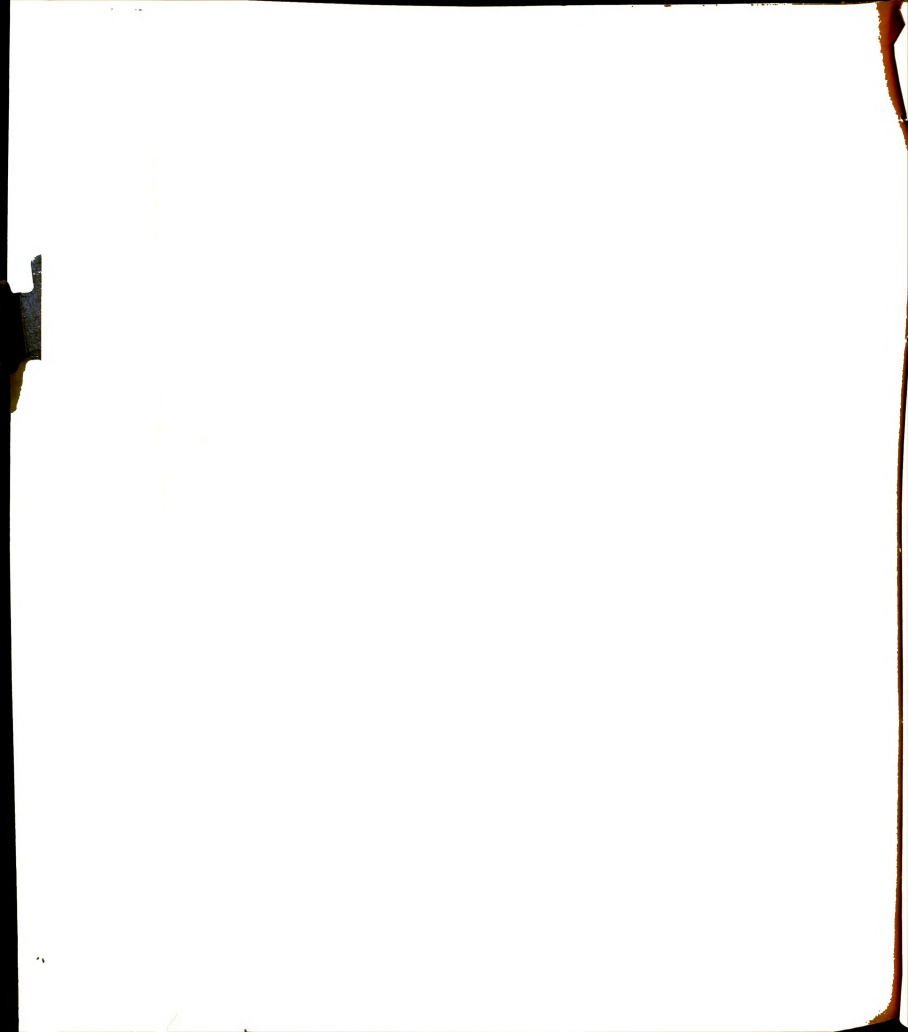


TABLE 11

DID THE PLACEMENT BUREAU KEEP YOU IN-
FORMED ABOUT TEACHING POSITIONS
AVAILABLE?

POPULATION	DID TEACH			DID NOT TEACH		
	RESPONSES*					
	1	2	3	1	2	3
WOMEN:						
Secondary science:						
Married	5	6	3	2	3	7
Single	33	8	4	0	0	4
Secondary other:						
Married	3	3	7	3	5	12
Single	39	16	10	5	4	3
Elementary:						
Married	17	9	12	6	0	8
Single	109	20	38	4	6	6
MEN:						
Secondary science						
married:						
Military	0	0	0	6	0	1
Civilian	35	7	4	11	3	3
Secondary science						
single:						
Military	0	0	0	2	1	3
Civilian	28	6	4	4	1	5
Secondary other						
married:						
Military	0	0	0	0	0	0
Civilian	9	7	2	3	4	7
Secondary other						
single:						
Military	0	0	0	7	1	2
Civilian	11	2	8	6	1	0
Elementary	8	0	1	2	0	1

- * 1. Yes
2. No
3. Don't know - doesn't apply

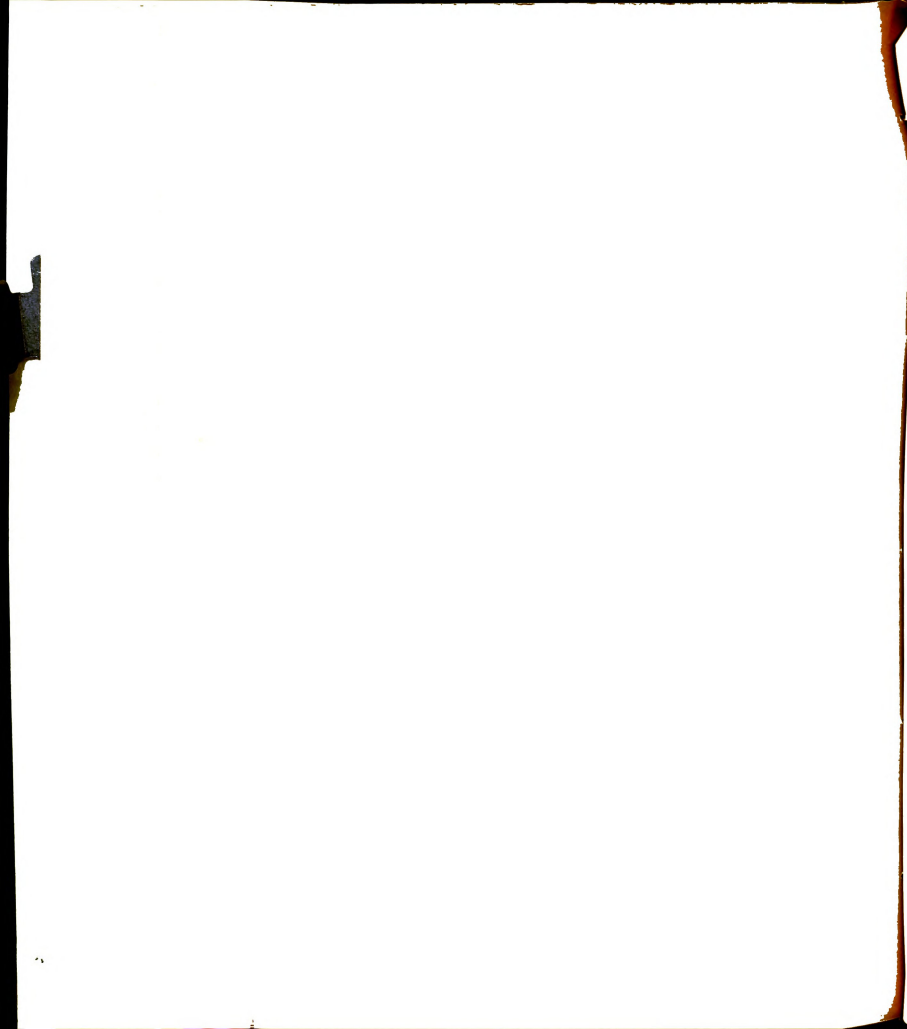


TABLE 12

WERE YOU MADE AWARE OF WHERE TO LOOK FOR CURRENT
POSITIONS THAT WERE AVAILABLE?

POPULATION	DID TEACH		DID NOT TEACH	
	RE PONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	11	2	8	5
Single	41	4	4	0
Secondary other:				
Married	9	4	14	5
Single	52	12	9	3
Elementary:				
Married	26	11	16	6
Single	139	22	6	10
MEN:				
Secondary science				
married:				
Military	0	0	6	1
Civilian	38	8	14	4
Secondary science				
single:				
Military	0	0	4	2
Civilian	35	3	9	2
Secondary other				
married:				
Military	0	0	0	0
Civilian	16	2	11	4
Secondary other				
single:				
Military	0	0	7	3
Civilian	15	5	7	0
Elementary	7	2	2	1

* 1. Yes

2. No

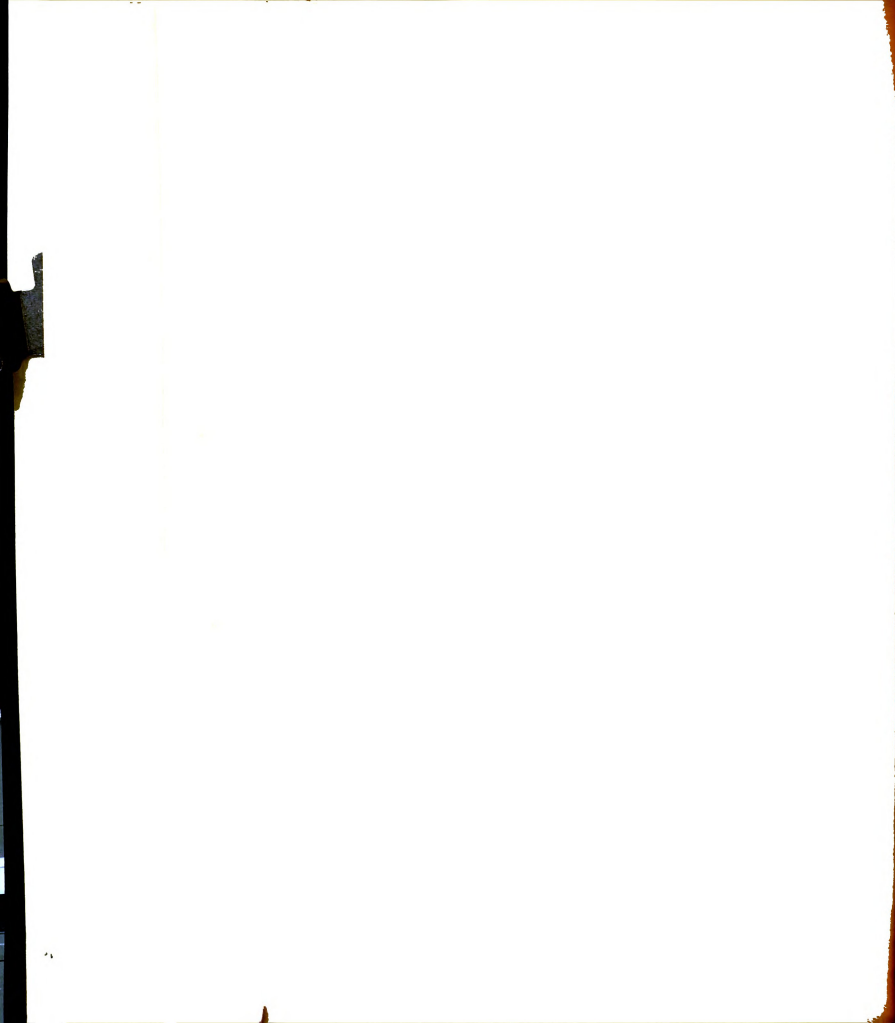


TABLE 13

DID YOU RETURN YOUR COMPLETED FORMS
TO THE PLACEMENT BUREAU
PRIOR TO GRADUATION?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	11	2	10	3
Single	41	3	3	1
Secondary other:				
Married	10	3	12	8
Single	62	3	11	1
Elementary:				
Married	31	7	18	6
Single	149	14	12	4
MEN:				
Secondary science				
married:				
Military	0	0	7	0
Civilian	40	6	17	1
Secondary science				
single:				
Military	0	0	6	0
Civilian	36	1	9	2
Secondary other				
married:				
Military	0	0	0	0
Civilian	17	1	11	4
Secondary other				
single:				
Military	0	0	9	1
Civilian	18	3	7	0
Elementary	0	0	2	1

- * 1. Yes
2. No



TABLE 14

HOW MANY ENROLLMENT OFFICERS
DID YOU HAVE AT M.S.U.?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	8	6	7	6
Single	30	16	3	1
Secondary other:				
Married	7	9	6	11
Single	35	30	7	5
Elementary:				
Married	22	17	16	8
Single	109	57	9	7
MEN:				
Secondary science				
married:				
Military	0	0	4	3
Civilian	32	14	12	6
Secondary science				
single:				
Military	0	0	5	1
Civilian	26	12	7	4
Secondary other				
married:				
Military	0	0	0	0
Civilian	10	8	8	6
Secondary other				
single:				
Military	0	0	4	6
Civilian	11	10	4	3
Elementary	5	4	2	1

- * 1. Two or less
2. Three or more



TABLE 15

WHILE AT M.S.U. DID YOUR ENROLLMENT OFFICER
EVER ADVISE YOU TO MAJOR
IN A SPECIFIC AREA?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	4	9	1	2
Single	9	36	1	3
Secondary other:				
Married	4	9	4	16
Single	16	49	2	10
Elementary:				
Married	6	33	1	23
Single	33	132	2	15
MEN:				
Secondary science				
married:				
Military	0	0	2	5
Civilian	10	36	4	14
Secondary science				
single:				
Military	0	0	0	6
Civilian	6	31	1	9
Secondary other				
married:				
Military	0	0	0	0
Civilian	0	18	2	13
Secondary other				
single:				
Military	0	0	2	8
Civilian	5	13	0	7
Elementary	3	6	2	1

* 1. Yes

2. No

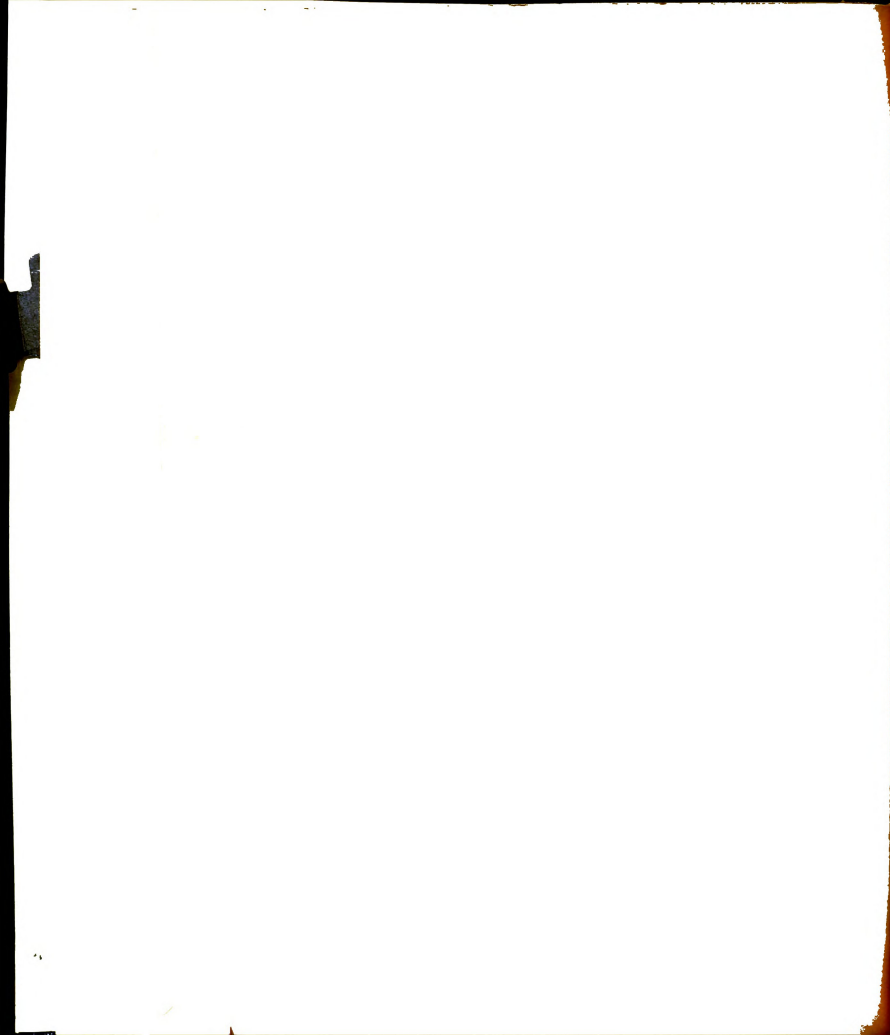


TABLE 16

DID HE WARN YOU AGAINST PREPARING TO
TEACH IN A TEACHING AREA THAT
WAS OVERCROWDED?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	1	12	0	13
Single	4	42	0	4
Secondary other:				
Married	2	11	2	18
Single	10	54	2	10
Elementary:				
Married	1	37	0	23
Single	5	162	0	16
MEN:				
Secondary science married:				
Military	0	0	1	6
Civilian	3	42	2	16
Secondary science single:				
Military	0	0	0	5
Civilian	3	35	1	10
Secondary other married:				
Military	0	0	0	0
Civilian	1	17	1	14
Secondary other single:				
Military	0	0	2	8
Civilian	3	18	2	5
Elementary	4	5	0	3

* 1. Yes

2. No

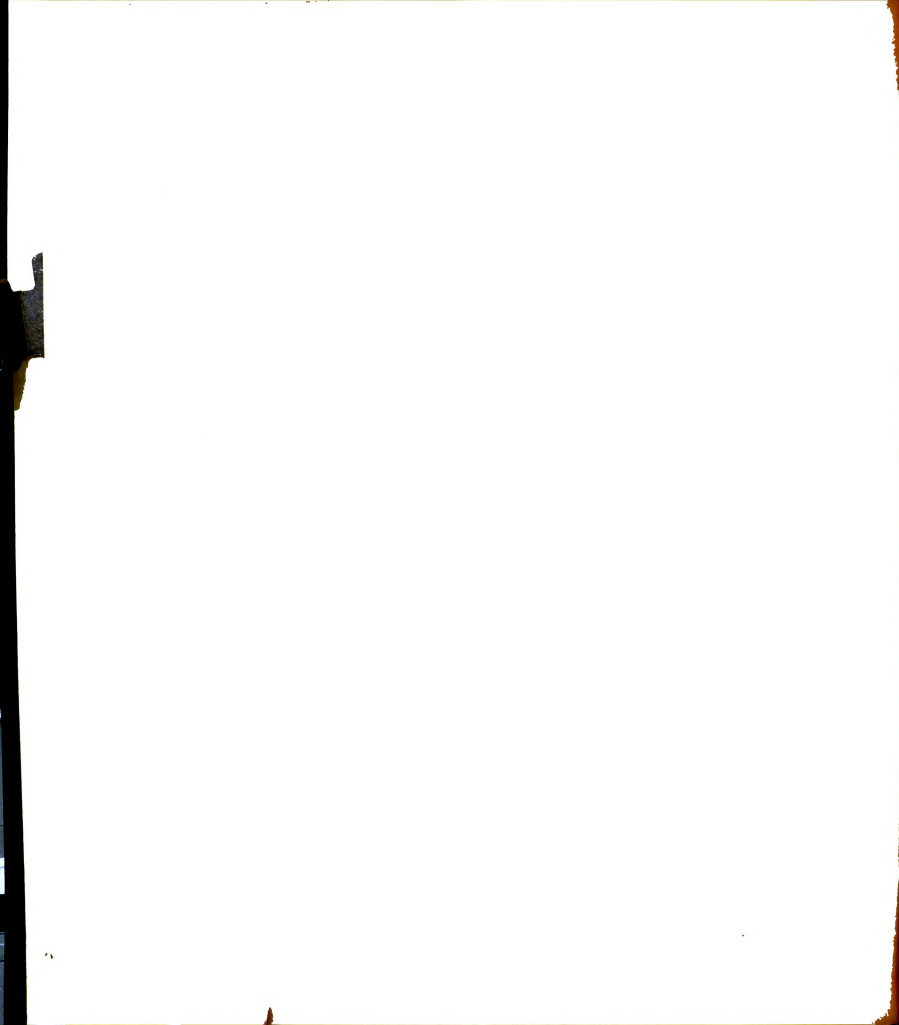


TABLE 17

DID ANY PERSON CONNECTED WITH THE TEACHING
PROFESSION EVER TRY TO HELP YOU
DETERMINE WHETHER OR NOT YOU
WOULD DO WELL IN TEACHING?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	4	10	4	9
Single	22	22	2	2
Secondary other:				
Married	5	7	8	12
Single	28	37	5	7
Elementary:				
Married	16	22	11	13
Single	62	102	6	10
MEN:				
Secondary science married:				
Military	0	0	5	2
Civilian	20	25	6	12
Secondary science single:				
Military	0	0	1	5
Civilian	16	21	5	6
Secondary other married:				
Military	0	0	0	0
Civilian	5	13	5	9
Secondary other single:				
Military	0	0	6	4
Civilian	10	11	3	4
Elementary	4	5	0	3

* 1. Yes

2. No



TABLE 18

PERSONS WHO HELPED STUDENTS TO DETERMINE
APTITUDE FOR TEACHING

EDUCATOR	DID TEACH		DID NOT TEACH	
	N ₁	% of N ₁	N ₂	% of N ₂
1. High school or elementary teacher	59	27.4	28	35.0
2. Supervising teacher for student teaching	53	24.7	15	18.8
3. Enrollemnt officer	16	7.4	11	13.8
4. Method of teaching instructor	32	14.9	8	10.0
5. College coordinator of student teaching	17	7.9	6	7.4
6. Major instructor	22	10.2	4	5.0
7. Counseling and guidance center	4	1.9	4	5.0
8. Foundations of education instructor	12	5.6	3	3.8
9. Members of boards of education	0	0	1	1.2
Total	215		80	

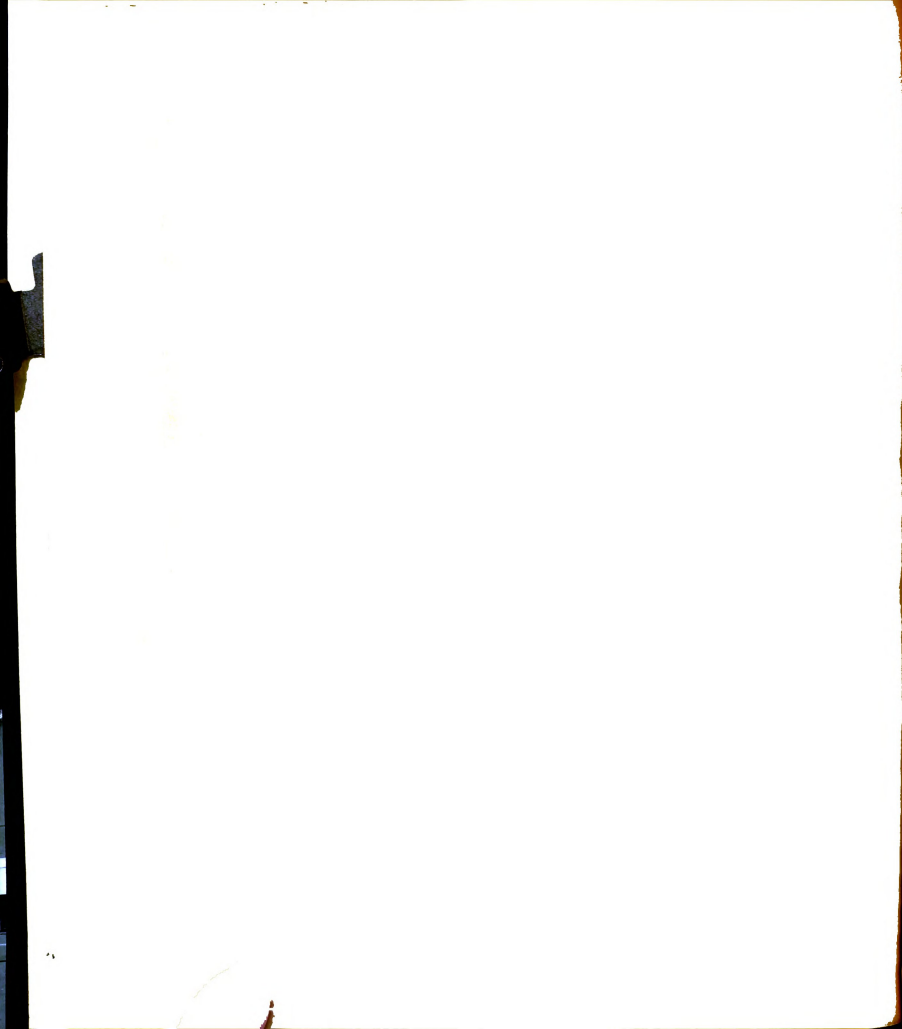


TABLE 19

WHILE AT M.S.U. DID YOUR MAJOR PROFESSOR
EVER ADVISE YOU NOT TO ENTER
TEACHING?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	1	13	0	13
Single	0	46	0	4
Secondary other:				
Married	0	13	0	20
Single	4	60	0	12
Elementary:				
Married	1	38	0	24
Single	2	164	1	16
MEN:				
Secondary science married:				
Military	0	0	0	7
Civilian	4	42	0	18
Secondary science single:				
Military	0	0	0	6
Civilian	2	36	0	11
Secondary other married:				
Military	0	0	0	0
Civilian	0	18	0	15
Secondary other single:				
Military	0	0	0	10
Civilian	1	20	0	7
Elementary	0	9	0	3

* 1. Yes
2. No



TABLE 20

HOW OFTEN DID YOU FIND YOUR INSTRUCTORS
AT M.S.U. WILLING TO GIVE
HELP AND ADVICE?

POPULATION	DID TEACH			DID NOT TEACH		
	RESPONSES*					
	1	2	3	1	2	3
WOMEN:						
Secondary science:						
Married	2	8	3	4	8	1
Single	14	22	8	2	1	1
Secondary other:						
Married	3	10	0	5	11	3
Single	20	37	6	5	6	1
Elementary:						
Married	12	20	6	6	14	4
Single	32	89	37	3	10	3
MEN:						
Secondary science married:						
Military	0	0	0	6	1	0
Civilian	14	23	7	5	10	3
Secondary science single:						
Military	0	0	0	4	2	0
Civilian	16	17	3	5	5	1
Secondary other married:						
Military	0	0	0	0	0	0
Civilian	10	7	1	5	8	2
Secondary other single:						
Military	0	0	0	2	7	1
Civilian	9	9	3	3	3	1
Elementary	1	6	2	1	1	1

- * 1. Always willing
2. Usually willing
3. Less than usually willing

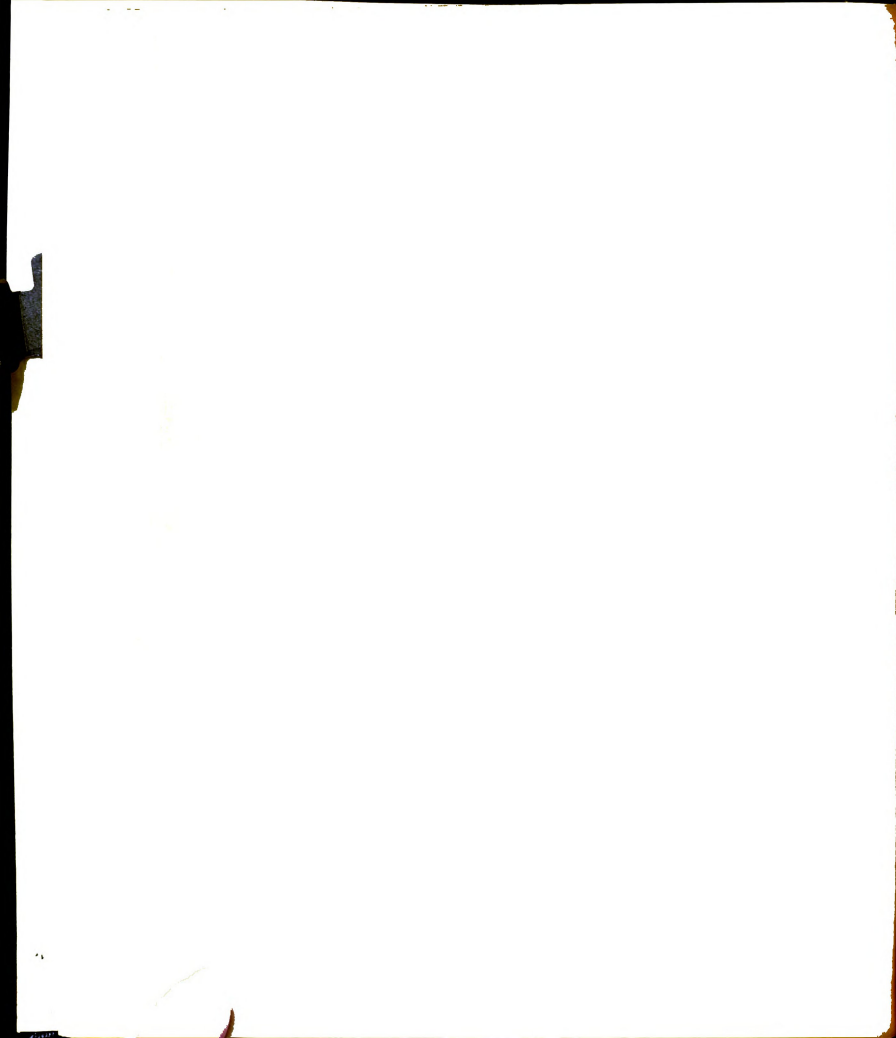


TABLE 21

HOW MANY OF YOUR INSTRUCTORS AT M.S.U. WERE WILLING
TO GIVE HELP AND ADVICE?

POPULATION	DID TEACH			DID NOT TEACH		
	RESPONSES*					
	1	2	3	1	2	3
WOMEN:						
Secondary science:						
Married	1	8	3	2	8	3
Single	4	20	14	1	1	1
Secondary other:						
Married	3	6	2	4	11	4
Single	17	32	7	1	9	2
Elementary:						
Married	6	16	8	6	9	8
Single	15	75	54	1	7	8
MEN:						
Secondary science married:						
Military	0	0	0	3	3	1
Civilian	8	25	8	2	10	4
Secondary science single:						
Military	0	0	0	1	5	0
Civilian	6	16	8	3	5	1
Secondary other married:						
Military	0	0	0	0	0	0
Civilian	6	7	3	0	10	2
Secondary other single:						
Military	0	0	0	4	3	1
Civilian	9	7	3	2	3	1
Elementary	1	5	3	0	1	1

- * 1. All of them were willing
 2. Most of them were willing
 3. Less than most of them were willing

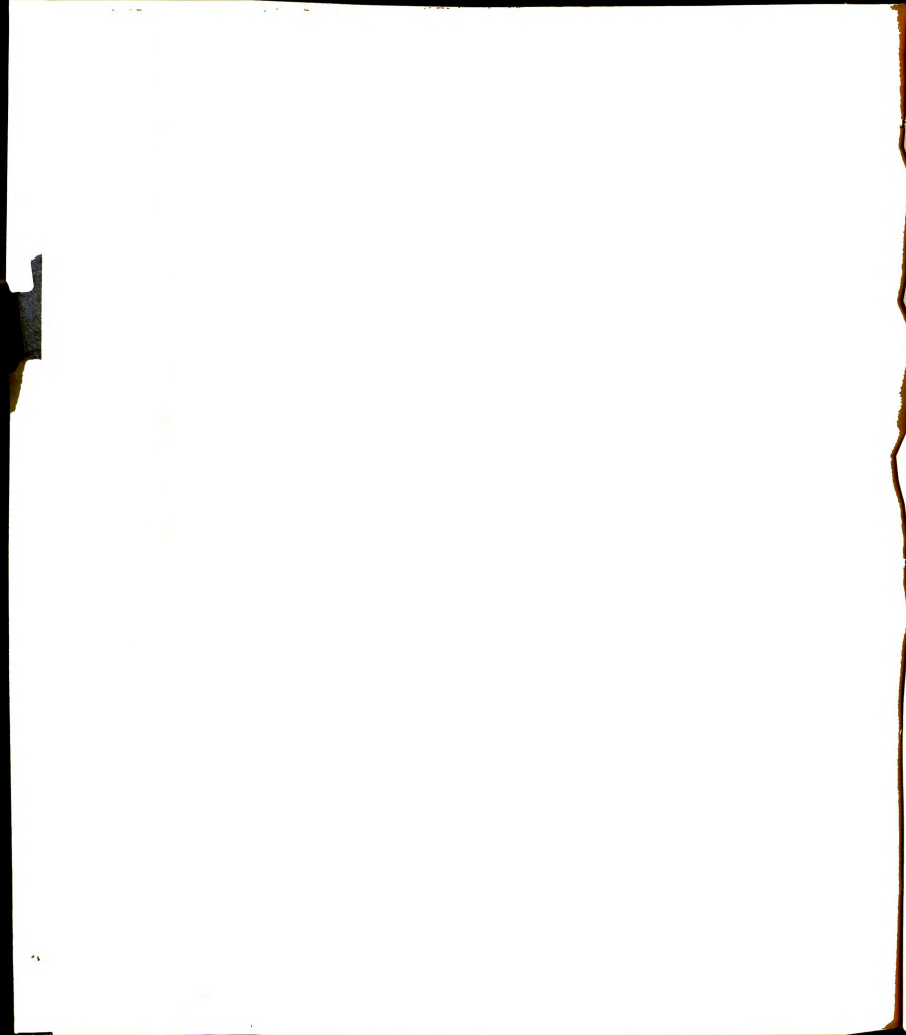


TABLE 22

WERE YOU INTERVIEWED BY A SCHOOL ADMINISTRATOR?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	9	5	5	8
Single	38	7	2	1
Secondary other:				
Married	8	5	7	13
Single	50	15	3	9
Elementary:				
Married	26	11	7	17
Single	136	27	10	7
MEN:				
Secondary science married:				
Military	0	0	2	5
Civilian	35	10	10	8
Secondary science single:				
Military	0	0	2	4
Civilian	33	5	3	7
Secondary other married:				
Military	0	0	0	0
Civilian	15	3	5	10
Secondary other single:				
Military	0	0	3	2
Civilian	15	6	6	1
Elementary	8	1	2	1

* 1. Yes

2. No

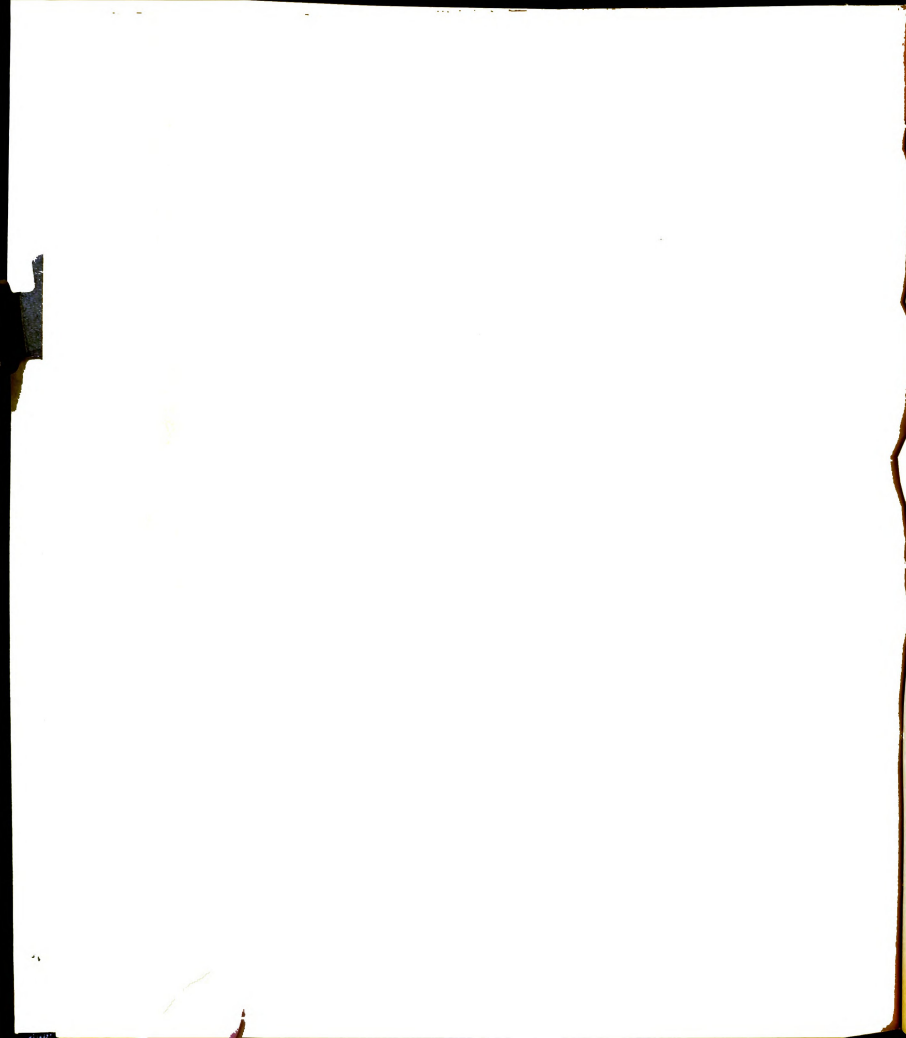


TABLE 23

BY HOW MANY SCHOOL ADMINISTRATORS WERE YOU INTERVIEWED?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	7	2	5	0
Single	18	20	3	0
Secondary other:				
Married	4	4	6	1
Single	20	30	1	2
Elementary:				
Married	20	5	7	0
Single	82	53	6	4
MEN:				
Secondary science married:				
Military	0	0	2	0
Civilian	20	15	5	5
Secondary science single:				
Military	0	0	2	0
Civilian	18	13	1	2
Secondary other married:				
Military	0	0	0	0
Civilian	7	8	3	2
Secondary other single:				
Military	0	0	5	3
Civilian	4	11	3	3
Elementary	5	3	3	0

- * 1. Less than three
 2. Three or more

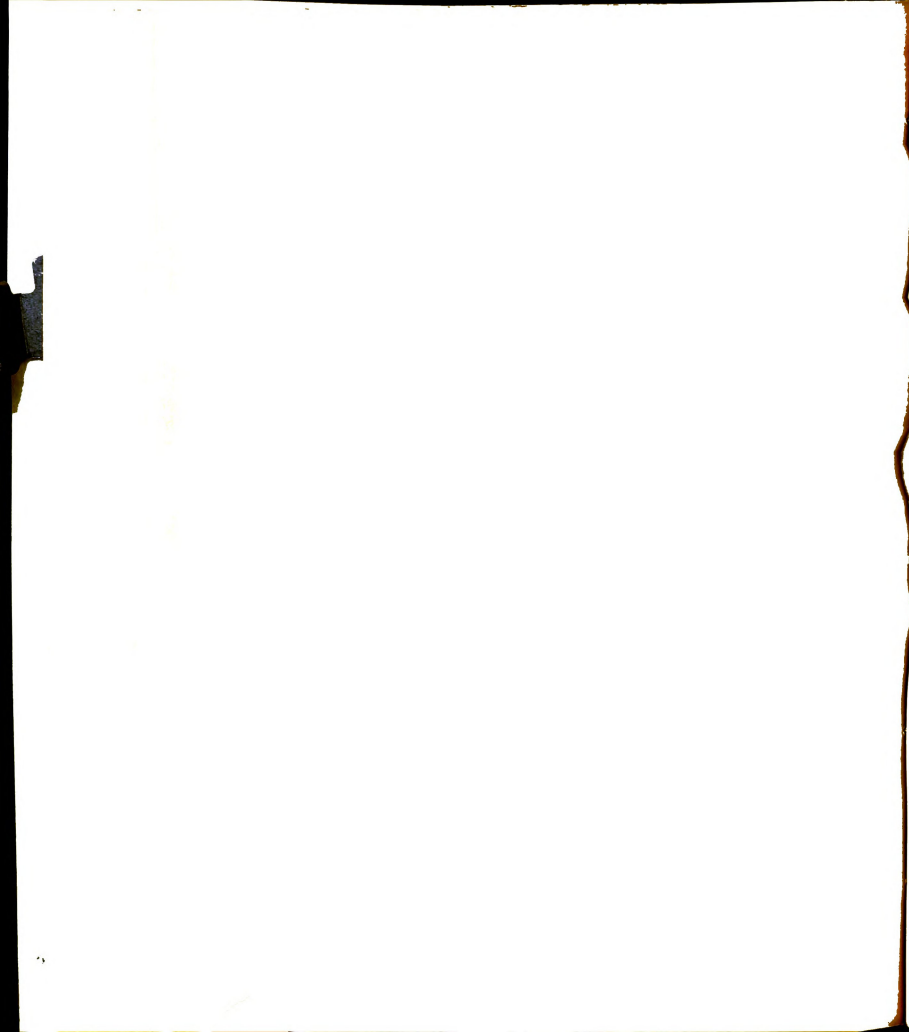


TABLE 24

WERE YOUR QUESTIONS SATISFACTORILY ANSWERED
BY THE SCHOOL ADMINISTRATORS?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	15	5	5	3
Single	82	11	3	2
Secondary other:				
Married	10	3	12	3
Single	80	19	7	1
Elementary:				
Married	36	8	9	3
Single	241	29	14	3
MEN:				
Secondary science married:				
Military	0	0	2	2
Civilian	64	13	13	6
Secondary science single:				
Military	0	0	3	1
Civilian	54	14	7	0
Secondary other married:				
Military	0	0	0	0
Civilian	29	9	6	3
Secondary other single:				
Military	0	9	12	0
Civilian	29	7	11	3
Elementary	14	3	5	1

- * 1. Yes
2. No



TABLE 25

DID YOU FEEL THAT A JUST AMOUNT OF INTEREST
WAS EXPRESSED TOWARD YOU BY
THE ADMINISTRATOR?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	16	4	4	4
Single	81	10	4	1
Secondary other:				
Married	9	4	11	4
Single	80	21	7	1
Elementary:				
Married	38	6	9	3
Single	247	32	15	2
MEN:				
Secondary science				
married:				
Military	0	0	3	1
Civilian	64	13	13	6
Secondary science				
single:				
Military	0	0	4	0
Civilian	57	12	6	1
Secondary other				
married:				
Military	0	0	0	0
Civilian	28	10	6	3
Secondary other				
single:				
Military	0	0	8	4
Civilian	26	10	9	5
Elementary	15	2	5	1

* 1. Yes
2. No

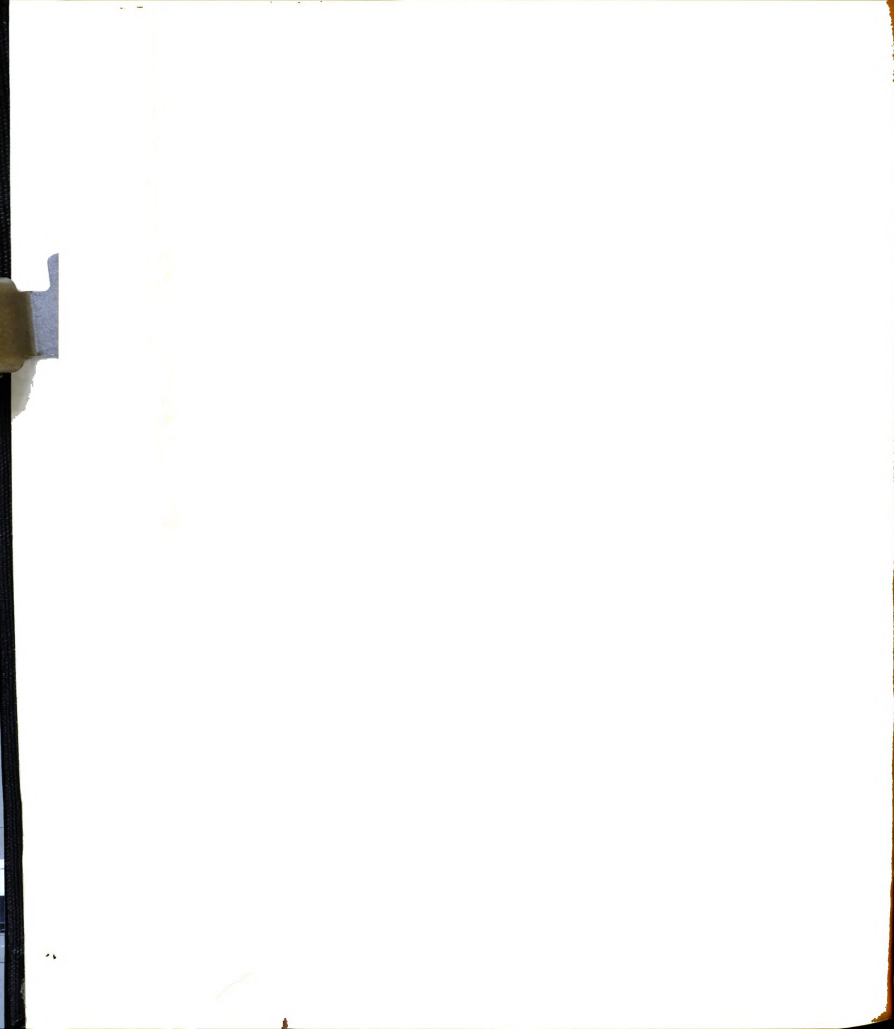


TABLE 26

WERE YOU FAVORABLY IMPRESSED BY THE WAY THE
INTERVIEW WAS CONDUCTED?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	14	5	4	4
Single	71	19	4	1
Secondary other:				
Married	9	3	10	5
Single	68	34	10	2
Elementary:				
Married	36	6	7	5
Single	222	56	13	4
MEN:				
Secondary science				
married:				
Military	0	0	2	2
Civilian	58	19	15	7
Secondary science				
single:				
Military	0	0	3	1
Civilian	47	21	4	3
Secondary other				
married:				
Military	0	0	0	0
Civilian	25	12	5	4
Secondary other				
single:				
Military	0	0	8	1
Civilian	25	11	6	8
Elementary	13	4	5	1

* 1. Yes
2. No

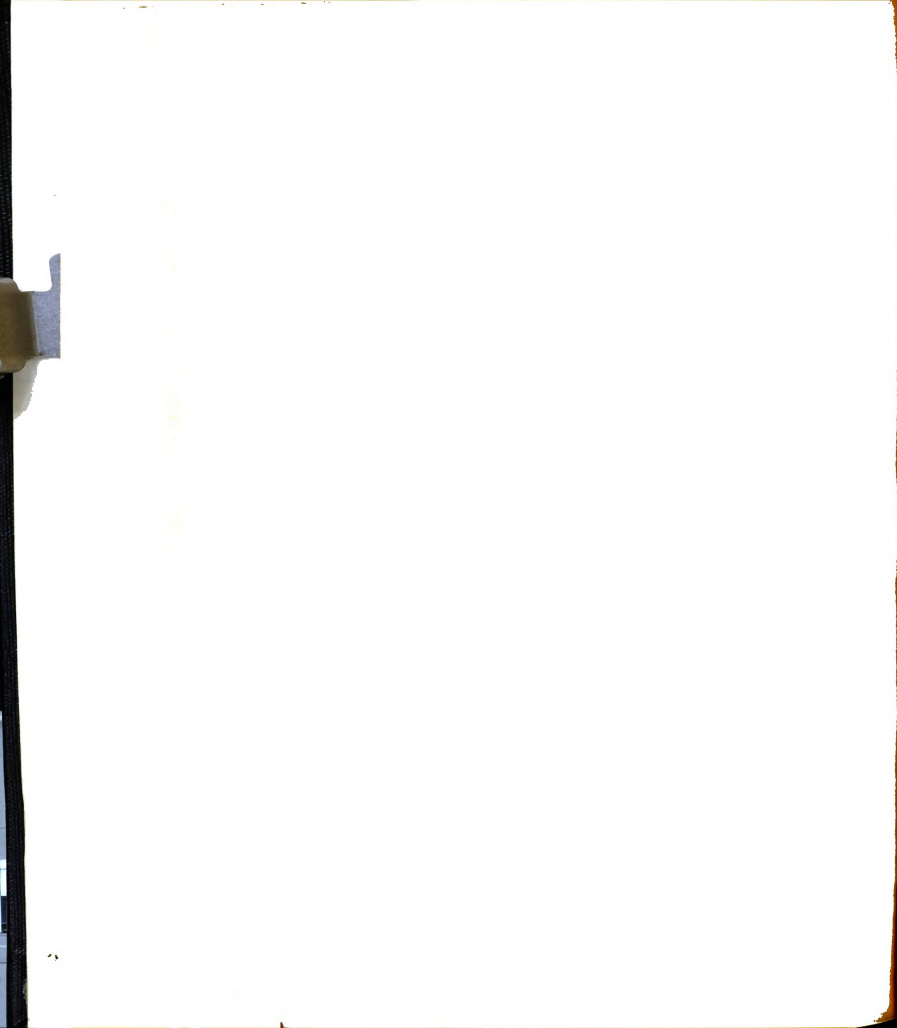


TABLE 27

DID YOU FEEL YOU GAINED THE NEEDED INFORMATION
ABOUT THE POSITION OFFERED?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	15	3	7	1
Single	76	17	2	3
Secondary other:				
Married	9	4	9	6
Single	75	27	6	2
Elementary:				
Married	37	6	9	3
Single	241	36	16	1
MEN:				
Secondary science married:				
Military	0	0	2	2
Civilian	59	18	16	6
Secondary science single:				
Military	0	0	3	1
Civilian	52	16	6	1
Secondary other married:				
Military	0	0	0	0
Civilian	27	11	5	4
Secondary other single:				
Military	0	0	9	0
Civilian	28	8	10	4
Elementary	15	2	5	1

* 1. Yes
2. No



TABLE 28

WERE THERE ANY SHORTCOMINGS ON THE PART OF
THE ADMINISTRATORS WHO INTERVIEWED YOU?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	6	3	3	1
Single	15	18	1	2
Secondary other:				
Married	5	3	2	4
Single	28	17	0	2
Elementary:				
Married	5	19	4	3
Single	53	77	1	7
MEN:				
Secondary science married:				
Military	0	0	1	1
Civilian	14	20	7	2
Secondary science single:				
Military	0	0	1	1
Civilian	13	16	0	3
Secondary other married:				
Military	0	0	0	0
Civilian	12	3	2	3
Secondary other single:				
Military	0	0	3	5
Civilian	7	7	4	2
Elementary	3	5	1	2

* 1. Yes

2. No

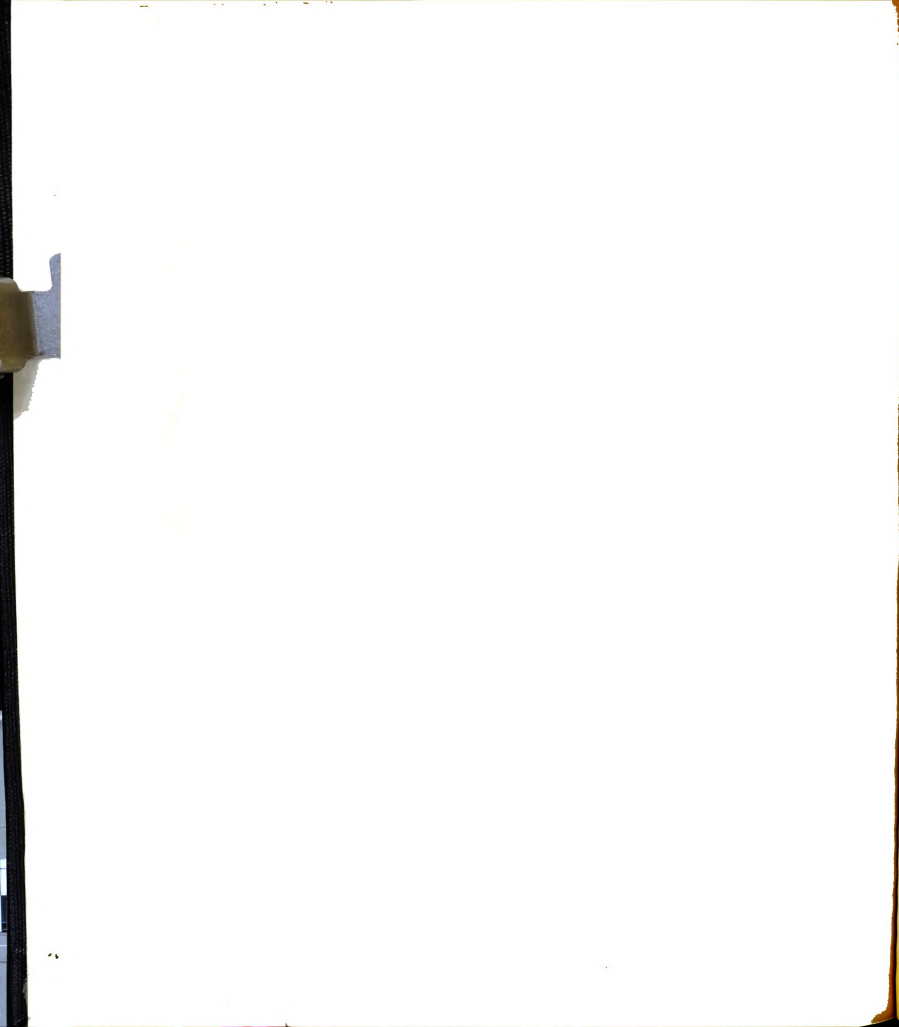


TABLE 29

SHORTCOMINGS OF SCHOOL ADMINISTRATORS
INTERVIEWING TEACHER CANDIDATES

SHORTCOMINGS	COUNT	PERCENT
1. Showed little interest in me -- doing me a favor -- racially prejudiced	42	22.5
2. Lacked knowledge of the specific phases of the educational problems	27	14.4
3. Too rushed -- no time for questions	23	12.3
4. Would not commit himself on extent of duties connected with position	23	12.3
5. Treated me as inferior (lower than he) -- he was rude	17	9.1
6. Tried to oversell his community and school system	16	8.6
7. Too eager to have me accept the position	15	8.0
8. Could not answer questions about housing	8	4.3
9. Asked personal questions not relevant to the position sought	7	3.7
10. Failed to acquaint himself with my folder before the interview -- he was late	5	2.7
11. Observable personality clash	4	2.1
Total	187	100

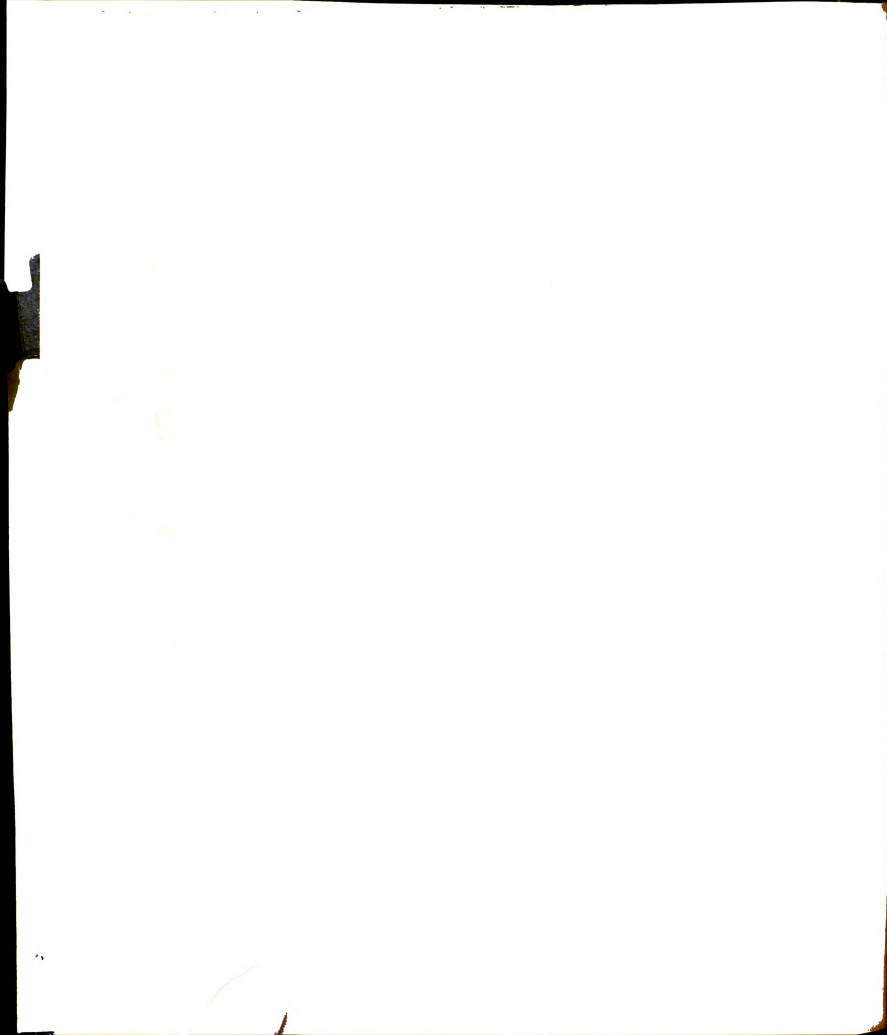


TABLE 30

DID YOU DO YOUR STUDENT TEACHING IN EITHER A MAJOR
OR MINOR SUBJECT AREA IN WHICH YOU FELT
YOU WERE ADEQUATELY PREPARED?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	12	2	12	1
Single	42	4	2	2
Secondary other:				
Married	12	1	13	6
Single	50	15	9	3
Elementary:				
Married	Does Not Apply			
Single	Does Not Apply			
MEN:				
Secondary science				
married:				
Military	0	0	6	1
Civilian	43	3	13	5
Secondary science				
single:				
Military	0	0	5	1
Civilian	34	3	7	3
Secondary other				
married:				
Military	0	0	0	0
Civilian	17	2	12	3
Secondary other				
single:				
Military	0	0	7	3
Civilian	17	5	5	2
Elementary	Does Not Apply			

* 1. Yes

2. No



TABLE 31

IN ANY COURSES YOU TOOK PRIOR TO STUDENT TEACHING
WAS THE TOPIC OF CHILD BEHAVIOR AND
DISCIPLINE STUDIED?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	11	3	11	2
Single	40	6	4	0
Secondary other:				
Married	11	2	19	1
Single	48	17	10	2
Elementary:				
Married	34	3	22	2
Single	141	26	15	2
MEN:				
Secondary science				
married:				
Military	0	0	7	0
Civilian	32	14	15	3
Secondary science				
single:				
Military	0	0	5	1
Civilian	27	11	9	2
Secondary other				
married:				
Military	0	0	0	0
Civilian	15	3	11	4
Secondary other				
single:				
Military	0	0	8	2
Civilian	20	1	7	0
Elementary	7	2	2	1

* 1. Yes

2. No



TABLE 32

TO WHAT EXTENT WAS THIS STUDY OF CHILD
BEHAVIOR AND DISCIPLINE EFFECTIVE?

POPULATION	DID TEACH			DID NOT TEACH		
	RESPONSES*					
	1	2	3	1	2	3
WOMEN:						
Secondary science:						
Married	0	9	3	3	7	2
Single	3	20	17	1	1	1
Secondary other:						
Married	2	7	2	2	9	8
Single	4	25	20	0	6	3
Elementary:						
Married	3	19	12	9	9	4
Single	18	87	37	3	10	2
MEN:						
Secondary science married:						
Military	0	0	0	2	4	1
Civilian	5	15	12	2	7	6
Secondary science single:						
Military	0	0	0	0	3	2
Civilian	2	17	10	1	5	3
Secondary other married:						
Military	0	0	0	0	0	0
Civilian	0	11	5	2	5	4
Secondary other single:						
Military	0	0	0	0	6	2
Civilian	3	9	8	2	1	4
Elementary	2	3	2	1	1	0

- * 1. Very effective
- 2. Somewhat effective
- 3. Never effective



TABLE 33

DURING YOUR STUDENT TEACHING EXPERIENCE
HOW MANY WEEKS DID YOU HAVE COMPLETE
CHARGE OF ONE OR MORE CLASSROOMS?

POPULATION	DID TEACH				DID NOT TEACH			
	RESPONSES*							
	1	2	3	4	1	2	3	4
WOMEN:								
Secondary science:								
Married	1	3	2	8	2	1	6	4
Single	6	9	13	18	0	2	1	1
Secondary other:								
Married	3	0	4	6	6	2	8	4
Single	9	9	13	33	2	1	3	6
Elementary:								
Married	12	10	5	10	6	5	4	8
Single	69	45	28	25	4	3	6	3
MEN:								
Secondary science married:								
Military	0	0	0	0	0	3	2	2
Civilian	7	5	12	22	2	4	6	6
Secondary science single:								
Military	0	0	0	0	0	1	2	3
Civilian	4	7	6	21	2	1	2	5
Secondary other married:								
Military	0	0	0	0	0	0	0	0
Civilian	5	3	4	6	1	0	4	10
Secondary other single:								
Military	0	0	0	0	2	1	2	5
Civilian	3	6	6	5	1	2	2	2
Elementary	2	4	2	1	0	0	1	2

- * 1. Less than three weeks
 2. Three to five weeks
 3. Five to seven weeks
 4. More than seven weeks

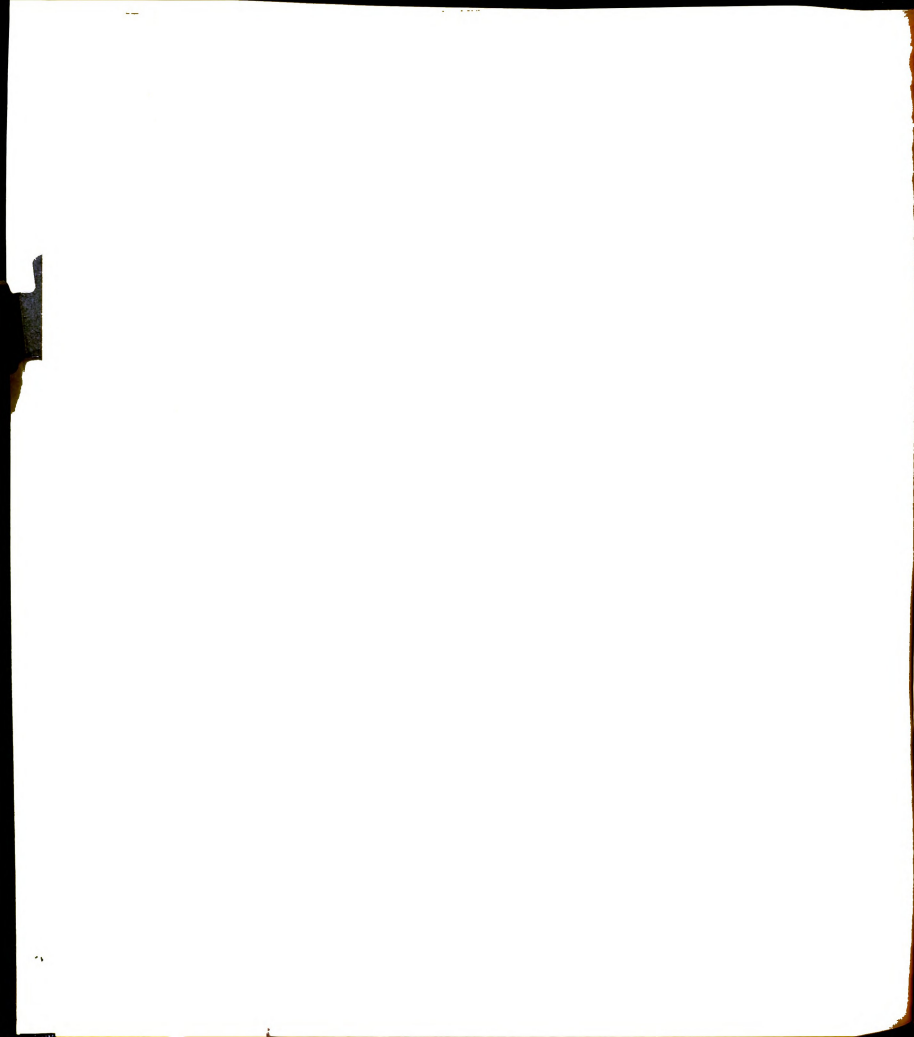


TABLE 34

HOW WOULD YOU CHARACTERIZE YOUR EXPERIENCES
WITH YOUR SUPERVISING TEACHER?

POPULATION	DID TEACH			DID NOT TEACH		
	RESPONSES					
	1	2	3	1	2	3
N:						
Secondary science:						
married	5	5	1	4	7	2
single	27	13	5	2	2	0
Secondary other:						
married	5	4	4	7	6	6
single	35	23	7	5	4	3
Elementary:						
married	25	9	3	14	7	2
single	106	49	12	12	2	2
Secondary science						
married:						
military	0	0	0	6	0	1
civilian	30	12	4	11	5	2
Secondary science						
single:						
military	0	0	0	6	0	0
civilian	25	12	0	5	4	1
Secondary other						
married:						
military	0	0	0	0	0	0
civilian	9	6	2	3	5	2
Secondary other						
single:						
military	0	0	0	9	1	0
civilian	15	6	0	4	1	2
elementary	5	4	0	1	1	1

- * 1. Always enjoyable
 2. Enjoyable most of the time
 3. Enjoyable less than most of the time

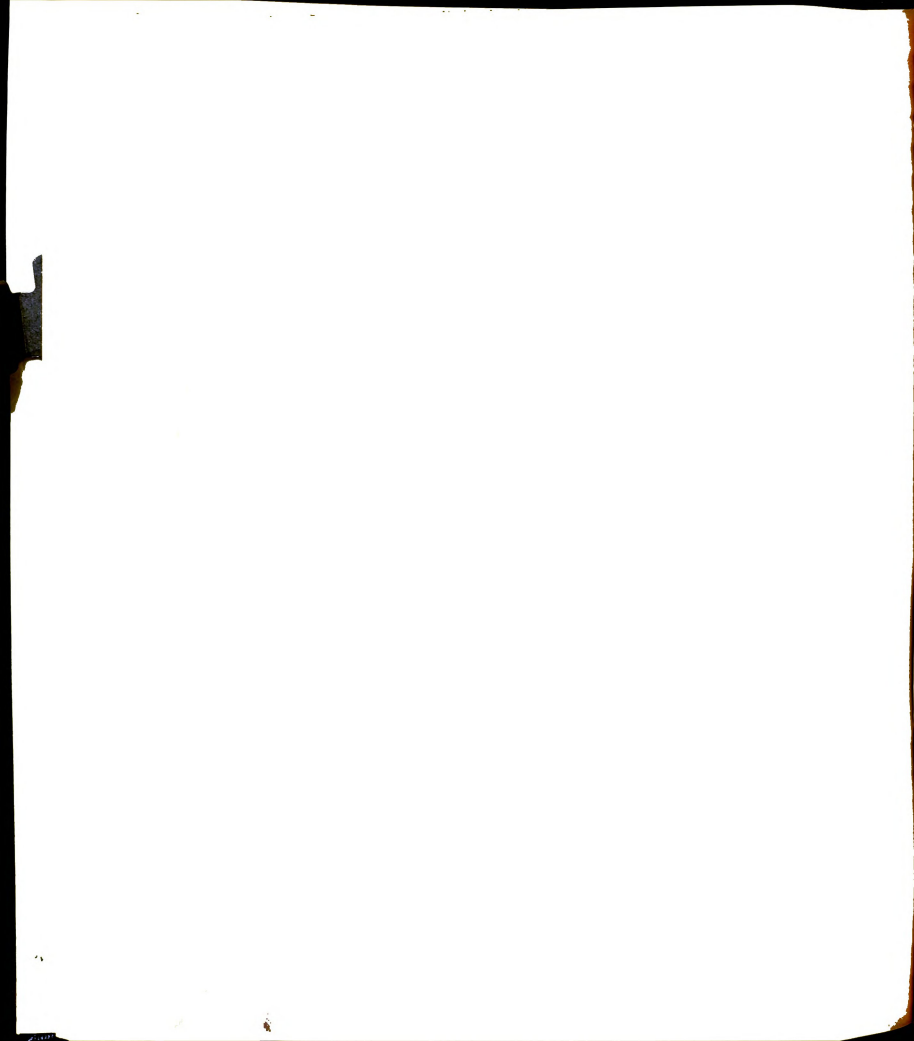


TABLE 35

HOW WOULD YOU CHARACTERIZE YOUR EXPERIENCES
WITH YOUR COLLEGE COORDINATOR?

POPULATION	DID TEACH			DID NOT TEACH		
	RESPONSES*					
	1	2	3	1	2	3
WOMEN:						
Secondary science:						
Married	5	7	2	4	7	2
Single	16	22	8	2	1	1
Secondary other:						
Married	4	6	3	9	7	4
Single	23	23	19	2	4	6
Elementary:						
Married	15	15	6	10	7	6
Single	59	59	38	8	4	4
MEN:						
Secondary science married:						
Military	0	0	0	6	0	1
Civilian	21	20	5	7	8	3
Secondary science single:						
Military	0	0	0	4	2	0
Civilian	15	19	3	3	6	1
Secondary other married:						
Military	0	0	0	0	0	0
Civilian	9	7	2	5	6	4
Secondary other single:						
Military	0	0	0	4	4	2
Civilian	9	11	1	2	3	2
Elementary	4	3	2	1	2	0

- * 1. Always enjoyable
 2. Enjoyable most of the time
 3. Enjoyable less than most of the time



TABLE 36

HOW WOULD YOU CHARACTERIZE YOUR
STUDENT TEACHING EXPERIENCE?

POPULATION	DID TEACH			DID NOT TEACH		
	RESPONSES*					
	1	2	3	1	2	3
Primary science:						
ried	2	10	2	4	9	0
le	16	22	8	1	1	2
Primary other:						
ried	3	3	2	6	11	3
le	24	37	4	1	8	3
Secondary:						
ried	22	12	4	12	10	1
le	74	79	14	11	3	2
Primary science						
ed:						
itary	0	0	0	5	1	1
ilian	18	23	5	8	9	0
Primary science						
e:						
itary	0	0	0	6	0	0
ilian	16	21	1	5	4	1
Primary other						
eu:						
itary	0	0	0	0	0	0
ilian	6	8	4	8	6	1
Primary other						
e:						
itary	0	0	0	6	3	1
ilian	8	13	0	2	3	2
ntary	3	6	0	1	2	0

* 1. Always enjoyable

2. Enjoyable most of the time

3. Enjoyable less than most of the time

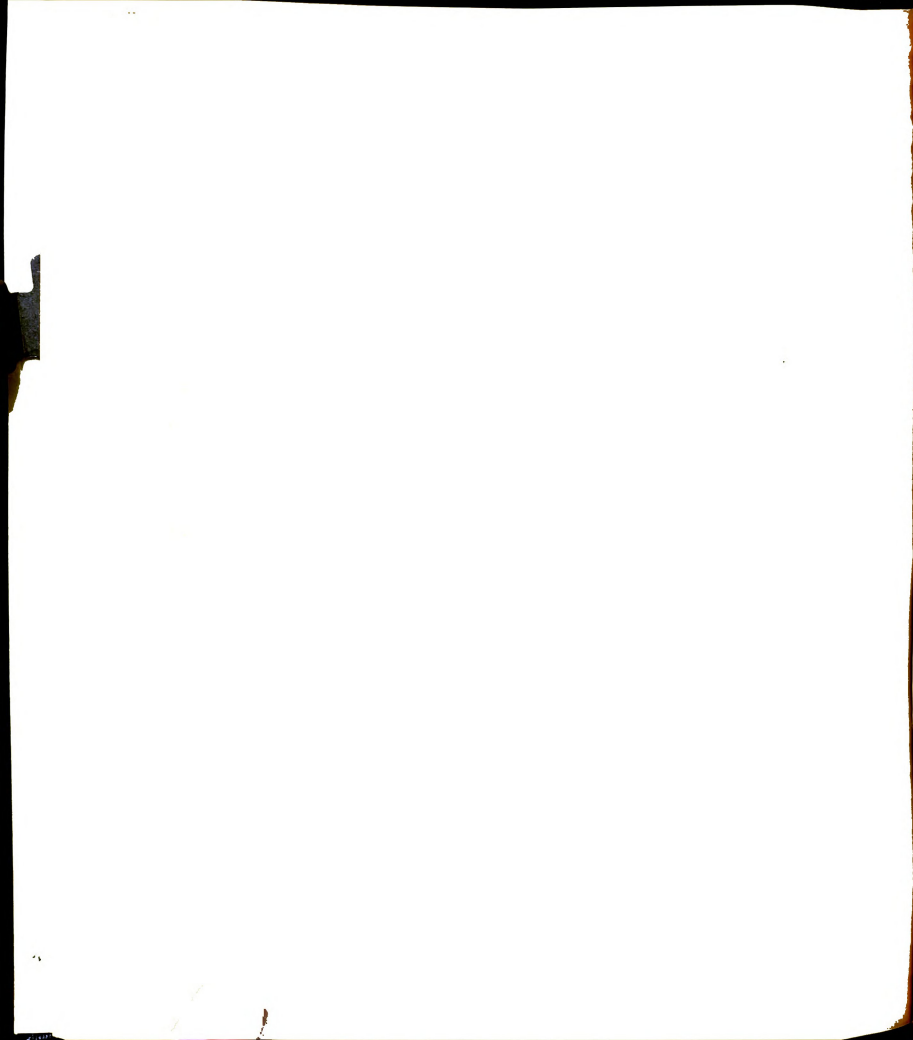


TABLE 37

HAD YOU HAD EXPERIENCES WITH GROUPS OF
CHILDREN PRIOR TO YOUR STUDENT
TEACHING EXPERIENCE?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
ary science; ied le ary other: ie1 le tary: ied le	9 31 11 45 28 117	5 15 2 20 11 50	10 4 14 6 13 12	3 0 6 6 6 5
ary science d: tary lian ary science : tary lian ary other d: tary lian ary other : tary lian tary	0 23 0 20 0 13 0 8 7	0 13 0 18 0 5 0 13 2	4 11 4 7 0 3 2	3 7 2 4 0 7 3 2 1

* 1. Yes
2. No

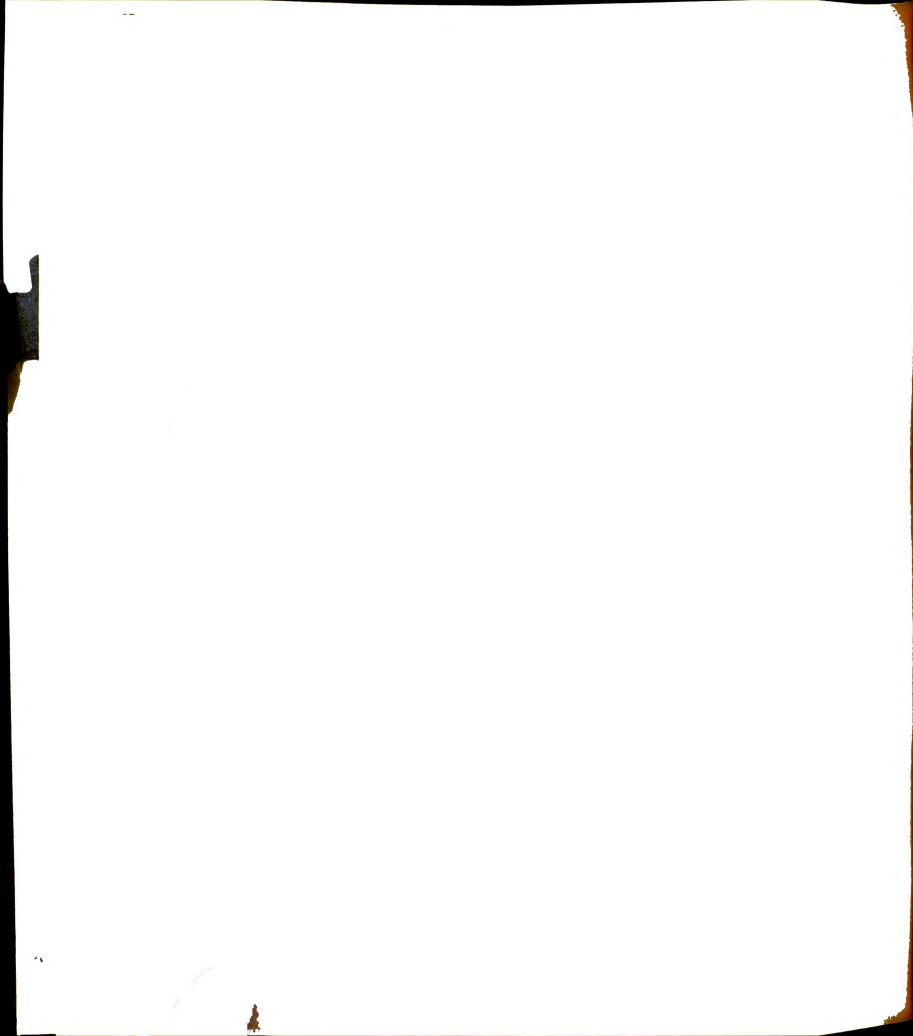


TABLE 38

HOW WOULD YOU CHARACTERIZE THE TEACHERS AND
INSTRUCTORS YOU HAVE HAD WITH REGARD
TO THEIR GENERAL APPEARANCE?

POPULATION	DID TEACH			DID NOT TEACH		
	RESPONSES*					
	1	2	3	1	2	3
N:						
Secondary science:						
Carried	3	8	3	4	9	0
Single	3	34	8	1	3	0
Secondary other:						
Carried	2	8	3	5	12	3
Single	9	40	16	4	6	2
Elementary:						
Carried	11	26	2	6	17	1
Single	26	117	23	2	14	1
Secondary science						
ried:						
Military	0	0	0	2	5	0
Civilian	16	28	2	3	14	1
Secondary science						
gle:						
Military	0	0	0	0	5	1
Civilian	6	31	1	4	7	0
Secondary other						
ried:						
Military	0	0	0	0	0	0
Civilian	6	12	0	2	12	1
Secondary other						
gle :						
Military	0	0	0	1	8	1
Civilian	5	14	2	0	6	1
mentary	2	7	0	0	2	1

- * 1. All of them were neat
 2. Most of them were neat
 3. Less than most of them were neat

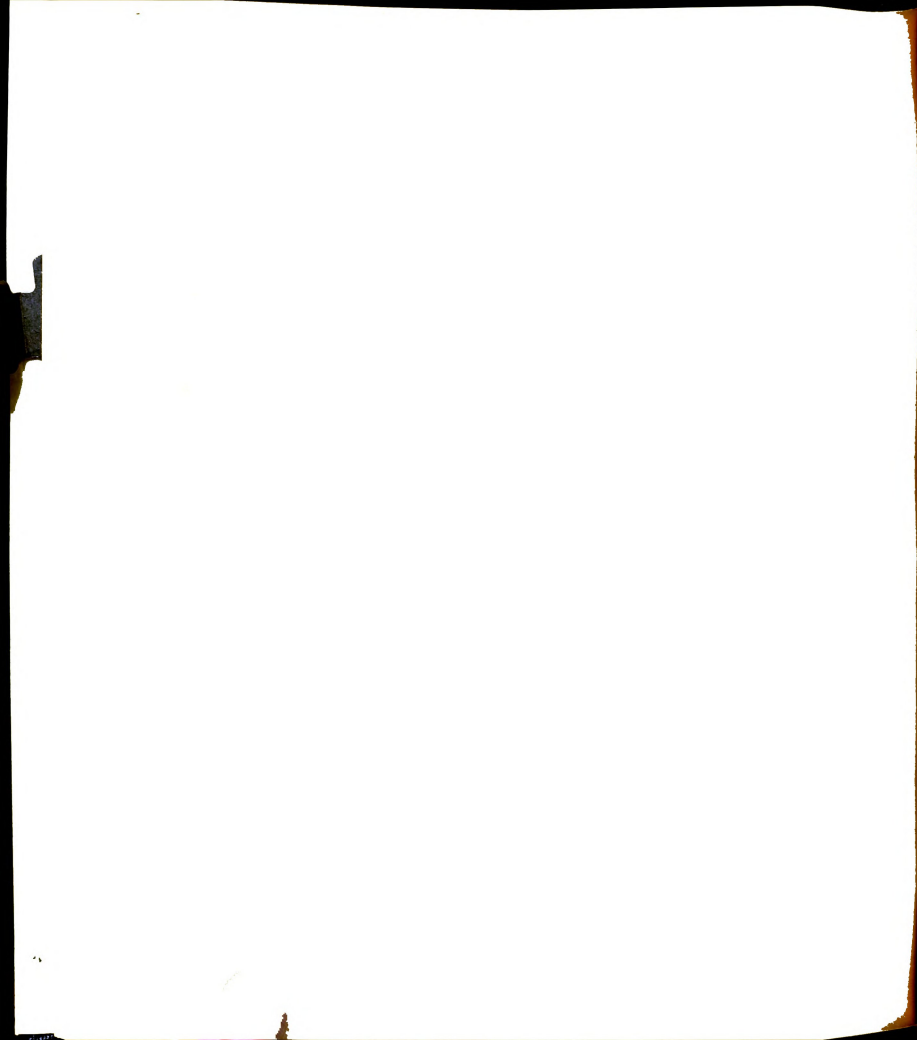
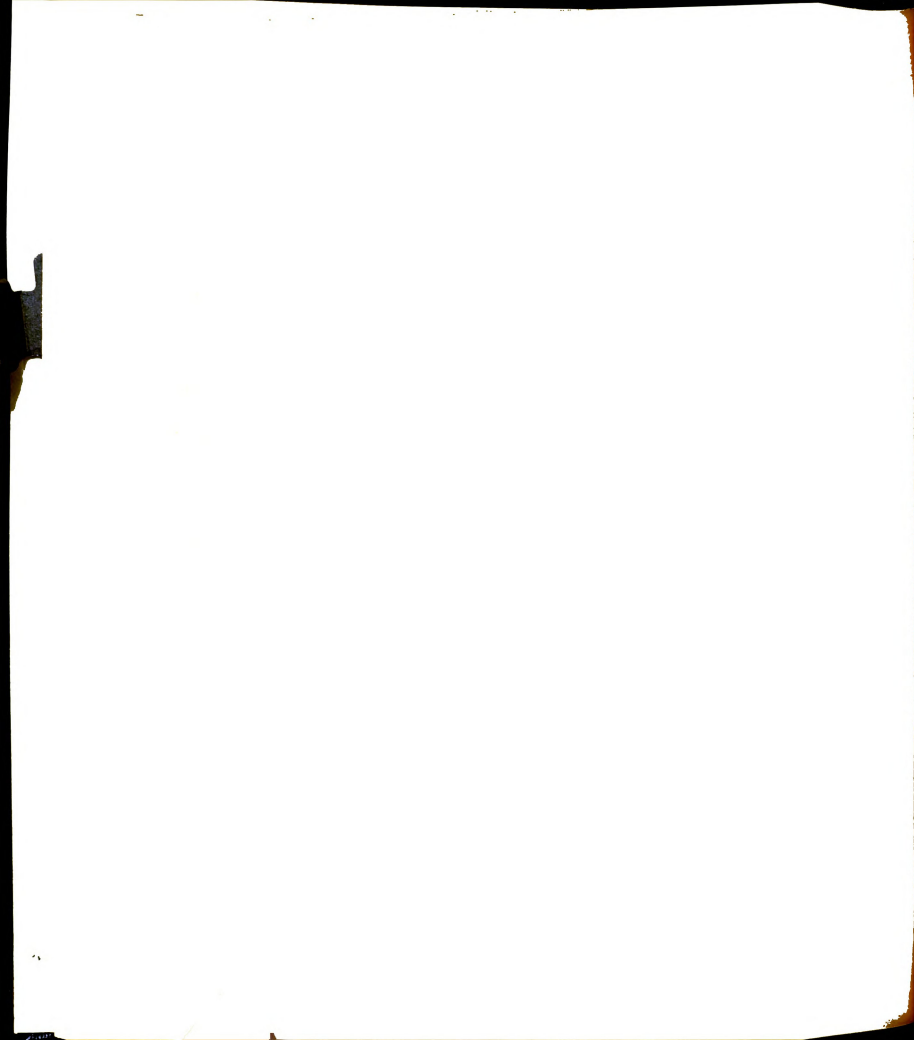


TABLE 39

DID YOUR TEACHERS AND INSTRUCTORS MAINTAIN A
DEMOCRATIC ATTITUDE IN THE CLASSROOM AS
OPPOSED TO AN AUTHORITARIAN ATTITUDE?

POPULATION	DID TEACH			DID NOT TEACH		
	RESPONSES*					
	1	2	3	1	2	3
Primary science:						
ried	2	6	5	3	8	2
gle	1	31	13	0	3	1
Primary other:						
ried	4	9	3	2	15	3
gle	9	40	16	4	6	2
Secondary:						
ried	11	26	2	6	17	1
gle	26	117	23	2	14	1
Primary science						
ed:						
itary	0	0	0	2	5	0
ilian	16	28	2	3	14	1
Primary science						
le:						
ilitary	0	0	0	0	5	1
ilian	6	31	1	4	7	0
Primary other						
ed:						
itary	0	0	0	0	0	0
ilian	6	12	0	2	12	1
Primary other						
e:						
itary	0	0	0	1	8	1
ilian	5	14	2	0	6	1
itary	2	7	0	0	2	1

- * 1. All of them did
2. Most of them did
3. Less than most of them did



POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
Primary science:				
ried	3	11	2	11
gle	7	38	0	4
Primary other:				
ried	1	11	4	16
gle	10	55	2	10
Secondary:				
ried	14	25	9	14
gle	30	133	2	15
Primary science				
ed:				
itary	0	0	4	3
ilian	10	36	2	14
Primary science				
e:				
itary	0	0	2	4
ilian	11	27	2	9
Primary other				
ed:				
itary	0	0	0	0
ilian	7	11	2	13
Primary other				
e:				
itary	0	0	3	7
ilian	6	15	3	4
entary	3	6	0	3

- * 1. Always cooperative
- 2. Other than always cooperative

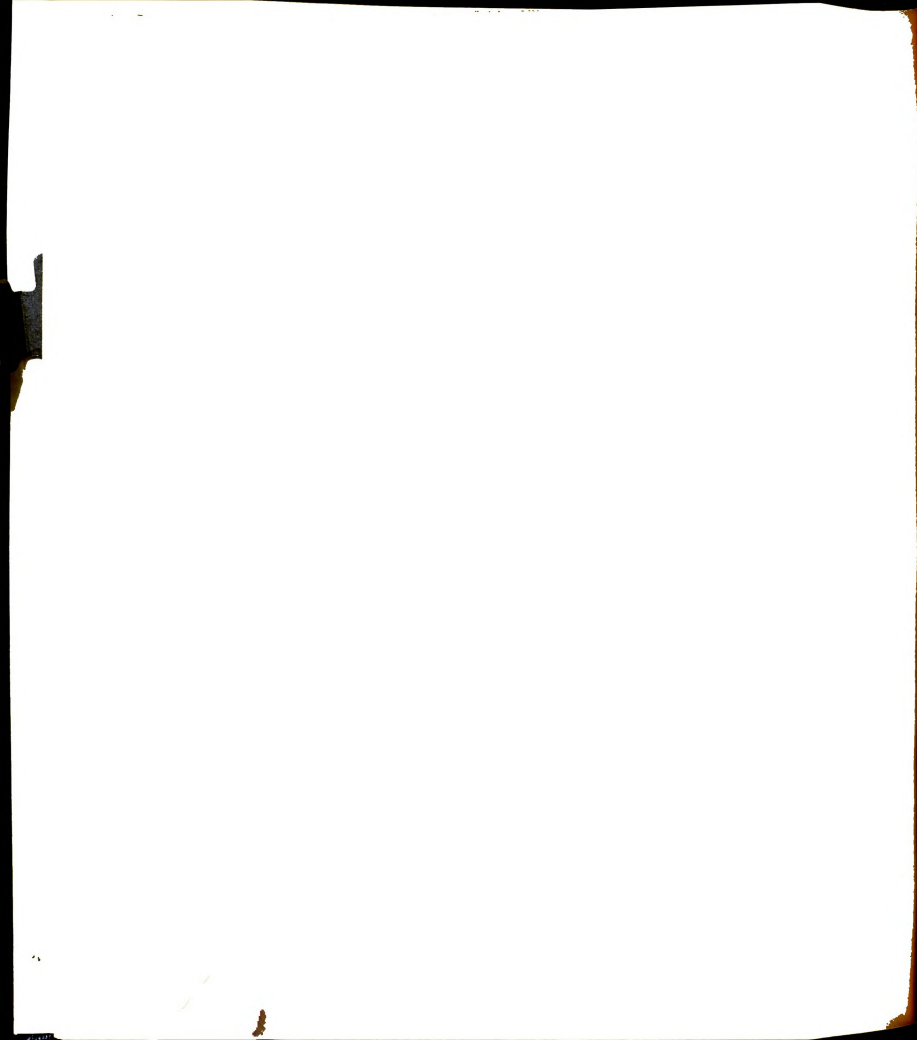


TABLE 41

HOW WOULD YOU CHARACTERIZE THE RESPECTFULNESS OF
YOUR TEACHERS AND INSTRUCTORS TOWARD
ONE ANOTHER?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
Primary science:				
ried	5	8	5	8
gle	15	30	1	3
Primary other:				
ried	4	9	6	13
gle	15	50	2	10
Secondary:				
ried	17	22	11	13
gle	54	112	4	13
Primary science.				
ed:				
itary	0	0	3	4
ilian	13	33	2	15
Primary science				
e:				
itary	0	0	4	2
ilian	14	24	3	8
Primary other				
ed:				
itary	0	0	0	0
ilian	2	15	3	12
Primary other				
e:				
itary	0	0	2	8
ilian	7	14	5	2
itary	3	6	0	3

* 1. Always respectful

2. Other than always respectful



TABLE 42

WOULD YOU FEEL THAT YOUR COLLEGE OF EDUCATION INSTRUCTORS
POSSESSED THE NECESSARY PUBLIC SCHOOL EXPERIENCE
TO PROPERLY QUALIFY THEM TO BE EFFECTIVE
IN TEACHER TRAINING?

POPULATION	DID TEACH				DID NOT TEACH			
N: ndary science: rried ngle ndary other: rried ngle entary: rried ngle	RESPONSES*							
	1	2	3	4	1	2	3	4
	3 25	3 13	5 7	3 1	8 4	2 0	2 0	1 0
5 26	5 18	2 19	1 2	11 3	3 4	3 2	2 3	
21 61	9 55	9 26	0 6	19 8	4 6	0 2	1 1	
ndary science ied: ilitary vilian ndary science le: ilitary vilian ndary other ied: ilitary vilian ndary other le: ilitary vilian mentary	0 15	0 13	0 6	0 2	7 14	0 1	0 2	0 1
0 18	0 13	0 5	0 1	5 7	0 2	1 0	0 2	
0 9	0 6	0 2	0 1	0 6	0 3	0 5	0 1	
0 8 7	0 9 2	0 2 0	0 2 0	6 4 1	3 2 0	0 1 2	1 0 0	

- * 1. All or most of them did
2. Some of them did
3. Few or none of them did
4. Don't know

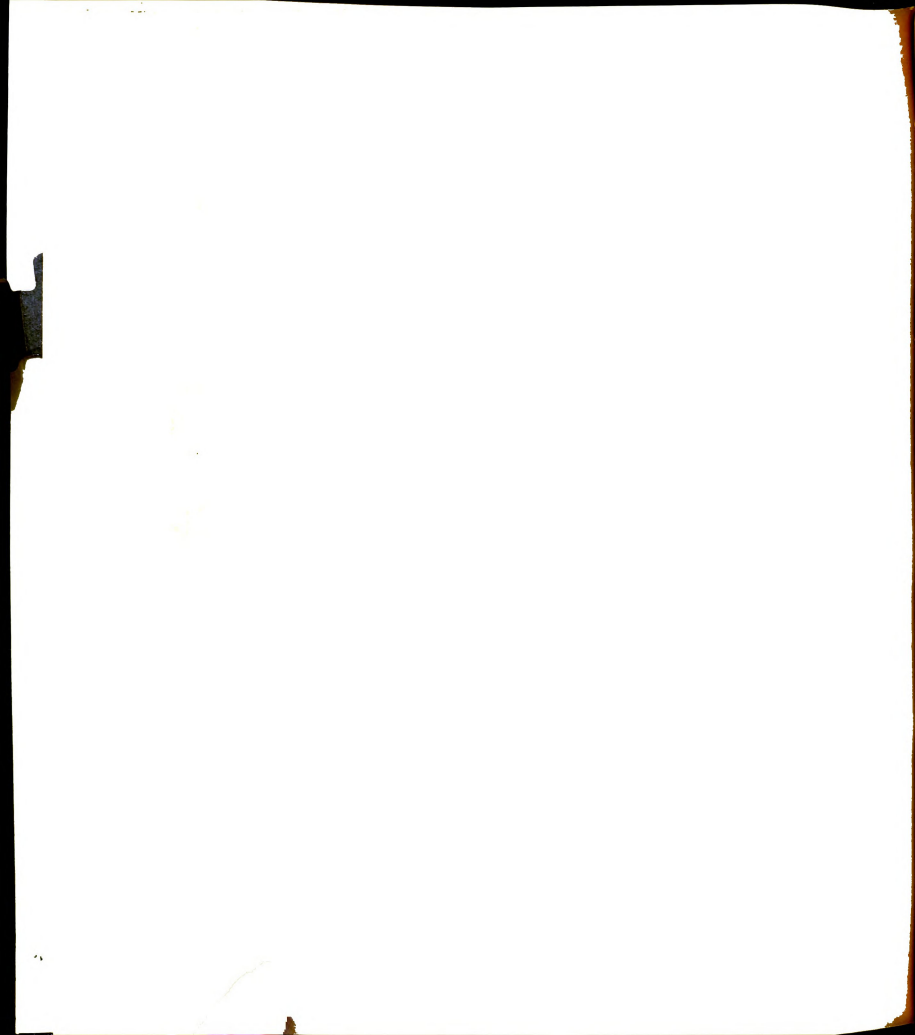


TABLE 43

HOW WOULD YOU RATE THE EXPERIENCES OFFERED YOU
BY YOUR COLLEGE OF EDUCATION INSTRUCTORS?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
I:	.			
ndary science:				
rried	5	8	7	6
ngle	21	24	3	1
ndary other:				
rried	7	6	12	7
ngle	18	43	3	9
entary:				
rried	22	17	17	7
ngle	33	73	12	5
ndary science				
ied:				
ilitary	0	0	7	0
ivilian	26	19	12	6
ndary science				
le:				
ilitary	0	0	4	2
ivilian	14	23	7	4
ndary other				
ied:				
ilitary	0	0	0	0
ivilian	8	10	7	8
ndary other				
ngle:				
ilitary	0	0	5	5
ivilian	4	7	4	3
mentary	7	2	2	1

- * 1. Practical most of the time or more
2. Practical less than most of the time



TABLE 44

DID THE EXPERIENCES OFFERED BY YOUR COLLEGE OF EDUCATION
INSTRUCTORS PROVE OF BENEFIT IN ACTUAL
CLASSROOM APPLICATION?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
W:				
ndary science:				
ried	0	13	5	8
ngle	6	39	2	2
ndary other:				
ried	3	10	5	14
ngle	6	59	2	10
entary:				
ried	14	25	12	12
ngle	42	124	8	8
ndary science				
ied:				
ilitary	0	0	3	4
ivilian	12	33	4	14
ndary science				
le:				
ilitary	0	0	2	4
ivilian	8	20	2	7
ndary other				
ried:				
ilitary	0	0	0	0
ivilian	5	13	6	9
ndary other				
gle:				
ilitary	0	0	4	6
ivilian	4	17	2	5
mentary	3	6	2	1

- * 1. Most or all of them did
2. Less than most of them did

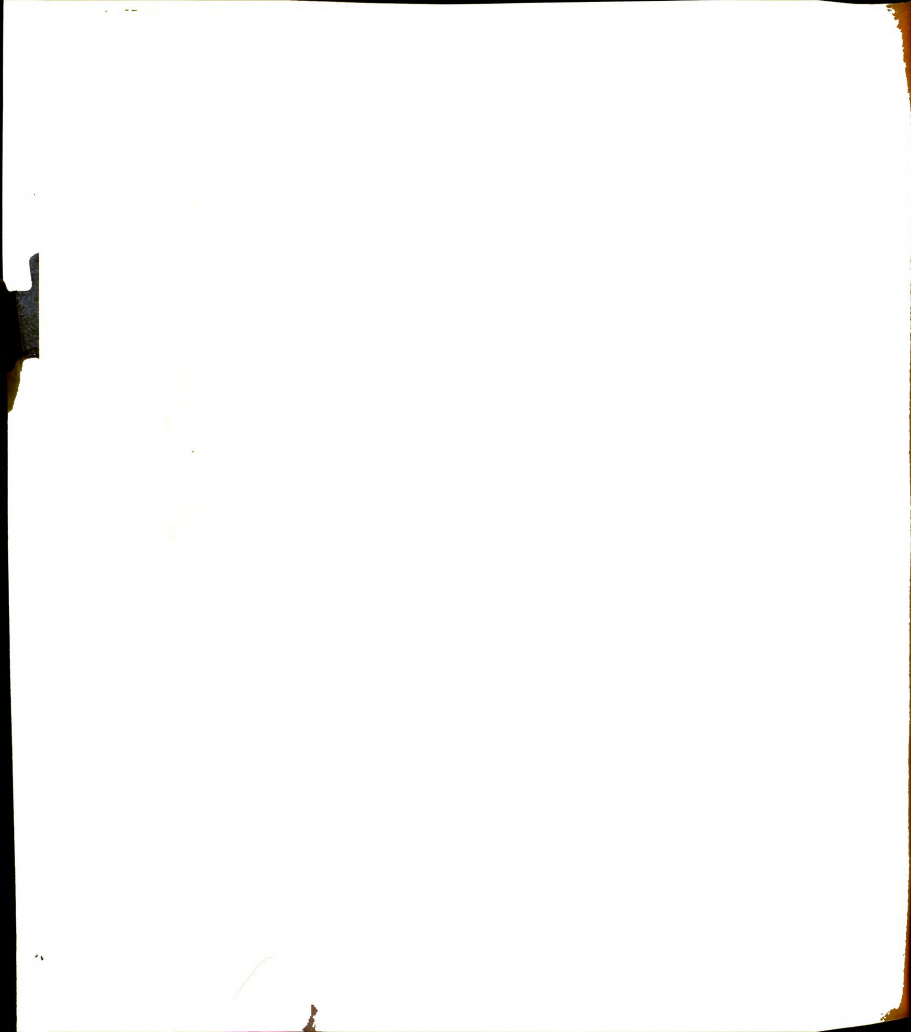


TABLE 45

HOW WOULD YOU CHARACTERIZE YOUR TEACHERS'
AND INSTRUCTORS' ATTITUDES ABOUT
THEIR WORK?

POPULATION	DID TEACH		DID NOT TEACH	
N:	RESPONSES*			
	1	2	1	2
ndary science:				
ried	5	9	3	9
ngle	8	38	1	3
ndary other:				
ried	3	10	2	18
ngle	16	49	5	7
entary:				
ried	9	30	5	19
ngle	32	135	2	14
ndary science				
ied:				
ilitary	0	0	6	1
vilian	16	29	6	12
ndary science				
le:				
ilitary	0	0	2	4
vilian	15	23	2	9
ndary other				
ied:				
ilitary	0	0	0	0
vilian	4	14	4	11
ndary other				
le:				
ilitary	0	0	1	9
vilian	6	14	2	5
entary	2	7	0	3

- * 1. Always wholesome
2. Other than always wholesome

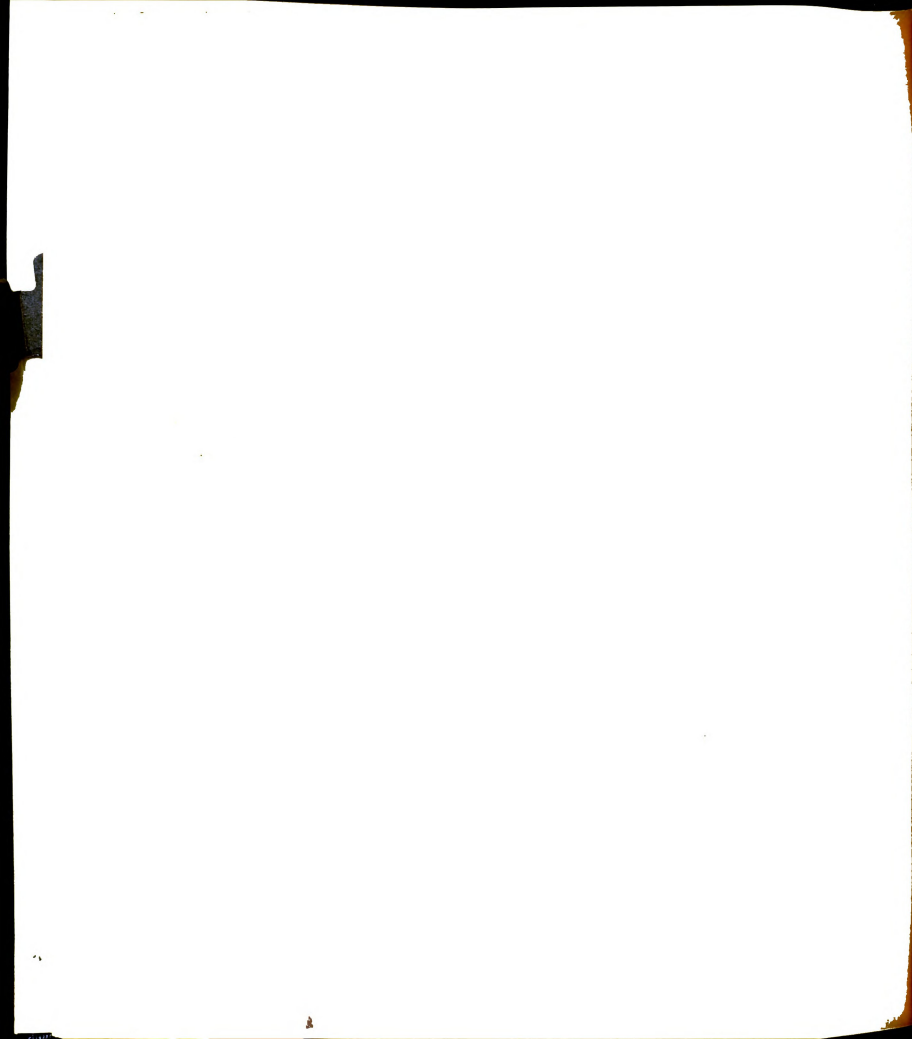


TABLE 46

DID YOUR COLLEGE OF EDUCATION INSTRUCTORS EVER
LEAD YOU TO THINK THAT YOUR SOCIAL STATUS
AS A TEACHER WOULD BE ANYTHING OTHER
THAN DESIRABLE?

POPULATION	DID TEACH			DID NOT TEACH		
	RESPONSES*					
	1	2	3	1	2	3
Secondary science:						
Military	1	4	7	0	3	10
Civilian	6	26	14	0	2	2
Secondary other:						
Military	1	3	8	1	9	8
Civilian	2	36	26	2	4	6
Elementary:						
Military	1	16	21	1	7	16
Civilian	11	56	96	2	4	10
Secondary science						
Military	0	0	0	0	3	4
Civilian	8	17	19	1	9	8
Secondary science						
Military	0	0	0	2	2	2
Civilian	5	18	13	1	3	6
Secondary other						
Military	0	0	0	0	0	0
Civilian	1	13	4	0	8	7
Secondary other						
Military	0	0	0	4	1	2
Civilian	4	6	11	0	5	2
Elementary	2	3	4	0	2	1

- * 1. Most or all of them did
2. Some or few of them did
3. None of them did

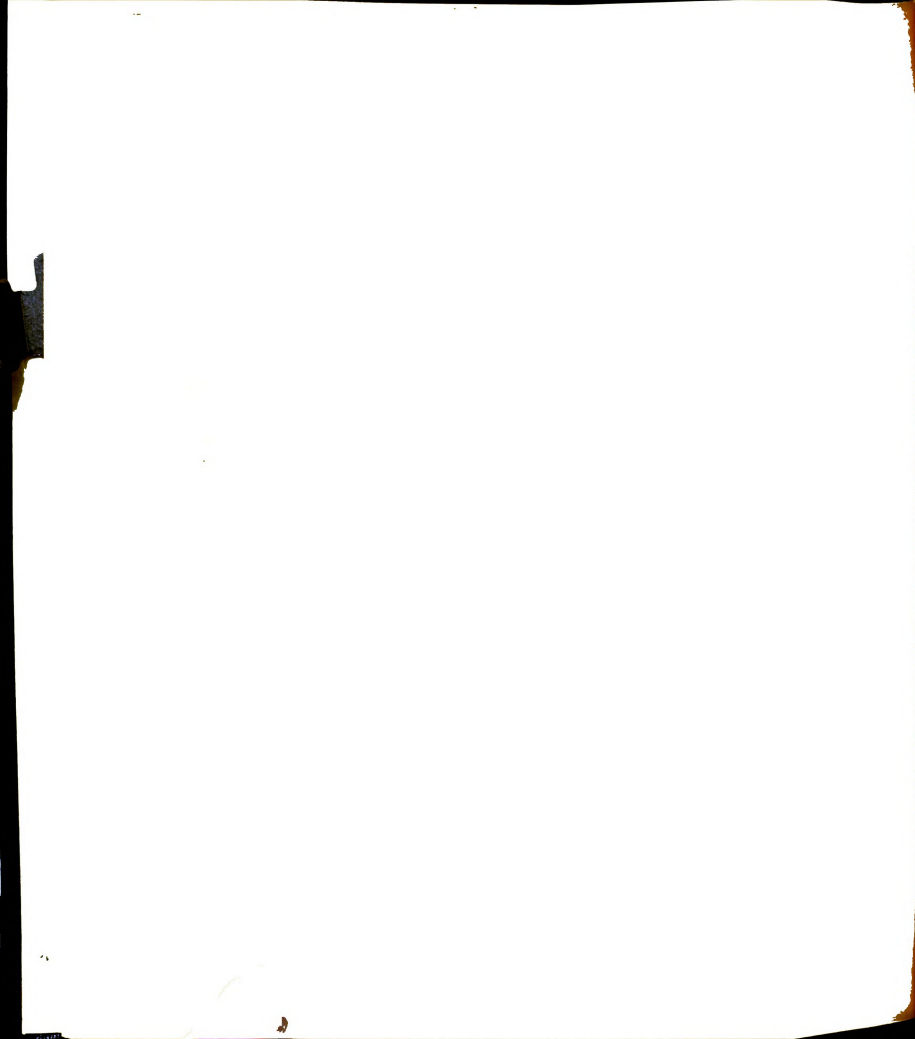


TABLE 47

WHEN DID YOU MAKE YOUR FIRST DECISION TO
 RETURN TO SCHOOL OR FULFILL
 THE REQUIREMENTS FOR A TEACHING
 CERTIFICATE?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
EN:				
ondary science:				
arried	9	6	3	10
ngle	24	22	2	2
ondary other:				
arried	6	7	7	13
ngle	27	38	5	7
mentary:				
arried	11	27	6	18
ngle	67	100	7	10
ondary science				
ried:				
military	0	0	2	5
ivilian	21	26	9	9
ondary science				
gle:				
military	0	0	3	3
ivilian	20	19	4	7
ondary other				
ried:				
military	0	0	0	0
ivilian	6	11	14	1
ondary other				
gle:				
military	0	0	5	5
ivilian	6	15	3	4
mentary	2	6	1	2

- * 1. During freshman or sophomore year in college
 2. Any other time

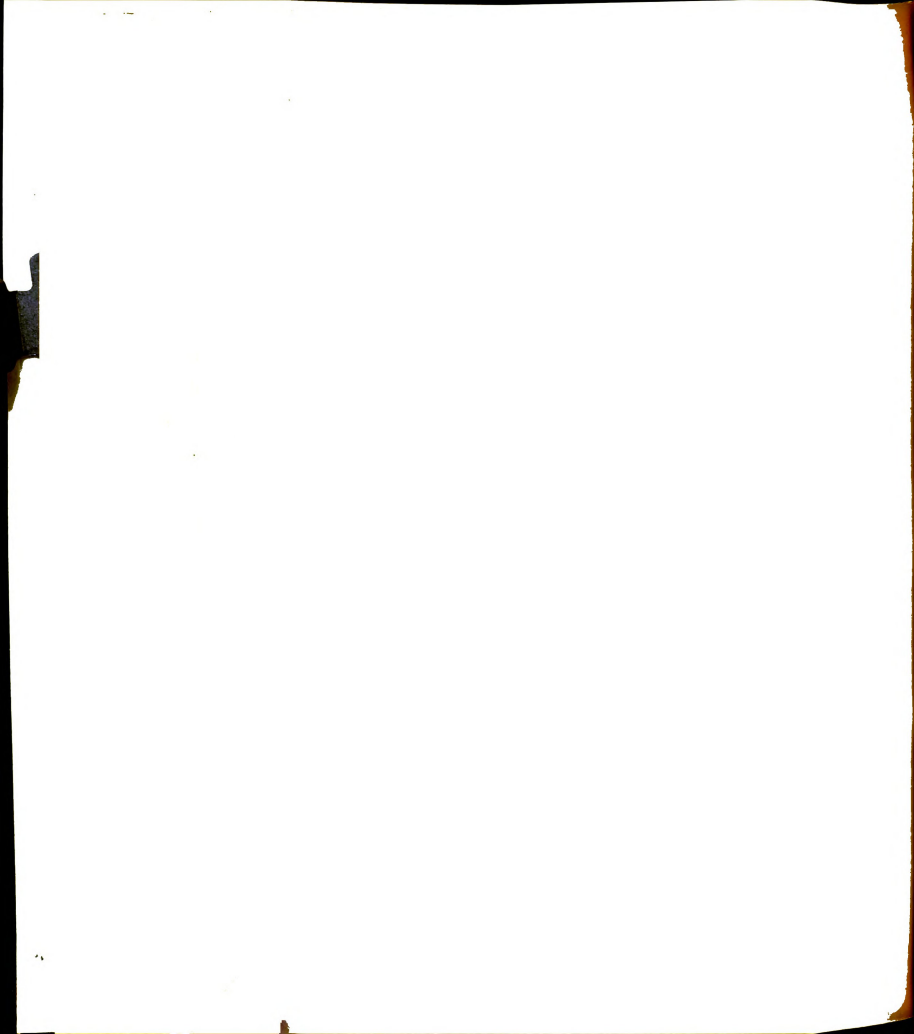


TABLE 48

DID YOU HAVE ANY FRIENDS OR RELATIVES WHO TRIED
TO PERSUADE YOU NOT TO TEACH OR TAKE
A TEACHING POSITION?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
N:				
Secondary science:				
Carried	3	11	2	11
Single	4	42	0	4
Secondary other:				
Carried	1	12	3	17
Single	10	55	2	10
Elementary:				
Carried	1	38	1	23
Single	25	141	5	12
Secondary science				
ried:				
Military	0	0	1	6
Civilian	13	33	3	15
Secondary science				
gle:				
Military	0	0	1	5
Civilian	10	27	2	9
Secondary other				
ried:				
Military	0	0	0	0
Civilian	8	10	7	8
Secondary other				
gle:				
Military	0	0	4	6
Civilian	6	15	3	4
mentary	2	7	0	3

* 1. Yes
2. No

TABLE 49

DID PUBLIC OPINION TOWARD TEACHING INFLUENCE
YOUR DECISION ABOUT TAKING A TEACHING
POSITION?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	1	13	2	11
Single	9	36	0	4
Secondary other:				
Married	0	13	2	17
Single	19	44	1	11
Elementary:				
Married	4	35	2	20
Single	34	131	3	13
MEN:				
Secondary science married:				
Military	0	0	1	6
Civilian	2	44	3	15
Secondary science single:				
Military	0	0	0	6
Civilian	3	35	4	7
Secondary other married:				
Military	0	0	0	0
Civilian	5	13	2	13
Secondary other single:				
Military	0	0	0	10
Civilian	2	19	2	5
Elementary	2	7	0	3

* 1. Yes
2. No

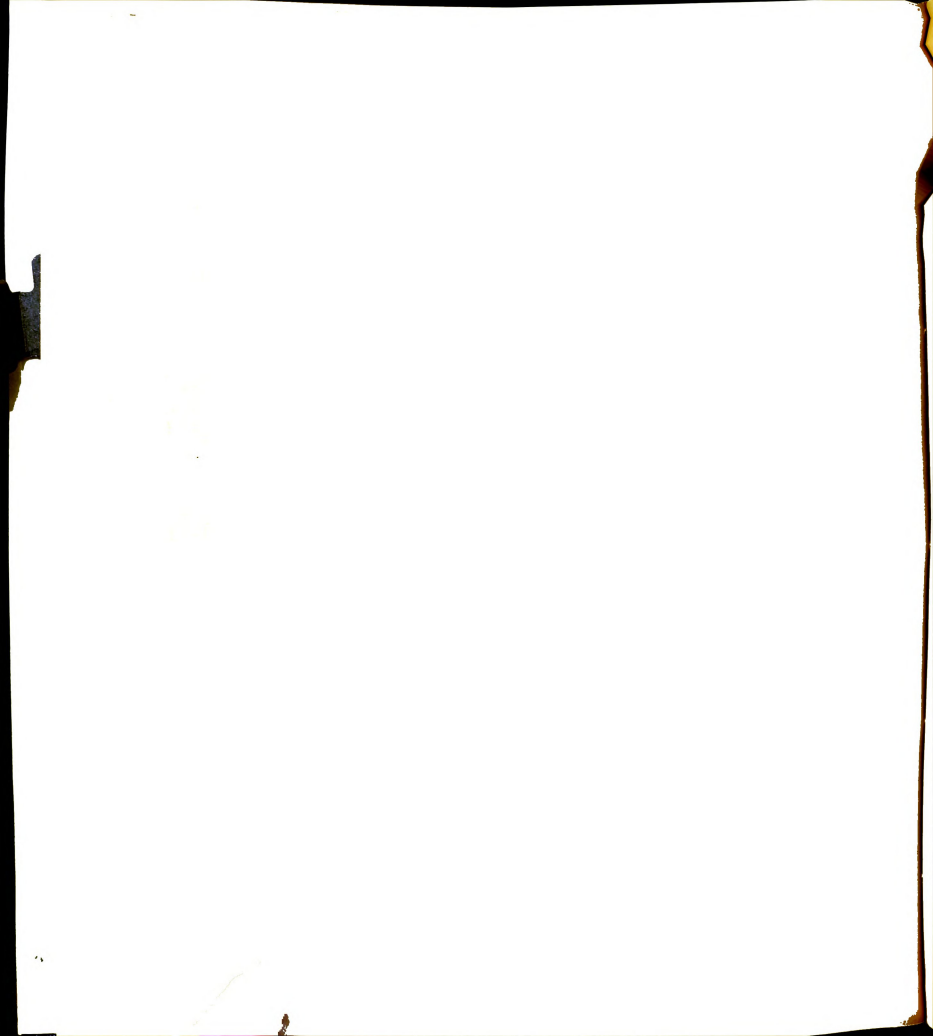


TABLE 50

WHAT TYPE OF PUBLIC OPINION INFLUENCED YOU
IN YOUR DECISION ABOUT ENTERING TEACHING?

RESPONSE	DID TEACH	DID NOT TEACH	TOTAL
Against the teaching profession	57	9	66
Upholding the teaching profession	20	5	25
Total $\chi^2 = .61$	77	14 $F = .50$	91

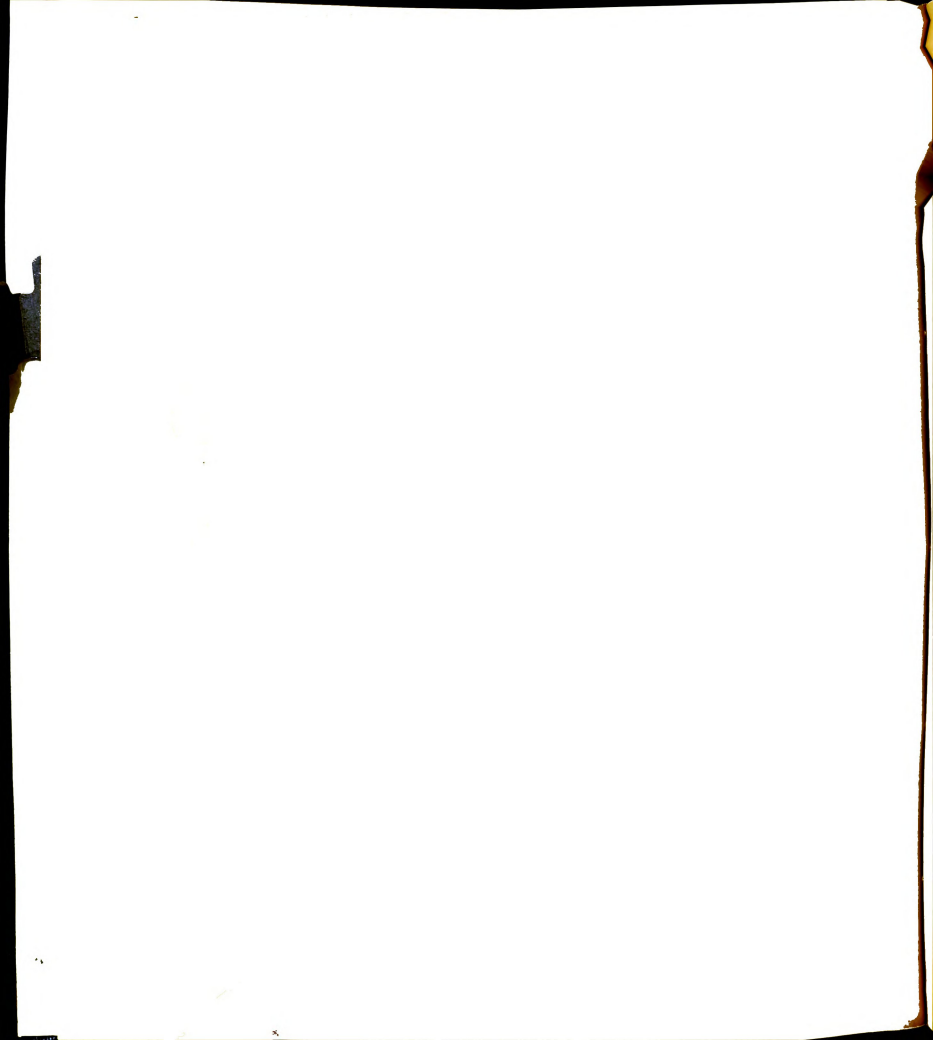


TABLE 51

WAS YOUR MOTHER EVER A SCHOOL TEACHER?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	4	10	5	8
Single	15	31	3	1
Secondary other:				
Married	2	11	9	11
Single	22	43	1	11
Elementary:				
Married	9	30	11	13
Single	45	122	5	12
MEN:				
Secondary science married:				
Military	0	0	0	7
Civilian	10	36	4	14
Secondary science single:				
Military	0	0	2	4
Civilian	9	29	2	9
Secondary other married:				
Military	0	0	0	0
Civilian	2	16	1	14
Secondary other single:				
Military	0	0	1	9
Civilian	8	13	2	5
Elementary	1	8	1	2

* 1. Yes

2. No

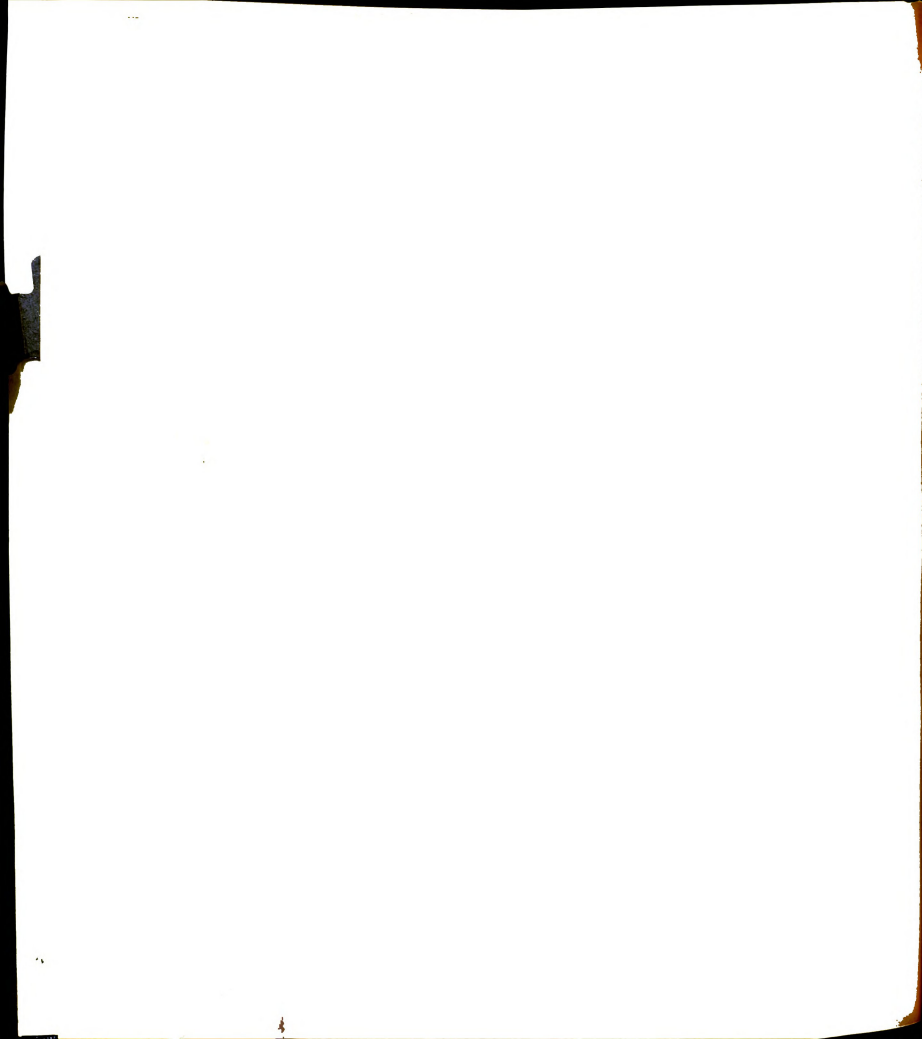


TABLE 52

HOW MANY YEARS DID YOUR MOTHER TEACH?

RESPONSE	DID TEACH	DID NOT TEACH	TOTAL
Less than 3 years	27	10	37
3 - 5 years	21	8	29
5 - 10 years	24	11	35
More than 10 years	52	18	70
Total	124	47	171
$\chi^2 = .39$		$P = .95$	

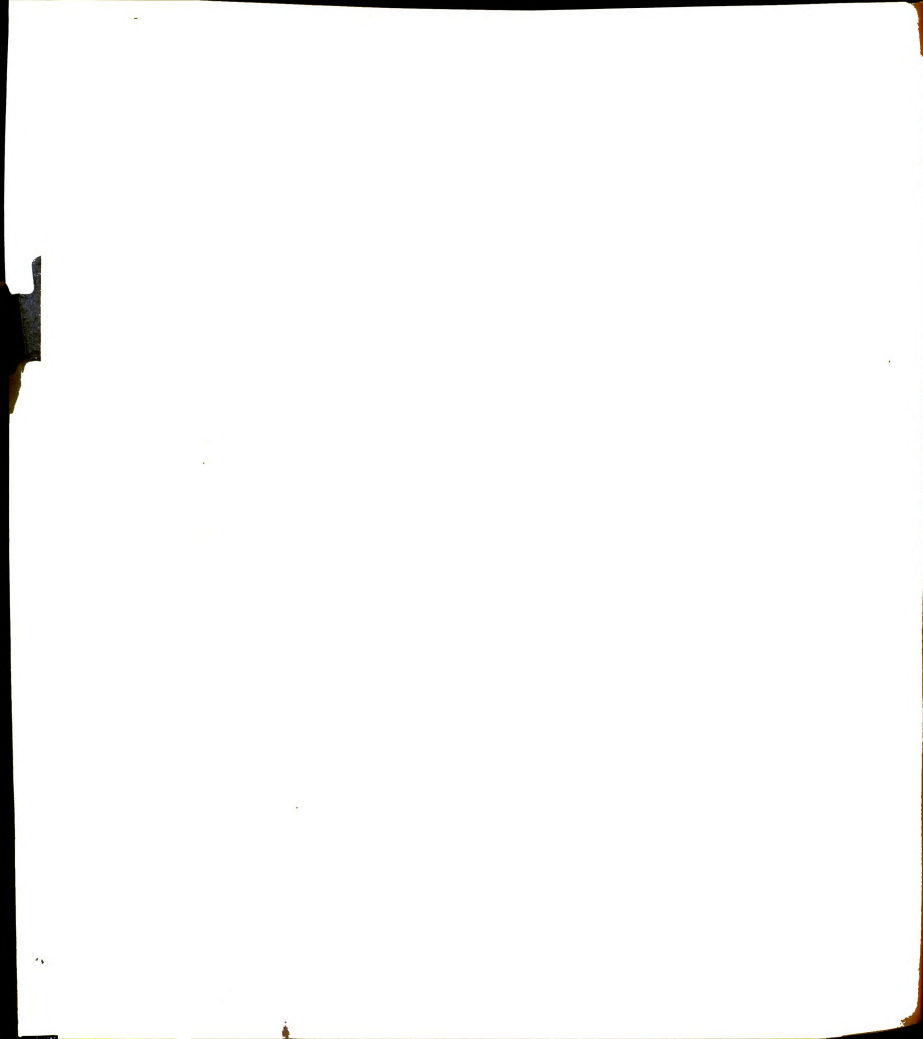


TABLE 53

WAS YOUR FATHER EVER A SCHOOL TEACHER?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	2	12	2	11
Single	5	41	1	3
Secondary other:				
Married	1	12	3	17
Single	9	56	2	10
Elementary:				
Married	2	37	2	22
Single	17	149	4	13
MEN:				
Secondary science				
married:				
Military	0	0	0	7
Civilian	8	37	2	16
Secondary science				
single:				
Military	0	0	2	4
Civilian	5	33	1	10
Secondary other				
married:				
Military	0	0	0	0
Civilian	1	17	1	14
Secondary other				
single:				
Military	0	0	0	10
Civilian	5	16	1	6
Elementary	2	7	0	3

* 1. Yes

2. No

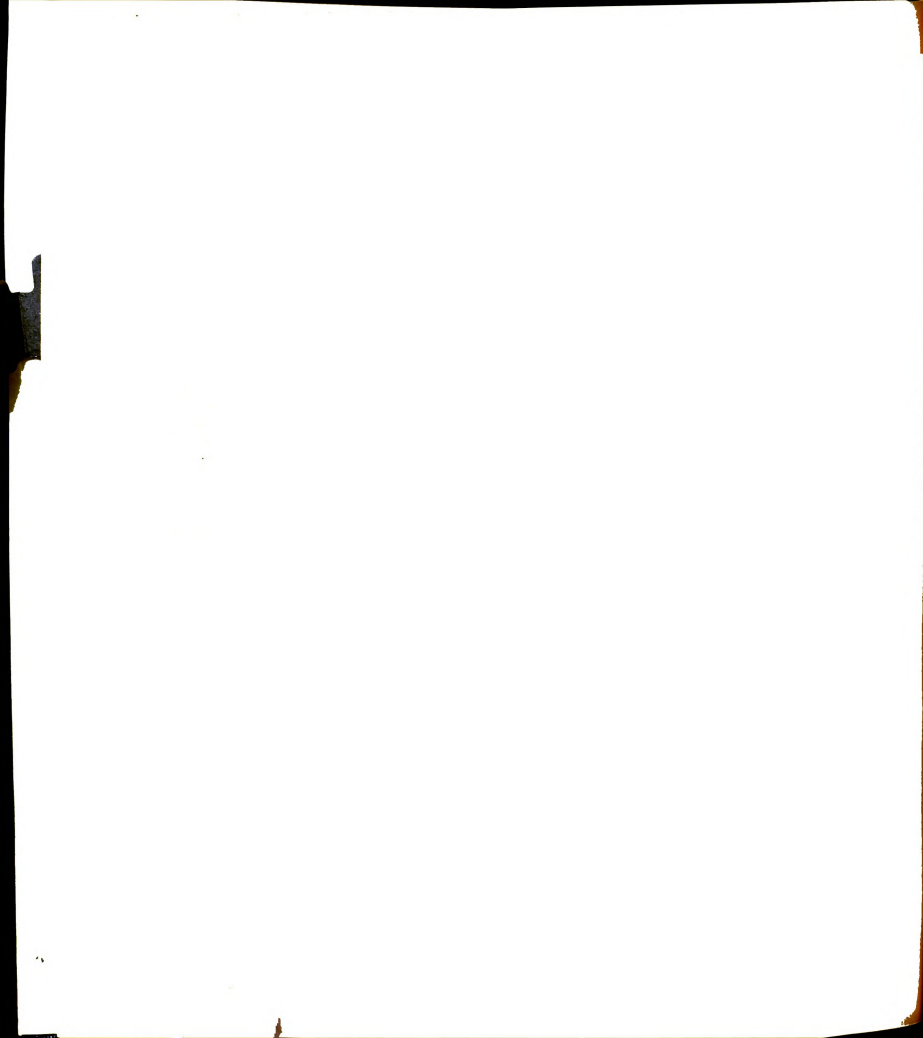


TABLE 54

HOW MANY YEARS DID YOUR FATHER TEACH?

RESPONSE	DID TEACH	DID NOT TEACH	TOTAL
Less than 3 years	11	5	16
3 - 5 years	4	2	6
5 - 10 years	6	1	7
More than 10 years	37	13	50
Not sure	3	1	4
Total	61	22	83
$\chi^2 = .93$		$P = .50$	

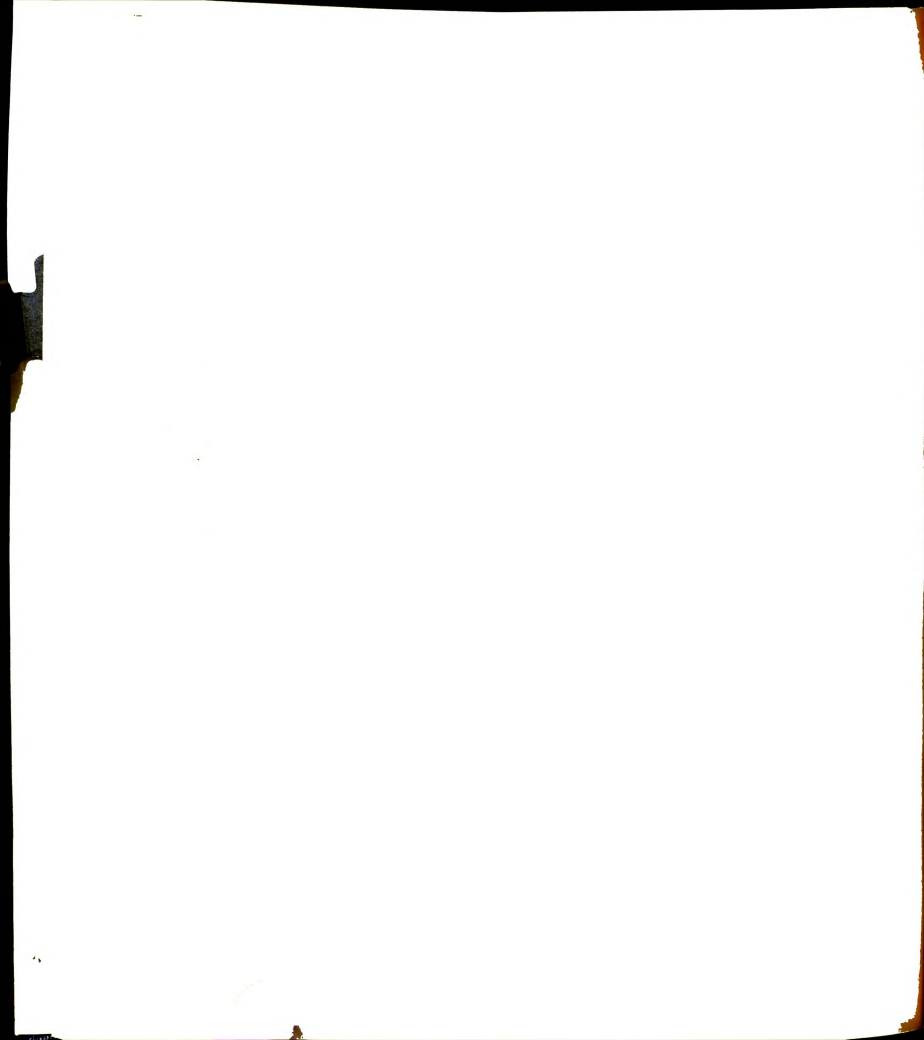


TABLE 55

WERE ANY OF YOUR BROTHERS OR SISTERS EVER
A TEACHER?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	1	12	1	12
Single	7	38	3	1
Secondary other:				
Married	1	12	1	19
Single	10	53	1	11
Elementary:				
Married	9	30	4	19
Single	20	146	1	15
MEN:				
Secondary science married:				
Military	0	0	1	6
Civilian	7	38	5	13
Secondary science single:				
Military	0	0	2	4
Civilian	3	35	2	9
Secondary other married:				
Military	0	0	0	0
Civilian	2	16	4	10
Secondary other single:				
Military	0	0	1	9
Civilian	4	17	2	5
Elementary	1	8	1	2

* 1. Yes
2. No

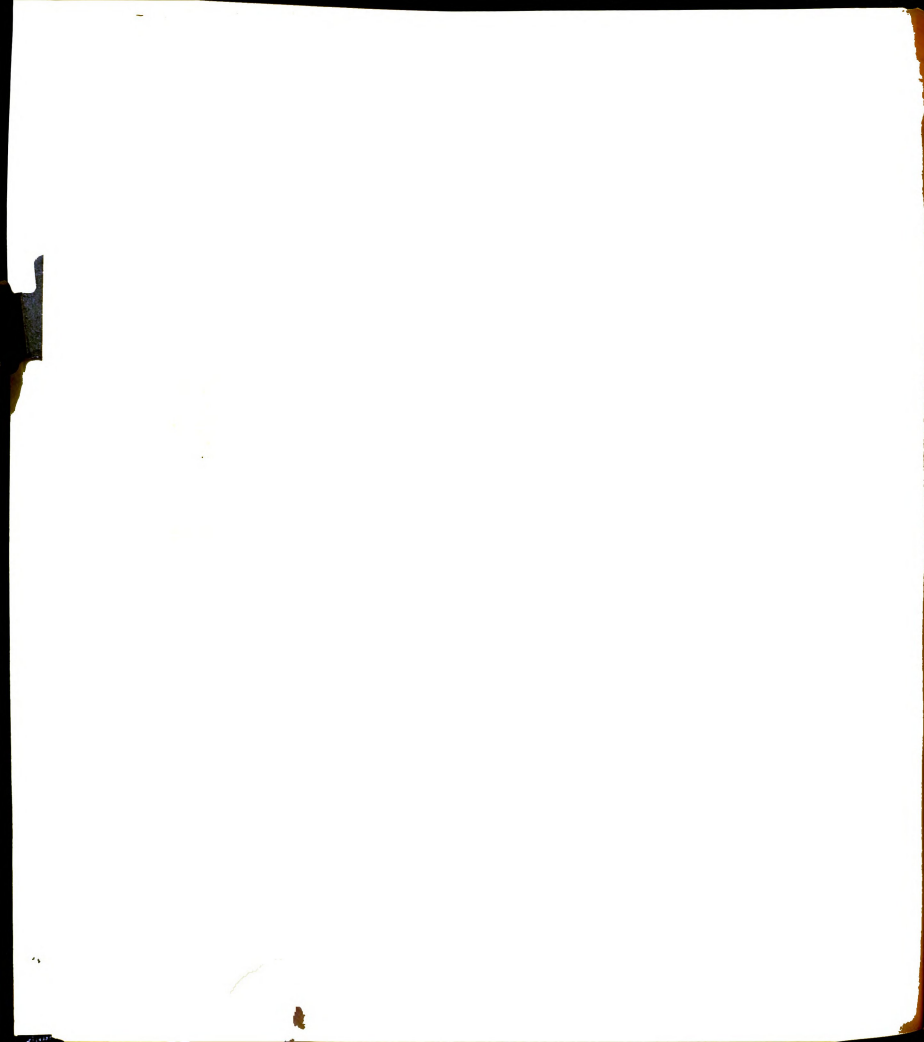


TABLE 56

WHILE AN UNDERGRADUATE AT M.S.U.
DID YOU EVER HAVE A
SCHOLARSHIP?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
WOMEN:				
Secondary science:				
Married	4	10	6	7
Single	18	28	2	2
Secondary other:				
Married	5	7	4	16
Single	25	41	4	9
Elementary:				
Married	12	26	6	18
Single	45	121	8	9
MEN:				
Secondary science married:				
Military	0	0	4	3
Civilian	13	33	4	14
Secondary science single:				
Military	0	0	3	3
Civilian	13	25	2	9
Secondary other married:				
Military	0	0	0	0
Civilian	3	15	4	11
Secondary other single:				
Military	0	0	2	8
Civilian	7	14	3	4
Elementary	3	6	1	2

* 1. Yes
2. No

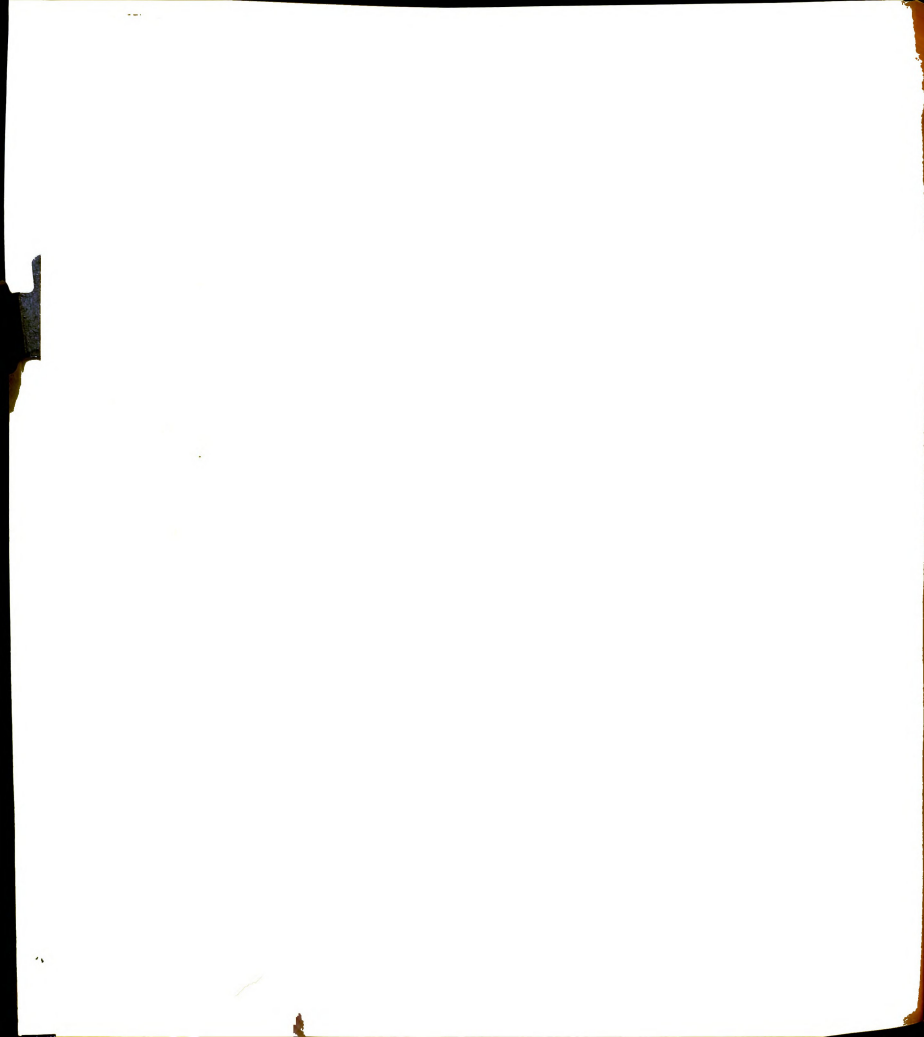


TABLE 57

WOULD YOU HAVE ENROLLED IN THE TEACHER TRAINING
CURRICULUM IF YOU HAD NOT HAD THIS
SCHOLARSHIP?

POPULATION	DID TEACH			DID NOT TEACH		
	RESPONSES*					
	1	2	3	1	2	3
WOMEN:						
Secondary science:						
Married	2	0	2	7	0	0
Single	13	0	4	2	0	0
Secondary other:						
Married	4	1	0	4	0	0
Single	23	0	0	3	0	1
Elementary:						
Married	10	1	1	6	0	0
Single	34	5	4	6	0	2
MEN:						
Secondary science married:						
Military	0	0	0	3	1	0
Civilian	8	2	3	3	0	0
Secondary science single:						
Military	0	0	0	3	0	0
Civilian	8	3	3	1	0	1
Secondary other married:						
Military	0	0	0	0	0	0
Civilian	3	0	0	4	0	0
Secondary other single:						
Military	0	0	0	2	0	0
Civilian	6	0	1	2	0	1
Elementary	3	0	0	1	0	0

- * 1. Yes
2. No
3. Not certain

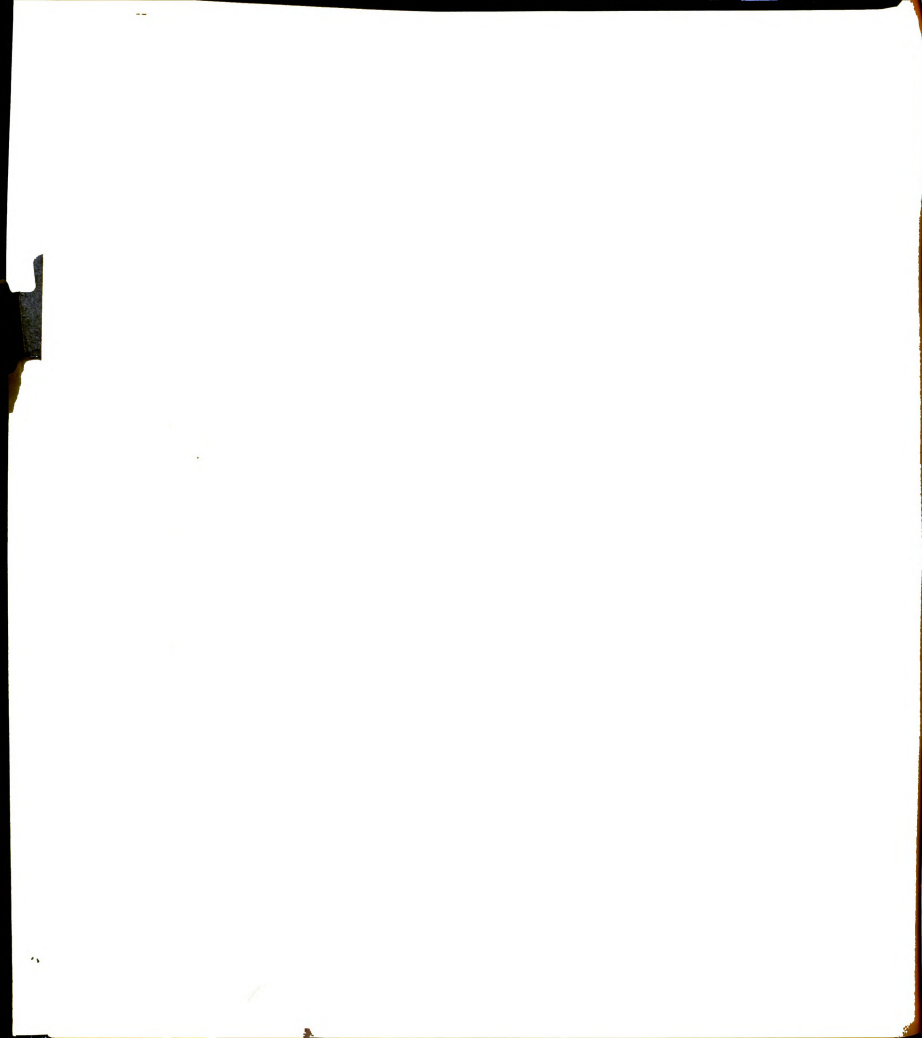


TABLE 58

DID THE AVAILABILITY OF A SCHOLARSHIP HAVE
ANYTHING TO DO WITH YOUR DECISION
TO TRAIN FOR TEACHING?

POPULATION	DID TEACH		DID NOT TEACH	
EN:	RESPONSES*			
	1	2	1	2
Secondary science:				
Married	1	3	0	7
Single	0	16	0	2
Secondary other:				
Married	0	5	0	4
Single	2	23	0	4
Elementary:				
Married	2	10	0	6
Single	5	39	0	6
:				
Secondary science				
ried:				
Military	0	0	0	4
Civilian	2	11	0	3
Secondary science				
ngle:				
Military	0	0	0	3
Civilian	0	13	0	2
Secondary other				
ried:				
Military	0	0	0	0
Civilian	0	3	0	4
Secondary other				
ngle:				
Military	0	0	0	2
Civilian	0	7	0	3
ementary	0	3	0	1

* 1. Yes
2. No

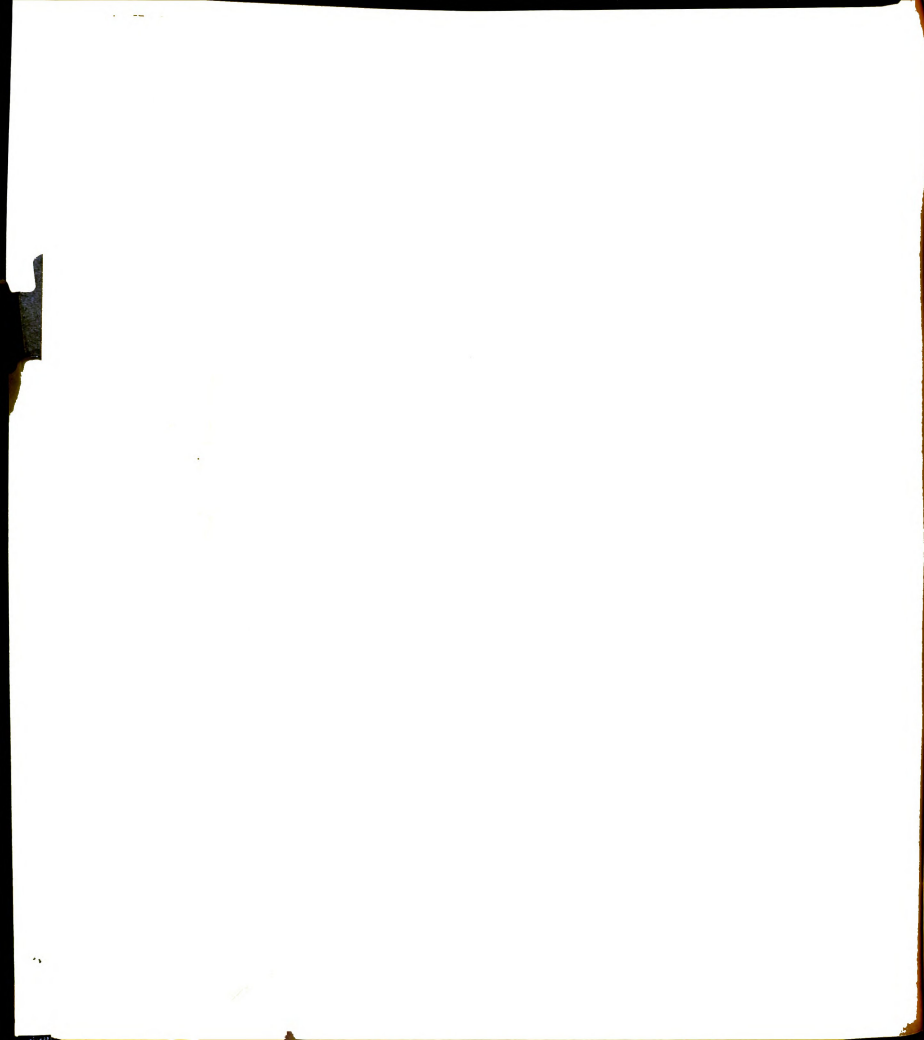


TABLE 59

WAS THE AVAILABILITY OF A SCHOLARSHIP
THE MAIN REASON YOU CHOOSE THE
TEACHER TRAINING CURRICULUM?

RESPONSES	DID TEACH	DID NOT TEACH	TOTAL
ss o	4 12	1 5	5 17
otal	16	6	22
$\chi^2 = .20$		$p = .70$	

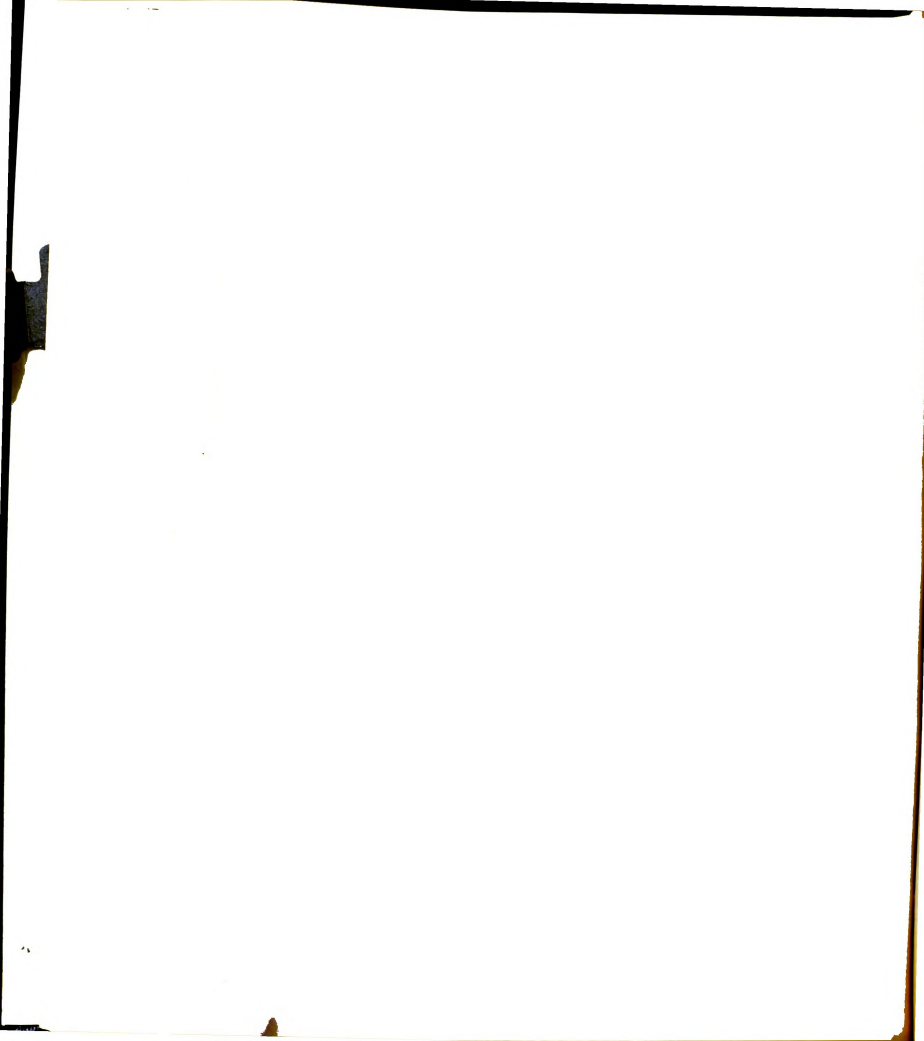


TABLE 60

DID YOU FEEL YOU HAD A GOOD KNOWLEDGE OF
YOUR MAJOR SUBJECT(S) WHEN YOU
GRADUATED FROM M.S.U.?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
Primary science:				
ried	9	4	10	3
gle	31	15	3	1
Primary other:				
ried	12	1	14	6
gle	45	20	9	3
Elementary:				
ried	23	13	17	7
gle	90	73	11	6
Secondary science				
ed:				
linary	0	0	7	0
vilian	39	7	16	2
Secondary science				
le:				
linary	0	0	3	3
vilian	26	12	6	5
Secondary other				
ied:				
linary	0	0	0	0
vilian	13	15	10	5
Secondary other				
le:				
linary	0	0	5	5
vilian	14	7	4	3
entary	4	4	3	0

* 1. Yes

2. No or not all of them

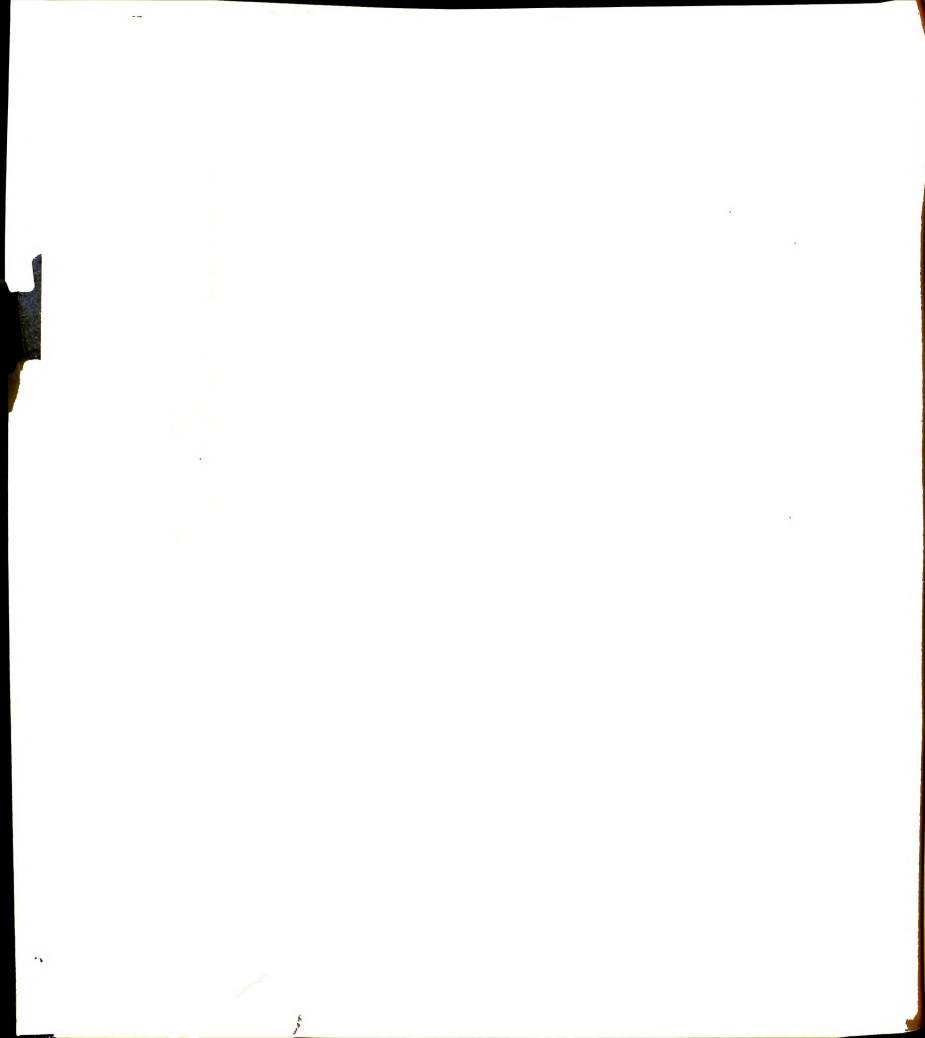


TABLE 61

RELATION OF MAJOR SUBJECT AREAS TO ACCEPTING
TEACHING POSITIONS

MAJOR	DID TEACH	DID NOT TEACH	TOTAL
al sciences	39	26	65
sciences	170	44	210
	210	47	248
laneous	118	65	183
	528	182	710
$\chi^2 = 25.12$		$P = .001$	

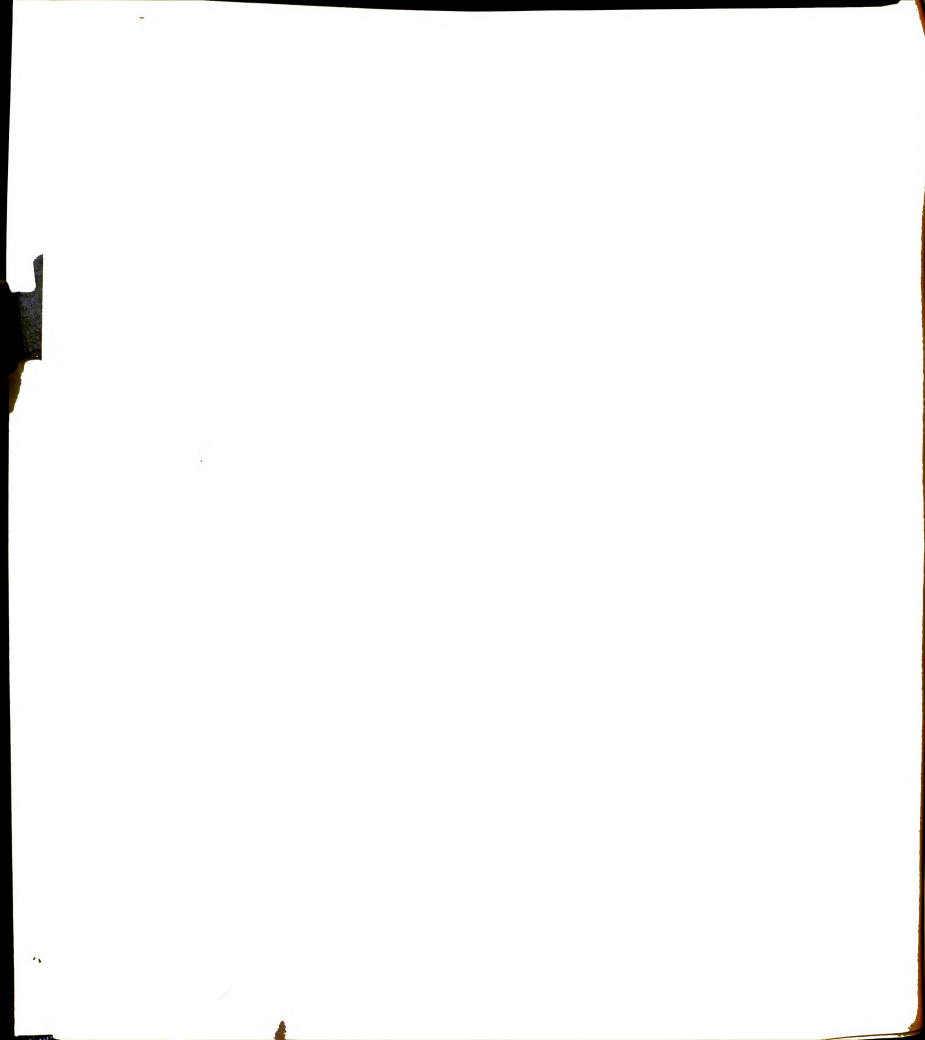


TABLE 62

DID YOU FEEL YOU HAD A GOOD KNOWLEDGE OF
YOUR MINOR SUBJECTS WHEN YOU
GRADUATED FROM M.S.U.?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
Primary science:				
ried	8	6	3	10
gle	15	31	3	1
Primary other:				
ried	6	7	4	15
gle	25	40	3	8
Secondary:				
ried	27	10	17	7
gle	83	84	9	8
Primary science				
ed:				
tary	0	0	7	0
lian	22	24	11	7
Primary science				
:				
tary	0	0	2	4
lian	17	11	2	9
Primary other				
d:				
tary	0	0	0	0
lian	10	8	8	7
Primary other				
:				
tary	0	0	4	6
lian	11	10	3	4
tary	5	4	3	0

- * 1. Yes
2. No or not all of them

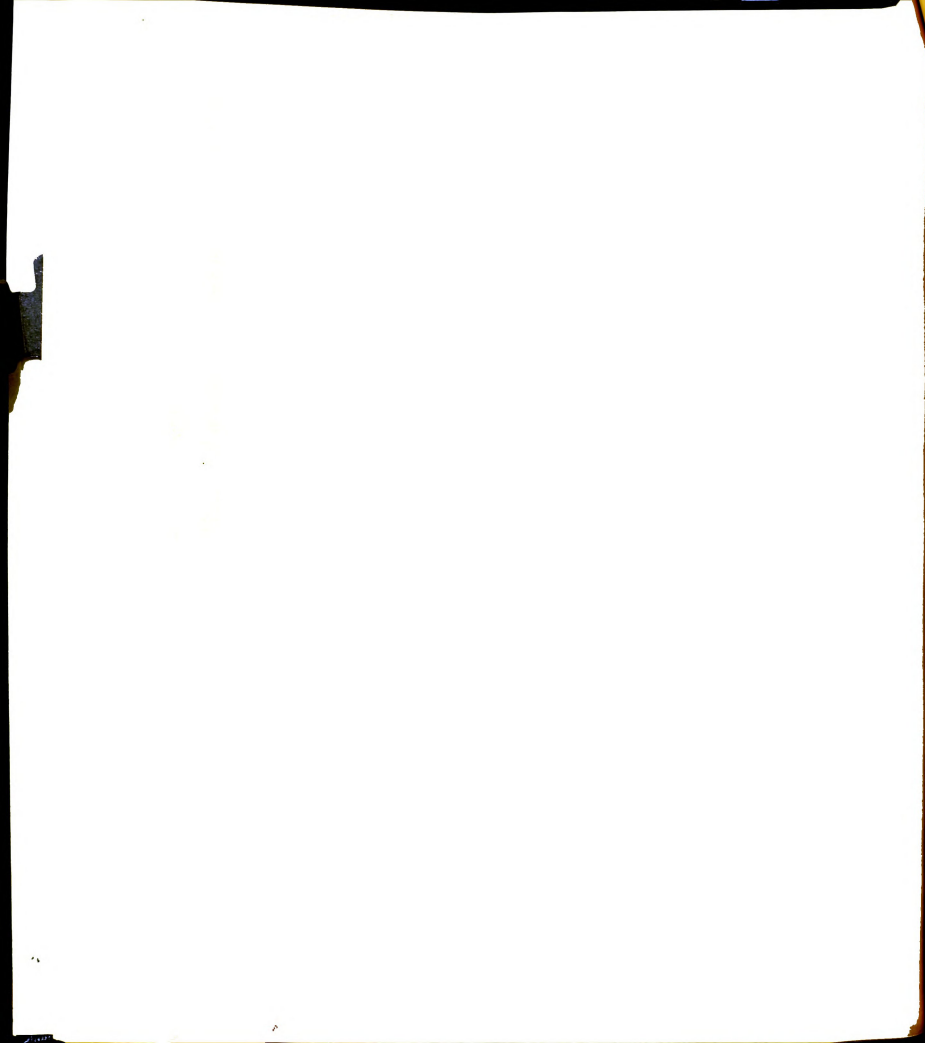


TABLE 63

RELATION OF MINOR SUBJECT AREAS TO
ACCEPTING TEACHING POSITIONS

MINORS	DID TEACH	DID NOT TEACH	TOTAL
cal sciences	240	69	309
l. sciences	360	142	502
	493	90	583
llaneous	103	49	152
	1196	350	1546
$\chi^2 = 34.48$		P = .001	

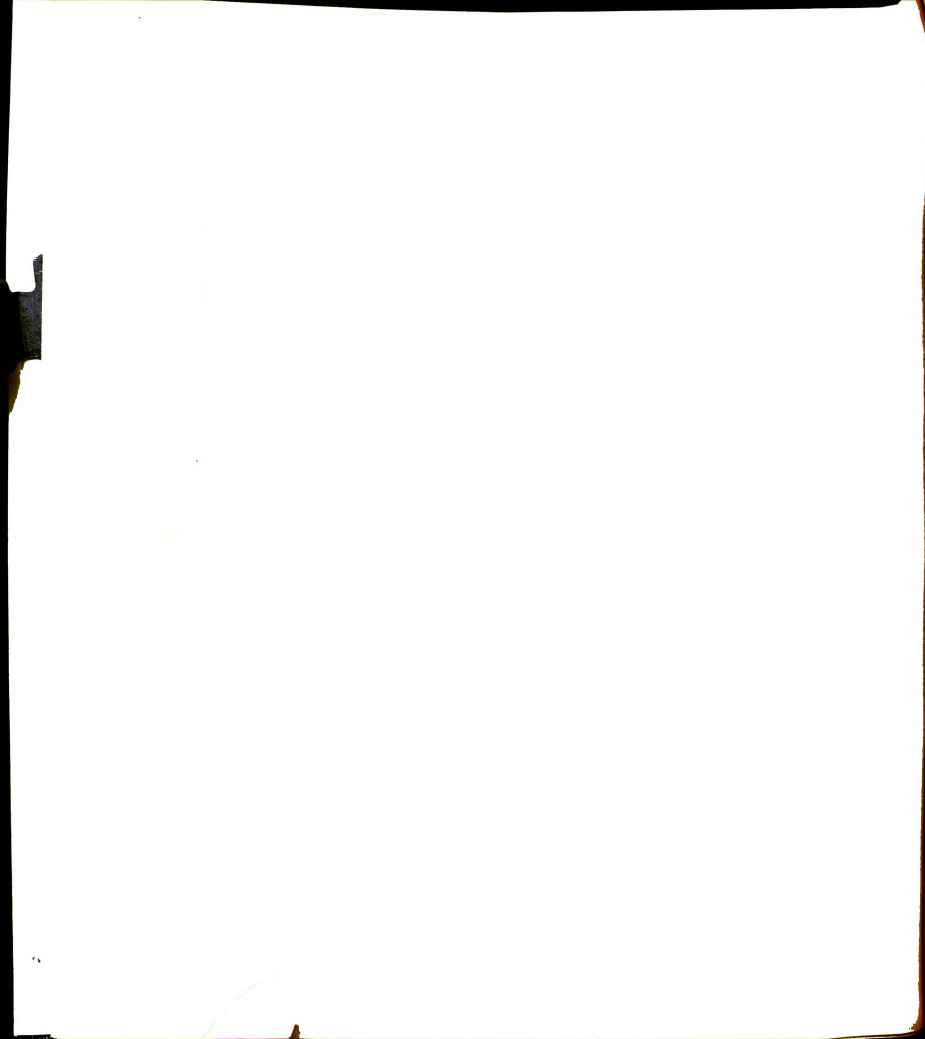


TABLE 64

DURING YOUR UNDERGRADUATE YEARS, DID YOU
FROM YOUR FRESHMAN YEAR PLAN TO
ENTERING TEACHING?

POPULATION	DID TEACH		DID NOT TEACH	
	RESPONSES*			
	1	2	1	2
Secondary science:				
ried	3	11	10	3
gle	24	22	1	3
Secondary other:				
ried	4	9	10	10
gle	34	31	2	10
ntary:				
ried	29	9	19	4
gle	106	62	11	6
Secondary science				
ed:				
itary	0	0	6	1
lian	20	26	11	7
Secondary science				
e:				
itary	0	0	3	3
lian	14	22	3	7
Secondary other				
d:				
itary	0	0	0	0
lian	8	10	2	13
Secondary other				
:				
itary	0	0	3	6
lian	8	13	0	5
itary	5	4	2	1

* 1. Yes
 2. No

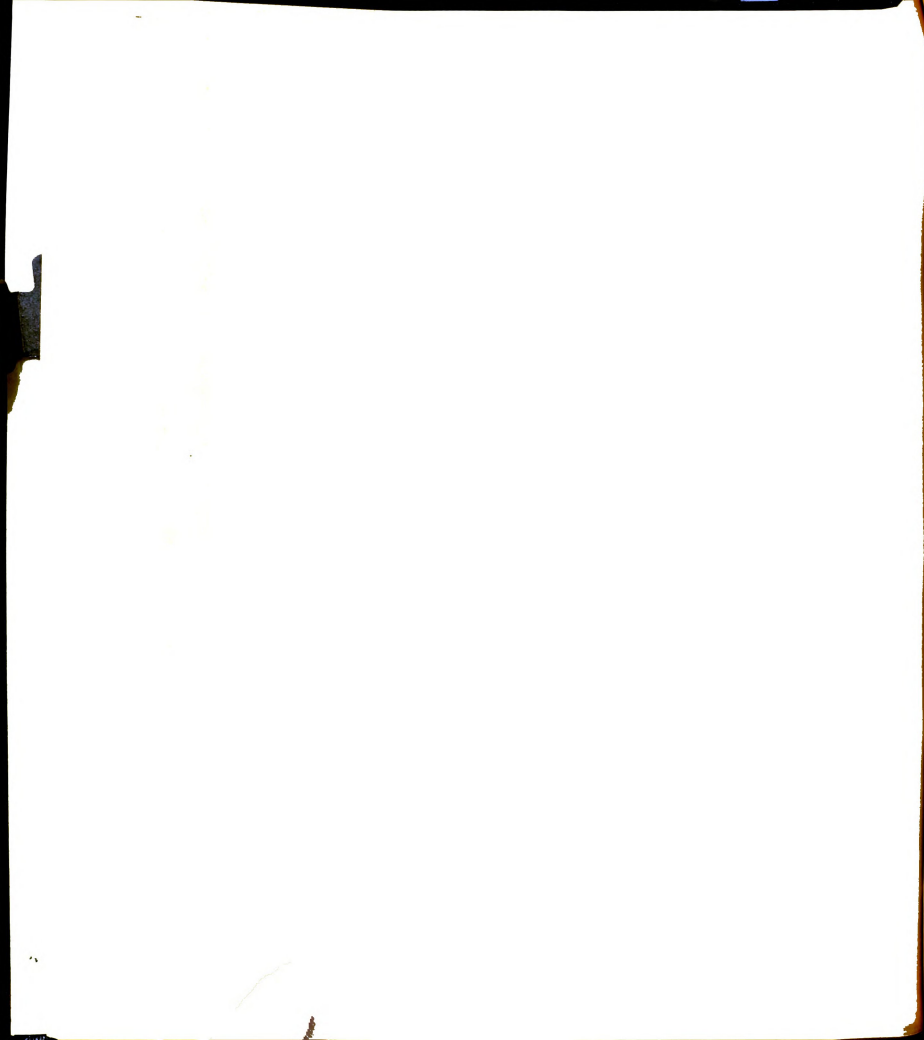


TABLE 65

WHAT WAS YOUR ORIGINAL REASON
FOR ENTERING THE TEACHER
EDUCATION PROGRAM?

POPULATION	DID TEACH			DID NOT TEACH		
	RESPONSES*					
	1	2	3	1	2	3
W:						
ndary science:						
rried	2	6	1	0	3	1
ngle	5	10	2	0	3	0
ndary other:						
rried	1	5	1	1	7	2
ngle	5	20	2	1	9	2
ntary:						
rried	1	2	0	0	4	3
ngle	12	20	13	1	4	3
ndary science						
ed:						
itary	0	0	0	0	1	1
ilian	3	8	0	1	1	1
ndary science						
e:						
itary	0	0	0	2	1	0
ilian	3	8	1	0	5	0
ndary other						
ed:						
itary	0	0	0	0	0	0
ilian	0	5	0	2	3	0
ndary other						
e:						
itary	0	0	0	2	4	0
ilian	0	5	0	0	2	0
itary	1	0	0	0	1	0

- * 1. I never intended to enter the teaching profession.
 2. I got a teaching certificate as an insurance measure against the future.
 3. I thought that the teacher training curriculum would give me excellent training for parenthood.

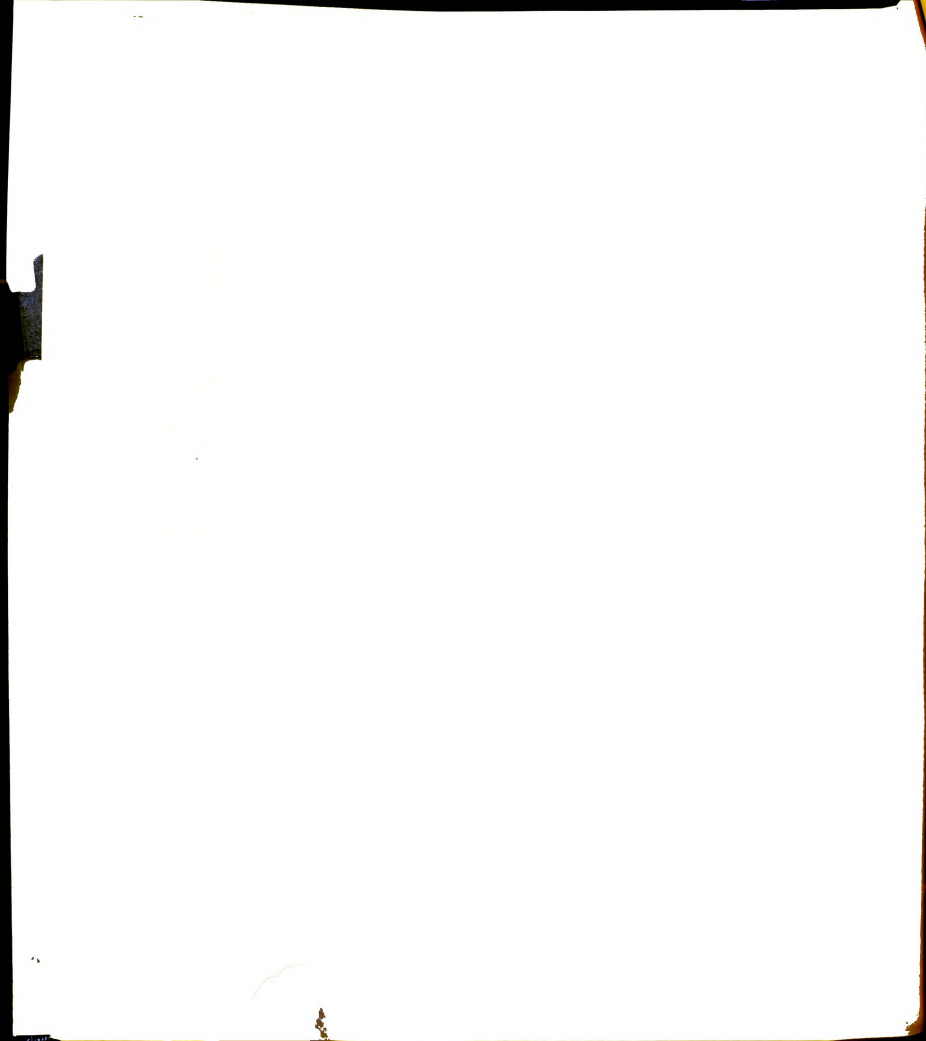


TABLE 66

REASONS FOR NOT ENTERING TEACHING

REASON	COUNT	% OF DID NOT TEACH	% OF UNIVERSE
Decisionmaking responsibilities	63	41.4	9.5
Graduate study continued	47	30.9	7.1
Shifted into military service	27	17.8	4.1
Salaries	15	9.9	2.3
Total	152	100	----

TABLE 67

POSITIONS ASSUMED BY THOSE WHO DID NOT TEACH

POSITION	COUNT	% OF DID NOT TEACH	% OF UNIVERSE
Decisionmaker	49	31.0	7.7
Graduate student	31	19.6	4.7
Military service-	24	15.2	3.6
Other professions			
Other than teaching	19	12.0	2.9
Clerical	17	10.8	2.6
Businessman or salesman	9	5.7	1.4
Substitute teacher	7	4.4	1.1
Scientist	2	1.3	.3
Personnel	1	----	.2
Total	158	100	----

TABLE 68

RELATION OF SEX TO ACCEPTING TEACHING POSITIONS

	DID TEACH	DID NOT TEACH	TOTAL
e	138	75	213
	345	99	444
	483	174	657
$\chi^2 = 12.34$		P = .001	

TABLE 69

RELATION OF SECONDARY AND ELEMENTARY TEACHER
CANDIDATES' DECISIONS ABOUT TEACHING

CERTIFICATE	DID TEACH	DID NOT TEACH	TOTAL
Secondary Elementary	270	130	400
	218	43	261
	488	173	661
$\chi^2 = 20.98$		P = .001	

TABLE 70

RELATION OF AGE TO ACCEPTANCE OF TEACHING POSITIONS

	DID TEACH	DID NOT TEACH	TOTAL
Younger	24	8	32
	199	48	247
	127	57	184
	32	14	46
	17	11	28
	18	5	23
	20	11	31
	48	22	70
Older	485	176	661
$\chi^2 = 11.68$		F = .20	



TABLE 71

RELATION OF GRADE POINT AVERAGE TO ACCEPTANCE
OF TEACHING POSITIONS

GRADE POINT AVERAGE	DID TEACH	DID NOT TEACH	TOTAL
3.00 or better	124	50	174
	364	127	491
	488	177	665
$\chi^2 = .54$		P = .50	

TABLE 72

RELATION OF ENTRANCE EXAMINATION SCORES
TO ACCEPTANCE OF TEACHING POSITIONS

CRITERIA	DID TEACH	DID NOT TEACH	TOTAL
Score of 8 - 10	80	36	116
Score below 8	408	141	549
	488	177	665
$\chi^2 = 1.39$		P = .30	

TABLE 73

WERE YOU MARRIED WHEN YOU GRADUATED FROM M.S.U.?

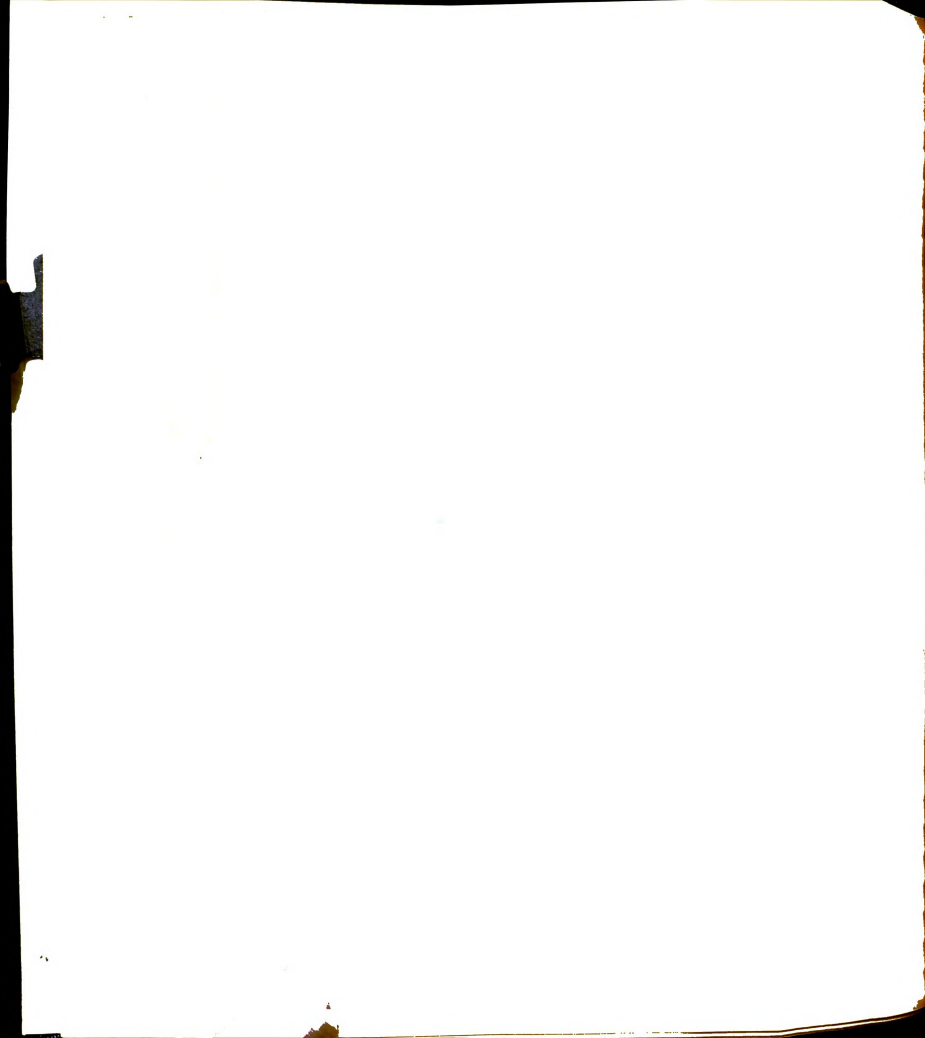
RESPONSE	DID TEACH	DID NOT TEACH	TOTAL
	134	96	230
	346	77	423
	480	173	653
$\chi^2 = 42.47$		P = .001	



TABLE 74

VARIABLES CONTROLLED FOR IN THE
ANALYSIS OF THE DATA

es	Elementary	Did not teach			
		Did teach			
	Secondary	Others	Single	Civilian	Did not teach
					Did teach
			Military		Did not teach
					Did teach
			Married	Civilian	Did not teach
					Did teach
		Science & Vocational	Single	Civilian	Did not teach
					Did teach
			Military		Did not teach
					Did teach
			Married	Civilian	Did not teach
					Did teach
s	Elementary	Single			Did not teach
					Did teach
		Married			Did not teach
					Did teach
	Secondary	Others	Single		Did not teach
					Did teach
			Married		Did not teach
					Did teach
		Science & Vocational	Single		Did not teach
					Did teach
			Married		Did not teach
					Did teach



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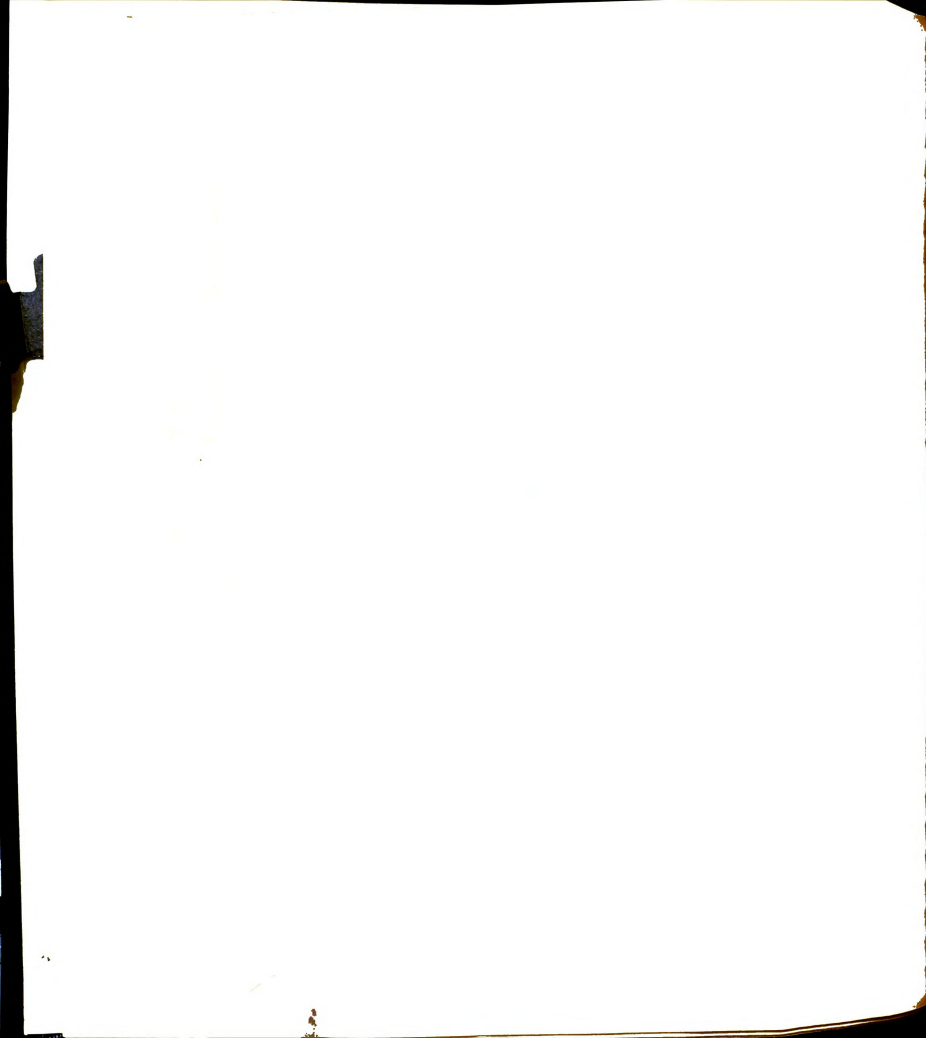
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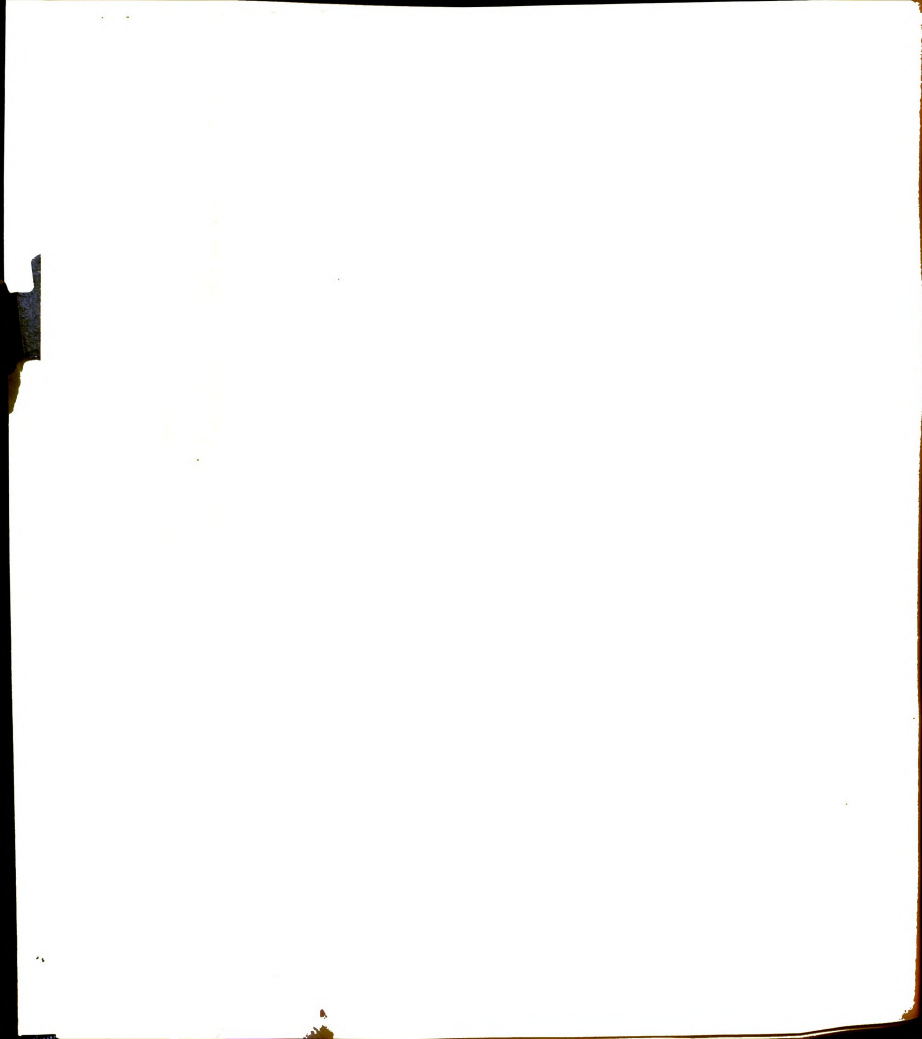
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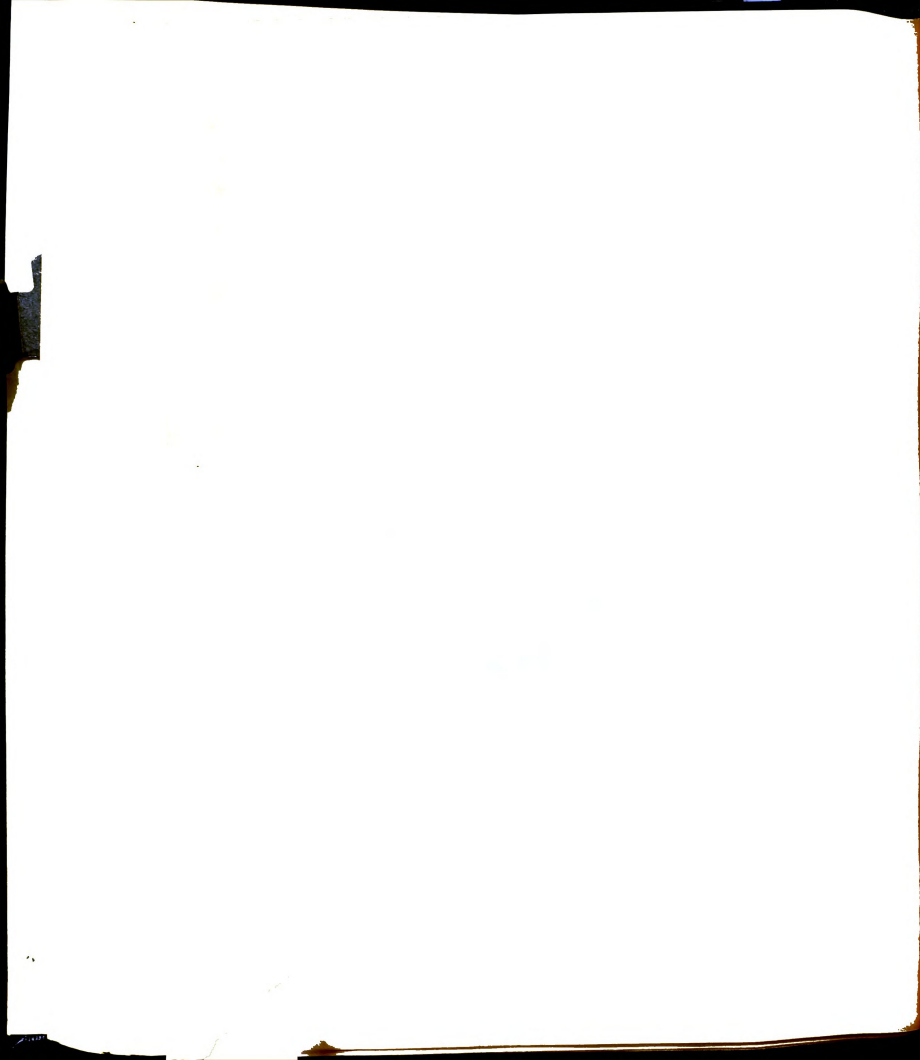
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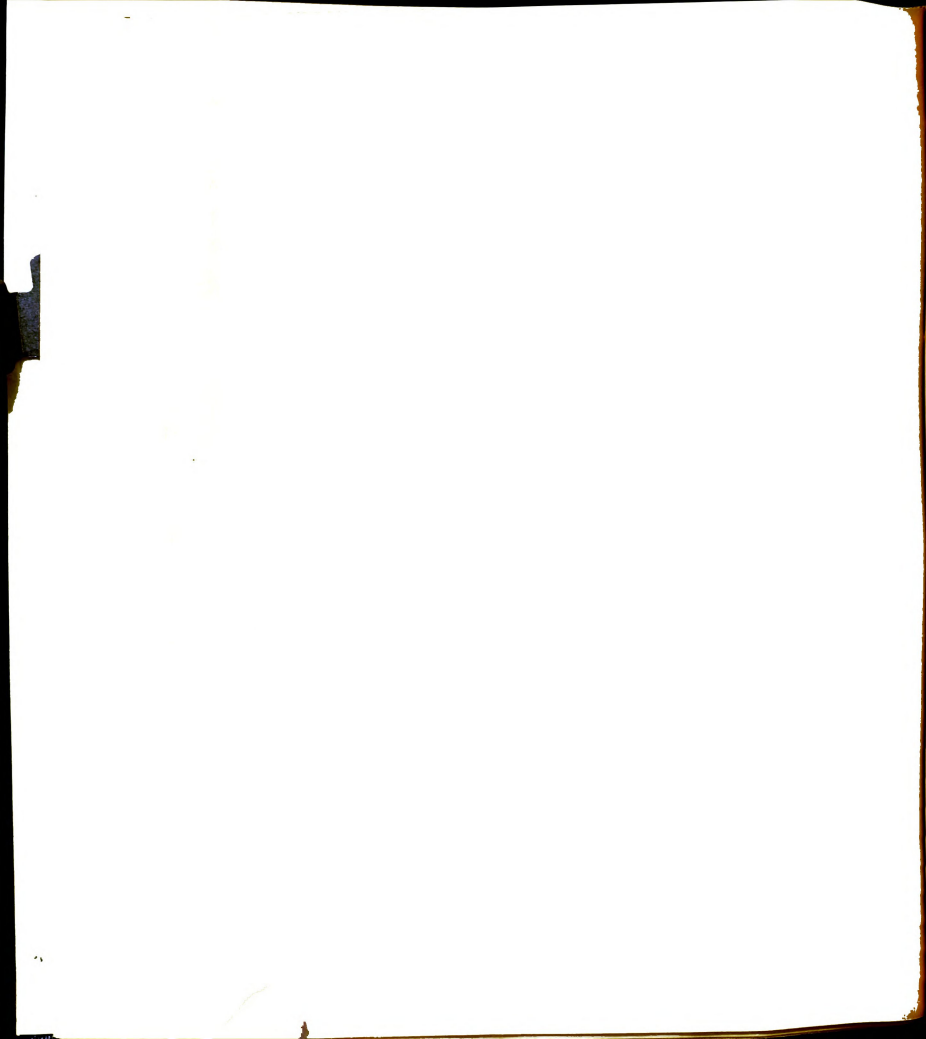
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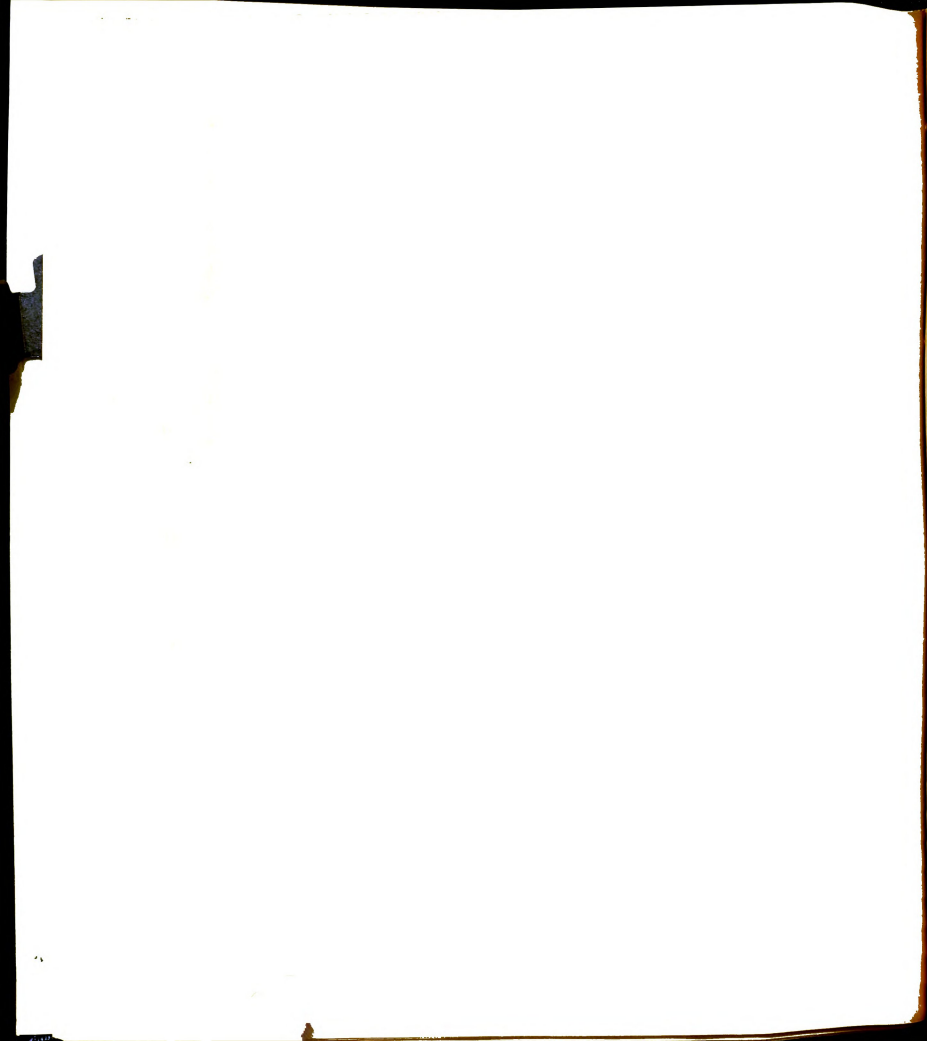
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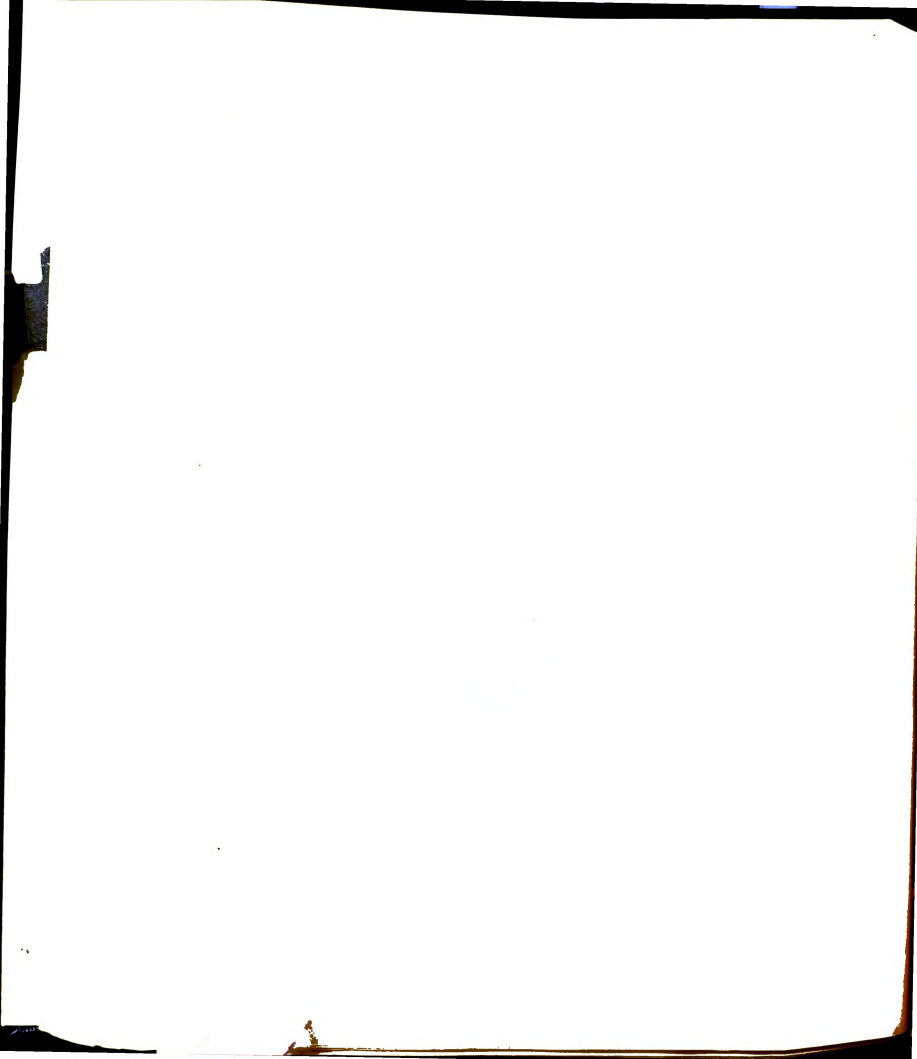
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WHY CERTIFIED TEACHERS FAIL TO ENTER
THE TEACHING PROFESSION

E. HAROLD HARPER, Ed.D.

Michigan State University, 1958

During the post-war years much attention has been directed to the need of supplying adequate numbers of trained teachers for the schools of America. These studies have attempted to discover ways and means of attracting new teachers and retaining those who are trained. Very little attention has been directed to the discovery of the reasons why certified teachers fail to enter the profession.

Purpose. The purpose of this study was to determine the reasons given by Michigan State University graduates, certified to teach for the fiscal year, 1956-1957, for not entering the teaching profession; to discover positions they assumed; to analyze statistically influential factors causing them to enter areas other than teaching; and to compare various aspects of these findings with responses made by those who did enter the teaching profession.

Procedure.

1. A general hypothesis was assumed, e.g., persons who do not teach after graduating from Michigan State University have traits which will not be evident among those persons who teach after graduation.



2. Several sub-hypotheses were also proposed which were related to the general hypothesis.
3. A questionnaire was developed and administered to the 787 graduates who certified for teaching in Michigan.
4. Data from returned questionnaires were tabulated on IBM and subjected to a χ^2 Test for Two Independent Samples.
5. Calculations were made on Michigan State University's electronic computer, MISTIC.

Findings.

1. There was no relevant difference in those who taught and those who did not teach in relation to the hypotheses tested.
2. Certain sub-categories of various hypotheses proved to be related reasons for accepting or rejecting teaching positions. They are listed below.
 - a. Services of the Placement Bureau were inadequate for certain female respondents.
 - b. There was a direct relationship between the number of interviews some of the women had and their acceptance of a teaching position.
 - c. School administrators who interviewed these people displayed certain undesirable characteristics.
 - d. There was a significant relationship between the length of time secondary men had complete charge of a class in student teaching and acceptance of teaching positions.



- e. Certain groups who taught tended to feel more often than those who did not teach that their College of Education instructors had insufficient public school experience and offered them experiences that did not prove effective in classroom situations.

3. Other findings are as follows:

- a. A greater proportion of those who do not teach than those who do teach are married.
- b. Those who major in physical sciences and vocational areas tend to take positions other than teaching.
- c. Those who minor in social sciences and vocational areas tend to take positions other than teaching, whereas those who minor in the arts have a greater tendency to take teaching positions.
- d. The positions assumed by those who do not teach are listed in rank order below:

(1) Homemaker	7.7%
(2) Graduate Student	4.7%
(3) Military serviceman	3.6%
(4) Professions other than teaching	2.9%
(5) Clerical	2.6%
(6) Businessman or salesman	1.4%
(7) Substitute teacher	1.1%
(8) Scientist	.3%

(9) Personnel

.2%

Conclusions. The data do not do not support the hypotheses of the study. It appears, therefore, that it does not really matter what we do with teacher candidates for they will enter teaching regardless of the kinds of experiences they have or the pressures that are brought to ~~bear~~ upon them, and their decisions to reject teaching seem to be the result of circumstance. Certain findings of this study have implications for those concerned with teacher training and teacher placement.



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