A STUDY OF COLLEGE GRADUATES CERTIFYING FOR SECONDARY SCHOOL TEACHING

Thesis for the Degree of Ph. D.

MICHIGAN STATE UNIVERSITY
KEITH P. ANDERSON

1965

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ABSTRACT

A STUDY OF COLLEGE GRADUATES CERTIFYING
FOR SECONDARY SCHOOL TEACHING

by Keith P. Anderson

Statement of the Problem

This study identifies and describes the College graduates who decided to begin working toward secondary certification at Michigan State University during the summer and fall terms of 1964. The description includes (1) basic personal characteristics, (2) factors which influenced the decision to enter secondary teaching, (3) attitudes about teaching and teachers, and (4) level of professional aspirations.

This study was undertaken to determine (1) the kinds of persons being attracted to the certification program, (2) the implications of the above in regard to the setting of certification requirements, and (3) the need for the development of screening criteria for admission to the program.

The study was designed to be hypothesis generating as well as descriptive in nature.

Design of the Study

The 34 persons comprising the population were questioned in accordance with an interview schedule consisting mainly of open

response items.

In addition to the basic data that were gathered from the interviews, eight relationships posited at the beginning of the study were explored along with six other relationships uncovered during the course of data analysis.

Data were analyzed by use of response-frequency distributions, percents, means, medians, modes, ranges, and rank.

Major Findings of the Study

The 34 certification candidates had a mean age of 28.4 years with an age range from 21 to 55 years. Eight different undergraduate majors were represented with Social Science having the highest membership. The mean undergraduate grade-point average was 2.61 with a range from 2.0 to 3.77. Eleven members were female and twenty-three were male.

Seventeen persons (50%) had belonged to no social, service, or fraternal organizations. Of the seventeen who had belonged to such organizations, only four had held some type of executive office. Twenty of the thirty-four had no previous experience in working with youngsters.

Reasons given for moving into teaching included (1) dissatisfaction or lack of success in work, (2) lack of success or failure to be admitted to graduate or professional schools, and (3) the need to make some vocational commitment, however tentative, after graduating from college with no firm goals or aspirations. The majority of the population either had held high job aspirations or had held no job aspirations

while undergraduates.

Attitudes about teaching and teachers showed a strong relationship to previous experience in working with youngsters, with those having such experience tending to give child-centered rather than subject-centered responses to interview schedule items.

The professional aspirations of the population were as follows: (1) Ninety-one percent plan to obtain a permanent teaching certificate, (2) 88.3% plan to earn a master's degree, and (3) 26.5% plan to earn the doctorate. Only six of the thirty-four persons saw secondary teaching as a long-range vocational goal. Of these six, three were women and two were men interested primarily in coaching. The remaining 28 persons were rather evenly divided between those planning to move into public school administration and those planning to move into junior or senior college teaching. Those planning on administration tended to come from the lowest grade-point category and those planning on college teaching tended to come from the highest grade-point category.

The study data indicate that a majority of the population (1) were not highly successful in previous college and vocational endeavors, (2) saw the secondary certification program as a means of entering fields other than classroom teaching, and (3) were searching for some vocational direction which would satisfy unmet personal needs.

On the basis of these research findings, the development of some type of selection criteria for entrance to the secondary certification program is clearly indicated.

A STUDY OF COLLEGE GRADUATES CERTIFYING FOR SECONDARY SCHOOL TEACHING

By

Keith P. Anderson

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CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

Most teachers in the public schools are persons who fulfilled requirements for a teaching certificate as part of their regular undergraduate programs. There is, however, a growing number of persons who graduate with non-teaching degrees and subsequently decide to take additional course work to fulfill the certification requirements for some level of public school teaching. Michigan State University is one of the many colleges and universities across the nation that has an ongoing program for helping these people meet state certification requirements.

Records in the College of Education at Michigan State University indicate that the number of students currently working on post-degree certification programs is as follows:

Elementary - 162

Secondary - 300

It is quite evident that these "late choosers" are becoming an ever increasing part of the public school teaching force. There has been little research, however, into the various implications of this "late chooser" phenomenon. A notable exception was Beighley's study of "late choosers" in the elementary certification program at Michigan State University.[1]

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[1]Kenneth E. Beighley, "A Study of Female College Graduates Certifying for Elementary School Teaching" (unpublished Ph.D. Dissertation, Michigan State University, 1963)

Beighley studied the following factors related to these "late choosers":

1. Motivations for entering teaching.
2. Factors which influenced their choice of teaching as a career.
3. Their professional aspirations.
4. Their perceptions of the certification program.

The above research pointed to the efficacy of a certification program for "late choosers" in elementary education. These women, as a group, seem capable of making the following contributions to public education in Michigan:

1. Increasing numbers of these "late choosers" entering the field could help to lessen the critical shortage of fully certified elementary teachers.
2. These women seemed to have the potential of becoming professional teachers capable of making a contribution to their field comparable to that of teachers who earned their certificate in a regular undergraduate program.

A parallel need exists to gain similar kinds of information about the post-degree secondary certification aspirants at Michigan State University.

Statement of the Problem

This study identifies and describes the college graduates who definitely decided to enter the post-degree secondary certification

program[2] at Michigan State University during the summer and fall terms of 1964.

No effort was made to select a sample from this population. It was felt that the relevance of the study would be improved by gathering data on the entire population during the above time period.

Description of the population of this study includes the following factors:

1. Basic personal characteristics such as age, undergraduate major, and undergraduate grade-point average.
2. Factors influencing the decision to become a teacher.
3. Attitudes about teaching and teachers.
4. Level of professional aspirations.

Justification for the Study

The hallmark of an effective program for teacher education must be a continuous and ongoing process of evaluation. If the Michigan State University secondary certification program is to be evaluated, research must first be done to determine the real needs of the students enrolled in the program. It may be questionable, moreover, to assume that the professional needs of these "late choosers" are identical with the needs of the regular body of undergraduates in the secondary education program. Yet, the certification requirements that the "late choosers" must meet are identical to those of the regular secondary education program.

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[2]Hereafter the post-degree secondary certification program will be referred to as the secondary certification program.

The serious shortage of certified elementary teachers is a well known and undisputed fact. In view of this need, a program for helping late entries in the elementary education field become certified is certainly justified. At the secondary level, however, the teacher shortage is not evenly spread over the range of subjects commonly taught. Teachers for some subject areas such as girls' physical education are in very short supply. For other subject areas, particularly in the social sciences, a shortage of certified teachers does not exist.[3] Is the secondary certification program serving to provide teachers where shortages do exist, or are the majority of secondary "late choosers" preparing for already crowded fields? Informal viewing of the situation seems to indicate that in the main the latter may be true.

Still another aspect of this "late chooser" syndrome presents itself; i.e., can it safely be assumed that those entering the program are the kind that will help both themselves and the teaching profession by their decision to become teachers? At the present time no screening or selection criteria have been set down to control in any way the kind and number of people entering the post-degree certification program. It should be mentioned that the focus and intent of this study is not to develop criteria for screening applicants but rather to gather the preliminary descriptive data which may indicate that some kind of selection criteria is needed.

This study should provide adequately comprehensive and descriptive data that will hold implications for those persons in policy and

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[3]National Education Association, Research Division, "The Problem: Teacher Supply and Demand," Vol. 42, No. 4, December, 1964, page 122.

decision-making positions relative to teacher education both at the university and state levels. Of equal importance this study should provide a portion of the foundation from which an ongoing program of evaluation of secondary certification programs can be developed.

Relationships to be Explored

This study will be descriptive and exploratory. Its intent will be to provide a portion of a necessary frame of reference from which it is hoped can grow further and more specific research into the various aspects of post-degree secondary certification programs. The list of relationships to be explored, therefore, will provide tentative guidelines to give direction to the study rather than to impose a narrowness and rigidity to the line of inquiry. It should also be noted that the design of this study does not attempt to predict the nature or significance of these relationships.

The writer has had the advantage of handling initial certification interviews prior to the time served by this study. Close but informal viewing of the situation during this time would seem to indicate that the following relationships can be anticipated.

1. There is a relationship between kind of undergraduate major and pattern of factors influencing the decision to become a teacher.

2. There is a relationship between age of applicants and pattern of factors influencing the decision to become a teacher.

3. There is a relationship between age of student and pattern of professional aspirations.

4. There is a relationship between undergraduate grade-point average and pattern of factors influencing the decision to become a teacher.

5. There is a relationship between undergraduate grade-point average and pattern of professional aspirations.

6. There is a relationship between previous experience in working with youngsters and the pattern of factors influencing the decision to become a teacher.

7. There is a relationship between membership and success in organized service or social organizations and pattern of professional aspirations.

8. There is a relationship between kinds of jobs held and pattern of factors influencing the decision to become a teacher.

Assumptions on Which the Study is Based

The basic assumptions underlying this research were:

1. The number of people seeking to meet certification requirements through the formal program at Michigan State University will continue to grow.

2. "Late Choosers" who do meet certification requirements will be hired to fill teaching positions in the public schools.

3. The teaching profession and most particularly teacher educators must be interested in providing functional teacher preparation programs.

4. The only way to determine the effectiveness of a preparation program is by an ongoing process of evaluation.

5. Existing certification requirements can be modified if the need is shown.

6. This study is capable of inspiring further research relating to the motivations and aspirations of certification aspirants.

7. A comprehensive and meaningful picture can be better obtained from an interview which utilizes both open and closed ended questions and other depth interview techniques than can be obtained from a questionnaire.

The final assumption warrants some special attention. First of all, using an interview technique for gathering data rather than a questionnaire will insure that information on each person in the population will be collected. Secondly, interview techniques provide an opportunity for further inquiry into any given response so that

misunderstandings and semantic difficulties can be held to a minimum. Thirdly, the interview does not permit, as does the questionnaire, the opportunity for the respondent to omit a given question or questions. If in the interview situation the person refuses to answer, the ensuing conversation can provide valuable information.[4] Fourthly, the interviewer can detect answers which do not actually answer the question and probe for more relevant material.[5] Fifthly, the interviewer also has the advantage of better controlling the sequence of questions. When a respondent has a questionnaire in hand it is almost impossible to keep him from reading ahead and thereby contaminating or influencing his responses. Sixthly, the interview gives the interviewer the chance to observe non-verbal behavior, which may be quite meaningful.[6] A final quote from Maccoby and Maccoby might be added here in regard to the efficacy of the interview technique. " . . . some of the most impressive contributions to social science knowledge have been made by studies which employed the interview as their central technique."[7]

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[4]Eleanor Maccoby and Nathan Maccoby, "The Interview: A Tool of Social Science," in Gardner Lindzey, editor, Handbook of Social Psychology, Vol. I, Addison-Wesley Publishing Company, Cambridge, 1954, page 483.

[5]Ibid, page 483.

[6]Ibid, page 483.

[7]Ibid, page 483.

Limitations of the Study

This study may be limited for the following reasons:

1. The validity of research information gained from interviews is directly related to the skill and knowledge and technique of the interviewer. The academic background and the actual on-the-job experience of the interviewer as a counselor, as well as the use of pilot interviews, however, should serve to hold interview errors to a minimum.

2. The population of this study will be only graduates of accredited Michigan four-year colleges and universities, and will be almost all Michigan residents. The results of this study, therefore, will probably not be generalizable to other similar groups of certification aspirants in those areas with a markedly different socio-economic or sub-cultural makeup such as the deep South and the Eastern and Western Seaboards.

3. Some of the interviewees will already be teaching on a special certificate, while many will be without actual classroom experience. This may introduce some differences into the interviews which would be impossible to control without further limiting and defining of the population. It was felt, however, that the usefulness of more comprehensive and inclusive data would outweigh the advantages of restricting the population.

4. In order for this study to be of maximum value, further research and follow-up studies of a longitudinal nature will have to follow.

5. The interviewer's position as the single University official in charge of these initial interviews could easily cause contamination and lack of validity in responses if the client perceived a degree of personal threat in the interview situation.

Summary

This chapter attempts to structure a point of departure, a frame of reference, for the later portions of the study. This section, along with a review of the related research in Chapter Two and the research procedures outlined in Chapter Three, should serve to help make more meaningful the presentation and analysis of the data in Chapter Four and the summary and recommendations found in Chapter Five.

CHAPTER II

REVIEW OF RELATED RESEARCH

Introduction

The review of related research involved resolving the issues of proper appropriateness, comprehensiveness, and selectivity. The following criteria were developed to provide a frame of reference for the qualitative and quantitative decisions that were made:

1. Because of the rapid change inherent in our industrial society, a real effort was made to focus on that research which has taken place in the last two decades.

2. An effort was made to be selective in the literature cited here in relation to research design. A good many studies reported in the literature consist of some type of questionnaire of doubtful validity and reliability, administered in an informal manner to graduate or undergraduate classes in education without benefit of any replication or follow-up. Studies of this nature are not reported.

3. Writings in the field of vocational theory were not mentioned to any appreciable extent because until quite recently these theorists were not gathering sufficient

empirical data on a longitudinal basis to support their theories fully. Super and Tiedeman, however, are now engaged in research projects that deal with developmental vocational selection, the results of which should be most valuable to future studies relating to reasons and motivations for choosing teaching as a career.

4. Research cited in this chapter had a clearly distinguished focus, i.e., studies which got at reasons and motivations for and against choosing public school teaching as a profession. It was felt that research of this nature was central to the study and needed at this point to provide the necessary frame of reference from which to develop the remainder of the study. Other relevant research findings were mentioned wherever appropriate in subsequent chapters.

A further comment is added at this point to justify not placing a great deal of emphasis on vocational theory. Roe[1], Holland[2], Hoppock[3], and Super[4] all have based their theoretical positions on

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[1]Ann Roe, The Psychology of Occupations (New York: John Wiley and Sons, Inc., 1956).

[2]J. L. Holland, "A Theory of Vocational Choice," Journal of Counseling Psychology VI (September, 1959), pp. 35-45.

[3]Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1963).

[4]Donald E. Super, "Vocational Adjustment: Implementing a Self Concept," Occupations, XXX, pp. 88-92.

largely psychological grounds, i.e., emotional need and self-concept are stressed to the virtual exclusion of other political, economic, and sociological factors. There has been a good deal of criticism of the above writers for this reason. Ginzberg[5] is the one vocational theorist who has been least susceptible to such criticism and one the psychological theorists have found difficult to fit into their constructs.

Ginzberg's position is that vocational choice is a developmental process. Thus it is not a single decision but a series of decisions made over intervening periods of time. The process is largely irreversible. Since this approach is dependent upon growth-development and chronological age, the process cannot be recreated. Probably the most significant aspect of Ginzberg's position, however, is that compromise is an essential aspect of every choice that is made. An individual's interests, abilities, social-class values, financial resources, etc., are all involved in each vocational decision. He states, moreover, that no one of these elements is the sole basis of an occupational choice. It is readily apparent that this is a more complex and comprehensive notion about vocational development than those of the psychological school. An operational research design capable of controlling this number of complex variables, however, has not been evolved.

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[5]Eli Ginzberg, Sol W. Ginzberg, Sidney Axelrod, and John L. Hermce, Occupational Choice--An Approach to a General Theory (New York: The Columbia University Press, 1951).

Sociologists have been some of the most severe and vocal critics of much psychologically oriented vocational theory. Caplow[6] has been one of the most articulate and probably best sums up the nature of protests evinced from the sociological position.

> The age at which occupational choices are made has a good deal to do with the kind of choices which are possible. If occupations are inherited, the choice may be said to take place at birth.
>
> Surprisingly little is known about occupational choice in our own or any other mobile society. Since a permanent occupational choice can only be identified after a lapse of years, it can only be studied retroactively, by which time the successive mental states in the choice process will seldom be recalled with any accuracy. Then too, error and accident often play a larger part than the subject himself is willing to concede.[7]

It appears that to date a theoretical construct of vocational development that is sufficiently comprehensive and empirically verified does not exist. Research does exist, however, that points to reasons and motivations for and against choosing public school teaching as a profession. Because this study dealt with a population that chose teaching after earning a non-teaching degree, it seemed that such research had central relevance in this chapter.

Reasons and Motivations for Choosing Teaching as a Career

Most of the research relative to choosing teaching as a career has been carried on with college students. There has been, however,

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[6]T. Caplow, The Sociology of Work, (Minneapolis, Minnesota: The University of Minnesota Press, 1954).

[7]Ibid., Page 214.

some research done with students in high school who indicated at that time they were pointed toward teaching as a career.

Richey and Fox[8] surveyed all high school seniors in Indiana in 1950 who had expressed an interest in teaching. They report that the most important reasons given for girls wanting to teach was that of liking to work with young people. Boys reported that they chose teaching because they were interested in teaching a particular subject. Boys were also found to choose teaching much later and saw fewer advantages to teaching as a vocational choice than did the girls.

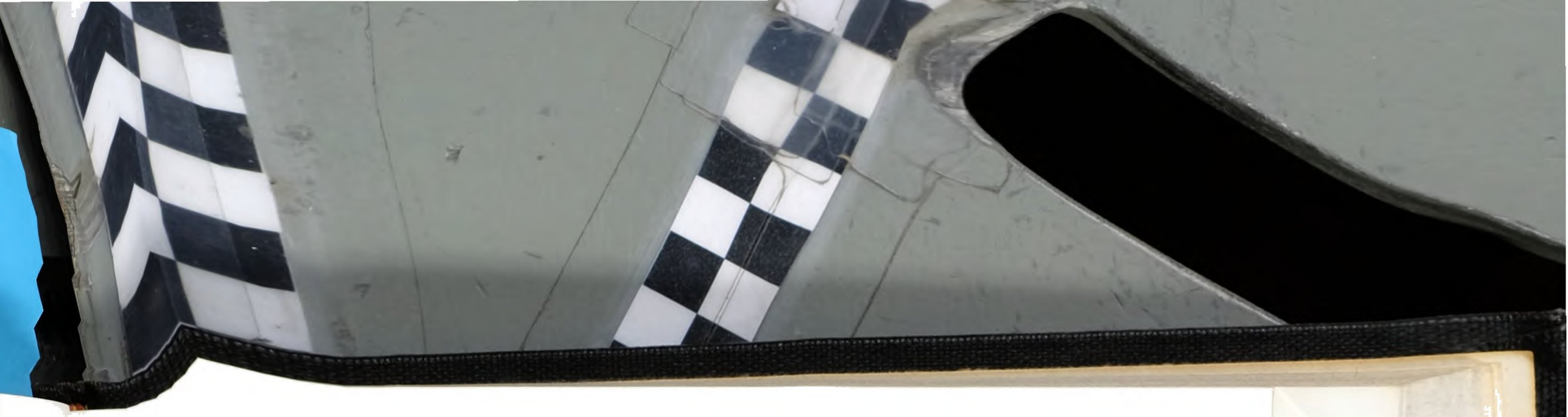
A study in the metropolitan area of Chicago conducted by Devita and Kalzkowski[9] found the most frequently mentioned reasons for considering teaching as a career were: (1) like to work with children, (2) think teaching enjoyable work, (3) would like to teach a particular grade and subject, (4) like to help others, and (5) need for teachers.

A large number of studies have dealt with reasons and motivations of college students for entering teaching. A considerable amount of selectivity was invoked in the presentation of these studies.

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[8]Robert W. Richey and William H. Fox, "A Study of Some Opinions of High School Students with Regard to Teachers and Teaching," Bloomington, Indiana: Indiana University, Bulletin of the School of Education, Division of Research and Field Services, Vol. 28, No. 2 (March, 1952).

[9]James Devita and Henry Kalzkowski, "Teaching as a Vocational Choice," Educational Administration and Supervision, Vol. XXXXV, (March, 1959), pp. 83-85.



A comprehensive study conducted by Fox[10] of all juniors and seniors in education at Northern Illinois University revealed reasons given by college students for choosing teaching to be similar to those reasons given by the previously mentioned high school students. Future secondary teachers reported that they were influenced significantly more than future elementary teachers by: (1) their liking for a particular subject, (2) the comparatively short school day, long summer, etc., (3) the trend toward higher teacher salaries, and (4) the opportunity to use teaching as a stepping stone to another career.

Ostlie[11] gathered opinions from 1,374 college students majoring in education in Southern California. These students listed the following factors as having positive implications for their decision to teach: (1) opportunity to serve, (2) opportunity to work with young people, (3) opportunity for professional growth, (4) salary, (5) security, and (6) vacations. The idealistic factors (numbers 1, 2, and 3) headed the list.

Best[12] studied the reasons for 214 seniors in secondary education at the University of Wisconsin choosing teaching as a career. The

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[10]Raymond B. Fox, "Factors Influencing the Career Choice of Prospective Teachers," Journal of Teacher Education, XII, (December, 1961) pp. 427-432.

[11]Selmer Ostlie, "Motivations for Entering Teaching," Journal of Teacher Education, VIII (March, 1956), pp. 80-81.

[12]John W. Best, "Study of Certain Selected Factors Underlying the Choice of Teaching as a Profession," Journal of Experimental Education, XVII (September, 1948), pp. 201-259.

most-listed reasons for choosing teaching were: (1) genuine interest in children and youth, (2) opportunity to work in field of major interest, (3) life-long opportunity to learn, (4) desire to work with people rather than things, (5) security, (6) service to society, and (7) good job for emergency and opportunity for long vacations and travel.[13]

Orton[14] categorized the following reasons which 146 students in education at the University of Utah indicated had caused them to choose teaching as a profession: (1) altruistic or idealistic reasons, (2) personal development, (3) security, (4) prestige of the profession, (5) enjoyment of people and children, and (6) salary reasons. These factors were reported in rank order.

Wynn[15] summarized a great many studies citing reasons for people choosing teaching as a profession. He listed the following five categories in rank order: (1) fondness of working with young people, (2) challenge of an important service to society, (3) intellectual interests and stimulation, (4) job security and other favorable working conditions, and (5) professional preparation at a nominal cost.

Richards[16] studied 530 college of education students at The

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[13] Ibid, page 226.

[14] Don A. Orton, "What Attracts College Students to Teaching," Educational Administration and Supervision, XXXIV (April, 1948), pp. 237-240.

[15] Richard Wynn, Careers in Education (New York: McGraw-Hill Book Company, 1960) pp. 12.

[16] Rachel Richards, "Prospective Students' Attitudes Towards Teaching," Journal of Teacher Education, XI (September, 1960), pp. 375-380.

Ohio State University in 1958. Over 80% of these students listed the following reasons for choosing teaching as a career: (1) Good preparation for family life, (2) free summers, (3) variety of work, not boring, (4) the satisfactions outweigh the bad features, (5) it gives one the chance to help others, (6) it is an opportunity to help people learn, and (7) doesn't have too many duties after hours.

Fielstra[17] studied the reasons given for choosing teaching as a career by 230 students at the University of California, Los Angeles. The reasons given by this group, in rank order, were:

1. To help youngsters develop sound values, desirable citizenship attitudes, and deep appreciation of the good and the beautiful.
2. To work with children and adolescents and be an inspiration to them.
3. To make a significant contribution to the preservation and extension of the democratic way of life.
4. To work in a profession which makes possible and encourages continuous growth in service.
5. To work in a subject matter field of interest and to help youngsters gain knowledge and skill in that field.

One of the axioms of legitimate research is that research findings

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[17]Clarence Fielstra, "An Analysis of Factors Influencing the Decision to Become a Teacher," Journal of Educational Research, XLVIII (May, 1955), pp. 659-667.

have a direct relationship to the research design and the kinds of questions or assumptions underlying the design. The research reported thus far would seem to indicate that people choosing teaching as a career were motivated by real feelings of dedication, zeal and idealism. If this is, in fact, an accurate total picture, one would expect to find the ranks of prospective and employed teachers replete with enthusiastic and dedicated personnel.

Blau[18], however, has hypothesized on the basis of his research with social workers in Chicago that many people in what Blau terms middle range professions, i.e., social work, public school teaching, nursing, etc., are there not because they want to be but because lack of ability or other resources forced a vocational compromise. Others may be in or pointing toward the same profession as a means of upward social class mobility or using middle range professional preparation as a vocational safety valve in case of failure elsewhere. There is some research evidence to support this contention.

Beloc's study[19] in 1962 was an inquiry into the relationship between societal pressure and a youngster's decision to teach. He noted that social pressures are exerted by four groups--peers, parents, other adults, and teachers. Once a youngster made public his decision

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[18]Peter Blau, "Social Mobility and Interpersonal Relations," American Sociological Review, XXI (June, 1956) pp. 290-295.

[19]Michael V. Beloc, "Social Pressures and Prospective Teachers," Journal of Teacher Education, XIII, (March, 1962), pp. 75-77.

to teach, approximately 70% reported unfavorable peer-group reactions. Eighty-two percent reported a favorable reaction from their parents, and sixty-three percent reported a favorable response from adults other than parents and teachers. Only 48% of the students reported a favorable reaction from their teachers.

Hamachek and Moni[20] studied 246 prospective elementary and secondary teachers at Michigan State University in relation to their perceptions of colleges of education and the teaching role. As part of this study, students were asked to list in rank order which occupations, in reality, they saw themselves entering. The students were then asked to list in rank order the three occupations they would ideally like to enter. Of this group, 87.4% listed teaching as their first reality choice, but only 40.24% listed teaching as their first ideal choice.

Stiles[21] found that in a group of 731 undergraduate education majors only 17 percent anticipated a life career in teaching.

Haubrich[22] found in a study of 195 students in education at the University of Utah that only 35 percent indicated that becoming a successful teacher was a major life goal. Only 6 percent of this

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[20]Don E. Hamachek and Takako Moni, "How Education Majors Perceive a College of Education and the Teaching Role," Michigan Journal of Secondary Education, XI (Winter, 1965) pp. 58-64.

[21]Lindley J. Stiles, "Attitudes Toward Education Courses," Journal of Teacher Education, X (June, 1959) pp. 182-188.

[22]Vernon F. Haubrich, "The Motives of Prospective Teachers," Journal of Teacher Education, XI (September, 1960) pp. 381-386.

same group reported that "work had some real meaning in life" for them. Thirty percent of this group indicated that they were following a teaching program to have something to fall back on in case they failed elsewhere.

The Research Division of the National Education Association[23] asked teachers the following question: "Suppose you could go back to your college days and start over again; in view of your present knowledge, would you become a teacher?" 80.7% of the women but only 53.9% of the men respondents indicated that they would do so.

Doherty[24] studied 150 college students who planned to become teachers. These students came from farm and working class families. His conclusion is as follows: ". . . teaching is not a way of life. Rather, it serves as an entry to a way of life. It provides the means by which they can surround themselves with all of the paraphernalia of middle-class respectability."[25] Simpson and Simpson[26] reached similar conclusions in their study.

In conclusion, it would seem that the reasons and motivations

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[23]National Education Association, The Status of the American Public School Teacher, XXXV (February, 1957), pp. 38.

[24]Robert E. Doherty, "Attitudes Toward Labor: When Blue Collar Children Become Teachers," School Review, LXXI, (Spring, 1963), pp. 87-96.

[25]Ibid, pp. 93.

[26]Richard L. Simpson and Ida Harper Simpson, "Social Origins, Occupational Advice, Occupational Values, and Work Careers," Social Forces, XL (March, 1962), pp. 264-271.

which prompt people to enter teaching are quite diverse. Although much research cited in educational journals seems to point to idealism and altruism as the prime motives for entering teaching, other research findings indicate that teaching may be perceived as a port of entry in the move toward upward social-class mobility or a vocational safety valve should another occupation prove too demanding; moreover, teaching may serve, in Goffman's terms,[27] as a "societal cooler", i.e., a niche where people attempt to make a social-psychological adaptation to previous inability to enter or succeed in another field.

Reasons and Motivations for Not Choosing Teaching as a Career

Hills and Downs[28] conducted a questionnaire survey of a random sample (340) of 2,241 upper division male students of a Southern state university in 1961. Sixty-four percent of the non-teaching group believed that the salary for public school teachers would have to be improved before they would seriously consider teaching as a career. Only 17 percent of this group of non-teacher oriented male college students expected to have initial incomes in the range of that state's salary scale for beginning teachers.

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[27]Erving Goffman, "On Cooling the Mark Out," Psychiatry, XV, (November, 1952), pp. 451-463.

[28]John R. Hills and Harry R. Downs, "College Students' Attitudes Towards Teaching as a Profession," Journal of Teacher Education, XIII, (December, 1962), pp. 396-401.

Dutton and Keislar[29] reached similar conclusions in their study. The boys in the study felt that planning to teach as a career would necessitate buying a smaller house and a less desirable car. These students from upper-middle and lower-upper socio-economic levels, as defined by the Warner Scale, felt teaching would provide about the same measure of security as other professions. They also indicated, however, that a decision to teach would be looked on negatively by their parents and that as a teacher they would have long-range economic problems.

Devita and Kalzkowski[30] listed the most frequently mentioned reasons for not considering teaching in the following rank order: (1) other higher status career interest, (2) low salary, (3) lack of appeal in terms of chances for advancement, and (4) uninteresting work.

Charters[31] concluded, after an exhaustive review of the literature dealing with the occupational prestige of public school teaching, that teaching has made some minor gains in occupational status since the colonial period. It is by no means, however, one of the high status occupations or professions in United States society and is not looked

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[29] Wilbur H. Dutton and Evan R. Keislar, "Attitudes Toward Teaching," Journal of Teacher Education, XII (June, 1961), pp. 165-171.

[30] Devita and Kalzkowski, op.cit., page 85.

[31] W. W. Charters, "The Social Background of Teaching," in N. L. Gage, editor, Handbook of Research on Teaching (Chicago: Rand McNally and Company, 1963) pp. 715-805.

upon with favor by many young people who have the necessary intellectual and financial resources to consider other higher status professions.

It would seem that the low prestige of teachers has a rather long history. Gummere[32] in a historical study of teaching in the Middle Atlantic region of the United States found that the majority of teachers in Philadelphia and Baltimore in the eighteenth century came from England as indentured servants to be sold to the highest bidder. "Significantly, a school teacher did not bring as high a price as a shoemaker, a cooper, a mason, a carpenter, or a barber."[33]

Inkeles and Rossi[34] carried out a study which serves to give this section geographical as well as historical perspective. Prestige rankings of teachers were compiled from studies done in the United States, Germany, Great Britain, Japan, New Zealand, and the Soviet Union. Twelve of the fifteen pairings of nations yielded a correlation coefficient of .90 or higher. The position of teachers was very similar across these six nations, ranking slightly below such occupations as certified public accountant and army officer and slightly above such occupations as farm owner and skilled craftsman.

Rettig and Pasamanick[35] found that the relatively low prestige

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[32]R. M. Gummere, Jr., "Prestige and the Teacher," School and Society, Vol. LXXXVIII, (June, 1960), pages 117-118.

[33]Ibid, page 118.

[34]A. Inkeles and P. H. Rossi, "National Comparisons of Occupational Prestige," American Journal of Sociology, LXI (October, 1956),pp.329-339.

[35]S. T. Rettig and B. R. Pasamanick, "Status and Job Satisfaction of Public School Teachers," School and Society, Vol. LXXXVII, (December, 1959), pp. 113-116.

rating of teachers not only served to keep many persons from seriously considering teaching as a career, but also created problems for those who chose to teach. These authors found that teachers were more worried about their occupational prestige than were four other professional groups simultaneously studied--psychiatrists, psychologists, social workers, and nurses. It was also found that these teachers accorded a lower standing to their own occupation than did a group of 110 laymen. Interestingly, when these teachers were asked what standing they thought laymen accorded them, the teachers seriously underestimated it.

Summary

It would seem that public school teaching is not an attractive profession for many people. For those aspiring to a profession capable of conferring high status to its membership, teaching does not measure up. Neither is it attractive to those who are more concerned with financial remuneration than status. It also seems evident that in the absence of money and status, there remain reasons and motivations for teaching apart from a humble desire to unselfishly serve mankind.

CHAPTER III

RESEARCH PROCEDURES OF THE STUDY

Introduction

Before the actual data-gathering began, much preliminary work was needed and accomplished. The population was identified; the interview schedule was developed, tested and refined; and the environment for the interviews was reviewed and subsequently amended. The remainder of this chapter presents a picture of what was involved in the accomplishment of each of the above steps and also outlines the procedures utilized in the treatment of the interview data.

Identification of the Population

The population selected for study was defined to include "graduates of accredited Michigan colleges and universities[1] who definitely decided to begin a secondary certification program with Michigan State University during the summer and fall terms of 1964". This definition excluded those persons who appeared at the College of Education merely

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[1]College graduates from outside Michigan may also take work at accredited Michigan institutions toward teacher certification. The actual requirements to be met, however, are set down by the Michigan Department of Public Instruction rather than the College or University. Students who graduated from non-accredited institutions in Michigan must apply for regular undergraduate admission and earn a second bachelor's degree to be certified.

to gain information about certification standards and procedures. Also excluded were the 13 persons not willing to invest the time and effort needed to complete certification requirements and the 11 persons who decided, after an initial certification conference, that teaching was probably not the vocation for which they were best equipped. The definition included all those persons who took the following necessary steps to enter the certification program:

1. Transcripts were presented to the College of Education as well as to the colleges of the teaching major and minor for evaluation, clearance and the setting down of certification requirements.[2]

2. The completed certification program was presented to the College of Education certification office for formal processing and filing.[3]

Development of the Interview Schedule

The development of the interview schedule, a form to guide and give direction and continuity to the interviews (see Appendix A), entailed the following procedures. The first step consisted of the development of some major areas of exploration which, after discussion with the director of the research project, resulted in some changes and modifications. The next step consisted of the development of

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[2]These requirements are listed on a standard form entitled "Application for Admission to the Teacher Certification Program at Michigan State University".

[3]It was at this time that the data-gathering interview for this study was accomplished.

sub-items of a more specific nature to be used under the major headings. When a rough form of the entire interview schedule was developed, a pilot interview was conducted[4] which resulted in some modifications and changes in the schedule. Two additional pilot interviews confirmed the adequacy of the instrument.

Content of the Interview Schedule

The interview schedule contained items designed to elicit direct informational responses and also items designed to encourage the individual to express personal beliefs and attitudes. These items are presented under the major topic headings.

Basic Personal Characteristics -- The primary focus of this section was the collection of an adequate foundation of basic personal data which would provide the necessary frame of reference from which to view and order information collected in subsequent sections of the interview schedule. Items 1-9 were designed to collect this information.

1. What was your undergraduate major?
2. From what institution did you obtain your bachelor's degree?
3. What was your undergraduate grade-point average? (Responses to this item were checked against the student's transcript to insure accuracy.)
4. What is the highest degree you hold?
5. What was or will be your age as of August 1, 1964?
6. What honors or awards have you received?
   High School -
   College -
   Post Bachelor's Degree -

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[4]The pilot interviews were held with persons who appeared at the College of Education to arrange a certification program just prior to the time period alloted for this research.

7. To what social, service, or fraternal organizations have you and/or do you belong at this time?
8. What offices have you held in these organizations?
9. What previous experiences have you had in working with high school aged youngsters?

Motivations for Teaching -- This section attempted to get at motivations for entering a post-degree certification program after earning a non-teaching college degree. Items 10-17 were designed to gather data about those motivating factors which apparently led to this shift in vocational goals.

10. How long ago did you first think about becoming a teacher?
11. How long ago did you definitely decide to begin a certification program?
12. What events transpired that served to solidify this decision?
13. In general or specifically, what professional or job aspirations did you hold for yourself as an undergraduate?
14. How does your subsequent plan to become a teacher fit in with these earlier aspirations?
15. In rank order, what do you consider to be the three most important considerations in choosing a job or profession?
16. What sacrifices, if any, are necessary for you to make in order to pursue this new goal of teaching?
17. What do you expect to gain from this new pursuit that will repay you for these sacrifices?

Attitudes and Perceptions About Teaching and Teachers -- Gathering valid data about persons' attitudes is one of the most difficult problems facing researchers in the behavioral sciences. One can never be certain, even with projective instruments such as the Rorschach and the Thematic Apperception Test, that the person is revealing his true feelings. It was felt, however, that an adequate description of this population necessitated attempting to sample the perceptions and

attitudes of the population about teaching and teachers.[5] Items 18-25 were designed to elicit responses which would provide some indications of these attitudes.

18. What do you feel is your strongest personal asset in becoming a successful teacher?
19. What do you feel is the area of teaching competence in which you would like some definite help?
20. What do you feel is the major responsibility of the building principal?
21. What kind of a relationship do you feel a teacher should have with his students?
22. As you see it, what is the most difficult job that faces the classroom teacher?
23. What help do you expect to receive from the professional education courses you will be taking in this certification program?
24. As you see it, what single factor or set of factors could be improved, modified or changed to really improve the public schools?
25. How do your close friends or relatives view teaching as ones life work? (What is your father's occupation?)

Professional Aspirations -- One of the central issues of this research dealt with the long-range vocational goals of the population and the possible relationships between these goals and reasons for entering the certification program. Items 26-30 were designed to collect information about the future professional aspirations of the population.

26. Do you plan to obtain a permanent teaching certificate?
27. Do you plan to obtain a master's degree?
28. Do you plan to obtain the Ph.D?
29. Do you plan to become an administrator, supervisor, counselor or consultant?
30. What do you see yourself doing professionally?
    In five years -
    In ten years -
    In twenty years -

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[5]Perceptual psychologists would, in fact, view the individual's perceptual set or screen as one of the key variables in any discussion of teacher preparation and effectiveness.

Format of the Interview Schedule

A good deal of consideration was given to the sequence of items in the interview schedule so as not to contaminate or influence responses because of preceding items, conversations, or commitments. The pilot interviews were most helpful in this regard. It was found during these test runs that items in the section of the schedule dealing with personal characteristics could profitably be placed first because they lent themselves to easy and informal conversation and did not require a great deal of recording time. The section dealing with professional aspirations was found to contaminate subsequent responses unless it were placed last in the schedule.

Where open-ended items appeared, space was reserved for possible lengthy responses. The recording of every word, however, was not attempted. Some of the items elicited very rambling replies, especially if the person had not done much previous thinking in that area. When this occurred the person was asked to think through what he had just said and provide a summary or capsule statement of his previous conversation. This request was in all cases met with a favorable response. No attempt was made to summarize for the person; nor was any attempt made to anticipate probable responses in that such pre-categorization runs the risk of too much subjective interpretation and item contamination by the interviewer.

The Interviews

In every case, the interview location was Office D in the College

of Education Student Affairs Office.[6] Every attempt was made to keep the interview atmosphere friendly and non-threatening. Before the interview formally began, the person was given an overview of the reasons for the conference and assured of the anonymity of his responses. It was found during the pilot interviews that actually formalizing the official recognition of the individual's certification program prior to the conference helped to dispel any threat that the person may have perceived in the situation.[7]

Responses to items on the interview schedule were recorded during the course of the interview. Probing, the asking of further questions or restating the question, was done when the nature of the item demanded such behavior or when the person appeared to be confused about the meaning of a particular question. The interviews ranged in length from 45 minutes to 1-1/2 hours depending on the verbosity of the interviewee and the amount of thinking the person had done about teaching prior to the conference.[8] The average length of the interviews was about one hour.

Procedures for Treatment of the Data

The basic procedure utilized in the data treatment was to list all

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[6]Office D is the office of the writer and the place where all secondary certification programs are officially signed and filed.

[7]Formal approval of the certification program consisted of affixing the final signature to the triplicate form and giving an official copy to the person. He was assured at that time that regardless of catalogue or staff changes his present program would be honored.

[8]The persons who took the most time were not necessarily those who were highly verbal. The longest sessions were with persons who had not thoroughly thought through the various ramifications of their decision to teach.

the responses to each item on the interview schedule in their original form. The next step, in those cases where responses were varied in wording but similar in basis and/or meaning, involved setting up categories into which similar responses were placed. Following this procedure, percents of responses for each category within the interview items were computed. For those items that dealt with quantitative data, e.g., age, grade-point average, etc., range of responses, mean responses, and in some cases median responses were determined.

Following the initial treatment of the data just described, a code number was assigned to each response category. A large chart was then developed which contained the coded response of every member to each item on the interview schedule. In this way the entire array of response data were in a form that permitted cross checking for all possible combinations of responses and relationships, including those posited in Chapter One of the study.

The final step in the process of data analysis involved selecting illustrative responses to accompany the tabular reporting of certain data. These quotations were selected in an attempt to add a further dimension to the information reported in the tables.

Summary

This chapter presents an account of those procedures utilized in the development of this study from the time of its approval through the period of data analysis.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The presentation and analysis of the data are contained in this chapter. The following major areas are discussed:

1. Basic Personal Characteristics
2. Factors Influencing the Decision to Teach
3. Attitudes about Teaching and Teachers
4. Professional Aspirations

The data are presented in the form of discussion and tables. In some cases, selected quoted comments are added to lend the perspective and feeling necessary to characterize the research population adequately.

The chapter contains three sections. Section one presents categorized data in the form of tables which provide a basic description of the population. Section two explores the anticipated relationships posited in Chapter One of the study and also explores other relationships which came to light upon further close examination of the data. Section three presents a brief drawing together and summarization of the chapter.

SECTION I, PART I - BASIC DATA

Basic Personal Characteristics

Age

The population had an age range from 21-55 years with a mean age of 28.4 years and a median age of 25 years. Table 1 shows the categorized age distribution of the population.

TABLE 1

AGE DISTRIBUTION OF POPULATION

Age Interval	Frequency	Percent of Total
23 and under	10	29.4
24 - 30	16	47.0
31 - 37	3	08.9
38 - 44	4	11.8
45 and over	1	02.9
Total	34	100.0

Undergraduate Major

Eight different undergraduate majors were reported by the population. Table 2 shows the number of persons in each of these majors.

TABLE 2

DISTRIBUTION OF UNDERGRADUATE MAJORS

Major	Frequency	Percent of Total
Fine Arts	3	08.8
Psychology	1	02.9
Social Science	14	41.3
Physical Science	3	08.8
General Business	8	23.6
Mathematics	1	02.9
Home Economics	3	08.8
Biological Science	1	02.9
Total		100.0

School which Granted the Bachelor's Degree

The population earned the bachelor's degree at six different institutions. Table 3 shows the number of persons graduating from each of the six.

TABLE 3

DISTRIBUTION OF DEGREE-GRANTING INSTITUTIONS

Institution	Frequency	Percent of Total
Michigan State University	28	82.4
Central Michigan University	2	06.0
Michigan Tech.	1	02.9
Wayne State University	1	02.9
Alma College	1	02.9
Western Michigan University	1	02.9
Total	34	100.0

Undergraduate Grade-Point Average

Admission to the teacher certification program at Michigan State University as a post-degree candidate is contingent upon the candidate having at least a 2.0 undergraduate grade-point average (based on a 4.0 system). The population had grade-point averages ranging from 2.0 to 3.77. The mean G.P.A. was 2.61 and the median G.P.A. was 2.48. Table 4 shows the distribution of grade-point averages after categorization into three groups.

TABLE 4

DISTRIBUTION OF UNDERGRADUATE GRADE-POINT AVERAGES

Grade-Point Average	Frequency	Percent of Total
2.0 - 2.49	17	50.0
2.5 - 2.99	7	20.6
3.0 and over	10	29.4
Total	34	100.0

Certification Majors

The population chose seven different certification majors. Choice of a certification major paralleled the undergraduate major in most instances. One person with a major in business and one person with a major in psychology, however, decided on a certification major in social science. Table 5 shows the distribution of certification majors.

TABLE 5

DISTRIBUTION OF CERTIFICATION MAJORS

Major	Frequency	Percent of Total
Art	3	08.8
Social Science	16	47.1
Physical Science	3	08.8
Business Education	7	20.7
Mathematics	1	02.9
Home Economics	3	08.8
Biological Science	1	02.9
Total	34	100.0

Highest Degree Held

The entire population held no more than the bachelor's degree.

Honors and Awards

The 34 persons were asked, "What honors or awards have you received in high school, college and subsequent to graduation from college?" The responses to this question are found in Table 6. Only 14 of the 34 respondents had received awards or honors at any of the above levels.

TABLE 6

HONORS AND AWARDS RECEIVED

Level	Frequency	Percent of Total
None	20	58.9
Just high school	1	02.9
High school and college	11	32.3
High school, college, and post degree	2	05.9
Total	34	100.0

Membership in Organizations

Table 7 reports the responses to the question, "To what social, service, or fraternal organizations have you belonged or do you belong at this time?" One-half of the research population had not belonged to an organization at any time.

TABLE 7

MEMBERSHIP IN SOCIAL, SERVICE, OR FRATERNAL ORGANIZATIONS

Organization	Frequency	Percent of Total
None	17	50.0
Social organization	5	14.7
Service organization	1	02.9
Fraternity or Sorority	8	23.6
Two of the above organizations	1	02.9
All three of the above organizations	2	05.9
Total	34	100.0

Organizational Offices

In response to the question, "What offices have you held in these organizations?", only 4 of the 17 persons who had been members of organizations indicated holding offices. These 4 persons had assumed presidential or vice-presidential responsibility.

TABLE 8

ORGANIZATIONAL OFFICES HELD

Office	Frequency	Percent of Total
President or Vice President	4	11.8
Secretary, Treasurer or other Executive Office	0	00.0
None	30	88.2
Total	34	100.0

Experience with Children and Youth

Table 9 reports responses to the question, "What previous experience have you had in working with children and youth?" This

question was qualified when necessary by the following statement: "By experience with youngsters we mean some kind of organized activity such as substitute teaching, coaching little league, camp counselor, advisor to the Boy Scouts, etc." The table indicates that 20 of the 34 persons had no previous experience of this nature.

TABLE 9

PREVIOUS EXPERIENCE IN WORKING WITH CHILDREN AND YOUTH

Type of Experience	Frequency	Percent of Total
School related activities	4	11.8
Non-School related activities	10	29.4
No experience	20	58.8
Total	34	100.0

Post-Bachelor Degree Jobs

The 34 certification candidates were asked, "What job(s) have you held since receiving the bachelor's degree?" Ten of these persons had not worked at all. Six of these ten were men who had graduated in June of 1964. Four were women who had married directly after or during their college work; these women had been graduated from one to twelve years.

TABLE 10

KINDS OF JOBS HELD SINCE EARNING THE BACHELOR'S DEGREE

Job Category	Frequency	Percent of Total
Professional or Executive	2	05.9
Laborer	3	08.8
White collar - Semi-professional	16	47.1
Self-employed	1	02.9
Clerical	2	05.9
None	10	29.4
Total	34	100.0

All three of the persons holding laboring positions had changed jobs at least twice. Six of the sixteen persons holding white collar, semi-professional jobs had changed jobs once and four had changed twice. There was not, however, a single incidence of upward or downward vocational mobility. All of the job changes were lateral.

Leaving or Resigning Jobs

Members of the study were asked, "Why did you leave these positions?". Table 11 shows the categories of reasons given by the respondents for leaving these jobs.

TABLE 11

REASONS FOR LEAVING OR RESIGNING JOBS

Reason	Frequency	Percent of Total
Growing personal dissatisfaction with work[1]	19	55.9
Fired or asked to resign	4	11.8
Marriage (women)	1	02.9
Hadn't worked	10	29.4
Total	34	100.0

Persons who had been fired or asked to resign also indicated personal dissatisfaction with their job prior to dismissal.

[1]The category of personal dissatisfaction seemed to have two facets, i.e., a feeling of not moving ahead or making vocational progress in either job status or salary, and a feeling that the work being done was not satisfying more intrinsic individual needs. The former may have had an important effect on the latter.

SECTION I, PART II

FACTORS INFLUENCING THE DECISION TO BECOME A TEACHER

As was pointed out in Chapter Two, major vocational decisions are the result of many interrelated factors and not a case of a simple cause and effect relationship. This section of the paper attempts to explore this complex of factors that prompted 34 persons to decide, after graduating with a non-teaching degree, to seek certification as secondary teachers.

First Thoughts About Teaching

Table 12 reports responses to the question, "How long ago did you first think about becoming a teacher?" The responses ranged from less than a year to eleven years, with a mean response of 3.9 years.

TABLE 12

WHEN FIRST THOUGHT OF TEACHING OCCURRED

Number of Years Ago	Frequency	Percent of Total
Less than one year	12	35.3
1.0 - 3.99	14	41.1
4.0 - 6.99	7	20.7
7.0 and over	1	02.9
Total	34	100.0

Definite Decision to Teach

Members of the study were asked, "How long ago did you definitely decide to begin a certification program?" Table 13 indicates that the majority of respondents had made this decision within one year with only five persons indicating that the decision was made over one year ago.

TABLE 13

WHEN THE DECISION TO TEACH BECAME DEFINITE

Number of Years Ago	Frequency	Percent of Total
Less than 1 year	29	83.2
1.0 - 3.99	5	14.8
4.0 - 6.99	0	00.0
Total	34	100.0

Events that Solidified Decision

Table 14 indicates the diversity of events that served to reinforce the population's inclination to move into the field of secondary school teaching.

TABLE 14

EVENTS THAT SOLIDIFIED THE DECISION TO TEACH

Category	Frequency	Percent of Total
Final acknowledgement that everyone must work at something	4	11.8
Opportunity to work with youth	6	17.6
Inability to endure present position	9	26.4
Failure in work	2	05.9
Inability to be accepted or perform in Graduate or Professional Schools	4	11.8
Offer of a teaching position	4	11.8
Growing family financial problems	3	08.8
Moving to within commuting distance of the university	2	05.9
Total	34	100.0

Previous Aspirations

The research population was asked, "In a general or specific way, what vocational aspirations did you hold for yourself as an undergraduate?" Table 15 indicates these response categories.

TABLE 15

PREVIOUS VOCATIONAL ASPIRATIONS

Category of Response	Frequency	Percent of Total
College Teaching	4	11.6
Medicine or Law	8	23.6
Government Civil Service	1	02.9
Technical Work	3	08.9
Executive	6	17.7
National Politician	1	02.9
Artist	1	02.9
No Definite Aspirations	10	29.5
Total	34	100.0

Amending Previous Aspirations

Table 16 indicates responses to the question, "How does your subsequent plan to become a teacher fit in with these earlier aspirations?" Over one-half of the population saw the decision to teach either as a disappointing compromise or a means to some end other than classroom teaching.

TABLE 16

FEELINGS AND ATTITUDES ABOUT AMENDING PREVIOUS ASPIRATIONS

Category of Response	Frequency	Percent of Total
Means to Another End	12	35.3
Reasonable Compromise	1	02.9
Disappointing Compromise	6	17.6
Positive - no previous plans	11	32.4
Positive attitude about moving into teaching	4	11.8
Total	34	100.0

Considerations in Vocational Selection

Table 17 indicates the population's response to the question, "In rank order, what do you consider to be the three most important considerations in choosing a job or profession?" The population evidenced very significant agreement only in the rank one choice. The two persons listing salary in rank one were both women who had been working as secretaries.

TABLE 17

IMPORTANT CONSIDERATIONS IN CHOOSING A JOB OR PROFESSION

Rank I

Category of Response	Frequency	Percent of Total
Psychological Rewards[2]	28	82.4
Social Utility	1	02.9
Job Status	3	08.8
Salary	2	05.9
Total	34	100.0

[2]There was no other type of category that adequately characterized the nature of the responses. Inherent in all of these responses was a feeling that teaching would in some way be personally gratifying.

Rank II

Category of Response	Frequency	Percent of Total
Psychological rewards	2	05.9
Social Utility	9	26.5
Location	2	05.9
Free Time	3	08.8
Security	2	05.9
Ability to handle the work	2	05.9
Salary	5	14.7
Job Status	1	02.9
Personal Challenge	3	08.8
Fit into married life (women)	1	02.9
Work environment	3	08.8
Don't know	1	02.9
Total	34	100.0

Rank III

Category of Response	Frequency	Percent of Total
Psychological rewards	1	02.9
Social Utility	2	05.8
Geographical Location	2	05.8
Free Time	1	02.9
Security	3	08.8
Work environment	4	11.8
Salary	11	32.4
Don't know	10	29.5
Total	34	100.0

Sacrifices for Teaching

Members of the study were asked, "What sacrifices, if any, are necessary for you to make in order to pursue this new goal of teaching?" Table 18 indicates that money and time were the chief considerations. Those persons indicating that no sacrifices were necessary were all in the 23 and under age category, who indicated no previous plans and who were still being supported by their parents.

TABLE 18

SACRIFICES IN ORDER TO TEACH

Category	Frequency	Percent of Total
Time	4	11.8
Money	15	44.1
Time and Money	10	29.4
Lost Fiancee[3]	1	02.9
None	4	11.8
Total	34	100.0

Expected Gains

Table 19 indicates responses to the question, "What do you expect to gain from this new pursuit that will repay you for these sacrifices?" As in Table 17, the psychological rewards category received the majority of responses.

TABLE 19

PERSONAL GAINS TO REPAY FOR SACRIFICES

Category of Response	Frequency	Percent of Total
Psychological rewards	24	70.6
Social Status	4	11.8
Social Utility	1	02.9
Money	4	11.8
Don't know	1	02.9
Total	34	100.0

[3]This candidate indicated that as a result of his decision to teach, the last statement his bride-to-be made was, "You're never going to be worth a damn at whatever you do, but there are lots of things you could do where you don't have to be very good and you can still make a lot more money." The candidate felt she was probably right, but indicated that "if things get tough, I'll go down to Georgia or some place where they don't expect too much from teachers."

SECTION I, PART III

Attitudes about Teaching and Teachers

As was mentioned in Chapter Three, the validity of data purporting to deal with persons' attitudes may be open to legitimate question. Researchers in the behavioral sciences may have many different views as to what constitutes valid attitudinal data; however, there is little argument concerning the importance of having some evidence of underlying attitudes in attempting to understand human behavior.

This portion of the chapter deals with items in the interview schedule that attempt to get at underlying attitudes about teaching and teachers.

Personal Assets for Teaching

The certification aspirants were asked, "What do you feel is your strongest personal asset in becoming a successful teacher?" The members' response was bi-modal, with ten persons indicating strength and interest in subject matter and nine persons indicating an ability to understand youngsters.

TABLE 20

STRONGEST PERSONAL ASSET FOR TEACHING

Category of Response	Frequency	Percent of Total
Understanding of youngsters	9	26.5
Understanding and enjoyment of people	5	14.8
Other previous work experience	2	05.9
Knowledge and interest in subject matter	10	29.4
Need to communicate with others[4]	1	02.9
Communication skills	1	02.9
Desire to keep learning	2	05.9
Ability to motivate youngsters	3	08.8
Understanding the importance of education	1	02.9
Total	34	100.0

Area of Needed Improvement

Table 21 indicates responses to the question, "What do you feel is the area of teaching competence in which you would like some definite help?" Five members of the study were unable to respond to this question. In each of these five cases, the reason seemed to be one of not having given any appreciable thought to the relationship between necessary teacher competencies and personal strengths and weaknesses.

[4]This candidate was referred to the University Speech Clinic because of a speech problem, the resolution of which will be part of his formal certification program.

TABLE 21

AREAS OF TEACHING COMPETENCE WHERE IMPROVEMENT IS NEEDED

Category of Response	Frequency	Percent of Total
Teaching Methods	13	38.2
Understanding Youngsters	9	26.6
Further subject matter knowledge	3	08.8
Classroom discipline	3	08.8
Feeling comfortable before groups	1	02.9
Don't know	5	14.7
Total	34	100.0

Responsibilities of the Building Principal

The research population was asked, "What do you feel is the major responsibility of a building principal?" Table 22 indicates the response categories to this question. The distribution of responses was tri-modal with seven persons not being able to respond at all to the question.

TABLE 22

PERCEIVED MAJOR RESPONSIBILITY OF THE BUILDING PRINCIPAL

Category of Response	Frequency	Percent of Total
Improve instruction through working with teaching staff	8	23.5
Coordinate activities and leave staff alone	7	20.5
Hire top-flight teachers	2	05.9
Public Relations	4	11.8
Discipline	2	05.9
Strengthen subject-matter standards	4	11.8
Don't know	7	20.6
Total	34	100.0

Student-Teacher Relationships

Table 23 indicates the response categories to the question, "What kind of a relationship do you feel a teacher should have with his students?" The responses fell into two categories with a slightly higher number of respondents indicating a preference for a formal, authoritarian relationship.

TABLE 23

KIND OF A RELATIONSHIP A TEACHER SHOULD HAVE WITH HIS STUDENTS

Category of Response	Frequency	Percent of Total
Formal and Authoritarian	19	55.9
Warm and Personal	15	44.1
Total	34	100.0

Most Difficult Job of the Teacher

Members of the study were asked, "As you see it, what is the most difficult job that faces the classroom teacher?" Table 24 shows the rather wide variety of responses to this question.

TABLE 24

THE MOST DIFFICULT JOB THAT FACES THE CLASSROOM TEACHER

Category of Response	Frequency	Percent of Total
Insure that students comply with what the school and teachers demand	12	35.3
Understanding and coping with individual differences	3	08.8
Holding subject matter standards high	10	29.5
Helping youngsters find personal meaning in their school work	5	14.7
Stay ahead of students in subject matter[5]	1	02.9
Discipline	2	05.9
Acceptance by students and community	1	02.9
Total	34	100.0

Help from Education Courses

Table 25 indicates the population's responses to the question, "What help do you expect to receive from the professional education courses you will be taking in this certification program?" This item received one of the highest amounts of population agreement of any on the interview schedule with 27 of the 34 persons indicating an expectation of help in the "methods of teaching" area.

[5]This candidate was on academic probation for eight terms during his undergraduate program.

TABLE 25

HELP EXPECTED FROM EDUCATION COURSES

Category of Response	Frequency	Percent of Total
Methods	27	79.4
Understanding Youngsters	3	08.8
No Help Expected	2	05.9
Don't Know	2	05.9
Total	34	100.0

Improvement of Public Education

The population members were asked, "As you see it, what single factor or set of factors could be modified or changed to really improve the public schools?" Table 26 indicates that the responses fell into a bi-modal distribution with twelve members indicating a need for higher academic standards and eleven members not being able to respond to the question.

TABLE 26

SINGLE CHANGE OR MODIFICATION TO IMPROVE PUBLIC EDUCATION

Category of Response	Frequency	Percent of Total
Higher Academic standards	12	35.3
Improve quality of teachers	3	08.8
Tighter discipline	3	08.8
Increased sensitivity to the needs of youngsters	2	05.9
Equalize educational opportunity for lower class youth	3	08.8
Don't know	11	32.4
Total	34	100.0

Friends and Relatives' View of Teaching as a Profession

Members of the study were asked, "How do your close friends and relatives view teaching as ones life work?" Table 27 indicates that just over one-half of the population perceived close friends and relatives viewing the teaching profession in a positive manner. Ten of the fifteen negative responses stemmed from the perceived inadequacy of teaching salaries rather than other facets of the profession itself.

TABLE 27

CLOSE FRIENDS AND RELATIVES' VIEW OF TEACHING AS A LIFE WORK

Category of Response	Frequency	Percent of Total
Important Profession -		
Positive	19	55.9
Poor choice because of salary	10	29.4
Complete waste of talent	5	14.7
	34	100.0

Father's Occupation

Table 28 indicates the occupation of the fathers of the research population. Rather than use a scale, such as that of the United States Department of Labor, the actual occupations are listed in an attempt to give a more comprehensive background profile of the population.

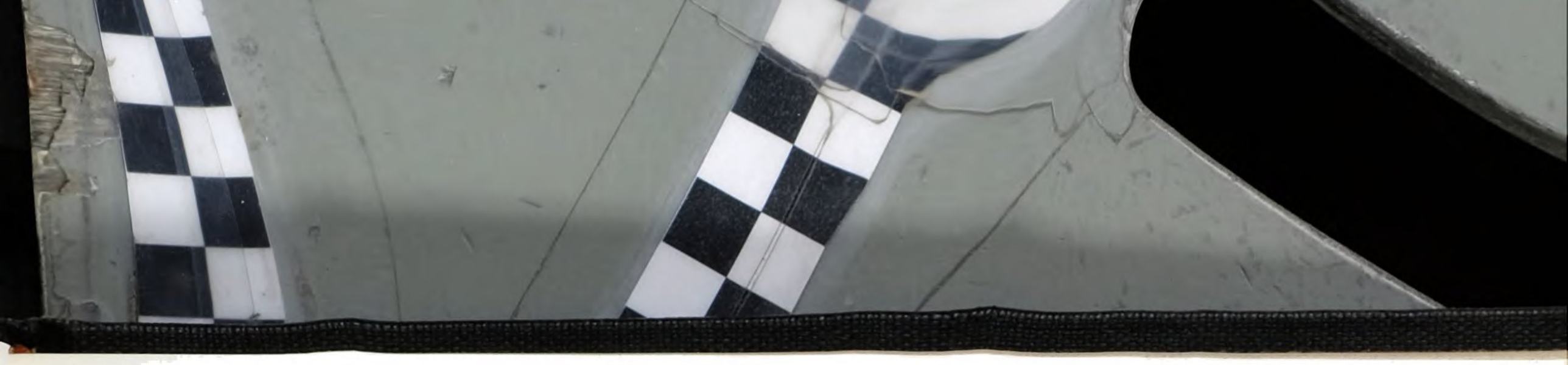


TABLE 28

OCCUPATION OF FATHER

Category of Response	Frequency	Percent of Total
Laborer	5	14.7
Enlisted Serviceman	1	02.9
County and State Civil Service	2	05.9
Manager of small dry goods store	1	02.9
Skilled Worker	5	14.7
Executive	7	20.6
Own Business	9	26.6
Used Car Salesman	1	02.9
Medicine or Law	3	08.8
Total	34	100.0

SECTION I, PART IV

Professional Aspirations

Many perceptual psychologists today hold to the view that an adequate description of any person or persons must include data revealing a future orientation as well as a past history; i.e., the goals and aspirations persons hold for themselves are important determinants of over-all personality set and also give important clues as to the real motivations behind much human behavior. For these reasons, the present section dealing with professional aspirations should provide a portion of the information necessary to describe the population adequately.

Permanent Teaching Certificate

Table 29 reports the distribution of responses to the question, "Do you plan to obtain a permanent teaching certificate?" There were no members who indicated they did not so plan although three respondents

were not sure. Two of these latter persons were women who saw themselves teaching only until their children were through college and the third was a man who was not sure he would stay with teaching if ". . . something better comes along".

TABLE 29

PLANS TO OBTAIN A PERMANENT TEACHING CERTIFICATE

Category of Response	Frequency	Percent of Total
Yes	31	91.2
No	0	00.0
Not Sure	3	08.8
Total	34	100.0

Plans to Obtain Advanced Degrees

The 34 certification aspirants were asked, "Do you plan to obtain a master's degree?" Table 30 indicates that most of the population plan to do so, with only 3 persons indicating no and one person indicating indecision.

TABLE 30

PLANS TO OBTAIN A MASTER'S DEGREE

Category of Response	Frequency	Percent of Total
Yes	30	88.3
No	3	08.8
Not Sure	1	02.9
Total	34	100.0



Of those who replied "yes", ten planned to study in the field of administration, eleven in major teaching fields, and nine were undecided.

Table 31 indicates responses to the question, "Do you plan to obtain a doctorate?" Nine of the respondents indicated that they did, seventeen indicated that they did not, and eight indicated that they were not sure.

TABLE 31

PLANS TO OBTAIN THE DOCTORATE

Category of Response	Frequency	Percent of Total
Yes	9	26.5
No	17	50.0
Not Sure	8	23.5
Total	34	100.0

All of those persons who indicated "yes" plan to teach at the college level in the major field in which they would be certified to teach.

Aspirations Relating to Administration, Supervision, Consulting, and Counseling

The research population was asked, "Do you plan to become an administrator, supervisor, counselor or consultant?" Table 32 indicates that 16 of the 34 persons saw themselves moving in this direction.

TABLE 32

PLANS TO BECOME AN ADMINISTRATOR, SUPERVISOR, COUNSELOR, OR CONSULTANT

Category of Response	Frequency	Percent of Total
Yes	16	47.1
No	15	44.1
Not Sure	3	08.8
Total	34	100.0

Professional Aspirations in Five, Ten, and Twenty Years

In an effort to draw a sharper and more comprehensive picture of the population's professional aspirations, they were asked, "What do you see yourself doing professionally in five, ten, and twenty years?" Tables 33, 34, and 35 indicate responses to the above question.

TABLE 33

PROFESSIONAL ASPIRATIONS IN FIVE YEARS

Category of Response	Frequency	Percent of Total
Secondary Teaching	18	53.0
Administration	4	11.8
Counseling	1	02.9
Consulting	0	00.0
Junior College Teaching	3	08.8
College or University Teaching	5	14.7
Supervision	0	00.0
Don't Know	3	08.8
Total	34	100.0

TABLE 34

PROFESSIONAL ASPIRATIONS IN TEN YEARS

Category of Response	Frequency	Percent of Total
Secondary Teaching	7	20.6
Administration	8	23.5
Counseling	4	11.8
Consulting	0	00.0
Supervision	0	00.0
Junior College Teaching	2	05.9
College or University Teaching	8	23.5
Retired	2	05.9
Don't Know	3	08.8
Total	34	100.0

TABLE 35

PROFESSIONAL ASPIRATIONS IN TWENTY YEARS

Category of Response	Frequency	Percent of Total
Secondary School Teaching	6[6]	17.6
Administration	11	32.4
Counseling	0	00.0
Supervision	0	00.0
Consulting	0	00.0
Junior College Teaching	0	00.0
College or University Teaching	11	32.4
Retired	2	05.8
Don't Know	4	11.8
Total	34	100.0

These tables indicate graphically that many of the research population did not see secondary school teaching as their long-range goal.

[6]Of the six persons looking toward a long-range career in classroom teaching, three were women, two were men interested primarily in coaching, and the remaining person was the one singled out previously as having lost his fiancee as a result of his decision to teach.



SECTION II

Exploration of Relationships

A number of possible relationships were posited in Chapter One, not to restrict or limit, but rather to provide guidelines and give direction to the study. This section of the chapter will explore those previously stated relationships as well as others that came to light as a result of the examination of the data.

Number 1. There is a relationship between kind of undergraduate major and the pattern of factors influencing the decision to become a teacher. Careful examination of the data did not indicate the existence of this relationship.

Number 2. There is a relationship between age of applicants and the pattern of factors influencing the decision of becoming a teacher. The data of this study strongly suggest that age does have an effect on reasons for becoming a teacher.

> The 23 and under age group: (1) had all definitely decided to teach within one year, (2) contained the highest percent (60) of persons holding no definite job aspirations while an undergraduate, (3) contained the highest percent (30) of persons having failed to be admitted to graduate or professional school, (4) had all listed psychological rewards as the most important consideration in choosing a vocation, (5) had the highest percent (90) of persons listing no sacrifices in order to become a teacher[7].

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[7]The parents were continuing to furnish support for further college training.

The 24-30 age group: (1) contained all nine of those persons indicating not being able to endure present positions, (2) had the highest percent (87.5) of persons listing money as the chief sacrifice in order to teach, (3) contained all three of those persons listing social status as the number one consideration in choosing a vocation.[8]

The 31-37 age group: (1) had all held very high job aspirations for themselves as undergraduates, e.g., corporation president, national congressman, and high government civil servant, (2) indicated that money was the chief sacrifice in order to teach, and (3) all indicated that teaching was a means to another end.

The 38-44 age group[9]: (1) had all definitely decided to teach from 1 to 3.99 years ago, (2) contained both persons indicating a move to within commuting distance of a college or university as the event which solidified their decision to teach, (3) contained two of the three persons listing family financial problems as the event which solidified their decision to teach, (4) all ranked time and money as the chief sacrifice in order to teach, and (5) contained two of the four persons listing money as the chief reward to be gained from teaching.

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[8]These three men had all been working at common labor jobs since graduation from college.

[9]This group contained four persons, all women.



The 45 and over age group: This age group contained just one man, 55 years of age, who planned to teach as a result of the failure of his machine shop business and the opportunity to teach shop courses in the high school of his small, home-town Northern Michigan community.

Selected Comments -- "I've never been sure of what I wanted to do. I'm still not, but I guess every man has to do something."

"I tried for a graduate assistantship at Michigan State and three other schools. I didn't get one so I'll get a teaching certificate and keep trying until I can get going somehow with graduate work in my field."

"Teaching will -- well it should be pretty gratifying personally. You are helping someone when you're teaching."

"I'm 29 years old and have a family, so money is going to be a tough deal. I'll have to keep working part time but the sacrifice will give me a chance to try something different from what I've been doing for six years, and anything will be better than that."

"I was going to be president of this import-export firm that my father owned a lot of stock in. It was all set except last year my dad died and my mother sold most of the stock and married another guy, a real freeloader. Money isn't a problem so teaching should be a good field. I want to get into administration as soon as I can."

"We have two kids in college and I've got to do something to make some money. From what I can find out a woman can make more money teaching than just about anything else she could do."

"I had this machine shop up North but the last few years it hasn't been much, so I sold out and was able to pay some of my back bills. The school up there always has trouble getting teachers and the superintendent said he will hire me for shop teaching."

Number 3. There is a relationship between age of student and pattern of professional aspirations. Examination of the data did not support this expected relationship except in one area. No persons over thirty years of age saw themselves moving into junior or senior college teaching.

Number 4. There is a relationship between undergraduate grade-point average and pattern of professional aspirations. The data strongly suggest that undergraduate grade-point average is related to the pattern of professional aspirations.

TABLE 36

UNDERGRADUATE GRADE-POINT AVERAGE AND
PATTERN OF PROFESSIONAL ASPIRATIONS

(All figures are percentages of grade-point categories)

Grade-Point Average	M.A.	Ph.D.	Administration	Jr.or Sr. College Teaching	Secondary School Teaching
2.0 - 2.49 (N = 17)	76.5	5.9	58.8	0	29.4
2.5 - 2.99 (N = 7)	85.7	42.9	0	42.9	42.9
3.0 and above (N = 10)	100.0	80.0	20.0	50.0	30.0

These data suggest the following statements:

1. The higher the G.P.A., the greater the incidence of planning to work toward the Ph.D. and of looking toward college teaching as a goal.
2. The lower the G.P.A., the greater the incidence of viewing the master's degree as the terminal degree and of looking toward public school administration as a goal.

Selected Comments -- "I want to go into administration and not stay a teacher. Teaching is okay for a while, but you really don't get any place."

"Teaching is all right if you can move into administration. Otherwise, you don't make any money. My dad is a plumber and he makes more money than any teacher does."

"I want to work toward a doctorate so I can get into college teaching, but I need to earn some money for a while so I can swing it. Who cares if you're just a high school teacher."

"High school teaching is fine for a while, but eventually I want to get a Ph.D. and teach in a college where you can take it a little easier."

"I want to teach in college but I can't get admitted to a graduate program because my grades were poor, so I'm going to take some non-degree courses and try again."

Number 5. There is a relationship between undergraduate grade-point average and the pattern of factors influencing the decision to become a teacher.

Examination of the data did not reveal the existence of this relationship. A further statement, however, is needed to clarify this point. Previous data did show a strong relationship between grade-point average and pattern of professional aspirations. Regardless of the sought after goals, however, those factors influencing the decision to teach were remarkably similar; i.e., there is little psychological difference between failing in a job or failing in law school. Neither is there much psychological difference between lack of goals and direction in ones work, whether the position is one of common labor or a family anointed executive position.

Selected Comments -- "I flunked out of law school at The University of Michigan. It was a real blow but I think teaching will help, even though I've never done much with kids."

"I was in this management training program with General Motors in Flint but they asked me to leave. They said I just didn't fit in. I tried working for Prudential a couple of years ago but that didn't work out either."

"I've been sales manager in my dad's Ford Agency in Detroit. It's never been what I wanted--I've never really known."

"I've worked with four different construction outfits as a brick layer's helper. I've never known what I wanted but the money was pretty good and I was paying for my Corvette."

Number 6. There is a relationship between previous experience in working with youngsters and the pattern of factors influencing the decision to become a teacher.

Examination of the data did not reveal a strong relationship. The responses of these two groups to one item on the above section of the interview schedule, however, does deserve attention. Fifty percent of the persons who had previously worked with youngsters indicated that the psychological rewards accruing from working with youngsters would repay them for the sacrifices involved in becoming certified. Eighty percent of those persons who had never worked with youngsters, however, indicated that these same rewards would obtain.



Selected Comments -- "I've never been involved with people much--never belonged to clubs or stuff like that in college, but I think teaching will make a person feel needed. I've never worked with kids but it seems like it should be good."

"A lot of guys do stuff at the Y.M.C.A. or help kids with little league baseball. I've never done that kind of thing but I suppose that teaching kids is pretty gratifying."

Number 7. There is a relationship between membership and success in organized service or social organizations and pattern of professional aspirations. Examination of the data did not support this expected relationship except in one category. One hundred percent of those persons who had held executive offices as well as membership in organizations aspired to a large public school superintendency as their ultimate professional goal.

Selected Comments -- "I've always enjoyed being a real organizer you know, a politician that gets things done and that's what it takes to be a good superintendent."

"Some people just like to be top dog. That's me. If I'm going to be in education for any length of time I want to be the guy that tells other people what to do."

Number 8. There is a relationship between kinds of jobs held and pattern of factors influencing the decision to become a teacher. Examination of the data provided partial support for this expected

relationship. Both women who had worked as secretaries listed salary as the most important consideration in choosing a vocation, and all three of the men who had worked as laborers listed job status as the most important consideration.

Selected Comments -- "I can see now that I should have gone into teaching in the first place. I have friends right now who I graduated with who were in elementary education who are making $2,000 a year more than me. I enjoy secretarial work, I mean I'm not a typist or a clerk, but you can't make any money."

"I'm just tired of being a nobody. I mean I go into a place like Dagwoods to have a few beers on Friday night and I see guys I graduated with who got white collar jobs at Oldsmobile and have suits on, and I'm sitting there in dirty work clothes and a hard hat. I figure teaching will be a lot better even though I won't make any more money--at least I can wear a suit and be clean."

As was mentioned previously, the first eight relationships discussed were those predicted in Chapter One, prior to examination of the data. The next six relationships are those that were uncovered during the course of the data examination.

Number 9. There was a relationship between previous experience in working with youngsters and the area of teaching competence where there was a perceived need for improvement. Examination of the data revealed the following relationships:



A. All nine of those persons listing understanding youngsters as an area of teaching competence where improvement was needed were from the group who had previous experience in working with youngsters.

B. All five of the persons who were unable to identify an area of teaching competence where improvement was needed were from the group who had no previous experience with youngsters.

Selected Comments -- "I've worked with kids as an after school coach at a parochial school, and I think the key to the whole thing with kids is to really listen and understand them. I mean, sometimes kids are really saying things different from what their words mean."

"I don't really know. I guess I never gave it much thought--I mean you get up in front and teach. I don't see anything very hard about that."

Number 10. There was some relationship between persons' undergraduate major and their perceptions of the most difficult job that faces the classroom teacher. All three of the fine arts majors and two of the three home economics majors comprised the group of five who listed "helping youngsters find personal meaning in their school work" as the most difficult job that faces the classroom teacher.

Number 11. There was some relationship between undergraduate grade-point average and perceptions of the most difficult job that faces the classroom teacher.

Examination of the data revealed the following relationships:

A. Five of the seven (71.4%) persons from the 2.5 - 2.99 grade-point average group listed "holding subject matter standards high" as the most difficult job that faces the classroom teacher.

B. Seven of the ten (70%) persons from the 3.0 and over grade-point average group listed "insuring that students conform to what the school and teachers demand" as the most difficult job that faces the classroom teacher.

Number 12. There was a relationship between undergraduate grade-point average and perceptions as to the nature of changes that would most benefit our system of secondary education. Examination of the data revealed the following relationships:

A. All of the persons unable to respond to the item relating to perceptions of changes that would benefit secondary education programs were from the 2.0 - 2.49 grade-point average category.

B. Six of the seven people (85.7%) in the 2.5 - 2.99 grade-point category listed higher academic standards as the change that would most benefit secondary education.

Number 13. There was a relationship between the father's occupation and the perceptions of the person regarding how his close friends and relatives viewed teaching as ones life work.

Examination of the data revealed the following relationships:

A. Members whose fathers were laborers, armed service members, civil servants, medical doctors, and lawyers all reported positive responses from friends and relatives concerning plans to teach.

B. The five members of the study whose fathers were skilled workers all reported an unfavorable reaction to teaching as a career because of salary factors.

C. Five of the seven (71.4%) members whose fathers were major corporation executives reported that friends and relatives viewed public school teaching as a complete waste of talent.

Selected Comments -- "My dad and a lot of my friends are in the trades, you know, electricians and that kind of thing. They all think teaching is needed and important but it doesn't pay enough money to really think about it as a long-term job."

"Well, my dad is a doctor, an M.D., and he thinks that teaching is just as important as his work."

"Most of the people I grew up with are all from families where they are pretty high up in the Oldsmobile Corporation, and none of the kids I hung around with and played golf with at the country club would even consider teaching as a career, especially high school teaching. I mean, you're kind of nobody and you don't make any money either."

Number 14. There was a relationship between professional aspirations and attitudes about teaching and teachers. Examination of the data revealed the following relationships:

A. Of the eleven members planning on administrative careers at the pre-college level: (1) two (18.1%) saw the major responsibility of the building principal as improving instruction through working with staff and students. Four (36.3%) viewed the major responsibility of the building principal as public relations work and three (27.2%) saw the principal's major responsibility as one of coordinating activities and leaving the teaching staff alone; (2) 100% felt that the student-teacher relationship should be formal and authoritarian; (3) Five (45.4%) were not able to respond to the item relating to changes or modifications that would improve public education; and (4) Seven (63.6%) indicated that friends and relatives held negative views about teaching as ones life work.

B. Of the eleven members holding long-range plans pointing to college and university teaching: (1) Four (36.3%) saw the major responsibility of the building principal as one of improving instruction through working with the teaching staff and students and three (27.2%) viewed this same responsibility as one of strengthening subject matter standards; (2) Six (54.5%) felt that the student-

teacher relationship should be warm and friendly;

(3) Eleven (100%) responded to the item relating to changes or modifications that would improve public schools although there was no concentration of responses in a given category; and (4) Seven (63.6%) indicated that friends and relatives held positive views about teaching as ones life work.

C. The six persons indicating long-range plans for secondary classroom teaching did not show any appreciable concentration of responses to the above items on the interview schedule.

In summary, the group pointing toward college teaching differed from the group pointing toward administration in their perceptions of the following: (1) the role of the principal, (2) the effective student-teacher relationship, and (3) the attitude of friends and relatives regarding teaching as ones life work. The differences between these two groups in regard to the item dealing with those modifications which would most benefit the public schools was one of ability to respond. One hundred percent of the group pointing toward college teaching responded to the above item while only 54.6% of the group pointing toward administration were able to do so.



SECTION III

SUMMARY

This chapter contained the presentation and analysis of data obtained through the use of structured interviews with 34 college graduates who decided to meet requirements for the Michigan Secondary Provisional Teaching Certificate.

The data fell into the following four categories:

1. Basic Personal Data
2. Factors Influencing the Decision to Become a Teacher
3. Attitudes about Teaching and Teachers
4. Professional Aspirations

When viewed as a whole, the data presented in this chapter suggest the following statements:

1. The population, regardless of the diversity of individual backgrounds and experiences, were moving into teaching for similar reasons, many of them negative ones.

2. An overwhelming majority of the population viewed secondary teaching as an entry into administration or college teaching rather than as a permanent position.

3. On the whole, this population's choice of teaching majors did little to alleviate critical teacher shortages in mathematics, physical and biological sciences, English, and foreign languages, but did serve to increase

the over-supply of teachers in the social sciences.

4. The grade-point average of the population proved to show a strong relationship to patterns of professional aspiration with those looking toward school administration tending to come from the bottom grade-point category and those looking toward college teaching tending to come from the top grade-point category.

5. Positive feelings about teaching and teachers proved to show a strong relationship to previous experience in working with youngsters.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter draws from the preceding chapters the central and crucial elements of the study findings. A summary of the study will be presented as well as some general conclusions based upon the data obtained in the study. Finally, some recommendations for further study, research, deliberation and possible action will be presented.

Summary

The Design

This study was designed to identify and describe those persons who definitely decided to enter the secondary certification program at Michigan State University during the summer and fall terms of 1964. Description of the population included: (1) basic personal data, (2) factors influencing the decision to teach, (3) attitudes about teaching and teachers, and (4) levels of professional aspiration. It was hoped that persons responsible for certification policy-making, both at the state department of education and college and university levels, would find the information gained through this study of some assistance in what should be a constant evaluation of the certification programs offered.

The 34 certification candidates were questioned in accordance with an interview schedule consisting mainly of open response items. Some of the information gained in the interviews such as undergraduate grade-point average was checked for accuracy by referring to the candidates' transcripts.

The following relationships were to be explored along with any others which might be uncovered during the course of data analysis:

1. There is a relationship between kind of undergraduate major and pattern of factors influencing the decision to become a teacher.

2. There is a relationship between age of applicants and pattern of factors influencing the decision to become a teacher.

3. There is a relationship between age of student and pattern of professional aspirations.

4. There is a relationship between undergraduate grade-point average and pattern of factors influencing the decision to become a teacher.

5. There is a relationship between undergraduate grade-point average and pattern of professional aspirations.

6. There is a relationship between previous experience in working with youngsters and the pattern of factors influencing the decision to become a teacher.

7. There is a relationship between membership and success in organized service or social organizations and pattern of professional aspirations.

8. There is a relationship between kinds of jobs held and pattern of factors influencing the decision to become a teacher.

These relationships were to be considered only as guidelines and foci of this study and were not to be considered as restrictive and limiting. The statements above (one through eight) only predicted anticipated relationships and, as was the case with the other relationships (nine through fourteen) uncovered during the process of data analysis, did not attempt to describe the nature or significance of the relationships.

9. There was a relationship between previous experience in working with youngsters and the area of teaching competence where there was a perceived need for improvement.

10. There was some relationship between person's undergraduate major and their perceptions of the most difficult job that faces the classroom teacher.

11. There was some relationship between undergraduate grade-point average and perceptions of the most difficult job that faces the classroom teacher.

12. There was a relationship between undergraduate grade-point average and perceptions as to the nature of changes that would most benefit our system of secondary education.

13. There was a relationship between the father's occupation and the perceptions of the person regarding how his close friends and relatives viewed teaching as ones life work.

14. There was a relationship between professional aspirations and attitudes about teaching and teachers.

The study was based on several assumptions:

1. The number of people seeking to meet certification requirements through the formal program at Michigan State University will continue to grow.

2. "Late Choosers" who do meet certification requirements are being hired to fill teaching positions in the public schools.

3. The teaching profession and most particularly teacher educators must be interested in providing functional teacher preparation programs.

4. The only way to determine the effectiveness of a preparation program is by an ongoing process of evaluation.

5. Existing certification requirements can be modified if the need is shown.

6. This study is capable of inspiring further research relating to the motivations and aspirations of certification aspirants.

7. A comprehensive and meaningful picture can be better obtained from an interview which utilizes both open and closed ended questions and other depth interview techniques than can be obtained from a questionnaire.

The following limitations were seen as bearing upon this particular study:

1. The validity of research information gained from interviews is directly related to the skill and knowledge and technique of the interviewer.

2. The population of this study will be only graduates of accredited Michigan four-year colleges and universities, and will be almost all Michigan residents. The results of this study, therefore, will probably not be generalizable to other similar groups of certification aspirants in those geographical areas of the United States with a markedly different socio-economic or sub-cultural makeup, such as the deep South and the Eastern and Western Seaboards.

3. Some of the interviewees will already be teaching on a special certificate, while many will be without actual classroom experience. This may introduce some differences into the interviews which would be impossible to control without further limiting and defining of the population.

4. In order for this study to be of maximum value, further research and follow-up studies of a longitudinal nature will have to follow.

5. The interviewer's position as the single University official in charge of these initial interviews could easily cause contamination and lack of validity in responses if the client perceived a degree of personal threat in the interview situation.

Data gathered were to be analyzed generally through use of response frequency, distribution, and calculations of percents. Means, medians, ranges and ranks were to be determined where necessary.

Basic Personal Data

The population ranged in age from 21 to 55 years. The mean age was 28.4 years. Eleven were female and twenty-three were male. None held more than a bachelor's degree. Twenty-eight had received degrees

from Michigan State University, six from other accredited institutions in Michigan. All 34 were Michigan residents.

The 34 persons studied in 8 undergraduate majors and represented a bi-modal distribution with 12 in social science, 8 in general business, and the other 14 scattered among the other areas. Undergraduate grade-point averages ranged from 2.0 to 3.77 based on a 4.0 system of calculation. The mean G.P.A. was 2.61 and the median was 2.48.

Twenty of the thirty-four persons had received no honors or awards while in high school, college, or subsequent to college graduation. One person had received an award in high school, eleven had received honors or awards in high school and college, and two had received honors or awards at all three of the above levels.

Seventeen had belonged to no social, service, or fraternal organizations while the other seventeen had belonged to one or more of these above organizations. Only four of the thirty-four persons had held executive office in these organizations.

Twenty of the thirty-four persons had no previous experience in working with youngsters while fourteen persons did have this kind of experience.

Sixteen persons had held white collar, semi-professional positions prior to entering the certification program, two had held executive positions, three had been laborers, one had been self-employed, and two had held clerical positions. Ten persons had not worked at any full-time job. Nineteen of these persons had left their positions because of growing personal dissatisfaction with the work, four had

been fired, and one woman had been married shortly after accepting a position and at that time had quit.

Factors Influencing the Decision to Become a Teacher

The population was moving into the field of education for the following reasons:

1. Dissatisfaction or lack of success in work.
2. Lack of success or failure to be admitted to graduate or professional schools.
3. The need to make some vocational commitment, however tentative, after graduating from college with no real goals or aspirations.

First thoughts of teaching entered their minds from one-half to eleven years ago, with "3.9 years ago" being the mean response. The group members definitely decided to teach between one-third of a year and three years ago with a mean of 1.2 years ago. The following events served to solidify this decision:

1. Final acknowledgment that everyone must work at something.
2. The opportunity to work with youth.
3. Inability to endure present position.
4. Failure in connection with work.
5. Failure to achieve or be admitted to graduate school.
6. Offer of a teaching position.

The population for the most part had either held high job aspirations or held no job aspirations for themselves as undergraduates. Regarding feelings about amending these previous aspirations, the population's response was tri-modal with ten persons seeing the move into teaching as a means to another end, eight persons viewing the move as a reasonable compromise, and ten persons feeling positive about the move because of not having any previous aspirations.

The only area of real agreement evinced by the population in regard to important considerations in choosing a job or profession dealt with a wide variety of statements that had as their central core various nebulous notions of personal gratification which would accrue from the work.

Attitudes about Teaching and Teachers

Fourteen of the thirty-four candidates felt that understanding and enjoyment of youngsters and adults was their strongest personal asset for teaching, ten persons listed knowledge of subject matter in the above category and the remaining ten persons gave various other responses. Over one-half of the group listing understanding and enjoyment of youngsters and adults as their area of strength, however, indicated no previous experience in working with youngsters and no previous membership in any organizational activities.

Thirteen of the thirty-four members listed "teaching methodology" as the area of teaching competence where improvement was needed, nine members listed "understanding youngsters", and five members were not

able to respond. All of the persons listing "understanding youngsters" as the area of teaching competence where improvement was needed had previous experience in working with youngsters while none of the five members unable to respond to this item had such experience.

Nineteen of the thirty-four members felt that the student-teacher relationship should be formal and authoritarian while the remaining fifteen members felt that this relationship should be warm and personal. The majority of persons indicating the latter had previous experience in working with youngsters.

Of the thirty-four members, twelve felt that raising academic standards would be the change of most benefit to secondary education. Eleven of the thirty-four were not able to respond to this item. Five of this latter group saw themselves moving into the field of school administration.

Nineteen of the thirty-four members had close friends and relatives who viewed secondary teaching as a career in a positive manner while the remaining fifteen members indicated that close friends and relatives would view such a career negatively. The five members who perceived the most negative response were all from families of corporation executives.

Professional Aspirations

Thirty-one of the thirty-four teachers planned to obtain a permanent teaching certificate; three were not sure. Thirty-one persons also planned to earn the master's degree with two persons not being sure and only one person, fifty-five years of age, indicating

a definite no.

At the Ph.D level, however, only six persons held definite aspirations regarding the doctorate, eighteen definitely did not so plan, and ten were not sure. Of these thirty-four persons, eighteen definitely held aspirations about moving into an administrative role with two persons seeing such a move as a possibility and fourteen persons definitely not so planning. Of these latter fourteen persons, eight definitely planned on junior or senior college teaching. Four of the remaining six members not planning on administration were women, two were men primarily interested in coaching and the remaïning gentleman was the person willing to sacrifice his fiancee for the profession.

Conclusions

This study has not purported to be hypothesis testing in nature. The intent of the study was to provide a foundation of descriptive data which would have the potential of being hypothesis generating. This is not to say, however, that some firm conclusions cannot be evolved from the study.

The data suggest that the following conclusions may be drawn:

1. Post-degree persons certifying for secondary school teaching come from a rather wide range of undergraduate preparation fields but with a heavy concentration of majors in the field of social science.

2. While there were several persons whose undergraduate major had been in the highly vocational fields of mathematics, physical science, and biological science, only one of these persons was a man, and he was 55 years of age. This would seem to suggest that males with undergraduate majors in such fields have little difficulty finding financially rewarding and personally gratifying positions outside the field of education.

3. The heavy concentration of certification candidates in the social sciences as well as some representation in fields such as fine arts and general business may also suggest that specific and rewarding occupations may not be sufficiently numerous to absorb the supply of available candidates in these fields.

4. Post-degree persons certifying for secondary education, when viewed as a whole, have not been highly successful in academic pursuits nor have they been active members or leaders in clubs or organizations.

5. The majority of persons certifying for secondary education are not serving to alleviate teacher shortages in such fields as English, mathematics, foreign languages, or the physical and biological sciences. The converse, in fact, is true. Almost one-half of the population planned to enter teaching with a certification major in the social sciences.

6. The majority of persons certifying for secondary education are under thirty years of age, and (1) have been dissatisfied or failed in their work, (2) are turning to teaching because it seems like some answer to previous lack of direction during the undergraduate program, or (3) have been unsuccessful in performing or being accepted in graduate or professional schools.

7. A sizeable number of persons certifying for secondary education felt that the chief reward accruing from this move would be the satisfaction to be found in working with youngsters even though they had no background in working with youth to corroborate this hunch.

8. A majority of persons having previous experience in working with youngsters tended to give child-centered responses to interview items dealing with attitudes about teaching and teachers. Those without benefit of experience in working with youngsters tended to give highly authoritarian responses to these same items.

9. Undergraduate grade-point average proved to show a strong relationship to professional aspirations. Those in the bottom grade-point category tended to aspire toward administrative positions while those in the top grade-point category tended to aspire toward college and university teaching.



10. When the interview protocals were viewed as a whole, it was obvious that the majority of persons entering the certification program saw secondary teaching as an entry position to either administration or college teaching rather than as an end in itself. Lack of financial rewards and lack of social status were the reasons given for not viewing secondary teaching as a career position.

One of the professional concerns that should be drawn from these data is that the Michigan State University Secondary Certification Program is attracting a rather substantial number of persons who have personal backgrounds replete with previous failure, frustration, and lack of direction. These persons, moreover, are moving into the field of education with strong hopes of finding some kind of personal satisfaction in work about which they know very little.

It would seem that a sizeable portion of the population just described falls into the following constructs mentioned in Chapter Two:

1. Blau's research[1] showed that many persons in the "middle range professions" were there either because of previous failure and/or inability to gain entry into higher status professions, or because the middle range profession was perceived as an entry position into higher status occupations.

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[1] Blau, op cit, pages 290-395.

2. Goffman's[2] characterization of institutions which serve as societal "coolers" also would seem to have relevance. There seems little question that many of the research population were seeking some niche from which they could attempt to make some kind of social-psychological adaptation to previous failure. The field of education, with its continuous need for teachers in many areas and its lack of formal entry requirements controlled by the profession, certainly is a socially acceptable and accessable "cooler".

Recommendations

Based on the data obtained through this study and the review of the literature, the following recommendations for <u>further research</u> can be made:

1. A study, based on the findings of this particular research, should be made of persons changing majors into secondary education in order to determine if similar kinds of persons are making the move into education at the undergraduate level.

2. A follow-up longitudinal study should be made of this population in an effort to relate such factors as teaching

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[2]Goffman, op cit, pages 451-463.

persistance, success, and aspiration achievement to the verbal responses obtained in this study. This type of research might establish the value of the research procedures used in this study.

3. A comparative study should be done with random groups of early and late choosers to determine if, in fact, there are differences in teacher performance and effectiveness between the two groups.

4. A study employing a "before and after" design should be undertaken to see if the certification program is providing experiences leading to the personal and professional growth of late deciders. A similar study would not be at all remiss at the undergraduate level.

5. A study should be done to determine the specific kinds of factors that are involved in keeping many talented undergraduates away from the field of secondary education. If the profession is to gain in stature and effectiveness, it must be able to attract high calibre candidates.

6. Studies should also be done (1) to determine the kinds of persons that are being attracted to the various M.A.T. and/or fifth year programs in the nation, and (2) to determine the effectiveness of these programs.

Comparisons could then be made between the above programs and programs such as the one at Michigan State University which might provide valuable insights to both.

Based on this study and related information, the following recommendations are made to the College of Education, Michigan State University:

1. Prior to acceptance in the secondary certification program, the applicant should be required to submit the names of previous employers to the certification office. These employers could then be sent a recommendation form which would request specific kinds of information. Formal acceptance into the program could then be contingent, in part, upon favorable responses from these employers.

2. Many of the members of this study had no previous experience in working with youngsters and had not thought through, to any appreciable extent, the possible ramifications ensuing from their decision to teach. In the light of this information, some type of laboratory or field experience in the schools probably should be required at the outset of the certification program before either the candidate or the college was committed to the point of not being able to amend or cancel the program.



3. In concert with the preceding point, a maximum amount of flexibility, within the framework of existing state statutes, should be encouraged in regard to the setting of program elements leading to certification for a particular individual. A professional preparation program for these candidates demands that their individual backgrounds and experiences be taken into account. In some cases this may mean setting up programs that transcend existing minimum certification requirements.

4. It would seem entirely feasible for the College to develop a carefully planned program for post-degree certification candidates including provisions for adequate and continuous research and evaluation which would be designed for a group of stated maximum size. Applications for admission could be accepted, and only those admitted who met certain criteria. This kind of approach while limiting the quantity would most certainly increase the quality of the program. A vocation cannot grow into the stature of a true profession when just about anyone can be admitted into professional training.

5. As was mentioned in Chapter Three, the thirty-four members of this study were only a portion of the persons during the interval of this study who explored the possibility of beginning a certification program. Thirteen of the



twenty-four persons who decided not to become involved did so as a result of not wishing to devote the time and effort necessary to meet requirements. The remaining eleven persons decided not to enter the program as a direct result of having the opportunity, during the informal interview at the certification office, to explore their personal reasons for considering such a move. These persons were all searching for some satisfying vocational goal, but decided that teaching was not that which they were seeking.

The above is mentioned to point out the necessity of the personal interview prior to acceptance in the certification program. Without this interview, many of these persons would have undoubtedly embarked on a certification program which would have been of benefit neither to themselves nor to the profession.

6. Although much research is still needed, the College of Education should begin to expend a greater share of its personnel and resources in the direction of developing criteria for admission to teaching programs, both at the undergraduate and post-graduate levels.

Closing Statement

The demand for well-qualified teachers in the United States will continue to increase. The crucial task facing professional educators in the years ahead will be to insure that public demands for quantity do not undermine what must be a determined effort to upgrade quality. The history of such established professions as medicine and law clearly indicates that the establishment of clearly stated and rigorous entrance requirements for these professions not only served to upgrade the quality of their practioners, but also served to attract more, not less, qualified applicants. For the field of education to move ahead, leaders in the field must begin to move in concert at all levels of the educational scene to focus research efforts into those areas of teaching performance and competence that can serve as a valid and sound base upon which to build selection criteria for this most important profession.

Appendix A

INTERVIEW SCHEDULE

I. BASIC PERSONAL CHARACTERISTICS

A. What was your undergraduate major?

B. From what institution did you obtain your bachelor's degree?

C. What was your undergraduate grade-point average?

D. What do you plan to use for a certification major?

E. What is the highest degree you hold?

F. What was or will be your age in years as of August 1, 1964?

G. What honors or awards have you received?

High School -

College -

Post Bachelor's Degree -

H. To what social, service, or fraternal organizations have you belonged and do you belong at this time?

I. What offices have you held in these organizations?

J. What previous experiences have you had in working with high-school aged youngsters?

K. What jobs have you held since receiving the bachelor's degree?

L. Why did you leave these positions (probe here if necessary)?

II. MOTIVATIONS FOR TEACHING (Probe when necessary throughout this section)

A. How long ago did you first think about becoming a teacher?

B. How long ago did you definitely decide to begin a certification program?

C. What events transpired that served to solidify this decision?

D. In a general or specific way, what professional or job aspirations did you hold for yourself while an undergraduate?

E. How does your subsequent plan to become a teacher fit in with these earlier aspirations?



F. In rank order, what do you consider to be the three most important considerations in choosing a job or profession?

1.

2.

3.

G. What sacrifices, if any, are necessary for you to make in order to pursue this new goal of teaching?

H. What do you expect to gain from this new pursuit that will repay you for these sacrifices?

III. ATTITUDES ABOUT TEACHING AND TEACHERS

A. What do you feel is your strongest personal asset in becoming a successful teacher?

B. What do you feel is the area of teaching competence in which you would like some definite help?

C. What do you feel is the major responsibility of a building principal?

D. What kind of relationship do you feel a teacher should have with his students?

E. As you see it, what is the most difficult job that faces the classroom teacher?

F. What help do you expect to receive from the professional education courses you will be taking in this certification program?

G. As you see it, what single factor or set of factors could be modified or changed to really improve the public schools?

H. How do your close friends or relatives view teaching as ones life work?

1. What is your father's occupation?

IV. PROFESSIONAL ASPIRATIONS

A. Do you plan to obtain a permanent teaching certificate?

B. Do you plan to obtain a master's degree?

C. Do you plan to obtain the Ph.D?

D. Do you plan to become an administrator, supervisor, counselor, or consultant?

E. What do you see yourself doing professionally in

5 years -

10 years -

20 years -

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