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ABSTRACT

A STUDY OF FEMALE COLLEGE GRADUATES CERTIFYING FOR ELEMENTARY SCHOOL TEACHING

by Kenneth Eldred Beighley

Statement of the Problem

This study identifies and describes the female college graduates actively involved in certification for elementary school teaching at Michigan State University during the spring term, 1963. Description includes (1) basic personal characteristics, such as age, responsibility for support of dependents, undergraduate major and undergraduate grade-point average, (2) motivations for entering the teaching profession and (3) level of professional aspirations. Other facets of the study deal with (1) factors influencing the decision to become a teacher and (2) opinions of the certification program for college graduates certifying for elementary school teaching.

Design of the Study

One-hundred persons were identified who met the criteria established, (female, college graduate, actively involved in certifying for elementary school teaching at Michigan State University during the spring term, 1963).

A sample of 31 women was randomly selected, stratified according to age. Data were collected by two methods: (1) examination of the students' personal folders and (2) use of a planned interview schedule incorporating open-ended type questions.

Among other facets of the study, ~~four~~ variables, (age, responsibility for support of dependents, undergraduate grade-point average, undergraduate major), were examined in relation to both the pattern of underlying motivations for teaching and the pattern of professional aspirations.

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

Major Findings of the Study

The 31 women had a mean age of about 35 years, with an age-range from 21 to 56 years. Eighteen different undergraduate majors were represented. The mean undergraduate grade-point average was 2.71 with a range from 2.2 to 3.7. One person was widowed, three had never been married and 27 were married at the time they decided to become teachers. Five of the 31 were responsible for the support of one or more persons, while 26 had no responsibility for support of anyone.

Major factors influencing the decision to teach were (1) need for personal satisfactions, (2) influence

of teachers and (3) economic factors. Over 80% had relatives in teaching. Persons most influencing the decision to teach were (1) teachers, (2) their own husbands, (3) school administrators and (4) parents.

The major motivation for entering teaching was "personal satisfactions to be gained" from teaching, followed by reasons concerning "working conditions of teaching." Over 90% were quite sure of the wisdom of their decisions to teach. The group members felt that (1) love of children, (2) understanding children, (3) patience and (4) knowledge of subject matter were the most important characteristics for an elementary school teacher to possess.

As for professional aspirations, (1) over 70% plan to be teaching within two years on a full-time basis, (2) average planned length of teaching is 16.4 years, (3) 94% plan to obtain permanent teaching certificates, (4) over half plan to obtain a master's degree and (5) eight plan to become educational specialists of some sort. The majority prefer to teach in grades one through four.

About 75% of the comments concerning the certification program were negative, centering around (1) inflexibility, (2) methods and other education courses, (3) credit evaluations, majors and minors and (4) inadequate advising.

The following additional conclusions, among others, are suggested by this study: (1) age, responsibility for support of dependents, undergraduate grade-point average and type of undergraduate major each have an effect on both pattern of underlying motivations for teaching and pattern of professional aspirations, (2) school administrators can exert a strong influence on female college graduates to become teachers and (3) female college graduates certifying for elementary teaching are quite committed and altruistic, are primarily interested in intellectual and individual development teaching goals and are widely distributed throughout the state.

Several recommendations for further research are included in the study.

A STUDY OF FEMALE COLLEGE GRADUATES
CERTIFYING FOR ELEMENTARY
SCHOOL TEACHING

By

Kenneth Eldred Beighley

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CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

The majority of persons interested in teaching in the elementary or secondary schools of our nation enroll in a college-degree program of which certification to teach is a built-in part. There are, however, those individuals who did not receive certification with their degrees who have now decided to forsake their original goals, or who want to move in the direction of a vocational career. Many of these "late-deciders" are interested in elementary school teaching as a career.

Certification programs have been established for these persons at many institutions of higher learning all across the country, particularly in the areas of population concentration. Little, though, is known about many of the persons who are involved in these post-bachelor's degree certification programs.

At Michigan State University, it was deemed beneficial to the teacher education program that more be known about the persons with degrees now studying for the elementary certificate. Needing scrutinization were their basic personal characteristics, their motivations for entering teaching, factors which influenced their

choice of teaching as a career, their professional aspirations, their perceptions of the certification program and other information.

Statement of the Problem

This study was an attempt to identify and generally describe the female college graduates who were actively involved in a certification program in elementary education at Michigan State University during the spring term of 1963.

Males were excluded from the study on the assumption that there may be significant differences in patterns of underlying motivations and levels of professional aspirations between males and females. In addition, the number of males available for study was not sufficient to yield significant results. The bulk of the elementary certification candidates who are college graduates are females. The study did not include college graduates who are candidates for secondary certification, due to differences between the elementary and secondary groups in the male--female ratio, type of undergraduate majors, possible personality types and so forth.

Description of the population of this study included (1) basic personal characteristics, such as age, marital status, undergraduate major and undergraduate grade-point average, (2) motivations for entering teaching as late-deciders, and (3) level of professional aspirations.

Other phases of the study dealt with (1) perceptions and opinions of the certification program for college graduates seeking elementary certification and (2) specific factors which influenced the female college graduate to choose and pursue teaching as a career.

Justification of the Study

There are many female college graduates today who are desirous of putting their education to either a better or different kind of use. Some are not personally satisfied with their present lot in life for various reasons, be they psychological, sociological or otherwise. References in the non-professional press hold that many are housewives; thus they are often left with feelings of uselessness and lack of purpose after their children are away from home. Others are career persons who are dissatisfied with the economic aspects of their occupation. Some are "people-oriented" individuals whose occupation does not provide them with the personal satisfactions necessary for a full life.

At any rate, there are many female college graduates who feel the need to do something different with their remaining years of life. Some of these individuals are interested in becoming teachers. Some do become teachers after or while going through the program of requirements set up for them by the various state departments of instruction and various colleges of education. Some,

though, are discouraged by the rigid nature of the requirements, the quantity of requirements and the lack of individual treatment that they encounter. Thus, many who might have become very satisfactory teachers never do so.

Many teacher-educators today believe that there is a growing need for a certification program for college graduates that will allow for more flexibility; that is, a sort of tailoring of certification requirements to fit the individual applicant who is accepted into such a program.

Much that is positive and beneficial to the individual applicant could be derived from such a tailoring of programs. The benefits to the individual would necessarily reach the students she would teach, thus assisting them and even society as a whole. For instance, consider the case of a degree-holding lady of 38 years of age. She applies for admission to an elementary certification program. Because the requirements leading to certification are tailored to her obvious needs, within certain existing statutory limits, she feels good about the program she will take. She sees the program as meaningful and helpful, and she feels respected and worthwhile because she has been made to know that her advisor, her institution of study, be it large or small, and her society all have seen her and

treated her as a worthwhile person, rather than a pawn to be fitted and used. For some mysterious reason, treatment of this sort tends to have a positive effect on an individual, and then becomes contagious. The lady considered here might well teach for 20 to 25 years, working with and affecting the same number of groups of children. In contrast, she might have been made to feel unlike a worthwhile person; the lasting effects of negative treatment might well affect many persons during the rest of her life. As it is, however, one more competent teacher has been recruited and fitted for service; the teaching shortage stands one less than before. The chances are that this lady of 38 from the time of this individual treatment on will spread the news about the enjoyment of teaching. She undoubtedly is acquainted with other college-graduate housewives and may well be a significant factor in bringing them into the teaching fold. Again, lives have been made more meaningful, children are being well-taught by mature, happy individuals, the teaching shortage has been at least partially allayed and society has been served. Colleges of education are viewed with more respect because they behaviorally manifest, at least in this instance, what they purport to believe about individual treatment.

The foregoing may be distasteful to some due to its idealistic ring--yet, the effects of treating persons as

valuable, unique and worthwhile cannot be ignored. One has only to reflect for a moment about his own reactions to ways of being dealt with to realize the truth of the matter.

But acting out of ignorance can be dangerous or fruitless, or both. If the college graduates desiring to become teachers are to be given the "tailored fit," something must be known about them. It cannot be safely assumed that they are all "peas in a pod," or that they need the same program as does the undergraduate elementary education major. If certification policies are to be modified or made more flexible, there must be some basis for such action. Mere speculation does not fill the bill.

This study represents an attempt to begin to learn more about the college graduates who seek elementary certification at Michigan State University. It is hoped that the information gathered will be of value to those persons responsible for certification policy-making at the University. Perhaps the knowledge gained from this study will lead to a reconsideration of existing requirements, and modification if it seems feasible and wise. Perhaps the generalizations obtained from this study concerning (1) basic personal characteristics of the study's population, (2) the population's perceptions of the certification program provided for them and (3) the

probable contributions of female college graduates to the teaching profession will lead to further and more intense study of the situation. Perhaps the day will soon arrive when certification policies will allow, and encourage, a real and sincere tailoring of programs to fit the needs and fill in the gaps of the late-decider planning to teach.

This study seeks to get at the underlying motivations of late-deciders for becoming teachers. It is hoped that further study and research may lead to the development and use of some sort of predictive or screening device which would deal effectively with the possible success of late-deciders as teachers. Haubrich lends support to this aspect of justification for this study:

Intensive work in the following areas of research and study is urgently needed: (1) research that will disclose the underlying motives of prospective teachers; (2) research as to possible changes in motives of teachers once they have been in the field a number of years; (3) a differential study of the impelling drives of prospective teachers (men and women), both while in college and after being in the field a number of years; (4) studies of the initial motives and lengths of staying power in the teaching profession; and (5) the possibility of a screening device for prospective teachers based on motivating factors.¹

This study is justified for the following additional reasons:

1. It may serve as a stimulus leading to similar studies of college graduates seeking secondary or elementary certification at various colleges and universities.

¹Vernon F. Haubrich, "The Motives of Prospective Teachers," Journal of Teacher Education, XI (September, 1960), p. 386.

2. It may lead to a longitudinal study of this same population (or a similar one) at Michigan State University to attempt to get at the advisability of certifying late-deciders, and to ascertain their actual contributions to the teaching profession.

3. The research procedures followed in this study may be of help to other institutions interested in similar information.

Colleges and departments of education are now faced with the task of providing adequate certification programs for college graduates who, due to many factors and reasons, now see teaching as desirable for themselves. It seems as though the numbers of persons deciding "late" to become teachers will increase rather than decrease. Among the factors affecting this increase are the following:

1. Teachers' salaries and working conditions are improving.

2. Society is emphasizing, idealizing and placing an emphasis on quality education, however defined.

3. The teaching field is becoming more professionalized.

4. The college attendance rate is still increasing, as are the costs of attending college, causing increased financial burdens for many families.

5. People seem to continue to desire higher standards of living, creating the "need" for greater family income.

6. The concept of a woman's "proper role" in our society shifts from the domestic emphasis to the direction of wage-earner.

7. The divorce rate continues to climb, thus placing more and more women in a position of having to support themselves and any dependents they may have.

8. The average life span of the female continues to be longer than that of the male, again leaving some women in need of financial support or feelings of self-fulfillment in the later years of life.

It behooves teacher-educators to keep pace, if not to lead--and to know who is served. Only then can teacher education adequately serve its clientele. It is felt that this study can make a contribution to "knowing who is served."

Relationships to be Explored

This study is exploratory and descriptive in nature and purpose. It is designed to produce generalizations and generate hypotheses for further, more specific study. Thus the following statements are offered only as guidelines or foci of this inquiry. They are not to be considered as restrictive or limiting, as other relationships may be discovered during the analysis stage of the

study. These statements predict anticipated relationships but do not predict the nature or significance of the relationships. These latter entities are seen as purposes of subsequent study of this problem.

1. There is a relationship between age of student and pattern of underlying motivations for becoming a teacher.

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

3. There is a relationship between undergraduate grade-point-average and pattern of underlying motivations for becoming a teacher.

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

5. There is a relationship between marital status and pattern of underlying motivations for becoming a teacher.

6. There is a relationship between marital status and pattern of professional aspirations.

7. There is a relationship between type of undergraduate major and pattern of underlying motivations for becoming a teacher.

8. There is a relationship between type of undergraduate major and pattern of professional aspirations.

In addition, the study attempts to identify patterns of factors which helped to influence these women to become

teachers after originally planning to do something else with their vocational lives. Also explored are the students' perceptions and opinions of the certification program in which they are involved.

Assumptions on which the Study is Based

The basic assumptions underlying this research were: (1) The number of college graduates seeking certification to teach at the elementary level will continue to grow, or at least hold its present level; (2) These late-deciders as a group are worth working with as prospective teachers; (3) Late-deciders are a unique group of prospective teachers and as such warrant separate study and treatment; (4) Teacher-educators are sincerely interested in providing the best possible certification program available, within recognized limits, to each capable individual; (5) The existing certification requirements can be modified if the need is shown; (6) This study is capable of inspiring further research relating to motivations and aspirations of prospective teachers, particularly late-deciders; (7) A fairly good picture can be obtained from one interview which utilizes open-ended questions and other depth-interview characteristics.

A final assumption warrants separate examination; that is, that where research attempts to get at the

underlying motivations of an individual, and where more complete and detailed responses are desired, the use of the personal interview technique is superior to the use of the questionnaire. There are also other types of advantages. Disadvantages do exist, but for the purposes of this study the personal interview seemed far superior to the mailed questionnaire, or to the telephone interview, for that matter.

Vesey lists the following advantages of the personal interview which seem to apply to this study:

1. The technique permits a rigid control of the sample.
2. Information of wider scope and complexity can be obtained through interviewing.
3. The interview method capitalizes upon the personal approach.
4. The interview procedure affords a high degree of accuracy through acquisition of material direct from the source.
5. The interview technique offers the opportunity to check personally the information acquired.²

Though not listed above, another advantage of using the interview technique is that it guarantees the receipt of data from a higher per cent of the sample, especially when the information to be obtained is lengthy. In these cases, questionnaires frequently find their way into the famous "round file." With the deployment of the interview technique accompanied by appointment procedures

²Margaret Alice Vesey, "A Field Follow-Up of Beginning Secondary-School Teachers " (unpublished Ph. D. dissertation, Department of Education, The Ohio State University, 1957), p. 68.

used in this study, at least one oral contact is effected between the researcher and the interviewee. If the interviewee refuses the interview, the researcher then has access to an explanation for refusal which, in a study such as this, is in itself significant.

Parten states, concerning the depth interview:

Such focused interviews may take an hour or more. The interviewer attempts to give a verbatim account of the respondent's replies. . . As in the "advice-seeking questions," good rapport between the interviewer and informant is readily established by the conversational nature of open interviewing.³

In a slightly different context, Parten also states:

One of the advantages of the long interview is that it enables the interviewer to become better acquainted with his informant and thus to secure a closer understanding of the latter's real attitude.⁴

Vesey also presents three disadvantages of the interview technique:

1. The interview procedure is inefficient because it gives the respondent no time for reflection.
2. The use of the interview technique necessitates a small sample, and oftentimes an unrepresentative one.
3. The subjective factor in the interview approach affects [sic] inaccuracies in the data.⁵

As for the first disadvantage, just stated, it does not completely hold in the case of this study as the initial contact letter to each interviewee gave a general

³Mildred Parten, Surveys, Polls and Samples (New York: Harper and Brothers, 1950), p. 183.

⁴Ibid., p. 75.

⁵Vesey, op. cit., p. 69.

overview of the nature of the study. In addition, the interviewer, at the time of the interview, gave each interviewee ample time to reflect and gather thoughts before responding. As for the second disadvantage stated above, it is felt that the size of the sample in this study (about 30%) is ample to supply a satisfactory degree of representativeness, especially since the writer does not plan to make conclusive statements about the whole study population. In addition, the age variable, probably the most significant, has been taken into account in the sample selection (see Chapter III). The third disadvantage stated above undoubtedly applies to this study, but it also applies to a questionnaire study, to some extent, whenever one person makes categorical judgments about written responses.

It is felt that the use of the interview technique with its depth and open-ended characteristics, plus personal approach, is justifiably assumed to be superior to the questionnaire technique.

Limitations of the Study

This study may be limited for several reasons:

1. It may be that the sample, though randomly selected and stratified according to age groupings, will not really be representative. With the limited size of the population involved, it is almost impossible to select

a sample amply recognizing all the variables to be considered in the study. A 30% sample is thought to be adequate, however, where the key variable, age, is used as a basis for selection.

2. The anticipated resistance of a portion of the interviewees, coupled with the interviewer's lack of experience in interviewing, could result in a higher-than-desired degree of error in judgment and interpretation. However, the interviewer's experience and education, his contact with consultants and literature in the field of interviewing, plus the use of a pilot-study technique should help to affect the negative results of this possible limitation.

3. Due to the make-up of the clientele of this study, the results will probably be unique to Michigan State University and thus not generalizable to other groups at other institutions. For instance, a group similarly defined, but attending New York University, would probably show a quite different pattern of underlying motivations from what the group in this study show, due to various socio-economic and sub-cultural factors, among others.

4. Some of the interviewees may already have taught prior to the time of interview, while many probably have not. This condition probably introduces a factor which will influence some of the responses for some interviewees and not for others.

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5. In order for this study to be of value in leading to the development of a "teaching-success" predictive instrument, further research of a longitudinal and more comprehensive nature should be done, based upon the results of this study. Even if follow-up research is not done, however, the anticipated findings from this particular study should be of value to teacher-educators.

Summary

This chapter attempts to lay the groundwork for the subsequent portions of the study. When read, along with the next two chapters, it should help to make the data presentation, analysis and recommendations more meaningful to the reader.

Chapter II will deal with a review of some of the related research done in more recent years. Chapter III will focus on the research procedures utilized in the study. Chapter IV will deal with a presentation and analysis of the data gathered in the study and Chapter V, the final chapter, will deal with summary, conclusions and recommendations based on the preceding material.

CHAPTER II

REVIEW OF RELATED RESEARCH

Introduction

This chapter will include a review of studies reported in the literature which are quite directly related to this research. The question of what is related and not related is important because of the tremendous field of literature available.

A few guidelines were developed for this review:

1. General writings in the field of occupational theory and choice were not to be explored, except where overlap with more specific works occurred.

2. Studies and writings done within the last ten years were most often to be reviewed, but, if an earlier work of significant stature was accosted it was not to be excluded.

3. If studies were to be restricted to either (a) just females, or (b) just post-degree certification candidates for elementary school teaching, or (c) both, or if just elementary education students were considered to the exclusion of secondary, there would be very few studies to report. Therefore, studies dealing with both pre- and post-degree, both male and female, and both elementary and secondary education students will be

included if the topic and scope of the study is considered relevant and significant. Studies of present teachers may also be reported.

Reviews of studies or referrals to them and other writings will concentrate on the topics, (1) Motivations for Teaching, (2) Factors influencing the Decision to Teach, (3) Descriptive Information about Teachers, (4) Certification of Late-deciders, (5) Programs offered for College Graduates seeking Teacher Certification.

Motivations for Teaching

Some of the studies reported in this section may well qualify for inclusion elsewhere in the chapter, due to overlapping coverage of topics. They are included here, however, due to their emphasis on the motivational aspects of teaching.

Fielstra¹ studied 230 students in an education course at the University of California at Los Angeles. The group consisted of 48 men and 182 women. Ages of the men ranged from 19 to 43 years of age with a median age of 20 years. He found that the ages at which the members of the group had decided to teach ranged from elementary school years to post-graduate years. Opportunities in teaching as seen by the 230 students, in rank order were:

¹Clarence Fielstra, "An Analysis of Factors Influencing the Decision to Become a Teacher," Journal of Educational Research, XLVIII (May, 1955), pp. 659-667.

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.²

Fox³ used an opinionnaire with 173 juniors in education courses. The group was comprised of 121 women and 52 men, 75 of which were elementary education majors and 98 were secondary education majors. The instrument consisted of 25 factors, which were the most-frequently-mentioned items of influence for teaching found in the students' autobiographies. The results of the research, determined after a weighting of responses to the items in the opinionnaire, show the following rank-order listing of factors, according to order of importance, from most- to least-important:

²Ibid., p. 667.

³Raymond B. Fox, "Factors Influencing the Career Choice of Prospective Teachers," Journal of Teacher Education, XII (December, 1961), pp. 427-432.

1. Desire to work with children or adolescents.
2. Desire to impart knowledge.
3. Opportunity to continue one's own education.
4. Desire to be of service to society.
5. Liking for a particular subject.
6. Experience in working with youngsters.
7. Opportunity to leave the teaching profession and return to it later.
- 8.5. Desire for security.
- 8.5. Influence of former teachers.
10. Comparatively short school day, long summer vacation, many other vacations.
11. The shortage of teachers.
12. Contact with other students who are planning to become teachers.
13. Desire for social prestige.
14. Opportunity to move from one city or state to another.
15. Dissatisfaction with poor teachers.
16. Trend toward increasing salaries for teachers.
17. Influence of parents or relatives.
18. Influence of college teachers.
19. High grades received in school.
- 20.5. Opportunity to use teaching as a stepping-stone to another career.
- 20.5. Results of vocational interest inventories.
22. Receiving a scholarship for teaching-education.
23. Guidance received from a college counselor.
24. Guidance received from a high school counselor.
25. Membership in a Future Teacher's club.⁴

Women more often emphasized "desire to work with children or adolescents," "opportunity to leave and return to teaching" and "membership in an FTA club" than did men, and less often emphasized "liking for a particular subject," "trend toward increased salaries," "results of vocational interest inventories" and "opportunity to use teaching as a stepping-stone."⁵ (The study might have been more revealing had the responses been

⁴Ibid., pp. 429-430.

⁵Ibid., p. 431.

compared also on an elementary-secondary basis.) Women in the group decided to teach at various stages in their life. Twenty-seven per cent decided while in elementary school, 55% in high school, 15% in college and 3% while on another job.⁶

Haubrich⁷ used a questionnaire with 195 students in the College of Education at the University of Utah. Sixty-six per cent of the group planned to be secondary school teachers and the remaining 34% elementary school teachers. Only 35% of the group indicated that their major life goal was to become a successful teacher. The group were asked to indicate their reasons for entering the College of Education, which really gets at the question of why they plan to become teachers. About one-third of the group gave "liking children" as first, second or third choice, as did 30% for "security" and 29% for the "professional standing" it gave them. An additional 4% indicated "short hours," 1% "long vacations" and 0% "easy work" as reasons.⁸

Ostlie⁹ obtained opinions from 1,374 college students in beginning education courses in eight schools of education in southern California. Features of the teaching profession which appealed to these prospective teachers

⁶Ibid., p. 432.

⁷Vernon F. Haubrich, "The Motives of Prospective Teachers," Journal of Teacher Education, XI (September 1960), pp. 381-386.

⁸Ibid., pp. 384-385.

⁹Selmer Ostlie, "Motivations for Entering Teaching," Journal of Teacher Education, VII (March, 1956), pp. 80-81.

were: (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, (nos. 1, 2, and 3), headed the list, though the factors were all quite equally mentioned.

One facet of the Yale-Fairfield Study of Elementary Teaching¹⁰ involved contact with 839 experienced elementary school teachers and 1066 teacher's college or school of education seniors in elementary education. When asked to state what they liked most about teaching, the teachers most-frequently responded: (1) "I like children," (2) "I like to see their progress," and (3) "I like to feel that I am making good citizens."¹¹ Both groups were asked to indicate their reasons for deciding to become a teacher. Some of the most frequent responses, along with their rank of mention in parentheses were: (1) "desire to work with young people," (teachers, 1st, seniors, 1st), (2) "nature of the tasks involved in teaching," (teachers, 2nd, seniors, 3rd), (3) "concept of social service involved in teaching," (teachers, 3rd, seniors, 2nd), (4) "family attitude toward teaching," (teachers, 4th, seniors, 8 1/2th), (5) "accessibility of teacher-training institutions," (teachers, 5th, seniors, 4th).¹² This fairly comprehensive study indicates,

¹⁰Clyde M. Hill (ed.), Yale-Fairfield Study of Elementary Teaching, Abridged Edition of the Report for 1954-1955 by Burton P. Fowler (New York, 1956), pp. 1-24.

¹¹Ibid., p. 20.

¹²Ibid., p. 24.

as do most of the studies of motivations for teaching, the primary importance of the child-oriented, service-type reasons for teaching, and the corollary importance of the more realistic factors of any job or occupation, such as working conditions and duties.

Jantzen,¹³ several years ago, used a checklist of 16 reasons for teaching with a population of 248 seniors (145 men, 103 women) in two state colleges in northern California. He also asked 45 members of Phi Delta Kappa, who had all taught five or more years, to complete the checklist. Both groups agreed on the four top-ranking items, which were: (1) special interest in dealing with children and young people, (2) summer for study, travel, and relaxation, (3) reasonable assurance of an adequate income, and (4) lifelong opportunity to learn. The women in the student group ranked "retirement system" last and "advancement possibilities" next to the last. They also added the following reasons for choosing teaching: (1) "life insurance policy," (2) "gives me faith in myself," and (3) "it helps me to be a better parent." Jantzen states that both groups possessed a "high degree of idealism."¹⁴

Stier¹⁵ asked 782 students in two courses to complete a free-response, unstructured written exercise.

¹³J. Marc Jantzen, "Why College Students Choose to Teach," Phi Delta Kappan, XXVIII (April, 1947), pp. 333-335.

¹⁴Ibid., p. 335.

¹⁵Lealand D. Stier, "Orientations of Prospective Teachers," Educational Forum, XXV (January, 1961), pp. 167-173.

A part of this study involved reasons for selection of teaching. Elementary education majors listed, in order of descending importance: (1) enjoy working with a particular age-group, (2) security, (3) a way to assist students to a better way of life through teacher contributions and direction, (4) prestige, (5) preparation for motherhood and (6) improvement of self through study.¹⁶

Best¹⁷ dealt with a population of 214 seniors in the School of Education, University of Wisconsin, who were all prospective high school teachers. The 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, long vacations, travel, study and has an adequate income.¹⁸

Orton¹⁹ categorized the reasons or factors which had attracted 146 students, predominantly from rural areas, at the University of Utah School of Education into teaching, as follows: (1) altruistic or idealistic reasons,

¹⁶Ibid., p. 169.

¹⁷John 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.

¹⁸Ibid., p. 226.

¹⁹Don A. Orton, "What Attracts College Students to Teaching," Educational Administration and Supervision, XXXIV (April, 1948), pp. 237-240.

(2) personal development, (3) security, (4) prestige of the profession, (5) enjoyment of people and children, and (6) salary reasons. These factors are reported in order of importance to the students, but items five and six were "tied" for fifth position.

Wynn,²⁰ in his book on educational careers, points out that when people are asked why they became teachers, they usually respond with five major reasons (ranked): (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. He points out that he lists these five major reasons as a result of examining many studies dealing with motivations for teaching.

Richey and Fox²¹ studied 969 students, generally freshmen of whom about 10% had already decided to teach. These students listed most often as desirable features of teaching: (1) opportunity for social service, (2) opportunity to work with youth, (3) prestige and satisfaction, and (4) opportunity for satisfying social contacts.

²⁰Richard Wynn, Careers In Education (New York: McGraw-Hill Book Company, Inc., 1960), p. 12.

²¹Robert W. Richey and William H. Fox, An Analysis of Various Factors Associated With the Selection of Teaching as a Vocation, Bulletin of the School of Education, XXIV (Bloomington, Indiana: Division of Research and Field Services, Indiana University, 1948), pp. 1-59.

Hoyt²² studied 970 prospective teachers in 19 college of education in an attempt to identify areas in the lives and experiences of pre-service teachers which influence the decision to teach at either the elementary or secondary school level. She used questionnaires, free response sheets and personal interviews to accomplish her purpose. A few of her findings are relevant to this study:

1. Social prestige and social contacts were minor factors in the choice of either division of teaching, by all groups in the study.
2. The greatest advantages to teaching as seen by the 970 students were "desire to teach a particular age of child" and "ideals, democracy, guidance and social responsibility."
3. The major reasons for teaching were idealistic in all groups contacted.²³

Richey, Phillips and Fox²⁴ studied about two and one-half per cent of the total Indiana high school population, grades 9 through 12. Motives for teaching, as seen by this group of high school students, in order of highest frequency to lowest, were: (1) liking to work

²²Mildred C. Hoyt, "Factors Which Influence Pre-Service Teachers' Choices of Elementary or Secondary Division" (Unpublished Ed. D. dissertation, Stanford University, 1955).

²³Ibid., p. 133.

²⁴Robert W. Richey, Beeman N. Phillips and William H. Fox, Factors that the High School Students Associate with Selection of Teaching as a Vocation, Bulletin of the School of Education, XXVIII (Bloomington, Indiana: The Indiana University Press, March, 1952).

with young people, (2) interest in teaching a particular subject, (3) encouragement from others, (4) service to children, (5) opportunity for permanent employment and (6) liking to work in a school. This set of "motives" seems to reflect the age-group from which it originates, as one would expect, (e.g., response number six). Probably, too, "encouragement from others" is more of a factor of influence than a motive for teaching.

Mork²⁵ analyzed the responses to a questionnaire of a group of high school and college students who had already decided to become teachers, and found these reasons for teaching: (1) always enjoyed working with children and/or youth, (2) always enjoyed a particular activity or subject and (3) had a great ambition to help raise moral standards and develop the younger generation.

Richards²⁶ administered an attitude inventory to 530 new College of Education students at The Ohio State University in 1958. Over 80% of these students felt that teaching was a good career choice because of these factors:

²⁵Vernon N. Mork, "An Analysis of Influential Factors Related to How and When Certain High School and College Students Selected Teaching as a Career" (unpublished Ph. D. dissertation, University of North Dakota, 1954).

²⁶Rachel Richards, "Prospective Students' Attitudes Toward Teaching," Journal of Teacher Education, XI (September, 1960), pp. 375-380.

1. Good preparation for family life.
2. Free summers.
3. Variety of work, not boring.
4. Is a help even if one is going into other professions.
5. The satisfactions outweigh the bad features.
6. It gives one a chance to help others.
7. It is an opportunity to help children learn.
8. Doesn't have too many duties after hours.
9. Satisfactions other than paycheck.²⁷
10. Won't find children hard to handle.

In addition, the students listed "important job considerations," with the following results: (1) 92% ranked "doing work that one enjoys" 1st or 2nd, (2) 66% ranked "salary" 1st, 2nd, 3rd, or 4th, (3) 59% ranked "chance to serve humanity" 1st, 2nd, 3rd, or 4th and (4) 53% ranked "security" somewhere among the 1st four positions. The students were primarily interested in doing work they like and salary-security features.²⁸ It is probably safe to assume that these 530 students felt that teaching would meet these standards, at least for them, since they had chosen teaching.

Certain studies of attitudes toward and satisfactions from teaching can contribute to an understanding of teachers' motivations for teaching as an occupational choice. Gowan²⁹ did a follow-up study of 60 highly select elementary women teachers who were rated in the top 5%

²⁷Ibid., p. 376.

²⁸Ibid., p. 377.

²⁹David G. Ryans, Characteristics of Teachers (Washington, D. C.: American Council on Education, 1960), pp. 362-366.

of a group of over 6000 teachers involved in the Teacher Characteristics Study.³⁰ This high rating came about as a result of observed classroom behavior. Gowan selected these 60 women, of whom 25 agreed to participate in the study, but ended up with only 20 who actually did.

Data were gathered from personal interviews and the use of various inventory materials. These included (a) the Guilford-Zimmerman Temperament Survey, (b) California Psychological Inventory, (c) Allport-Vernon Study of Values and (d) the Kuder Preference Test-Vocational.

The age-range of the 20 teachers was from 22 to 56, with a mean of 39 years. Fifteen of the 20 had been or were married. Generally, they were from strong teaching families, including parents and other relatives. All 20 said they had had "early teaching experience." Concerning school achievement, (level not designated), 12 were rated "superior," five "average" and three "below average."

The following represent the more-typical responses given by the 20 to the question, "What are the main satisfactions and appeals of teaching?"

1. Being with children.
2. Watching change and growth of children.
3. Observing changing attitudes.
4. Dealing with individual differences.
5. Dealing with leaders of tomorrow.
6. Encouraging progress of children.

³⁰A study directed by David G. Ryans, involving 6,179 teachers in about 450 school systems and 1700 separate schools. For further elaboration, see pp. 38-39.

7. Stimulating pupil reactions.
8. Observation of happy accomplishment.
9. Personal contact with children and people.
10. Fun of meeting children.
11. Creative opportunities offered.
12. Joy in putting ideas across.³¹

Hills and Downs³² did a questionnaire survey of a random sample (340) of 2,241 upper division male students at a southern state university, during the winter term, 1961. The students were to select three items apiece from a list of traits of occupations on two bases: (1) those traits important for a career choice and (2) those traits satisfied by teaching as an occupation. Their findings will be reported in this way; the trait will be listed, followed by a "C," representing the words, "Important for Career Choice," followed by the per cent of students choosing the listed trait, then followed by a "T," representing the words, "Satisfied by Teaching," followed by the per cent choosing the trait listed. Results were: (1) advancement, (C-26-T-5), (2) stable employment, (C-23-T-19), (3) to use abilities, (C-18-T-16), (4) work with people, (C-12-T-46), (5) freedom, (C-9-T-7), (6) high income, (C-8-T-0), (7) desirable associates, (C-2-T-2), (8) free leisure time, (C-0-T-4),

³¹Ibid., pp. 363-364.

³²John R. Hills and Harry R. Downs, "College Students' Attitudes Towards Teaching as a Profession," Journal of Teacher Education, XIII (December, 1962), pp. 396-401.

(9) prestige, (C-O-T-O).³³ Obviously, these males did not view teaching with any great favor, except where "working with people" is concerned. Keep in mind that these were males in all the various curricula.

Coffman³⁴ asked 420 in-service teachers, "Do you feel that being a teacher gives you an opportunity to make a significant contribution to society?" The response, a 91% "yes"-level, could be taken partially as an expression of motivation both for going into teaching and as an expression of reason for staying in teaching. However, one would rarely expect a group of teachers to overwhelmingly deny that their role was significant. This would constitute a self-attack in some cases.

Dilley³⁵ attempted to get at some values of future teachers by using a forced-choice, paired-comparison scale consisting of 136 pairs of statements based on 17 basic items cross-paired. The items dealt with personal values, which provide much of the basis for occupational motivations, if they are not the actual motivations themselves. The scale was used with 359 students, including 266 future teachers and

³³Ibid., p. 399.

³⁴W. E. Coffman, "Teacher Morale and Curriculum Development," Journal of Experimental Education, XIX (June, 1951), pp. 305-332.

³⁵N. E. Dilley, "Personal Values held by College Students Who Enter Teacher Education Programs," Journal of Teacher Education, VIII (September, 1957), pp. 289-294.

93 future engineers, the latter being used as a comparison group. The 266 prospective teachers contained 64 men and 202 women. The 202 women ranked the items as follows:

1. Marriage and children.
2. A husband.
3. Opportunity to help people.
4. The respect of the community.
5. Pride in your work.
6. Contacts with children and/or adolescents.
7. A home of your own.
8. A regular income.
9. Regular contacts with educated people.
10. Freedom to live exactly as you please.
11. A trip to Europe.
12. An 8-hour working day.
13. Fine clothes.
14. A personal library of selected books.
15. Ten thousand dollars at one time.
16. A new automobile.
17. Solitude.³⁶

Dilley concludes that the distinct personal characteristics of college students in teacher education are: (a) desire for contacts with children and/or adolescents and (b) desire for opportunity to help other people.³⁷

Commitment to teaching is generally considered closely related to motivation for teaching. Some studies, or facets of studies noted here, tend to get at commitment to teaching, either directly or indirectly.

Gowan³⁸ asked the 20 female teachers in his group, "What would be your choice if you could do anything you wanted vocationally?" Fourteen out of 20 responded that

³⁶Ibid., p. 291.

³⁷Ibid., p. 294.

³⁸Ryans, op.cit., p. 364.

they would still be teachers. In Best's study,³⁹ the majority of both men and women indicated they would stay with teaching, regardless. (They were college seniors; some probably changed their minds at a later date.)

Haubrich⁴⁰ found that 18% of his study group had a life goal of marriage, but 52% indicated that marriage would be their reason for leaving teaching. Forty-three per cent considered themselves "career" teachers, but on the other hand, 42% planned to teach less than 10 years, and 31% less than five years. Seventy-nine per cent indicated that, if they do leave teaching, they will probably do things outside the field of education. Most interesting is the fact that only 6% reported that "work had some real meaning in life" for them.

The Research Division of the National Education Association,⁴¹ in 1956, asked teachers, "Suppose you could go back to your college days and start over again; in view of your present knowledge, would you become a teacher?" Women responded "certainly would" or "probably would" 80.7% of the time, compared to

³⁹Best, op.cit., p. 226.

⁴⁰Haubrich, op.cit., pp. 383-385.

⁴¹National Education Association, The Status of the American Public-School Teacher, XXXV (February, 1957), p. 38.

only 53.9% of the men doing so. Within the ranks of women teachers, married women responded in the two above-named categories 84% of the time, compared to 75% for the single women teachers.⁴²

There are those who feel that motives for teaching as verbally expressed are actually outgrowths of the deeper segments of the self, such as basic personality structure and its needs.

Symonds⁴³ did a study involving 19 teachers, 14 women and five men. Nine of the teachers were married and 10 single. Teaching experience of the group covered all levels and ranged from five to 35 years per person. Data-collection involved three approaches: (1) use of tests, (Rorschach and Thematic Apperception Test), (2) interviews, (10 with each of the 19 teachers), and (3) classroom observation. Symonds describes teaching as a function of the teacher's personality. Findings of interest to this study are: (1) there was no difference between the adjustment of single and married teachers, and (2) different persons derive satisfactions from different ages and types of children, with the

⁴²Ibid., p. 40.

⁴³Percival M. Symonds, "Teaching as a Function of Teacher Personality," Journal of Teacher Education, V (March, 1954), pp. 79-83.

converse being also true. Symonds states, "Different personality needs are satisfied by different school levels."⁴⁴

Lang⁴⁵ explains the construction of a scale used to obtain overt motivation measures which could be related to such things as (1) relative social acceptability of the stated reason and (2) measures of teaching effectiveness, satisfaction with teaching and measures of covert motivation, such as personality needs.

Stern⁴⁶ reports the background, approach and results of a comprehensive study concerning unconscious factors in motivation for teaching. The study was done in conjunction with the United States Department of Health, Education and Welfare and is reported in the publication, Unconscious Factors in Career Motivation for Teaching. Stern identifies and elaborates on three patterns of motives: (1) instrumental patterns, or the most superficial motives, in the sense of being relatively explicit and conscious, (2) expressive patterns, the more "respectable" motives that imply measures of altruistic, selfless dedication and (3) impulse-ridden patterns,

⁴⁴Ibid., p. 83.

⁴⁵Gerhard Lang, "An Experimental Scale to Measure Motives for Teaching," Journal of Educational Research, LI (March, 1958), pp. 687-693.

⁴⁶George G. Stern and Others, Unconscious Factors in Career Motivation for Teaching, Final Report, U. S. Department of Health, Education and Welfare, Syracuse University Research Institute (June 30, 1958), pp. 1-124.

which are often unconscious but produce substantial effects in the classroom.⁴⁷

Factors that Influence the Decision to Teach

As has been pointed out previously, some of the studies concerned with motivations for teaching have incorporated influential-factor elements. While it is often difficult to distinguish, semantically, at least, between a "factor" and a "reason", studies cited here, or the portions of studies, tend to converge on the "factor" realm.

Orton⁴⁸ used a questionnaire with 405 undergraduates at the University of Utah College of Education. He asked them, "What experiences have you had which either caused you to want to become a teacher or contributed to your fitness to become a teacher?" In rank-order, the responses were:

1. Previous teaching in church auxiliaries, including scouting.
2. Like children.
3. Encouragement toward teaching through personal experiences in school.
4. Substituted for or helped a teacher at school.
5. Previous teaching experience in the Armed Forces.
6. Served as leader for young people's groups (non-church).
7. Baby-sitting and tending children.

⁴⁷Ibid., pp. 5-9.

⁴⁸Don A. Orton, "Why Do They Want to Teach?," Phi Delta Kappan, XXX (April, 1949), p. 343.

8. Private tutoring and music lessons.
9. Miscellaneous.

Willcox and Beigel⁴⁹ used as a study population 152 students, 59 male and 93 female, enrolled in teacher education courses at two New York institutions. The students were asked to write their answers to, "What particular happening, experience or occasion first turned your thoughts to teaching?" Items of response are listed below, with the per cents of students volunteering each response:

1. "Satisfaction found in working with children," (30% total, 24% male, 33% female).
2. "Example of teacher," (22% total, 10% male, 29% female).
3. "Desire to teach goes back to childhood, but can't recall any specific incidents," (21% total, 7% male, 30% female).
4. "Influence of families," (18% total, 13% male, 21% female).
5. "Result of satisfying school experience," or "interest in their major field," (10% total, 20% male, 3% female).
6. "Read articles on teacher shortage," or "result of recruiting efforts by teachers and friends," (9 1/2% total, 9% male, 10% female).
7. Other factors, such as "lack of funds for other kinds of college education," (7%), "low self-appraisal," (7%), and "unsatisfying experiences in other occupations," (7%).

A doctoral study by Nelson⁵⁰ attempted to identify factors leading to a choice of teaching a particular grade

⁴⁹Isobel Willcox and Hugo G. Beigel, "Motivations in the Choice of Teaching," Journal of Teacher Education, IV (June, 1953) pp. 106-109.

⁵⁰Byron B. Nelson, "The Reasons for Choice of Teaching Level by Prospective Teachers" (unpublished Ph. D. dissertation, George Peabody College for Teachers, 1952).

level. He used both a checklist and personal information with 9,340 education seniors at 133 Southern Region colleges. The group included both Negro and white students, of which about one-third were elementary education majors. A few of the conclusions made by Nelson seem to be somewhat related to this study: (1) previous experience with children is a major factor in choosing the elementary teaching level; (2) the most important reasons for choice of grade level were desire to work with that grade level and previous experience with that age group of children; and (3) social status and economic factors had little, if any, effect on choice of a particular grade level.

One of the most, if not the most, comprehensive studies of teachers was directed by David G. Ryans. This study, the Teacher Characteristics Study, sponsored by the American Council on Education, involved 6,179 teachers in some 450 school systems and 1700 separate schools.⁵¹ Around 100 separate researches were done as facets of the total project. Over a period of about six years, various research techniques were utilized, including (1) observations, (2) paper and pencil inventories, (3) use of various instruments on attitudes, preferences and viewpoints, (4) surveys of activities and (5) comparisons of defined groups of teachers. The study has produced many descriptions of teachers as

⁵¹Ryans, op.cit., p. 368.

classified according to various systems. One such brief description pertinent here is the exposition on teacher characteristics as related to influences affecting the choice of teaching.⁵² According to the findings of the Teacher Characteristics Study, teachers who say they entered teaching (1) because of its intellectual nature, (2) because they had liked school and (3) because of the public and social-service character of teaching generally scored higher on most of the characteristics considered in the study, ("higher" being associated with the characteristics of teachers known as "good" or "effective"). The teachers who scored lower entered teaching (1) because they were advised or urged to by parents or relatives, (2) because of its attractiveness from the standpoint of its desirable position in the community and (3) because of favorable prospects for advancement.⁵³

Richey and Fox⁵⁴ concluded, among other things, that:

1. Women with relatives in teaching appeared to be more influenced toward teaching than were men with teacher-relatives.
2. The students were more influenced on vocational choice by parents than by any other persons.

⁵²Ibid., p. 394.

⁵³Ibid.

⁵⁴Richey and Fox, op.cit., pp. 1-59.

3. There seemed to be a definite relationship between amount of experience of a teaching nature which students had and selection of teaching.
4. Over half the 969 students reported little or no assistance from teachers in selecting a vocation.⁵⁵

Statements such as number three above need to be examined further to see if the relationships cited are causal or effectual in nature.

The students in Best's study⁵⁶ reported the following factors of probable influence for teaching:

1. 78% had close friends or relatives in teaching.
2. 36% were children of teachers.
3. 60% said a personal ideal influenced them. These were most-often senior high school teachers and second-most-often college teachers. (These students were all future secondary teachers themselves.)
4. 75% had been advised that they were potentially good teachers.⁵⁷

Stier⁵⁸ reports that the future elementary school teachers in his study group listed the following influences for deciding to become a teacher, in order of importance: (1) worked on playgrounds or served as camp counselor, (2) inspiration of another teacher,

⁵⁵Ibid.

⁵⁶Best, op.cit., pp. 201-259.

⁵⁷Ibid., pp. 225-226.

⁵⁸Stier, op.cit., pp. 167-173.

(3) from a family of teachers and (4) taught Sunday School.⁵⁹

Richey, Phillips and Fox⁶⁰ concluded:

1. There was a slight tendency for more of those who definitely planned to teach to come from large city schools than from smaller city, village or rural schools.
2. It appeared that a slightly large percentage of the students whose parents had incomes under \$6000 were considering teaching as a profession.
3. Students whose fathers were businessmen or skilled laborers had somewhat more tendency to look with favor upon teaching as an occupation than did those whose fathers were in other occupations.
4. A student's chances of selecting teaching as a career were greater if he had a relative, especially a mother or father, who was or had been in teaching.
5. There was a positive relationship between the amount of experience of a teaching nature that a student had and his selection of teaching as an occupation.⁶¹

Ostlie⁶² reports that at the highest level of influence teachers were mentioned more often than all other groups of persons combined. Concerning experiences which had some influence on the decision to teach, over 80% of the group gave "informal experiences with children" high significance and almost two-thirds

⁵⁹Ibid., p. 168.

⁶⁰Richey, Phillips and Fox, op.cit., p. 49.

⁶¹Ibid.

⁶²Ostlie, op.cit., pp. 80-81.

accorded high significance to "experiences in occupations similar to teaching" and "organized experiences with children."

Richards' group reported greatest influence from teachers, followed by parents, to a much lesser extent, with friends holding down third position.⁶³

Hill claims that the women teachers in his study group were most influenced by (1) parents, (2) teachers and (3) friends. The older teachers were more influenced by their parents than were the younger ones.⁶⁴ He reports that 38% of the teachers had been influenced by teachers.⁶⁵

Factors purported to have been most influential to the group in Fielstra's study⁶⁶ were: (1) an inspirational teacher, (2) a friend or relative, (3) newspaper accounts on the need for teachers, (4) leaflets, magazine articles and books on teaching and education and (5) parents. Over 18% of the students in his group had one or more teaching parents.

Hoyt⁶⁷ reports that: (1) elementary school teachers had had slightly more experience with children

⁶³Richards, op.cit., p. 380.

⁶⁴Hill, op.cit., p. 25.

⁶⁵Ibid., p. 27.

⁶⁶Fielstra, op.cit., p. 667.

⁶⁷Hoyt, op.cit., p. 133.

than had secondary school teachers, and also more recent experience and (2) elementary school teachers had been more influenced by their parents than were secondary school teachers (with regard to choice of teaching level). Elementary school teachers were less influenced by other elementary school teachers than were secondary school teachers by other secondary school teachers. College professors had almost no influence. Hoyt states, "It is possible that if many students in the secondary division had a knowledge of younger children, some might choose to be elementary teachers."⁶⁸

For a comprehensive look at the literature (before 1956) concerning factors influencing choice of teaching, the reader is referred to a study by Chaltas.⁶⁹

Descriptive Information About Teachers

Several studies have been done which offer descriptive information about teachers, groups of teachers and types of teachers. The studies reported here do not exhaust the field, but do provide relevant information.

The Yale-Fairfield Study of Elementary Teaching found that about 88% of the elementary school teachers

⁶⁸Ibid., p. 136.

⁶⁹John G. Chaltas, "Factors Influencing the Choice Regarding a Teaching Career--a Review and Analysis of the Literature" (unpublished doctoral dissertation, Teachers College, Columbia University, 1956).

in the study were women, about two-thirds of them are college graduates and their median age is about 39 years.⁷⁰ Thirty-three per cent had had doubts about their choice of teaching, with the major doubt concerning their own capabilities as good teachers.⁷¹

Arthur states that about 70% of women teachers today are married.⁷²

Riccio⁷³ studied 488 students at The Ohio State University in their first education course. There were 123 males and 365 females in the group. He found that the range of ages when the women decided to teach was from five to 40 years of age, with a mean age of 15.08. The range for the males was 10-28 years, with a mean of 17.5 years. Thus, he concludes that women decide to become teachers earlier than men.⁷⁴

Chase⁷⁵ received questionnaires from 1,784 teachers in 43 states, and concluded: (1) that women are slightly more enthusiastic than men, (2) married teachers

⁷⁰Hill, op.cit., pp. 17-18.

⁷¹Ibid., p. 26.

⁷²Robert G. Arthur, "The Dual Dilemma of Married Women Teachers," New York State Education, L (May, 1963), p. 23.

⁷³Anthony C. Riccio, "When Do they Decide to Teach?," Peabody Journal of Education, XXXIX (September, 1961), pp. 94-95.

⁷⁴Ibid.

⁷⁵Frances S. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, XXXIII (November, 1951), pp. 127-132.

are slightly more enthusiastic than single teachers and (3) 92% of all the teachers are satisfied with their school systems. The "enthusiasm" referred to their school system, its practices, administrators and other factors.

LaGrone⁷⁶ studied the availability, recruitment, selection, preparation, characteristics and success in teaching of non-certified college graduates by analyzing the unpublished reports of nine selected projects, sponsored by the Fund for the Advancement of Education, and other related information. From this study LaGrone found:

1. The average grade-point average of all the persons participating in the programs was around a "C."
2. Eighty per cent were women.
3. The age distribution was bi-modal at 23 and 33 years. (Some programs emphasized recent college graduates while others excluded them.)⁷⁷

Ryans⁷⁸ offers the following "generalizations about outstanding teachers," based upon various studies, including the Teacher Characteristics Study:

1. Superior intellectual abilities.
2. Above-average school achievement.

⁷⁶Herbert F. LaGrone, "The Availability for Teaching of Noncertified College Graduates" (unpublished Ed. D. dissertation, University of Texas, 1959), reviewed in Dissertation Abstracts, XX (Ann Arbor, Michigan: University Microfilms, 1959), p. 1686.

⁷⁷Ibid.

⁷⁸Ryans, op.cit., p. 366.

3. Good emotional adjustment.
4. Attitudes favorable to students.
5. Enjoyment of pupil relationships.
6. Early experience in teaching and caring for children.
7. History of teaching in the family.
8. Family support of teaching as a vocation.
9. Strong social service interests.

Ryans reports some of the findings of the Teacher Characteristics Study by relating some teacher characteristics to certain variables. The following are some of the findings pertinent to this study:

1. Teacher Characteristics related to Men vs. Women. Elementary women were: (a) higher on responsible, businesslike, systematic classroom behavior and (b) lower on attitude toward democratic classroom practices, permissive, child-centered educational viewpoints and emotional stability than were elementary men teachers.⁷⁹
2. Teacher Characteristics related to Marital Status. Elementary married teachers were higher on: (a) understanding, friendly classroom behavior, (b) responsible, businesslike classroom behavior, (c) stimulating classroom behavior, (d) favorable attitudes toward pupils and (e) child-centered educational viewpoints than were single (never-married) teachers.⁸⁰
3. Teacher Characteristics related to Academic Achievement. Outstanding students were higher on: (a) friendly, understanding classroom behavior, (b) stimulating, imaginative classroom behavior, (c) favorable attitudes toward pupils, (d) favorable attitudes toward democratic school practices and (e) permissive, child-centered educational viewpoints.⁸¹

⁷⁹Ibid., p. 391.

⁸⁰Ibid., p. 392.

⁸¹Ibid., p. 394.

This study also showed that: (1) the educational viewpoints expressed by secondary school teachers were of a more traditional and learning-centered nature, while those of the elementary school teacher leaned more in the direction of permissiveness and (2) neither "amount of teaching experience" nor "age" appeared to be very highly associated with teacher attitudes.⁸²

Gowan presents a list of "Personal Qualities Which Appear to Characterize a Group of Elementary Women Teachers Highly Selected with Respect to Overall Classroom Behavior."⁸³ Among these qualities are:

1. Frequently give as reason for teaching, "liking for children and interest in their development."
2. Express satisfaction with teaching (and also with teachers' salaries); intend to continue teaching indefinitely.
3. Frequently engaged in teaching activity as a child.
4. Decision to become a teacher frequently made prior to college enrollment; had planned to be a teacher from a relatively early age.
5. Enjoyed school when they were students themselves.
6. Showed superior accomplishment when in school.
7. Report large number of teachers among parents and relatives.

⁸²Ibid., p. 385.

⁸³Ibid., pp. 365-366.

8. Eighty-five per cent are married.
9. More interested in social service than the average adult.⁸⁴

Certification of Late-Deciders

"While their children are young, young mothers who are liberal arts college graduates without professional training should have the opportunity to prepare in easy stages for teaching. The data show that a teacher in her thirties is quite likely to continue teaching for 30 or more years."⁸⁵ Since late-deciders for teaching are generally older when they start teaching than are those persons who from the start have prepared for teaching, Hill's point is relevant.

Zapoleon⁸⁶ adds more information along these lines. She reports that a woman working at 20 years may expect to work 41 years, if single, and 31 years if married but childless. Women employed at age 50 may be expected to work 14 more years. These data are interesting in light of the fact that many of our undergraduate education majors (early-deciders) teach less than 10 years in their lifetimes.

⁸⁴Ibid.

⁸⁵Hill, op.cit., p. 138.

⁸⁶O. D. David, The Education of Women ---- Signs for the Future (Washington, D. C.: American Council on Education, 1959), pp. 57-58.

Hill points out that there is a trend in the direction of more and more liberal arts college graduates going into teaching. About 25% of the teachers returning questionnaires during the Yale-Fairfield Study were liberal arts graduates. About 17% of the teachers over 35 years of age, 33% of those between 25 and 35, and 41% of those under 25 years of age were liberal arts graduates, thus illustrating the trend.⁸⁷

One facet of the Teacher Characteristics Study is apropos at this point. The study showed that when teacher characteristics are related to age, older teachers (55 or older) were at a disadvantage in comparison with the younger ones, except on "systematic and businesslike classroom behavior" and "indicative of learning-centered, traditional educational viewpoints."⁸⁸

LaGrone's study of non-certified college graduates revealed that the younger group of teachers involved in special professional programs had a high program completion per cent but dropped out of teaching due to marriage and family status reasons at a high rate, whereas the older group had a lower completion rate but tended to stay in teaching at a higher rate. Even from

⁸⁷Hill, op.cit., p. 29.

⁸⁸Ryans, op.cit., p. 390.

this select group, (about 500 were selected from approximately 1000 applications), teaching success was not as high as expected. LaGrone also tested the assumption that liberal arts graduates constitute a reservoir for new public school teachers. He found that the number of non-certified graduates was probably less than was anticipated by the project planners, since: (1) college graduates make up only 4.5% of the total United States population, (2) 90% of men graduates were prepared in fields directly related to future careers and 96% of them were employed in four major occupational classifications, (3) 75% of the women were prepared in fields directly related to a future career, and over 52% of them had prepared for teaching as undergraduates, and (4) 75% of the women college graduates were classified as being married (or had been married), while three-fourths of these had one or more children. LaGrone concluded:

1. The pool of non-certified graduates is limited in itself, and further reduced by conditions of the labor market, economy, marital and family patterns, and the teaching profession itself.
2. Possession of a college degree does not assure that the person can, or would want to, teach.
3. The non-certified college graduate who teaches needs, wants and profits from special preparation for teaching.

4. Factors other than possession of a college degree must be considered ⁸⁹in the selection of public school teachers.

Kloosterman⁹⁰ studied students, 40 years of age and older, who completed requirements for the Michigan Provisional Teaching Certificate through Wayne State University, to determine if the practice of certifying these middle-aged persons is advisable and thus should be not only continued but encouraged. His study group of 34 persons consisted of 29 women and five men. The mean age of the group was 45.75 years. Thirty-three of the 34 persons were married or had been married. One person was single, three widowed, two divorced and 28 were married. About two-thirds of the group had parenthood responsibilities. Kloosterman studied, as evidence, such factors as: (1) employment, (2) re-employment, (3) change of employment, (4) additional college credit (graduate/undergraduate), (5) progress toward permanent Michigan certification, (6) involvement in professional associations and activities, (7) a realistic appraisal by these people of the teacher's task, (8) a realistic appraisal of the program of certification as determined by these people and (9) other

⁸⁹LaGrone, op.cit., p. 1686.

⁹⁰Winton A. Kloosterman, "Study of Middle-Aged Persons Who Have Received Teacher's Certificates to Determine the Advisability of Certifying Such Persons as Teachers" (unpublished Ed. D. dissertation, Wayne State University, 1962).

evidences of success/non-success in contributing to the need for well-qualified, professionally committed teachers. The four general areas of study for each of the 34 persons were: (1) background, (2) program of certification, (3) subsequent experiences and (4) potential employment for middle-aged beginning teachers. The consultation of personal student folders, interviews, and, in some cases, questionnaires were used to collect data. Among the findings of this study are:

1. There are employment opportunities for non-experienced, fully certified teachers 40 years of age or older.⁹¹
2. Professional involvement, as measured by membership in professional associations, does not appear to be a strong point for the middle-aged beginning teacher.⁹²
3. There is no evidence that such factors as age, time elapsed since first registering in college, the extent of work completed in teacher education as opposed to non-teacher education, and type of life pattern which prevailed prior to seeking the certificate to teach are valid criteria for either encouraging or discouraging middle-aged adults who wish to become teachers.⁹³
4. Quantity of professional service by these middle-aged teachers during the first three years of teaching has been as adequate as is typical of any beginning-teacher group in the nation...⁹⁴

⁹¹Ibid., p. 128.

⁹²Ibid., p. 135.

⁹³Ibid., p. 142.

⁹⁴Ibid., p. 143.

Certification Programs for College Graduates

No attempt will be made here to summarize or describe the various programs being offered to certification candidates who possess degrees. The programs are too numerous and varied. Rather, the reader will be directed to some sources of information on these programs.

Woodring's book,⁹⁵ New Directions in Teacher Education, provides an overview of some of the new plans (in 1957) for professional programs for liberal arts college graduates, programs designed for "older" college graduates and programs leading to degrees such as the Master of Arts in Teaching. The book's appendix describes 25 projects supported or assisted by the Fund for the Advancement of Education, and on pages 139-141 it lists guides to the publications of these programs.

A report from the American Council on Education by Herzog⁹⁶ also gives a comprehensive description of master's degree and non-degree certification programs offered in the United States in both secondary and elementary school teaching.

⁹⁵Paul Woodring, New Directions in Teacher Education, An Interim Report published by the Fund for the Advancement of Education, (New York: The Fund, 1957).

⁹⁶John D. Herzog, Preparing College Graduates to Teach in Schools (Washington D. C.: American Council on Education, 1960).

A new publication by the National Commission on Teacher Education and Professional Standards (NCTEPS) presents annotations of some 323 teacher education programs and innovations representing 188 colleges, universities and public school systems in 46 states.⁹⁷ A few of the listings deal with certification programs and 5th-year programs for college graduates.

The report, Teacher Preparation for Mothers Who are College Graduates,⁹⁸ elaborates on a program designed for mothers with degrees so they might be able to get involved in professional education experiences leading to certification to teach. The program was cooperatively conducted by Yale University and the Fairfield, Connecticut, Public schools. It involved eight mothers over a three-year period of time, in a class designed particularly for them.

Though it is not yet published, a bulletin "written for mature women who are interested in teaching" is being cooperatively developed by the National Commission on Teacher Education and Professional Standards and Catalyst, a nation-wide agency

⁹⁷National Commission on Teacher Education and Professional Standards, Directory of Innovations in Teacher Education, Prepared for Use in The Columbus TEPS Conference, June 25-28, 1963 (Washington, D. C., 1963).

⁹⁸Teacher Preparation for Mothers Who Are College Graduates, The Yale-Fairfield Study of Elementary Teaching (New Haven, Connecticut: September, 1959).

designed to foster the utilization of the capacities of intelligent women who want to combine family and work. The bulletin will describe some programs of professional education designed especially for women college graduates.⁹⁹

Other Related Literature

The need for elementary teachers remains. In 1956, slightly over one-third of the secondary education graduates didn't accept teaching positions while about 20% of the elementary education graduates also failed to accept a teaching position.¹⁰⁰ It was not, however, because there was a dearth of teaching positions at the elementary teaching level. A more recent survey showed that the ratio of prospective high school teachers to prospective elementary teachers was 8/5 and that it needed to be just the reverse.¹⁰¹ An even more recent study points out that for 1963, the ratio of prospective high school teachers to prospective elementary school teachers is 9/6 and should

⁹⁹"Women's Group Enlist TEPS Aid in Publishing Report," TEPS Newsletter, VI (May, 1963), p. 10.

¹⁰⁰National Education Association Research Division, "The 1956 Teacher Supply and Demand Report," Journal of Teacher Education, VII (March, 1956), p. 54.

¹⁰¹Research Division, National Education Association, "Teacher Supply and Demand in Public Schools," NEA Research Bulletin, XL (October, 1962), p. 93.

be 6/9. Also reported is the prediction that about 82% of the eligible elementary education graduates will enter active teaching in September, 1963.¹⁰²

The Maine State Department of Education has been given a grant from the U. S. Office of Education to conduct a study on the assignment of college-educated women to part-time work in schools. Among other things, the study will attempt to find out:

1. How many women are now employed part-time and in what capacity.
2. Necessary qualifications, including certification.
3. Prospective and probable assignments.
4. Issues and problems in part-time employment of women in schools.¹⁰³

Director of the project will be Hayden Anderson of the state department. The study is expected to be done by 1964.

Summary

This chapter has dealt with a presentation and review of some of the related research and literature as defined and limited in the opening section of the

¹⁰²"Increase in Eligible Graduates, But Teacher Shortage Continues," TEPS Newsletter, VI (May, 1963), p. 4.

¹⁰³"Maine Awarded U. S. Grant to Study Women's Part-time Employment in Schools," TEPS Newsletter, VI (May, 1963), p. 11.

chapter. The bulk of the studies have dealt with either motivations for teaching or factors which influenced the decision to become a teacher. Studies presented have generally emphasized similar findings in both areas. Perhaps not enough of the researches to this point have attempted to establish cause and effect relationships, but rather have been content to assume that factors are causal and that verbalized reasons for teaching are the real underlying motivations. Several of the studies reviewed, however, do attempt to go below the surface--an encouraging trend, if it be one.

CHAPTER III

RESEARCH PROCEDURES OF THE STUDY

Introduction

Much preliminary work had to be done before the actual data-gathering process came to be. The population needed to be identified systematically and a sample selected. An interview schedule needed to be developed, tested, and possibly refined. The interviewer needed to develop increasing familiarity with interview techniques and problems. Interviewees needed to be contacted, oriented to the nature and purposes of the study, and appointments had to be made with every member of the sample.

The purpose of this chapter is to present a picture of what was involved in the accomplishment of each of these steps.

Identification of the Population

The population selected for study was defined to include "female college graduates whose original degree was not in education at any teaching level, and who are now actively working on an elementary teaching certificate at Michigan State University." This definition did not exclude those persons who had taken some education courses as undergraduates, (perhaps as electives, "feelers," or

before or after a changing of mind about becoming a teacher); thus, it does include any female fitting the remaining conditions of the definition whose bachelor's degree did not provide her with certification to teach at any level. The term "now actively working on an elementary teaching certificate at Michigan State University" meant operationally the inclusion of anyone meeting the other conditions of the definition whose folder was in the "Active" file in the Student Affairs Office of the College of Education, Michigan State University. "Active" is defined by the Student Affairs Office as referring to "anyone who has taken one or more courses from Michigan State University on or off-campus in any of the quarters of the year ending September 1st."

The specific identification of the actual members of the population was quite a task in itself. Knowing that the majority of the students to be studied were assigned to one particular academic advisor, the first step became one of examining his advisee folders. This first run through the several hundred folders yielded a total of 59 members of the study population. A second run yielded 12 more, as a result of more stringent scrutinization of the records.

The third step involved checking the master files in the Student Affairs Office. From these files the writer identified some 40 more individuals for study.

A final identification step involved checking the advisee files for each elementary education advisor in the College of Education, which step yielded four more members of the population.

In an attempt to eliminate any persons who might not fit the criteria of the population, the master's degree, inactive and undergraduate master files were checked against the names of those persons previously identified in the foregoing process. A few errors in classification were detected, leaving a total population of 102 individuals. Later, during the appointment-making process, two more persons revealed that they possessed secondary teaching certificates and thus were ineligible for the study, reducing the final population (N) to 100.

Selection of the Sample

During the identification procedures, each population member's name, address, and age were recorded on a 3" x 5" card. Ages of the members were tabulated and grouped into seven-year intervals. The rationale for the use of the seven-year age-interval warrants discussion. Some of the bases for certification may be related to the age of the individual requesting certification. Using a table of random numbers does not ensure equal proportioning of the sample with regard to any one variable, unless a

sample of nearly 100% is used. Therefore, believing that a fairly-uniform-age-representation would better the quality of this study, it was decided to partially stratify the sample according to age. After tabulating the ages of the members of the population in a frequency table, inspection and the natural groupings of the tabulation were used as bases for selecting the age-intervals that were used in the study. There appeared to be essentially five clusters related to age. Several trials at grouping according to various age-intervals seemed to indicate that the seven-year interval most adequately kept the main clusters intact; thus it was decided to use the seven-year interval. Table 1 shows the age distributions of the population following grouping.

TABLE 1
AGE DISTRIBUTION OF POPULATION

Age-Interval	Number of Students
21-27	23
28-34	18
35-41	36
42-48	19
49-over	4
Total	<u>100</u>

It was decided to utilize a sample of approximately 30% for actual interview. Each member of the population was assigned a number, and, using a table of random numbers,¹ a sample of approximately 30% was drawn from each of the five age-intervals. Table 2 indicates the actual sample drawn from each age-interval.

TABLE 2
AGE DISTRIBUTION OF SAMPLE

Age-Interval	Number of Students in Population (N)	.30 N	Number of Students in Sample
21-27	23	6.9	7
28-34	18	5.4	6
35-41	36	10.8	11
42-48	19	5.7	6
49-over	4	1.2	1
		Total	31

Due to the rounding-off effect, the sample actually became one of 31%. The sample might be described as random but stratified with reference to age.

Table 3 presents the location by counties of the members of the sample and the approximate distance of the county from the location of Michigan State University, East Lansing, Michigan.

¹Helen M. Walker and Joseph Lev, Statistical Inference (New York: Henry Holt and Co., 1953), pp. 484-485.

TABLE 3

DISTRIBUTION OF SAMPLE IN MICHIGAN COUNTIES

County	Number of Students	Approximate Distance from Michigan State University (in miles)
Ingham	11	5
Oakland	5	70
Berrien	2	120
Grand Traverse	2	180
Shiawassee	2	30
Allegan	1	90
Calhoun	1	50
Eaton	1	20
Gladwin	1	100
Jackson	1	40
Kent	1	70
Montcalm	1	60
Wayne	1	80
Wexford	1	130
Total	31	

Development of the Interview Schedule

The development of the interview schedule, a form to be used in the planned interview procedure, (see Appendix A), entailed the following procedures. The first step was to, over time, begin thinking of and making note of some of the major areas of exploration. This list of ideas was revised and modified from time to time as more thought and planning occurred. After identification of these major areas of interest, sub-items of a more-specific nature were also noted under the major headings. These sub-items, too, were grouped and changed

as literature, research, and researchers were consulted. Next, a form of the interview schedule as an entity was developed and administered to one individual as a test run. Based upon the test run, the format, order and, in some cases, the wording of items were revised. The revised schedule was then administered in interview form to five members of the population who were not selected as sample members. During the pilot interviews the writer seemed to gain skill and confidence in the interview process. Upon completion of the pilot run, the interview schedule was re-examined by the researcher, a skilled interviewer and the director of the research project and it was decided that further revision of the instrument was not necessary.

Content of the Interview Schedule

The planned interview schedule used in this study contained items designed to elicit responses directly and openly supplying information, while it also contained some items geared to a more subtle or indirect approach.

Questions designed to feed into larger constructs, such as "professional aspirations," will now be presented. They will follow the identification of the major area of inquiry that the question was designed to help examine.

Basic personal characteristics.--These questions appeared near the completion of the interview. They were designated by letters of the alphabet rather than Arabic numerals:

- 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? (Actual G. P. A.'s were obtained from the students' files. This item was used as a sort of check, but actually could have been omitted.)
- D. What is the highest degree you hold?
- E. What was or will be your age as of June 1, 1963?
- F. What was your marital status at the time you definitely decided to become a teacher? (This item also supplied the information concerning support-of-dependency status, which was actually used as a variable during analysis of data.)

Specific factors influencing the decision to become a teacher.--The following questions were posed, (listed according to their number on the actual interview schedule):

- 8. What changed your mind about pursuing the field in which you obtained your bachelor's degree?
- 2. How long ago did you first think of becoming a teacher? (a) What key factors caused you to begin to think about teaching? (No probes or follow-up questions were asked here.)
- 3. How long ago did you definitely decide to become a teacher? (a) What key factors helped to make this decision definite? (No probes)
- 6. Do you have any relatives who are in teaching or were before or at the time of your decision to definitely become a teacher? (a) If "yes", what level(s) did they teach?
- 4. What persons influenced your decision to become a teacher, and to what extent did each influence you?
- 5. Which two of the persons mentioned in #4 were of greatest influence in your decision to become a teacher? (a) What was it about them or what did they do that had this great an influence on your thinking?

Motivations for teaching.--In attempting to get at the deeper aspects of motivations for teaching, the following questions were posed to the 31 interviewees:

- 1. You may or may not have done some teaching prior to today, on a special certificate or something

- similar. Whether you have or not, why briefly are you now entering the teaching profession? (No probes and follow-ups, just free conversation.)
13. Is there one statement that would best describe the way you feel about becoming a teacher?
 7. Since deciding to become a teacher, have you ever had any doubts that this decision was the right one for you? (a) If "yes," what was/is the nature of these doubts? (This set of responses was usually probed.)
 9. If you were completely free to do so, would you stay with your decision to become a teacher, or would you even now choose another field? (a) Why do you say this? (This response was generally probed if any doubt seemed present.)
 10. (Numbers 10-11 not applicable if "stay with teaching" response given to #9.) If you would (or might) choose another career, what would it take to get you into the career you really desire? (a) Why are these factors so important to you?
 11. Which one of the factors mentioned in #10 would be most important in helping you to get into the field you really prefer? (a) Why do you choose this factor as most important?
 14. In your opinion, what are the three most important characteristics that an elementary teacher should possess? (This question probably tells much about the interviewee's own values, priorities and personal motivations for teaching.)
 15. If you could do just one thing for the children you plan to teach, what would it be?
 21. What sacrifices, if any, are necessary for you to make in order to pursue this new goal (teaching)?
 22. What do you expect to gain from teaching that will repay you for these sacrifices?
 31. Which of the following factors have had some influence in your decision to become a teacher, and to what extent?
 - a. availability of a certifying institution
 - b. comparative ease of becoming certified
 - c. economic necessity
 - d. desire for more/better material things
 - e. put children through school
 - f. job mobility
 - g. good working conditions
 - h. professional relationships
 - i. summers free
 - j. like working with children
 - k. higher status
 - l. different self-identity

- m. develop feeling of worthwhileness
- n. diversity, get out of the "home-tied" situation
- o. security, "insurance policy"
- p. others

Professional aspirations.--More than just a response concerning ultimate job-level was desired; thus, the following questions were posed relating to professional aspirations:

- 12. How soon do you want (plan) to begin teaching? (uncertain responses were probed)
- 24. Do you plan to do substitute work or go right into full-time teaching?
- 16. It is frequently said that elementary school teaching is chosen by many women because it can be a contingent occupation; that is, an occupation at which one can work until it is necessary to leave the occupation and then re-enter at a later date if the need arises. Thus a contingent occupation is contrasted with a career occupation in which continuity of employment is assumed. Do you personally see teaching (for you) as a contingent or career occupation? (a) Why do you classify it thus?
- 17. Generally speaking, who do you feel does the better job of teaching, contingent or career teachers? (a) Why do you feel this way?
- 18. Under what conditions would you leave teaching?
- 19. If you did leave teaching, under what conditions would you return?
- 20. How many years do you plan to teach, including any teaching you have already done?
- 23. Which grade-levels do you wish to teach? (a) Why do you prefer these grade-levels?
- 25. Do you plan to obtain a permanent teaching certificate? (a) If not sure, why not?
- 26. Do you plan to obtain a master's degree? (a) If "yes," in what field? (b) If "not sure," why not?
- 27. Do you have any idea of obtaining a doctorate? (a) If "yes," in what field? (b) If "not sure," why not?
- 28. Do you plan to ever become an administrator, supervisor, counselor, or consultant? (a) If "not sure," why not?

Opinions of the certification program for post-degree candidates for elementary school teaching.--Just one open-ended question was asked:

1. Briefly, what is your honest opinion of the certification program you are involved in? (As to strengths, weaknesses, requirements, flexibility, individual treatment, etc.) Responses were followed-up in cases where meanings were unclear or emotions clouded the issue.

Other information.--Another question was asked of each interviewee, just in case some topic of importance to the interviewee had not been included in the more planned part of the discussion:

1. Please make any comments about anything related to what we have been talking about or "around." Are there any pertinent factors or concepts that have not been mentioned to this point concerning you and teaching?

Format of the Interview Schedule

Much consideration was given to sequence of items in the interview schedule. It was important that the interviewee's thinking not be "steered" or influenced by preceding conversation attributed to interview items. Where open-ended items appeared, space had to be left for recording possible lengthy responses. In some cases attempts were made to predict the responses and thus eliminate some of the writing involved, but space was also left in which to record unanticipated responses, should they occur. Item #8 is a good example of this element of format.

8. What changed your mind about pursuing the field in which you obtained your bachelor's degree?

☐ inadequate income
☐ limited job availability
☐ little opportunity for advancement
☐ didn't satisfy psychologically
☐ wasn't really preparing for any specific field at that time

Other:

This aspect of the format also proved to be satisfactorily workable. In general, related items were grouped together, sequentially, if possible. Again, usage verified adequate planning of this aspect.

The reader may note that item #31, (listed under "motivations for teaching," preceding section, this chapter), does call for responses influenced by the specificity of the question itself. In this one case the influence was justified and intentional, since the interview was about to terminate and it was felt that "pinning-down" the interviewee might reveal some factors that had been either evaded or forgotten to that point. Again, the usage bore out the hunch.

Finally, the "General Information" section was placed last, since it was felt that the nature of some of the questions, e.g. age, marital status, might not be

conducive to rapport-establishment if they appeared earlier in the course of the interview.

Arrangement for Interviews

Following completion of the interview schedule, members of the sample were contacted by letter (see Appendix B). The purpose of the letter was to notify the person of her selection, to acquaint her with the nature of the study and to allow her to begin thinking about possible times when she would be available for interview.

A few days later, each sample member was contacted by phone. In some cases, appointments were made and confirmed during this first call; in others a second call was required.

The Interviews

In every case, the interview location matched the desires of the interviewee. This arrangement, it was hoped, would promote a general "good feeling" about the study, and thus rapport-attainment would be enhanced. Two interviews were held in private offices, two in schools and the rest in the homes of the interviewees.

Every attempt feasible was made to keep the interview atmosphere free and permissive. Before the onset of each interview, the interviewer again briefly introduced the nature of the study, encouraged complete freedom

of response to any and all questions and dispelled any fears concerning the lack of anonymity of responses.

During the course of the interview, the responses were recorded, by the interviewer, on the interview schedule form. Interviewees were very congenial to the idea of repeating certain responses and/or slowing their pace in speaking. In a few cases it was necessary for the interviewer to enlarge upon or add to the recording soon after leaving the interview situation; but these cases were the exception, not the rule.

The interviewer tried to enhance the depth aspect of the interviews by probing and asking further questions related to a particular interview item, if the item in question was intended to lead to probing, and if it appeared that the interviewee was confused, inconsistent with other responses or defensive. In some cases the follow-up questions bore fruit in the forms of clarification and further revelation.

Dependent upon many factors, including attitude, interest and verbosity of the interviewee, the interviews ranged in length from about 45 minutes to twice that length, with the average consuming a little more than an hour's time.

Procedures for Treatment of Data

The basic procedure utilized for all responses was to tabulate the frequency of each individual response in

its original form. This procedure gave some organization and meaning to the raw data. The next step was to calculate, where appropriate and beneficial to the interpretation process, the per cents of responses. Following this step, in the cases where specific responses were varied in wording but similar in basis and/or meaning, categories were set up and responses to particular items placed into the appropriate categories. Again, per cents of responses for each category were computed after the tabulation process. In other cases, where responses dealt with quantitative data, (1) range of responses, (2) mean responses and in some cases the (3) median responses were determined.

Following the initial treatment of data just described, each of the four variables, (1) age, (2) marital status, (3) undergraduate grade-point average and (4) type of undergraduate major, was examined in terms of the responses to items on the interview schedule. This process involved several steps. The first was to, where needed, establish categories related to each variable. In the case of age, the five categories had already been established. For the variable marital status, examination revealed that actually only two categories need be established: (1) those responsible for the support of one or more dependents, including themselves and (2) those without the responsibility for

the support of any dependent. Since these categories do not really deal with marital status, the term "responsibility for dependents" will be used from this point on in the paper. (Marital status categories could hardly be used since 27 members are married, only three are single who have never been married, and only one person is widowed.) Concerning undergraduate grade-point average, arbitrary categories were set up and the actual averages plugged in. As for type of undergraduate major, categories were developed following examination of the actual majors on the basis of their apparent relatedness to teaching. After the categories for each variable had been determined, interview schedules were grouped into the categories and each item was again examined by frequency tabulation and calculation of per cents of the total. This process yielded some generalizations related to each variable. Due to the varied nature of responses obtained from an interview containing some open-ended items, each item had to be dealt with individually. Thus, in some cases only frequency tabulations were made; in others per cents and rank-orders were determined also, and in some, means and ranges were determined.

The final element of the process of data analysis involved the selection of illustrative responses to accompany the tabular reporting of certain data. These quotations were selected to add depth and breadth to the information reported in the tables.

Summary

This chapter presents an account of the processes and procedures involved in this study, covering the efforts from the time of the approval of the study through the data-analysis stage.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter will contain a presentation and analysis of the data collected for this study. Most of the information was obtained through use of the interview-schedule technique, while a lesser portion was obtained through consulting the students' folders and records.

Major areas to be discussed include:

1. Personal and Background Data;
2. Specific Factors Influencing the Decision to Become a Teacher;
3. Motivations for Teaching;
4. Professional Aspirations; and
5. Opinions of and Comments Concerning the Certification Programs Offered.

Some of the data will be presented in discussion form, some in table form and, in some cases, in the form of selected, quoted comments which hopefully will add meaning to information presented in a more conventional style.

Personal and Background Data

Age

Table 1 (see page 61) has already presented the basic distribution of the population by age, while Table 2 (page 62) presented the age distribution of the sample of 31 persons used in this study. The population had an

age range from 21 to 56 years of age, with a mean age of 34.94 years and a median age of 36 years.

Undergraduate Major

The 31 women interviewed reported a total of 18 different undergraduate majors. Table 4 shows the diversity of these majors.

TABLE 4

DISTRIBUTION OF UNDERGRADUATE MAJORS

Major	Frequency
Home Economics.	.9
Social Work	.4
Psychology.	.2
*Art	.2
*Biology	.1
*Chemistry	.1
Divisional Social Science	.1
*English	.1
*Floriculture.	.1
*Journalism.	.1
*Music	.1
Nursing	.1
*Pre-medicine.	.1
Religious Education	.1
Sociology	.1
*Spanish	.1
Speech Correction	.1
*Zoology	.1
Total	31

*Classified as "Unrelated to Teaching"

For purposes of later analysis, the 18 majors were categorized into two classifications. If the major area was generally "people-oriented," it was classified as

"Related to Teaching." If it was not generally "people-oriented," but rather leaned toward a subject which does not purport to concentrate on the behavioral aspects of people, the major was classified as "Unrelated to Teaching." (In the strictest sense, no major could probably be justifiably dubbed as "unrelated" to teaching; it was done here arbitrarily and only for the purpose of this particular study; the term "Unrelated to Teaching" was chosen purposefully to attempt to strike a dichotomous note.) Table 5 reports the distribution of undergraduate majors following classification according to the criterion just mentioned. The starred items of Table 4 were classed as "Unrelated to Teaching."

TABLE 5
CLASSIFICATION OF UNDERGRADUATE MAJORS

Type of Major	Frequency	Per Cent of Total
Related to Teaching	20	64.5
Unrelated to Teaching	<u>11</u>	<u>35.5</u>
Total	31	100.0

Undergraduate Grade-point Average

In order to be admitted to a teacher-certification program at Michigan State University as a post-degree candidate, the student must have at least a 2.0 undergraduate grade-point average (based upon a 4.0 system).

Thus, all the members of this study have at least a 2.0 average. Table 6 shows the distribution of the actual undergraduate grade-point averages after categorization into three groups.

TABLE 6

DISTRIBUTION OF UNDERGRADUATE GRADE-POINT AVERAGES

Grade-point Average	Frequency	Per Cent of Total
2.0-2.49	9	29.1
2.5-2.99	16	51.6
3.0 and over	<u>6</u>	<u>19.3</u>
Total	31	100.0

The actual range of grade-point averages (G. P. A.) accumulated as undergraduate students is from 2.2 to 3.7. The mean G. P. A. is 2.71. It should be remembered that these averages were acquired in various colleges and universities, in various fields of study, and at different stages of life.

Responsibility for Dependents

Table 7 shows the distribution of the study group members according to whether or not they were responsible for the support of any or all of their dependents at the time the decision to teach became definite. The greater portion (83.9%) of these women were not responsible for the support of any person, including themselves,

though all those without support responsibilities were married and most of those without support responsibilities had children. In some cases they may have been partially responsible, but not to the extent that they would claim to be the supporter. Only five persons (16.1%) claimed to be responsible for the support of one or more persons.

TABLE 7
RESPONSIBILITY FOR SUPPORT OF DEPENDENTS
AT THE TIME THE DECISION TO TEACH
BECAME DEFINITE

Category	Frequency	Per Cent of Total
Those with no responsibility for support of any of their dependents	26	83.9
Those with responsibility for any or all of their dependents	<u>5</u>	<u>16.1</u>
Total	31	100.0

Degrees Held

Each member of the sample, by definition, had to be a college graduate and thus hold at least one degree. The study revealed that none of the 31 held more than one degree.

Sources of Degrees

Of the 31 persons interviewed, 17, (54.8%) received their degrees from Michigan State University. The

remaining 14 (45.2%) received degrees elsewhere. Of the 31 persons, 24, (77.4%) received their degrees from some institution in Michigan, while seven, or 22.6% received degrees from out-of-state colleges.

Specific Factors Influencing the Decision to Become a Teacher

Any major vocational decision is the resultant of many diverse and complex vectors, among which are usually inner desires and feelings and external forces and influences. There is usually both a "push" and a "pull" involved. In the case of persons who, after originally planning and preparing for a particular occupational direction, change their minds in favor of a profession which will require additional education and training, the complex of forces and factors must be even more meshed and interwoven. This section of the paper looks at a section of that "complex" which helped to cause 31 women to decide, post-degree, to become elementary classroom teachers.

Reasons for Not Pursuing Original Plans

The 31 "late-decidors" were asked, "What changed your mind about pursuing the field in which you obtained your bachelor's degree?" Table 8 reports the most frequently mentioned factors.

Nine other responses were reported. In order to get a condensed version of the nature of the responses,

they were categorized into self-explanatory classifications. Table 9 presents all 72 responses as classified. The nature of the field of the bachelor's degree was most often a factor in causing the person to begin thinking of changing occupational fields. This factor, coupled with the marriage-time lapse factor accounted for 83.4% of all the responses.

TABLE 8

REASONS FOR NOT PURSUING THE FIELD IN WHICH
THE BACHELOR'S DEGREE WAS OBTAINED

Factor	Frequency	Per Cent of Respondents Mentioning
Marriage-now it is not conducive to a family	11	35.5
Limited job availability	11	35.5
Unsatisfactory working conditions	8	25.8
Got behind in the field, too hard to catch up	8	25.8
Little opportunity for advancement	6	19.4
Inadequate income	5	16.1
Did not satisfy psychologically	4	12.9
Was not really preparing for a specific field	4	12.9
Too demanding mentally and physically	3	9.7
Too little time off	3	9.7

TABLE 9
FACTORS AFFECTING A CHANGE OF VIEW
ABOUT THE FIELD IN WHICH THE
BACHELOR'S DEGREE WAS OBTAINED

Category	Frequency	Per Cent of All Factors
Related to the short-comings of the original field	39	54.2
Related to marriage and the resultant time lapse	21	29.2
Related to personal satisfactions not gained in the original field	6	8.3
Other factors	<u>6</u>	<u>8.3</u>
Total	72	100.0

Examination of variables.--It was pointed out earlier that (1) age, (2) responsibility for dependents, (3) undergraduate grade-point average and (4) type of undergraduate major may have some bearing on the patterns of motivations for teaching and the level of professional aspirations of the study members. These, then, became the variables for this study.

In order to see if this is so, and, if so, what the nature and extent of these possible relationships are, the following procedure will be generally followed:

1. The group of responses to each question will be examined against each of the four above-mentioned variables. (For example, the responses to each item will be tabulated according to

each of the five established age-groups, and per cents of responses for each age-group calculated where appropriate. Then these age-group tabulations and per cents will be examined for possible relationships. For instance, a 100% response to an item from one particular age-group and a 10% response to the same item from a different age-group might suggest an age relationship. These relationships will be noted, as will lack of relationships.)

2. This same basic procedure will be applied to the examination of all items in the interview schedule against all the variable groupings for (a) age, (b) responsibility for dependents, (c) undergraduate grade-point average, and (d) undergraduate major.
3. Findings for each item will be reported in this chapter, where appropriate, under the headings age, responsibility for dependents, undergraduate grade-point average, and undergraduate major.

Age.--There seems to be little relationship between age and the categories of factors just presented in Table 9, except that factors related to "marriage and the resultant time lapse" are non-existent in the 21-27 year age-group.

Responsibility for dependents.--The only apparent relationship here is that the group with dependents were more apt to have gotten liberal arts degrees with "no particular field in mind." Actually, this group (with dependents) is younger than the average age of the whole group; thus, this difference may be related to both age and responsibility for dependents.

Undergraduate grade-point average.--The lowest group (2.0-2.49) was not affected by "personal satisfactions not gained" from the original field of pursuit, whereas both

other grade-point groups were affected. While there is no conclusive evidence which would explain this finding, it may be that the lower group members are more easily satisfied or that their expectations more accurately match their capabilities.

Undergraduate major.--Those persons with related majors were more often liberal arts graduates preparing for "no particular field." It seems logical to assume that those with unrelated majors did generally have a definite field in mind.

Selected comments.--"My B. S. was in science. I didn't think I was as scientifically-minded as socially-minded."

"I couldn't return to my old job. It's not a secure position to return to. Also, there's too little time off during the year."

"The time--the interlude. Had I started the master's right away, I'd have continued in science, but I got married, had a family, a time lapse occurred, I didn't keep up with developments. Now I'd have to re-learn a lot. Also, in the years following college, I've learned to appreciate the social sciences and humanities, due to my husband's influence. I feel cheated and ill-advised."

"I studied in general home ec. Now I realize I prefer to work with little children."

"The long hours--all summer, nine to five all year. I don't think I could take it. It depressed me."

"I felt needed in the community and could help to meet the need. I never gave up the other field. . . I'm doing both."

"It was really a liberal arts degree, in no particular field."

Factors Affecting Thoughts of Teaching

The 31 study members were asked, "How long ago did you first begin thinking of becoming a teacher?" Table 10 shows the lack of pattern, but a wide spread of responses. The range of responses was from 0.5 years to 40 years, with a mean response of 8.75 years. This fact suggests that most of these women had been toying with the idea of teaching for quite some time.

TABLE 10

WHEN FIRST THOUGHT OF TEACHING OCCURRED

Number Years Ago	Frequency	Per Cent of Total
0.0- 4.99	11	35.5
5.0- 9.99	8	25.8
10.0-14.99	8	25.8
15.0 or over	4	12.9
Total	31	100.0

Interviewees were then asked, "What key factors caused you to begin to think about teaching?" Some 25

different responses were received, falling into six general categories. Table 11 shows the distribution of responses. It also points up the "pull" aspect of an occupation seen to be more desirable than the one a person is presently in. For example, 19 of the responses center around the "need for personal satisfactions" and "desirable working conditions of teaching." The "push" aspect of the former field is seen in Table 9. Table 11 also indicates that, where teaching is concerned, other persons can be quite instrumental in causing a person to contemplate the possibility of changing original goals and pursuing a particular field.

TABLE 11
FACTORS AFFECTING THOUGHTS OF TEACHING

Category of Response	Frequency	Per Cent of Respondents Mentioning
Need for personal satisfactions	13	41.9
Influence of teachers	9	29.0
Economic factors	9	29.0
Influence of persons not in teaching	6	19.4
Desirable working conditions of teaching	6	19.4
Other	2	6.5

Age.--Examination by age-groups revealed that, in general the greater the age of person in this study, the greater the influence of teachers. A second observation

revealed is that the 28-34 year age-group gave considerably more credit to the influence of "economic" and "need for personal satisfactions" factors than did any other age-group. There appeared to be no other noticeable age relationships.

Responsibility for dependents.--Scrutinization revealed no apparent relationships in this case.

Undergraduate grade-point average.--There appeared to be two relationships at play here: (1) the lowest group, (2.0-2.49) was least influenced by teachers while the middle group (2.5-2.99) was most influenced by them and (2) the lowest group was most influenced by the desirable working conditions of teaching while the middle group was least influenced by this factor. This reversal of most-least influence is interesting, and may suggest that the factors underlying a person's grade-point average have something to do with what he or she sees as important to consider in a vocation. Perhaps it lies at the "early influence" level.

Undergraduate major.--Those in related fields were more often influenced by teachers (40% of the time) than were those in unrelated fields (9% of the time). Secondly, those in the unrelated fields more often felt a "need for personal satisfactions" (55%) than did those in the related fields (35%).

Selected comments.--"My husband was a teacher, so we associated with teachers. It's a good profession."

"I'm interested in people, and realized the importance of a teacher."

"My husband returned to school, we needed money. There was the convenience of being on-campus."

"After the war, teacher recruitment was emphasized. We needed income. The fact that I can be home when the children are home is important."

"In the first place, I was asked why I didn't substitute, so I decided to take courses to substitute. I got interested in it."

"I wanted to take something to keep from going stale. I felt these courses would be of more value to me than others."

"I needed to work at something. Some of my best friends are teachers."

"I loved my teacher."

"A neighbor started out taking courses, and this really encouraged me."

"I did a lot of babysitting, used to teach the little ones and really enjoyed it."

"I just thought I'd enjoy it."

Factors Causing the Decision to Teach to Become Definite

Responses to the question, "How long ago did you definitely decide to become a teacher?" are shown in Table 12.

TABLE 12

WHEN THE DECISION TO TEACH BECAME DEFINITE

Number of Years Ago	Frequency	Per Cent of Total
0.0- 4.99	27	87.1
5.0- 5.99	3	9.7
10.0-14.99	1	3.2
15.0 and over	0	0.0
Total	31	100.0

When compared to Table 10, this information reveals that most of the women in the study definitely decided to become teachers several years after the thought first occurred to them. Concerning the information in Table 12, the range of responses was from one-third of a year to 14 years. The mean response was 2.6 years. Thus the "typical" woman in the study considered becoming a teacher over six years before she decided definitely to do so.

Table 13 shows the categorized responses to the question, "What key factors helped to make this decision definite?" These data again show the importance of people in helping late-deciders to become convinced that they want to try teaching, as well as pointing out the continued need for personal satisfactions which teaching, according to the women interviewed, is often thought to supply.

Age.--The examination of data by age-group points out that the age-groups 35-41 and 42-48 were more often

TABLE 13
FACTORS HELPING TO MAKE THE DECISION
TO TEACH DEFINITE

Category of Response	Frequency	Per Cent of Respondents Mentioning
Influence of Teachers	13	41.9
Need for Personal		
Satisfactions	13	41.9
Economic Factors	8	25.8
Desirable Working Conditions		
of Teaching	8	25.8
Influence of Persons Not		
in Teaching	6	19.4
Others	7	22.6

influenced by teachers than were the other three age-groups. (Per cents of mention from youngest age-group to oldest were 28-17-64-50-0, respectively. Thus it can be seen that 64% of the 35-41 age-group and 50% of the 42-48 age-group mentioned teacher influences.) Per cents of mention for "economic factors," from youngest to oldest were 14-83-18-0-0, and for "need for personal satisfactions" were 28-83-36-33-0 from youngest age-group to oldest, respectively. The second-youngest age-group, 28-34, were apparently influenced much more by these two factors than were any of the other groups, for they responded at the 83% level in each case.

Responsibility for dependents.--Those persons with dependents all decided to teach within two-thirds of a year from time of interview, whereas the mean number of years ago

was 2.6. Secondly, 80% of those with dependents indicated the "need for personal satisfactions" as a key influence factor whereas only 34.6% of the group without dependents so responded.

Undergraduate grade-point average.--Although the trend was not conclusive, in general, the higher the G.P.A., (grade-point average), the more the influence from teachers to become a teacher. (Per cents of mention of this factor for the three G.P.A. groups were 33-43-50, from lower to higher.) A second observation indicates that the two lower G.P.A. groups show a somewhat greater influence from the "need for personal satisfactions," the per cents from lower G.P.A. to higher being 44-56-17.

Undergraduate major.-- The persons with unrelated majors were slightly more influenced by teachers than were the related-major group, 55% compared to 35%. The former group was also more-influenced by the "desirable working conditions of teaching," 46% compared to 15%.

Selected comments.--"I started substituting, had resigned my other job. This was to tide me over. I liked it so well I decided to try it."

"My husband died. I wanted to do something, even if I didn't have to."

"The bankruptcy of our business, and my husband would be out of town anyway. Also security. I figure a certificate is worth a \$200,000 insurance policy."

"The fact that a college was offering courses right here in my home town."

"It seemed the most practical and interesting thing I could do in this community."

"Our last child entered school, and my husband okayed it."

"The county superintendent asked me if I had a degree, said the school needed teachers. A few days later, the school superintendent came to see me."

"I have a brother who wants me to get a certificate. I think a great deal of his opinons."

"Among our friends there was much discussion about what was wrong with education. Our own daughter was not using her abilities. I felt the need to do something, and felt best suited to teach."

"A lot of things about teaching for a woman with a family that are desirable. I feel I'm learning, too."

Relatives in Teaching

Table 14 shows the summary of responses to the question, "Do you have any relatives who are in teaching or were before or at the time of your decision to definitely become a teacher?" About four out of five indicated that they

did. ("Relatives" was defined to include parents, siblings, grandparents, aunts, uncles, first cousins and immediate in-laws.)

TABLE 14
RELATIVES IN TEACHING BEFORE OR AT THE TIME THE
DECISION TO TEACH BECAME DEFINITE

Response	Frequency	Per Cent of Total
Yes	25	80.6
No	<u>6</u>	<u>19.4</u>
Total	31	100.0

If the interviewees indicated that they did have relatives in teaching, they were asked to indicate which relatives, and the teaching level of each. Table 15 shows the number of relatives listed and the teaching level of each.

It is interesting to note that almost half the listed relatives taught at the elementary level. The 25 respondents with relatives in teaching averaged a little over two per person.

Age.--In this study, in general, the older the interviewee, the more likely she was to have had relatives in teaching before or at the time she definitely decided to become a teacher. Per cents by age-groups, from younger to older were 71, 67, 82, 100 and 100.

TABLE 15
TEACHER-RELATIVES AND THEIR LEVEL OF TEACHING

Relative	Frequency at Each Level				Total
	Elementary	Jr. High	Sr. High	College	
Cousin	5	1	8	3	17
Husband	2	1	1	1	5
Sister	1	0	3	1	5
Aunt	4	0	1	0	5
Sister-in-law	4	1	0	0	5
Mother	3	0	1	0	4
Father	2	0	2	0	4
Brother	0	0	1	2	3
Mother-in-law	3	0	0	0	3
Uncle	0	0	0	2	2
Brother-in-law	0	0	2	0	2
Grandmother	1	0	0	0	1
Total	25	3	19	9	56
Per Cent of Grand Total	44.6	5.3	34.0	16.1	100.0

Responsibility for dependents.--There was no apparent relationship between responsibility for dependents and the per cent of individuals in each group having relatives in teaching before or at the time the decision to teach became definite.

Undergraduate grade-point average.--All three G.P.A. groups had about the same per cent of members with relatives in teaching before or at the time of the definite decision to teach. The low G.P.A. group had a mean number of relatives in teaching of only 1.1, the high group had 1.67, while the middle group (2.5-2.99) was considerably higher with 2.1.

Undergraduate major.--Those persons with unrelated majors tended to have relatives who were in teaching before or at the time the decision to teach became definite, slightly more often than those with related majors, (91% compared to 75%). Also, the unrelated-major group members had a mean number of relatives in teaching then of 2.2 compared to only 1.6 for those in the related-major group.

Table 16 reports the responses to the question, "What persons influenced your decision to become a teacher, and to what extent did each person influence you?" Four persons responded that it was completely a personal decision and held to this point in further conversation. Eight others also initially claimed that the decision was individual and

TABLE 16

PERSONS WHO INFLUENCED THE DECISION TO TEACH AND
EXTENT OF INFLUENCE OF EACH

Person	Extent of Influence			Total	Per Cent of Respondents Mentioning
	Very Important	Fairly Important	Not Very Important		
Mother	0	4	2	6	19.4
Father	0	4	0	4	12.9
Husband	7	5	3	15	48.4
Teachers you know	4	10	4	18	58.1
Friends not in teaching	1	2	2	5	16.1
Speakers heard	0	0	0	0	0.0
College Professors	0	1	0	1	3.2
Fiance	1	0	0	1	3.2
Boss	1	0	0	1	3.2
School Superintendent	0	3	1	4	12.9
School Principal	2	1	0	3	9.7
Elementary Ed. Coordinator	1	0	0	1	3.2
Brother	1	0	0	1	3.2
Sister-in-law	0	1	0	1	3.2
Children	3	0	0	3	9.7

personal, but during subsequent questioning attributed influence to other persons. The data indicate the importance of the influence of teachers and husbands on this particular group of women. The "per cent of respondents mentioning" column does not give a precise picture, however, because the relative importance of each group of persons is not accurately conveyed by per cents of mention.

In order to show more clearly the relative importance, persons mentioned as being influential were classified into 10 categories. "Father" and "mother" were renamed "parents." "School superintendent," "school principal" and "elementary education coordinator" were all classified as "school administrators." "Brother" and "sister-in-law" were called "other relatives." Other persons were left as categories in themselves. To determine the relative importance of the influence of each category of persons on the decision to teach, responses in the "very important" column were each given a weight of three, those in the "fairly important" column a weight of two, and those in the remaining column a weight of one each. Table 17 presents the results of such categorization and weighting of factors. Teachers and husbands still appear as most influential, but the influence of other school personnel and parents is now more clearly brought into focus.

TABLE 17

RELATIVE IMPORTANCE OF PERSONS INFLUENCING THE DECISION
TO BECOME A TEACHER

Persons	Weighted Total
Teachers you know.	36
Husband.	34
School Administrators.	18
Parents.	18
Children	9
Friends not in teaching.	9
Other Relatives.	5
Fiance	3
Boss	3
College Professors	2

Age.--The same procedure for determining relative importance of influence was followed and examined against the five age-groupings. The following observations were made:

1. The husband ranked first in relative importance in the three youngest age-groups, (21-41), but then he dropped completely out of the picture.
2. In this sample, generally as age increased, parental influence on the decision to teach decreased; in the 21-27 age-group, it ranked second in importance, in the 28-34 group third, in the 35-41 group fourth, in the 42-48 group fifth, and dropped out of the picture entirely in the oldest age-group.
3. Teachers were relatively important influences at all levels, ranking third, second, second, second and first respectively from the youngest to oldest age-group; one might add that, though important at all age-levels, in general, the greater the age, the greater the influence of teachers on the decision to become a teacher.
4. In general, the greater the age the greater the influence of school administrators on the decision to become a teacher; rankings were last, sixth,

third, and first in the four youngest age-groups, from youngest to oldest, respectively; there was no mention of school administrators in the 49-over age-group but with only one person in this age-group sample, this means little, if anything.

5. Children were mentioned only in the 42-48 age-group as influencing the decision to teach, and in all three cases of mention, were listed as being "very important" in level of influence.

Responsibility for dependents.--Examination of the data revealed no apparent relationships in this facet of the study that might be attributed to this variable.

Undergraduate grade-point average.--The two lower G.P.A. groups (2.0-2.49 and 2.5-2.99) attributed the most influence to teachers, whereas the 3.0-and-over group reported little influence on the decision to teach by teachers. Second, the two lower G.P.A. groups attributed some influence, though not much, to children, whereas the highest group gave them no mention. Third, school administrators moderately influenced the lowest G.P.A. group (ranked fifth) and rather strongly (ranked third) influenced the middle group but was given no mention by the top G.P.A. group. Fourth, husbands and parents had about the same degree of importance in influencing the decision to teach in all three G.P.A. groups.

Undergraduate major.--Children ranked fifth in relative importance of influence in the case of the related-major group, but were given no mention at all by the group with

unrelated-to-teaching majors. Teachers ranked first in importance with the related-major group but ran a poor second with the unrelated-major group.

The 31 post-degree certification candidates were asked, "Which two of the persons mentioned in question number four were of greatest influence in your decision to become a teacher?" and "What was it about them or what did they do that had this great an influence on your thinking?" Table 18 shows the response distributions to both items. Comparing Tables 17 and 18 reveals that though teachers ranked first and husbands second in relative influential importance (Table 17), the husbands were slightly more often picked as the greatest influence on the decision to become a teacher. Another interesting notation is that exactly 50% of the influential behavior reported in Table 18 was attributed to "encouragement."

Age.--The husband was most often cited as the person of greatest influence in the three lowest age-groups, but was given no mention whatsoever in the 42-48 and 49-over groups. Teachers were picked often at all age-levels, never ranking below third in any group. Parents were picked third most often in the 21-27 and 35-41 age-groups, but were never cited as of greatest influence in any other age-group. School administrators were fourth ranking in the three middle groups (28-48) but were never mentioned

TABLE 18

PERSONS MOST INFLUENTIAL IN CAUSING THE DECISION TO TEACH AND HOW THEY INFLUENCED

Persons Named	Frequency of Mention	How They Influenced	Frequency
Husband	10	Encouraged wife to teach Were teachers themselves	8 3
Teachers	9	Talked "education" Encouraged me Supplied books and materials Helped while substituting Interested in me as a student	10 8 1 1 1
School Administrators	6	Got me started substituting Offered me a job if certified Helped me when I substituted Encouraged me Exemplified high standards	3 2 1 1 1
Parents	5	Encouraged me	5
Friends not in teaching	4	Encouraged me Substituted Went back for education courses	3 1 1
Children	2	Were just themselves Impressed me in 4-H, Scouts and Sunday School	1 1 1
Sister-in-law	2	Encouraged me Married a teacher	1 1
Brother	1	Encouraged me	1
Fiance	1	Encouraged me	1

in the two extreme groups. (They probably do not know the youngest group well and are not as interested in the oldest segment.) Children are mentioned as of greatest influence in only one age-group, (42-48), but in that segment they were given the number one ranking.

Responsibility for dependents.--There seemed to be no apparent relationship between responsibility for dependents and choice of persons of greatest influence.

Undergraduate grade-point average.--Husbands were most often picked as most-influential person with the top and bottom G.P.A. groups but were rarely picked by the middle group. Teachers were given top spot by the middle segment, but were rarely mentioned by the top G.P.A. group. The four women who insisted that their decision was completely personal were all in the upper 25% of the total sample, grade-point-wise. Their respective G.P.A.'s were 2.97, 3.03, 3.05, and 3.20.

Undergraduate major.--In 55% of the cases, the group with unrelated-to-teaching majors picked husbands as being the person of greatest influence in their decision, whereas the related-major group only cited husbands 20% of the time.

Motivations for Teaching

It is extremely difficult to differentiate, often-times, between "factors influencing the decision to become a

teacher" and "motivations for becoming a teacher." On first glance one complex might appear to be more externally oriented than the other, but in practice the process of "plugging in" items to one grouping or the other becomes exceedingly difficult. For example, how does one easily categorize such an item as "I like children"?

This portion of this chapter deals with the items in the interview schedule that were designed to get at motivational-pattern responses.

Initial Open-ended Responses

The 31 students were asked, "Why are you now entering the teaching profession?" Over 20 different reasons were elicited, many by more than one person. These responses fell into five general categories. Table 19 reports the frequency distribution of the responses after being classified. The high frequency of mention of

TABLE 19

REASONS GIVEN FOR ENTERING TEACHING

Category of Response	Frequency	Per Cent of All Responses
Related to personal satisfactions to be gained	36	46.7
Related to working conditions of teaching	17	22.1
Related to economic rewards	10	13.0
Related to dissatisfaction with former job	9	11.7
Related to security	5	6.5
Total	77	100.0

the "personal satisfactions" category speaks for itself. The "selected comments" to follow will lend more color and detail to the specific nature of the various types of responses.

Age.--There was no apparent relationship between age as a variable and reasons for entering teaching.

Responsibility for dependents.--The only relationship observed was that those women with dependents rank "security" reasons second and those without dependents gave it only fifth priority.

Undergraduate grade-point average.--Two observations were noted here. First, 100% of the lowest (2.0-2.49) G.P.A. group mentioned "personal satisfactions" reasons for teaching, compared to 63 and 67% of the other two groups. Second, the higher the G.P.A., the more often "security" motives were listed. The per cents, from low group to high, respectively, were 0-13-50.

Undergraduate major.--Both groups most often mentioned "personal satisfactions" reasons (47% and 45%). However, the unrelated-major persons were more often concerned with "economic" and "security" motives (20 and 15% respectively compared to 10 and 3% in the related-major group) and conversely, were less concerned than the related-major group with "working conditions" and "dissatisfaction with former job."

Selected comments.-- "It's a matter of interest, I enjoy working with kids. . .it's more challenging than what I'm in right now. It also pays better. It's a good field for a woman."

"It's something else to do, some extra money to help my husband get his master's. The idea of being able to work, and be home when the children are, appealed to me."

"I want to do something useful after the children are grown up. I have time on my hands."

"I feel in education we need to find some answers. I feel education is too permissive, in general."

"At first I was substituting, and it was a financial need. Now I really enjoy it. Courses have helped me a lot."

"I thought it would be enjoyable. I had extra time then, decided to do it rather than being 'clubby'."

"I was bored. I want to feel like I'm really accomplishing something. Also, it's another insurance policy."

"In teaching I can do many things and be creative."

"Because I'm helping finance my son's college education."

"My family is my first responsibility. I think as a mother that teaching is the only job you can get and have the same hours as your children."

"I like challenges, so I decided to try."

"Mostly because I was tired of some of the mechanical things about nursing, such as shifts, policies, bosses, few benefits."

"I found I could travel almost anywhere in the world on a teaching certificate. I plan to do so. Also, teaching offers security to a girl, and is the answer to some of my problems."

Feelings About Becoming A Teacher

Table 20 records the positive-negative breakdown of the responses to the question, "Is there one statement that would best describe the way you feel about becoming a teacher?" Responses were classified "negative" if the general tone of the statement expressed noticeable doubt and reservation beyond the degree that most persons have about new occupations.

TABLE 20

POSITIVE AND NEGATIVE FEELINGS ABOUT BECOMING A TEACHER

Responses	Frequency	Per Cent of Total
Of a positive nature	28	90.3
Of a negative nature	<u>3</u>	<u>9.7</u>
Total	31	100.0

Table 21 gives a more detailed distribution of the same set of responses categorized more for content than tone. Again the "personal satisfactions"-type response appears most frequently. Selected comments to follow will add detail and meaning to this table.

TABLE 21
CONTENT OF RESPONSES CONCERNING FEELINGS
ABOUT BECOMING A TEACHER

Category of Responses	Frequency	Per Cent of Total
Positive		
Related to personal satisfactions to be gained	13	41.9
Related to enthusiasm about getting started	9	29.0
Related to personal goals of teaching	3	9.7
Other	3	9.7
Negative		
Related to lack of enthusiasm and/or dedication	<u>3</u>	<u>9.7</u>
Total	31	100.0

Age.--No relationships were apparent, but one might note that the three negative comments came from the two youngest age groups, one from the 21-27 group and two from the 28-34 group.

Responsibility for dependents.--All those persons with dependents gave positive responses, meaning that the

three negative comments all came from those without dependents. However, this would only amount to about 11.5% of the group without dependents.

Undergraduate grade-point average.--There was no apparent relationship in this case between positive-negative feelings and G. P. A.

Undergraduate major.--Again, there was no apparent relationship. In the related-major group, 90% responded positively compared to 91% of the unrelated-major group.

Selected comments.--(Negative) "I'm rather lukewarm about it all."

"I don't have the feeling of dedication as many do. Too many people think that teaching is all service, no reward."

"At one time I was really quite enthused."

(Positive) "I would like to be some type of positive influence on children."

"I think it gives me a purpose in life, and I feel I'm doing something for other human beings."

"I'm real proud of it. For me, it's good."

"It's been an outlet, a 'ball'. I've learned to be a committed person. The courses haven't changed me much, but they've fortified the beliefs I had already."

"It's harder work than I had bargained for, but also more challenging."

"I think a teacher is one of the most important people in a child's development."

"I'm looking forward to it, and I'll probably be nervous about it at first."

"I'm really quite excited about it and looking forward to starting as soon as I can. I'm relieved to know that even with my limited background, some people think I'll do a good job of teaching."

Table 22 shows the distribution of responses to the query, "Since deciding to become a teacher, have you ever had any doubts that this decision was the right one for you?" Only 9.7% expressed serious doubts. Most

TABLE 22
DOUBTS EXPRESSED ABOUT THE DECISION TO
BECOME A TEACHER

Response	Frequency	Per Cent of Total
Yes, serious doubts	3	9.7
Yes, but not serious	12	38.7
No, no doubts at all	16	51.6
Total	31	100.0

of the doubts expressed by the other 38.7% who had doubts were the kind that are not uncommon to a person entering a new occupation demanding a high level of personal and social performance.

Age.--Several interesting observations related to age were made. First, all the "serious" doubts came from women in the youngest (21-27) age bracket. Second, the non-serious doubts were quite evenly distributed to all the age-groups with the exception of the oldest group. Per cents of non-serious doubts in the five age-groups, from youngest to oldest, were 28-50-36-50-0. Third, a mild trend was noted such that one might state that, in general, the greater the age, the more certain were the respondents that the decision was "right" for them. The "no doubts" response per cents, from youngest group to oldest group, were 28-50-64-50-100. Fourth, further examination of the "serious doubts" of the 21-27 age-group revealed that they centered around the more mundane and mechanical topics, such as disgust with requirements, methods courses, "misinformation" from advisors, and finally the financial rewards of teaching related to the time and effort involved. Few doubts of the "serious" category were concerned with the person's own capabilities and satisfactions.

Responsibility for dependents.--No apparent relationships were observed related to doubts and responsibility for dependents.

Undergraduate grade-point average.--The doubts of "serious" level were located in the two upper G. P. A.

groups (2.5-2.99 and 3.0 and over) and were completely lacking from the lowest G. P. A. group.

Undergraduate major.--The unrelated-major group members were much more certain of the "rightness" of their decision to become teachers than were those in the related-major group, or they were more reluctant to admit the possibility of an unwise decision. At any rate, the unrelated-major group expressed "no doubts" 73% of the time and non-serious doubts only 18% of the time, compared to 40% and 50% respectively, for the related-major group.

Selected comments.--"I'm wondering about my own ability to do it, or if there were things I might like better."

"I wonder about my ability to do it."

"I'm wondering if it will affect my family adversely."

"I wonder if I have enough patience to be a teacher."

"The methods courses aren't methods courses, they're content. I think this is ridiculous."

"They're raising requirements so you have to go back to school every year. I think it's silly, Also, I can't work on a master's at the same time. This is discouraging."

"When it comes to the coordinator telling me one thing and my advisor another. One told me I could use my psychology minor, the other said I couldn't."

Commitment to Teaching

During the course of the interview, each woman was asked, "If you were completely free to do so, would you stay with your decision to become a teacher, or would you even now choose another field?" Table 23 reports the responses to the question. Only 6.5% of the group were sure they would not stay in teaching while over 70% indicated that they were certain they would.

TABLE 23
PRESENT CONVICTIONS ABOUT THE DECISION
TO BECOME A TEACHER

Response	Frequency	Per Cent of Total
Stay with teaching	22	70.9
Choose another field	2	6.5
Not sure	<u>7</u>	<u>22.6</u>
Total	31	100.0

Age.--There appears to be a relationship that would allow a statement to the effect that, in general, the greater the age, the greater the commitment to stay in teaching. Per cents of the five age-groups who indicated they would stay in teaching, from lowest to highest, are

respectively 43-50-91-83-100. Forty-three per cent and 50% of the 21-27 and 28-34 age-groups were "not sure" if they would stay in teaching or not.

Responsibility for dependents.--There was no apparent relationship between responsibility for dependents and staying with teaching.

Undergraduate grade-point average.--In general, for this particular group of certification candidates, the lower the G. P. A., the greater the commitment to stay with the decision to become a teacher. Per cents of the three G. P. A. groups indicating that they would stay with teaching, from lowest groups (2.0-2.49) to highest group (3.0 and over) were 100-75-17, respectively. The "not sure" responses showed a reverse trend, 0-19-66%'s respectively, from lowest G. P. A. to highest.

Undergraduate major.--The related-major group responded at the 80% level and the unrelated-major group at only the 55% level concerning "stay with teaching" responses.

Selected comments.--The respondents were asked why they answered as they did. These comments listed here came from the two groups not responding, "stay with teaching."

"I'm not that decided about the time it will take to meet the education requirements."

"Too many uncertainties. Have to give it a lot of thought."

"I liked the field I was in. The original field was best for my talents. Practically, I know education is better."

"I'm not sure, but it would take a lot to get me away from teaching."

"I really enjoy teaching, but I just don't know."

In order to determine further what would cause the non-"stay with teaching" respondents to leave teaching, they were asked, "What would it take to get you into the career you really desire?" Table 24 presents the responses garnered.

TABLE 24

FACTORS MENTIONED BY NON-"STAY WITH TEACHING"
RESPONDENTS WHICH WOULD ALLOW THEM TO GET
INTO THEIR FIELD OF FIRST CHOICE

Response	Frequency
Job satisfaction.	3
Salary as good or better than in teaching	3
Job availability anywhere	2
Same sort of hours as in teaching	2
Freedom from family responsibilities.	2
Job security.	1
Free summers.	1
Money to live on while getting placed	1
More personal talent in that field.	1

The responses do not imply that these conditions are lacking in teaching; in fact, they imply just the reverse.

The responses here generally infer a shortcoming either of the "desired" field or of immediate circumstances.

Variable relationships.--Examination by age, responsibility for dependents, G. P. A. and undergraduate major revealed no apparent relationships to types of responses in any case.

The nine ladies who did not respond, "stay with teaching," (see Table 23), were asked to choose one factor that would be most important in helping them to get into the field they really prefer, and then asked to state why they chose this factor as most important. Table 25 shows both the selection and the reason for selection. The choices show little trend or emphasis, nor do the reasons.

Variable relationships.--There were no apparent relationships between either choice or reason for choice of factor and age, responsibility for dependents, undergraduate G. P. A. or undergraduate major.

Most Important Characteristics Needed by an Elementary Teacher

Answers to the question, "In your opinion, what are the three most important characteristics that an elementary teacher should possess?" are found in Table 26. A total of 23 separate traits were mentioned. No attempt was made to categorize the responses because far

TABLE 25

FACTORS CHOSEN BY THE NON-"STAY WITH TEACHING" RESPONDENTS AS MOST IMPORTANT IN GETTING INTO THE FIELD OF FIRST CHOICE AND REASONS FOR SELECTION OF THE FACTOR

Factor	Frequency	Reasons for Selection (Quotes)
Job satisfaction	2	"If you're not happy, it doesn't matter how much you get."
Same sort of hours as in teaching	2	"This is a big dilemma for women who really care for their children." "I want to be home when my children are home."
Job security	1	"Thinking of starting a family, will need the job later again."
Freedom from family responsibilities	1	"As it is now, my family is very important to me."
Job availability	1	"As it is now, I could go into the field, but there's no job for me close to home."
Money to live on while getting placed	1	"It takes awhile to get established in music."
More personal talent in the field	1	"I don't have enough art talent to be able to do anything, but I'd like to."

TABLE 26

CHARACTERISTICS GIVEN AS MOST IMPORTANT FOR
AN ELEMENTARY TEACHER TO POSSESS

Characteristic	Frequency
Love children.	17
Understand children.	16
Patience	15
Knowledge of subject matter.	10
Sense of humor	6
Ability to relate with children.	3
Desire to teach.	3
Knowledge of teaching skills	3
Interest in what you are teaching.	2
Compassion.	2
Enthusiasm	2
Ability to command respect	2
Creative ability	2
Ability to communicate to children	1
Ability to make children feel wanted	1
Adequate personality	1
Professional attitude.	1
Good character	1
Ability to help children think independently	1
Should be a mother	1
Ability to encourage each individual	1
Broad experiential background.	1
Ability to evaluate children	1

too many would be obscured in the "Other" classification.

These 31 women, the majority of whom are mothers, gave top priority to love, understanding and patience, and relegated "knowledge of subject matter" to fourth position from the top.

Age.--Several interesting relationships appear when the "most important" characteristics are examined according to age-groups. First, "patience" and "understand children" rank no less than third in all age-groups, (with one exception. . .patience is not mentioned in the 49-over

group). Second, "love children" ranks first in the 21-27, 42-48 and 49-over age groups, it slips to third place in frequency of mention in the 35-41 group, but it is not once mentioned in the 28-34 age-group. Third, "knowledge of subject matter" ranked fourth or lower in all age-groups except the 28-34 where it seemingly displaced the "love children" characteristic and ranked second. Fourth, the 35-41 group seems the most "child-oriented" group and the 28-34 group the least. This latter age-group places more emphasis on the subject content.

Responsibility for dependents.--The group with dependents of their own mentioned "love children" as one of the three most important characteristics 80% of the time compared to about a 50% frequency of mention for the group without dependents.

Undergraduate grade-point average.--The middle G. P. A. group (2.5-2.99) mentioned "love children" much less frequently (38%) than did the lowest group (67%) and the highest group (83%). The top G. P. A. group was more interested in "subject matter," "humor" and "understand children" than were the other two groups. In fact, the two lower groups tended to give diverse and varied responses, while the top group (3.0-over) centered largely around the five most-often-mentioned items (see Table 26).

Undergraduate major.--The unrelated-major group placed much more emphasis on "knowledge of subject matter" (55%) and "understand children" (73%) than did the related-major group (20% and 40%, respectively). Both groups agreed on "love children" (55%), but the related-major group much more often mentioned "patience" (65% compared to 18%).

Top Priority Goals for Themselves as Teachers

Table 27 reports the categorized open-responses to the question, "If you could do just one thing for the children you plan to teach, what would it be?" The table indicates the emphasis on personal and intellectual goals of the 31 prospective teachers for their students,

TABLE 27

STATED TOP-PRIORITY TEACHING GOALS

Goals	Frequency	Per Cent of Total
Related to love of learning and school	13	41.9
Related to an awareness of self and individual potential	10	32.3
Related to social skills	4	12.9
Related to moral development	3	9.7
Related to application of knowledge	1	3.2
Total	31	100.0

and the apparent lack of concern for the social areas of life. (It must be remembered, however, that the responses reported here are just the top-priority goals, and that because a person proposes one goal as primate, secondary goals are not excluded, which may in fact be quite unlike the primary goals.)

Age.--Examination of data revealed that 66% of the 42-48 year age-group have primary goals related to "awareness of self and individual potential," while the other age-groups, from youngest to oldest respectively, picked this type of goal 29-17-27-0%'s of the time. Second, no age-group was interested in "social skills" goals. Third, the 28-34 age-group was most often interested in the "love of learning" goals, 66% of the time, compared to 43-46-17-0%'s in the other four age-groups, from youngest to oldest, respectively..

Responsibility for dependents.--The group with dependents was more interested in the goals related to "awareness of self and potential" than was the other group, 60% and 27%, respectively, and less interested in the "love of learning" goals than the without-dependents group, 20% and 46%, respectively.

Undergraduate grade-point average.--The top G.P.A. group (3.0-over) was much more interested in the "love of learning" goals than were the two lower groups. The per cents of mention were 45-25-83, from lowest G. P. A.

group to highest, respectively. The top group was not at all primarily interested in "social," "moral" or "knowledge application" goals. The middle G. P. A. group (2.5-2.99) was most interested in the "awareness of self" goals, 44% compared to 22 and 17. The lowest G. P. A. group members were most diverse in their choices of top goals, coming up with five categories of goals compared to four for the middle group and only two for the top group. Of their five goal-categories, the lowest group surprisingly chose the "love of learning" goals most often (45%).

Undergraduate major.--Neither the related nor the unrelated-major group was much interested in "social skill" goals. The unrelated-major group was much more interested in the "love of learning" goals (73%) than was the related-major group (25%). On the other hand, the related-major group was much more interested in the "awareness of self and potential" goals (45%) than was the unrelated group (9%).

Selected Comments.--"Make them responsible citizens of the world."

"Same as for my children at home. So they won't go out with the answers to questions. I want them to learn to have curiosity about things and be willing to think and satisfy questions on their own."

"Teach them the proper relationship to God and one another and help them to develop their own potential."

"Try to create a distinct liking for learning."

"I'd care most in giving them a usable knowledge. . . teach them to be able to apply what they know in life."

"Inspire them for the love of learning."

"Help them to be thinking individuals."

"Help them recognize their own importance, and how important it is for them to think for themselves."

"To have them become happy, adjusted individuals and to have individual dignity."

"I would like to teach them Christian and democratic principles."

"Get them to work well with others."

Sacrifices Made in Order to Become a Teacher

The 31 women were asked, "What sacrifices, if any, are necessary for you to make in order to pursue this new goal (teaching)?" The categorized responses to this question are found in Table 28. Three persons felt that they could not claim any sacrifices. Only 29% claimed "financial" sacrifices. Several who claimed "family" sacrifices expressed feelings that the extra burden put on the rest of the family was actually good for them, and maybe really should not be called a sacrifice.

TABLE 28

SACRIFICES BEING MADE WHILE
BECOMING A TEACHER

Response	Frequency	Per Cent of Respondents Mentioning
Time	14	45.2
Family	12	38.7
Financial	9	29.0
Personal	7	22.6
None	3	9.7

Age.--The 42-48 group listed "family" sacrifices about twice as often as the three younger groups. The two younger groups listed "financial" sacrifices more often than did the older groups, (43-50-18-33-0 being the per cents of mention in order from youngest to oldest). The two youngest groups (21-27 and 28-34) did not once mention "personal" sacrifices whereas the 35-41 group and 42-48 group mentioned them 27 and 17%'s of the time, respectively. The 35-41 age-group mentioned time sacrifices 55% of the time, the highest rate of the groups. This may be related to their relatively high mention of "personal" sacrifices.

Responsibility for dependents.--No apparent relationships exist between this variable and sacrifices made.

Undergraduate grade-point average.--The top group (3.0-over) mentioned "time" sacrifices much more often than the other groups, but mentioned no "family" sacrifices, which were number one in both lower groups.

Undergraduate major.--The group with related majors listed "personal" sacrifices 30% of the time, compared to only 9% of the time in the unrelated-major group.

Selected comments.--"It's meant I don't do anything but that now. I have very little social life. Some of the courses for certification could have been time better spent. Also, the family's had to assume more responsibility, but it's good for them."

"I don't see them as sacrifices, except for time and courses I don't think too highly of."

"Financial--I had to quit work for almost a year."

"Wasted time on unnecessary and idiotic courses."

"All my social life. . .clubs, coffee hours."

"Time with my family."

"Money for course fees and a babysitter."

"Evening hours with my husband are now spent in school."

"It's hard to do my housework."

"I was working, taking classes, taking care of my family, putting out the church newspaper."

"Time that could go to personal pursuits."

Anticipated Rewards from Teaching

Immediately following the question dealing with perceived sacrifices, the interviewees were asked, "What do you expect to gain from teaching that will repay you for these sacrifices?" Table 29 reports the classified responses.

Almost 100% responded concerning "personal satisfactions" as anticipated rewards; only one person declared she was in teaching for the extra income alone. Over half listed "financial" rewards and felt that one type of reward need not exclude the other, and also felt free to declare that they would not "refuse their pay check."

TABLE 29
EXPECTED REWARDS FROM TEACHING

Response	Frequency	Per Cent of Respondents Mentioning
Personal satisfactions	30	96.8
Financial gains	17	54.8
Security	3	9.7

Age.--There were no apparent relationships between age and expected rewards from teaching.

Responsibility for dependents.--Those women with dependents were more interested in the financial rewards than were those without dependents, 80% compared to 50%.

Undergraduate grade-point average.--The middle G. P. A. group (2.5-2.99) was considerably less interested in financial rewards than were the other two groups. Percents of mention, from lowest G. P. A. group to highest, respectively, were 67-38-83.

Undergraduate major.--No apparent relationship existed between type of major and type of anticipated rewards from teaching.

Selected comments.--"Only one reward. . .the satisfaction or fulfillment from it."

"You feel a purposeful outlook toward things. Also, a paycheck of my own."

"I'm better occupied and feel happier when I'm doing something constructive. You can't really measure that."

"The satisfaction of doing service to the community. I'll feel a worthwhile investment of time. Also, if something happened to my husband, I'd have security."

"A broader outlook, being out, away from home, in courses I've contacted new people and gotten new ideas. It's helped financially, too--kept us from using up our backlog of income."

"I'd like to be the kind of person looked on as I looked on some of my best teachers. To see the little squirts with lots of potential wake up and realize it."

"I'll enjoy earning extra money, to help pay for three-four children in college at one time."

"The feeling of accomplishment--before I was busy all the time but didn't really feel I was accomplishing much."

"Other than economic, ego satisfaction that I can do something constructive and creative."

"The pleasure of teaching. I could have made more money before."

Additional Information on Motivations for Teaching

Near the termination of the interview, each woman was informed by the interviewer that he was going to, for the only time during the interview, suggest some factors which may or may not have had something to do with influencing her to decide to become a teacher. The interviewee was asked to indicate whether or not each factor had had some influence on the decision to teach, and if it had, to what extent it had influenced her.

Table 30 shows the tabulated results of this procedure.

The rationale for the use of this procedure was as follows:

1. Though this procedure may produce the effect of "steering the thinking" of the interviewee, it will not destroy the "open-endedness" of the interview as a whole, since the steering comes only near the termination of the interview.
2. There may have been some factors and motivations which the interviewee had either forgotten to mention or had avoided expressing voluntarily, and thus this suggestive procedure might give more of the "total" factor and motivation picture.
3. This procedure, though it in all cases recovered some ground already explored in the interviews, would allow the researcher to check for consistency of responses. (For instance, if "love of children" was offered as the most influential motivational factor for going into teaching prior to this time and during this procedure "like working with children" was given low priority, one might begin to wonder as to the validity of the former unsteered responses.)

TABLE 30

SUGGESTED FACTORS/MOTIVES FOR DECIDING TO BECOME A TEACHER

Response	Frequency According to Amount of Influence					Per Cent of Respondents Mentioning	Per Cent of Respondents Mentioning	Total	Per Cent of Respondents Mentioning
	Much	Per Cent of Respondents Mentioning	Some	Per Cent of Respondents Mentioning	Little	Per Cent of Respondents Mentioning			
Availability of a certifying institution	19	63.1	4	12.9	6	19.4		29	93.5
*Ease of becoming certified	1	3.2	3	9.7	2	6.5		6	19.4
Economic necessity	5	16.1	4	12.9	1	3.2		10	32.3
Desire for more/better things	2	6.5	5	16.1	7	22.6		14	45.2
Put children through school	12	38.7	6	19.4	2	6.5		20	64.5
Job mobility (geographic)	6	19.4	4	12.9	4	12.9		14	45.2
Good working conditions	8	25.8	12	38.7	6	19.4		26	83.9
Professional relationships	4	12.9	13	41.9	3	9.7		20	64.5
Free summers	22	71.0	5	16.1	0	0.0		27	87.1
Like working with children	24	77.4	6	19.4	1	3.2		31	100.0
Higher status	0	0.0	2	6.5	2	6.5		4	12.9
Different self-identity	4	12.9	7	22.6	4	12.9		15	48.4
Develop a feeling of worthwhileness	13	41.9	12	38.7	0	0.0		25	80.6
Diversity, get out of "home-tied" situation	12	38.7	3	9.7	4	12.9		19	61.3
Security, "insurance policy"	11	35.5	8	25.8	3	9.7		22	71.0
Total	143	---	94	---	45	---		282	---

*Selected comments concerning "ease of becoming certified" are: (1) "Not easy!" (2) "It's almost made me change my mind." (3) "It's easy, because I didn't go through MSU." (4) "It's not easy, but not ridiculously hard." (5) "I don't think it's easy." (6) "The only influence was to quit." (7) "Wasn't easy . . . real time consuming."

Incidentally, one factor of influence that was given high priority during this suggestive procedure that did not enter into the interviews to any great extent until this time was the "availability of certifying institution" factor. Many of the women admitted that this very real geographic factor was of prime importance to them. To follow up this trend of response, (93.5% agreed it was a factor), the interviewees were asked, in some cases, "How far would you drive for courses?" Eighteen responses to the question ranged from 1-2 miles to 50-60 miles "in good weather." The mean response was something like 30 miles and the median category was "26-30 miles."

"Higher status" and "ease of becoming certified" most often brought reactions related to humor and/or sarcasm. Only 19.4% felt "ease of becoming certified" was a factor and 12.9% felt "higher status" entered into the picture.

All 31 women responded that "like working with children" was an influential factor. The 77.4% who stated it was of "much" influence were, in some cases, asked, "If this is so important, why are you choosing teaching and not some other child-related profession?" (This probe was designed to find out whether "liking children" was offered as a strong motivation because it is a "learned response". . . something that is "good" to say

when one asks you why you're a teacher.) The following comments seem to indicate that, in general, the interviewees were not just giving the accepted response.

"I'm not in social work because of the hours."

"My degree is more in line with teaching than with other fields."

"Teaching already has a formal structure, more than other child-related professions."

"Other child-related professions don't really appeal to me."

"I don't know of too many child-related professions I could get into."

"There's little else available here." (Small town)

"Only thing available in a small community."

"There's less work with children as directly in other occupations."

In order to determine the relative importance of each factor suggested as a possible influence for deciding to teach, responses in the "Much" column (see Table 30) were weighted as three, those in the "Some" column weighted two, and those in the "Little" column weighted one. The total relative importance of each suggested factor was computed. The results of this procedure are reported in Table 31. A quick comparison with Table 30 shows the value of a relative-importance calculation. For example, Table 30 suggests the "availability of a certifying

institution" was more influential than "free summers," but Table 31 indicates that this is not really the case. The former factor was mentioned more often, but the latter, when it was mentioned, was relegated a position of stronger influence. The same sort of position-reversal occurs between "good working conditions" and "develop a feeling of worthwhileness." Also, in Table 30, "professional relationships" and "put children through school" appear to have equal influence, but Table 31 clearly shows the gap between their relative influence.

TABLE 31

RELATIVE IMPORTANCE OF FACTORS/MOTIVES SUGGESTED
AS INFLUENCING THE DECISION
TO BECOME A TEACHER

Factor	Weighted Total
Like working with children.	85
Free summers.	76
Availability of a certifying institution.	71
Develop a feeling of worthwhileness	63
Good working conditions	54
Security, "insurance policy" aspect	52
Help put children through school.	50
Diversity, get away from "home-tied" situation.	46
Professional relationships.	41
Different self-identity	30
Job mobility (geographic)	30
Economic necessity.	24
Desire for more/better things	23
Ease of becoming certified.	11
Higher status	6

Age.--The relative importance of "like working with children" was second in only the 28-34 age-group and first in all the rest. Second, in general, the "security" motive decreases as age increases. Third, the 28-34 group placed

much more relative emphasis on the "diversity, get out of home-tied situation" factor than did any other age-group. Fourth, up through the 42-48 age-group, "help put children through school" became more important as age increased. It ranked 14th in the 21-27 group, sixth in the 28-34 group, fifth in the 35-41 group and third in the 42-48 group. Fifth, "free summers" as a factor was important to all, but only the 28-34 group ranked it first.

Responsibility for dependents.--The group with dependents attributed more relative influence to (1) "security," (2) "diversity," (3) "job mobility," and (4) "economic necessity" than did the group without dependents.

Undergraduate grade-point average.--There was no apparent relationship between G. P. A. and the relative importance of the suggested factors, except that the middle group (2.5-2.99) ranked "help put children through school" much lower (8th) than did the other two groups (5th and 5th).

Undergraduate major.--Both groups ranked "economic necessity," "desire for more/better things," "ease of certification" and "higher status" 12th, 13th, 14th, and 15th respectively. The unrelated-major group was more influenced by "free summers," "diversity," and "different self-identity" than was the related-major group. The related-major group was more influenced by "good working

conditions," "help put children through school," and "professional relationships" than was the unrelated-major group.

Professional Aspirations

The two preceding sections have dealt with some of the more specific factors which contributed to the making of a decision to become a teacher and some of the underlying motivations for choosing teaching rather than some other field. Now that these facets of the study have been presented, a look at the professional goals and "wild dreams" should reveal more about the "late-deciders" for elementary teaching certification at Michigan State University.

Starting to Teach

The 31 certification candidates were asked, "How soon do you want (plan) to begin teaching?" Table 32 reports the response-distribution for this question. A sizeable portion (38.8%) of the group, as suspected, had already been teaching for a short period of time, generally on a substitute or special certificate basis. Over 35% plan to be teaching within two years. One has decided never to teach, and 16.1% will wait over five years, generally because of small children or other family obligations.

TABLE 32
PLANS FOR BEGINNING TO TEACH

Number of Years Hence	Frequency	Per Cent of Total
0-1	6	19.4
1-2	5	16.1
2-3	0	0.0
3-4	1	3.2
4-5	1	3.2
over 5	5	16.1
Already have taught	12	38.8
Will never teach	<u>1</u>	<u>3.2</u>
Total	31	100.0

Age.--In the youngest age-group (21-27), 72% are already teaching or will be within one year. This high percentage is perhaps a function of the need factor of younger families. The "young family" age members, (28-34), are being held up the longest from teaching. Only 51% are teaching or will be within two years, and the remaining 49% will all wait four or more years. In the three groups from 35 years on up, 83% are now teaching or will be within two years. "Freedom-from-young-children" types of responsibilities probably comes into play in this case.

Responsibility for dependents.--The group with dependents is more prone to begin teaching now or within two years (80%) than is the group without dependents (59.2%). Again, the need factor probably is partially responsible for this difference.

Undergraduate grade-point average.--There was no apparent relationship between G. P. A. and number of years until beginning teaching.

Undergraduate major.--There was no apparent relationship between type of major and number of years until starting to teach. For the related-major group, 75% are now teaching or plan to be within two years, and 73% of the unrelated-major group are teaching or plan to be within two years.

Substitute vs. Full-time Teaching

The group was asked, "Do you plan to do substitute work or go right into full-time teaching?" Responses are reported in Table 33. Over 70% plan to either continue or go into full-time teaching positions right away. Those who will substitute are generally quite occupied with family responsibilities.

TABLE 33

FULL-TIME OR SUBSTITUTE TEACHING AS FIRST JOB

Response	Frequency	Per Cent of Total
Full time	22	70.9
Substitute	6	19.4
Not sure	<u>3</u>	<u>9.7</u>
Total	31	100.0

Age.--There was no apparent relationship between age and type of first job, except that a little greater per cent of the 28-34 age-group (young family age) plan to substitute for awhile. They reported 33% "substitute," compared to per cents of 14-18-17-0, from youngest group to older.

Responsibility for dependents.--All 100% of the with-dependent group will be full-time teachers, compared to 65% of the group without dependents.

Undergraduate grade-point average.--There was no apparent relationship between G. P. A. and type of first job.

Undergraduate major.--The unrelated-major group will more often substitute (36%) than will the related-major group (10%).

Selected comments.--"I'll substitute the next five-six years while my child is home, then go on full-time."

"It depends on what's available."

"I'll substitute while I'm working on my certificate."

"I'll be full-time unless I'm not offered a contract."

"I'll substitute if I can't take full-time teaching."

Contingent or Career Classification

Members of the study were given the following information and asked the question, "It is frequently said that elementary teaching is chosen by many women because

it can be a contingent occupation; that is, an occupation at which one can work until it is necessary to leave the occupation and then re-enter at a later date if the need arises. Thus a contingent occupation is contrasted with a career occupation in which continuity of employment is assumed. Do you personally see teaching (for you) as a contingent or a career occupation?" Responses in Table 34 show that about half the group classified themselves as career teachers and the other half as contingent.

TABLE 34

TEACHING AS A CAREER OR CONTINGENT OCCUPATION

Response	Frequency	Per Cent of Total
Career	16	51.6
Contingent	<u>15</u>	<u>48.4</u>
Total	31	100.0

Age.--The 21-27 age-group is the only group that is not career-oriented. They classed themselves as contingent teachers 86% of the time, compared to 33-45-33-0%'s in the other groups, youngest to oldest, respectively. Several of the older persons who called themselves contingent teachers said they did it only because they wanted to see if teaching would have any adverse effects on their families, and, that if it doesn't they will be career teachers.

Responsibility for dependents.--There was no apparent relationship between this variable and contingent-career classifications.

Undergraduate grade-point average.--There seems to be a tendency that, the higher the G. P. A., the more likely the person was to see herself as a career teacher. Percents of career teachers, from lowest G. P. A. group to highest, were 44-50-67.

Undergraduate major.--Those persons with the related majors were much more likely to classify themselves as contingent teachers than were those with unrelated majors, (60% compared to 27%).

Selected comments.--"Probably temporarily contingent, because I may want to drop out for awhile for closer teenage supervision of my children, and then re-enter. My family comes first."

"I'm married and my husband and family come first. I'm contingent--it has to be this way."

"Career, because I have my family and my mental attitude has improved greatly since being at teaching. I plan to stay with it."

"I have no reason to think I'd drop out. I hadn't even thought about that."

"I plan to stay at it. I'm not a 'stay-at-homer.'"

"I'd just like to continue. I'd never want to just stay home again."

"Contingent--I plan to be married and travel."

The 31 women were then asked, after having committed themselves to either a career or contingent classification, "Generally speaking, who do you feel does the better job of teaching, contingent or career teachers?" Their responses are reported in Table 35. Only one person, herself a contingent prospective teacher, felt that contingent teachers generally do a better job. About

TABLE 35

OPINIONS CONCERNING WHETHER CONTINGENT OR CAREER
TEACHERS DO THE BETTER JOB OF TEACHING

Response	Frequency	Per Cent of Total
Career	8	25.8
Contingent	1	3.2
Not sure	<u>22</u>	<u>71.0</u>
Total	31	100.0

one-fourth went out on a limb for the career teacher, and the balance, almost three-fourths of the group, stated that they were not sure. (Selected comments to follow will present an idea as to why various choices were made.)

Age.--In general, the age-groups containing the greater proportions of "career" teachers were more apt to state that career teachers do the better job of teaching. Second, the 21-27 age-group (which is 86% contingent) produced the only opinion that the contingent

teacher does the better job, and this same group, more contingent in make-up than the other four age-groups, was most prone to respond "not sure" and least prone to respond that the career teacher does the better job. (They responded at the 86% level to the "not sure" category, compared to per cents of 67-64-67 in the three next-older age-groups.) They, the 21-27 age-group, also responded 0% to the "career" response, compared to per cents of 33-36-33 for the next three older age-groups. Further examination of individual interview schedules revealed that self-classified "contingent" future teachers were quite reluctant to say that either the career or contingent teachers do the better general job of teaching. Perhaps they felt unsure of their possible defense if they named the contingent teachers better, and were opposed to claiming the superiority of the career teacher, as this might be a form of self-condemnation. At any rate, all five age-groups most often responded "not sure."

Responsibility for dependents.--All 100% of the persons with dependents responded "not sure" as to who does the better job of teaching, while 65% of the women without dependents so responded.

Undergraduate grade-point average.--There was no apparent relationship between G. P. A. and choice of who does the better job of teaching.

Undergraduate major.--There was no apparent relationship between type of major and choice of which group, career or contingent teachers, does the better job of teaching.

Selected comments.--"Career. The ones I work with are definitely better. I think many contingent teachers would make good career teachers, but possibly their heart isn't in it."

"I'm not sure. It depends on what the contingent is contingent about. It shouldn't be looked on as a way to teach a year and get a new car, etc. It depends a lot on why they're doing it."

"Hard to say. I'm sure it depends on the individual person."

"The majority of career teachers I know are excellent."

"It depends completely on the teacher. I've seen many who don't do as good as I'd hope they would in full time. They probably say the same about me."

"I don't think you can categorize them. There are good and bad in both of the groups."

"Contingent. A career teacher becomes very steadfast, and can be helped by the contingent one. A career teacher often becomes dogmatic."

"Not sure. You have to know their motives."

"A career teacher. She can devote her full time to it."

"A career teacher, because she does more long-range planning and uses less 'stop-gap' measures."

Leaving and Returning to Teaching

Following the conversation concerning the career-contingent problem, the sample members were asked, "Under what conditions would you leave teaching?", in an attempt to begin to get at the concept of "how long and steadily will they teach?" The responses of the 31 women involved are presented in Table 36. Family needs, ill health and pregnancy easily head the list. Quite consistent with other responses concerning economic necessity, only four (12.9%) indicated that they will leave teaching when they become "financially independent."

Age.--As one might suspect, the "financial independence" responses originated in the younger age-groups. Per cents of response were 28-33-9-0-0, from youngest to oldest, respectively. Second, pregnancy was mentioned by 71% of the youngest group, by 33% of the 28-34 group, 9% of the 35-41 group, and not at all by the two oldest groups. Third, the "family needs me" responses came from the three middle groups. Per cents of mention were 0-50-73-50-0. Fourth, as one might suspect, "ill health" was mentioned in increasing proportion as age increased. The per cents of mention were 0-17-55-50-100.

TABLE 36

POSSIBLE REASONS FOR LEAVING TEACHING

Response	Frequency	Per Cent of Respondents Mentioning
If family needs me at home	15	48.4
Ill health	11	35.5
Pregnancy	8	25.8
Financial independence	4	12.9
Feel inadequate about my teaching	3	9.7
Marriage	2	6.5
Retirement	2	6.5
Go to graduate school	1	3.2
Teaching situation too demanding	1	3.2
If new challenge comes along	1	3.2
If not offered a contract	1	3.2
Inadequate teaching atmosphere	1	3.2

Responsibility for dependents.--There appeared to be two relationships here. First, the group with dependents mentioned "financial independence" 40% of the time as opposed to only 8% of the time in the group without dependents. Second, the group with dependents mentioned "marriage," as a condition for leaving teaching, about 40% of the time as opposed to no mention whatsoever by the group without dependents. (The majority of the group members with responsibility for support of dependents were either single or widowed.)

Undergraduate grade-point average.--The two lower G. P. A. groups both ranked "if family needs me at home" and

"ill health" as first and second in importance as conditions for leaving teaching. The top group (3.0-over) gave "family needs me" no mention and "ill health" was mentioned only once. The major concern of the "3.0-over" group was "if I feel inadequate about my teaching."

Undergraduate major.--There was no apparent relationship between type of major and conditions for leaving teaching.

The group was then asked to respond to the inquiry, "If you did leave teaching, under what conditions would you return?" Table 37 shows that, for the most part,

TABLE 37

POSSIBLE REASONS FOR RETURNING TO TEACHING

Response	Frequency	Per Cent of Respondents Mentioning
Whenever the original problem alleviates	18	58.1
Children all in school or grown up	11	35.5
Financial necessity	6	19.4
Need something to do outside the home	3	9.7
Don't have too many other responsibilities	2	6.5
Soon as I earn my master's degree	1	3.2

the ladies responded with the obvious answer; that is, "Whenever the problem alleviates." Not all the responses, though, indicated that the solution of problems would get

them back into teaching; some 29% indicated that the organization of new problems would have a similar effect. Also, about 45% of the persons indicated that just a change in normal conditions (as contrasted to problem conditions) might get them back into teaching. For example, one would hesitate to say that having one's family all grow up or enter school (or both) constitutes the alleviation of a problem. . . although some mothers would perhaps thus classify it!

Age.--There was no apparent relationship between age and conditions for returning to teaching.

Responsibility for dependents.--Those persons with dependents more often stated they would return to teaching because of financial necessity than did the group without dependents (40% compared to 16%).

Undergraduate grade-point average.--There was no apparent relationship between G. P. A. and conditions for returning to teaching.

Undergraduate major.--There was no apparent relationship between type of major and conditions for returning to teaching.

Plans Concerning Length of Teaching Service

In order to get at the approximate length of time these late-decidors plan to teach, they were each asked, "How many years do you plan to teach, including any teaching you may have already done?" The responses are

presented in Table 38. The range of responses was from 1-35 years, and the mean response, was 16.4 years, excluding the "not sure" respondents.

TABLE 38

ANTICIPATED LENGTH OF TEACHING SERVICE

Response in Years	Frequency	Per Cent of Total
1- 5	1	3.2
6-10	1	3.2
11-15	11	35.6
16-20	8	25.8
over 20	5	16.1
none	1	3.2
not sure	4	12.9
Total	31	100.0

Age.--All the "not sure" responses originated in the two youngest groups, three coming from the 21-27 group and one from the 28-34 group. The youngest group (21-27) appears to contain more short-term teachers than any of the other groups. This group contained the only 1-5 year response, the only 6-10 year response and the only "none" response, in addition to a 44% "not sure" response-level. Only one of the 21-27 group plans now to teach over 10 years. Excluding the 21-27 age-group one can say that, in general, the greater the age the fewer the number of years the person plans to teach. However, the decrease with age in number of planned

teaching years only descends to 11 years, with one exception, even including the 49-over age-group member.

Responsibility for dependents.--There was no apparent relationship between responsibility for dependents and number of years the person plans to teach. .

Undergraduate grade-point average.--In general, the higher the G. P. A. the longer the person plans to teach. Mean responses were: (1) 2.0-2.49 group, 13.1 years; (2) 2.5-2.99 group, 14.9 years, and (3) 3.0 and over, 15.3 years.

Undergraduate major.--The related-major group plans to teach a mean number of years of 13.2, while the unrelated-major group plans to teach a mean number of years of 17.0.

Grade-Level Preferences

Table 39 reports the distribution of responses to the question, "Which grade-levels do you wish to teach?"

The interviewees were not given any limitations as to how many grades they could choose, but rather were given complete freedom. The freedom tended to produce the whole picture, it is felt, by not restricting choice. The 31 women picked a total of 82 grade-level-choices, or an average of about 2.65 choices per person. Generally, the two to three choices involved consecutive grade-levels, but not always. A few persons made only one choice and

were quite definite about it. The table shows a unimodal distribution, concentrated around the third grade-level, tapering down on both ends. In fact, over half of the women picked third grade as one of their preferences.

TABLE 39
GRADE-LEVEL PREFERENCES

Response	Frequency	Per Cent of Respondents Mentioning
Kg	8	25.8
1	13	41.9
2	12	38.7
3	17	54.8
4	12	38.7
5	7	22.6
6	6	19.4
7	5	16.1
8	2	6.5

Age.--Inspection of the age-group distribution of grade-level preferences seems to indicate that, in general, these particular women do not prefer to teach children which tend to be the same, or about the same, age as their own children. For example, the 21-27 age-group did not once choose the kindergarten level, but strongly preferred the first through fourth grades. The 28-34 age-group did not once choose the third and fourth grade-levels, but evenly distributed their choices among the kindergarten, 1-2 and 5-6-7 grade-levels. The 35-41 age-groups liked the kindergarten, 1-2-3-4 grade-levels, but rarely chose fifth through

eighth grades. The two oldest groups definitely preferred the younger grades (fourth and lower).

Responsibility for dependents.--There was no apparent relationship between responsibility for dependents and choice of grade-level preference.

Undergraduate grade-point average.--The lowest G.P.A. group tended to prefer any of the kindergarten through fourth grade-levels, with no fifth grade choices and only one each for sixth, seventh, and eighth grades. The median response for this group (2.0-2.49) was third grade which 89% of the group chose. Those in the middle G.P.A. group tended to be much more diverse in their preferences, but they centered around the third through fifth grade-levels, with a median response of the fourth grade. The top group (3.0 and over) surprisingly reversed the trend and preferred the two lowest grade-levels with a 50% response at the kindergarten level and 83% at the first grade-level. The median response for the top G.P.A. group was first grade, and no one in this top group chose seventh or eighth grade. In fact, only one choice each was made for fifth and sixth grades. So, in general, the lowest G.P.A. group preferred the lower grade-levels, the middle group preferred the middle grade-levels, and the top group preferred the two lowest levels.

Undergraduate major.--The related-major group tended to prefer the lower grade-levels (Kg. through fourth grade), had a median response of third grade, a mean response of 2.55 and made 89% of their choices at fourth grade-level or below. The unrelated-major group tended to spread their choices almost evenly over the whole nine-grade span, had a median response of fourth grade, a mean response of 4.03 and were much more interested in the fifth through eighth grade-levels than were members of the other group. There seems to be quite a difference in the make-up of these two groups as defined by type of major.

Selected comments.--Following choices of grade-level, the interviewees were asked, "Why do you prefer these grade-levels?" The following comments are some of the answers given. (Parentheses figures indicate their grade-level choices.)

"I think they're challenging from the subject-matter standpoint." (6-7-8)

"Because they're beginning to assert their personalities, do projects and show much enthusiasm. They're easy to work with at this stage." (2-3)

"I like the lack of pseudo-sophistication. They're outgoing, not as dependent as the little ones. They have a good sense of humor." (5-6-7)

"I enjoy the subject-matter at these levels." (4-5-6)

"I have little preference, but the fifth and sixth grades get into modern math and I don't feel qualified."
(K-1-2-3-4-)

"I'm very interested in reading. I enjoy the youngsters more at that age. I'd feel more comfortable, subject-wise at these levels, also." (K-1-2-3)

"I get along with them better and I personally relate to them better." (K-1-2-3-4)

"I relate best, I think, to about the third grade. These grades are very important as bases to build on, especially in reading." (1-2-3)

"The kindergarten is too early. I want actual school structure. I want early children before others have spoiled them." (1-2-3)

"These were the grades that were really important to me way back when." (1-2-3)

"Kindergarten is about the same as at home everyday. I don't want older grades because I don't have the education to teach them." (1-2)

"I understand them, like them and what they do."
(7-8)

"I think they're the most vital years in the formal education process." (1-2-3-4)

"At the beginning, with little training, I don't want to tackle reading." (3-4)

"Because it's individual-oriented, not subject-oriented." (Kindergarten)

"The first and second graders are too babyish. The third graders I had could be talked to 'man-to-man'. They understand why and aren't the hard discipline problem the older ones are." (3-4)

"I don't have the patience for kindergarten-first-second." (3-4-5)

"With little ones, directions are so specific, I'd rather put my energy elsewhere, with the older ones." (5-6)

"I like their naive personalities, and frankness. They're easily impressed." (Kindergarten-1)

"They're mature enough to work on their own, and still have energy and desire." (4-5-6)

Permanent Teaching Certificate

Table 40 reports the distribution of responses to the question, "Do you plan to obtain a permanent teaching certificate?" The only "no" respondent is the same person who earlier reported that she does not plan to teach at all.

TABLE 40

PLANS TO OBTAIN A PERMANENT TEACHING CERTIFICATE

Response	Frequency	Per Cent of Total
Yes	29	93.6
No	1	3.2
Not sure	1	3.2
Total	31	100.0

Relationship to variables.--There was no apparent relationship between (1) age, (2) responsibility for dependents, (3) undergraduate G. P. A. or (4) undergraduate major and plans to obtain a permanent teaching certificate, except that in all cases all or almost all of the respondents plan to do so.

Plans to Obtain Advanced Degrees

The 31 post-degree certification candidates were asked, "Do you plan to obtain a master's degree?" The responses are reported in Table 41, which shows that almost half do plan to do so, and a sizeable portion are undecided. Of those who replied, "Yes," seven plan to

TABLE 41

PLANS TO OBTAIN A MASTER'S DEGREE

Response	Frequency	Per Cent in Total
Yes	15	48.4
No	4	12.9
Not sure	<u>12</u>	<u>38.7</u>
Total	31	100.0

study in the field of elementary education, five in some phase of education not yet determined, one in curriculum, one in speech correction and one person is not sure what field she will study.

Age.--In general, the greater the age, the less certain these persons are of studying for a master's degree. Per cents responding "Yes," from youngest age-group to oldest are, 71-66-44-33-0, respectively. Those responding "not sure" are 29-17-46-50-100, respectively, from youngest group to oldest.

Responsibility for dependents.--This variable appeared to have no effects on plans to obtain a master's degree or not.

Undergraduate grade-point average.--In general, the higher the G. P. A., the more likely was the person to plan to obtain a master's degree. About two-thirds of the lowest group (2.0-2.49) were "not sure." This may have been a response due not only to aspirations but due in part to knowledge of G. P. A. admission standards for master's degree candidates.

Undergraduate major.--Generally, the unrelated-major group members much more often plan to obtain a master's degree. They responded "yes" at the 73% level, compared to 35% of the related-major group. In addition, all four of the "no" respondents came from the related-major groups.

The interviewees were later asked, "Do you have any idea of obtaining a doctorate?" Table 42 clearly shows that they generally do not. The one person who responded "yes," is 37 years of age, married, mother of two children,

TABLE 42
PLANS TO OBTAIN THE DOCTORATE

Response	Frequency	Per Cent of Total
No	29	93.6
Yes	1	3.2
Not sure	<u>1</u>	<u>3.2</u>
Total	31	100.0

in the 2.5-2.99 undergraduate G. P. A. category, has an "unrelated" major and is living very near the campus of a major university. The "not sure" respondent is about 28 years of age, unmarried, her own provider, also in the 2.5-2.99 G. P. A. group and has a "related" major. She, too, lives quite near a major university.

Aspirations Relating to Administration, Supervision, Consulting, and Counseling

Part of the aspirational picture involves the changing of jobs within the field of education, which change may or may not be dependent upon further schooling and/or degrees beyond the bachelor's degree and the teaching certificate. To see what designs the "late-deciders" have in this direction, the interviewer asked each member of the sample, "Do you plan to ever become an administrator, supervisor, consultant or counselor?"

Table 43 indicates that the majority do not at this time

TABLE 43

PLANS TO BECOME AN ADMINISTRATOR, SUPERVISOR,
CONSULTANT OR COUNSELOR

Response	Frequency	Per Cent of Total
Administrator	1	3.2
Consultant	4	12.9
Supervisor	1	3.2
Counselor	2	6.5
None	19	61.3
Not sure	<u>4</u>	<u>12.9</u>
Total	31	100.0

have such aspirations. These persons generally plan to continue as classroom teachers. Eight women, or 25.8% of the sample, do plan to enter one of the four mentioned special educational fields, and four more, or 12.9%, are not yet decided.

Age.--In general, the greater the age, the less the tendency to have aspirations of becoming an administrator, supervisor, consultant or counselor. Per cents of age-groups, from youngest to oldest, who do plan to become one of the four specialists mentioned were 57-50-9-0-0.

Responsibility for dependents.--Eighty per cent of the group with dependents do plan to become one of the specialists mentioned, where as only 15.4% of those without dependents plan to do so.

Undergraduate grade-point average.--This variable seemed unrelated to aspirations to become an administrator, supervisor, counselor or consultant.

Undergraduate major.--There was no apparent relationship between type of major and aspirations to become an administrator or so forth.

Opinions of and Comments Concerning the
Certification Program Offered

"Grass roots" evaluation, though often personalized, emotion-based and opinion-laden, can be of importance to persons involved in the planning and providing of programs for teacher certification. The use of an open-ended-question technique on an even-partially controversial topic opens wide the door for the venting of feelings and the "grinding of axes." Distilling of responses, though, can and does yield some valuable information. A problem that is important and real to a certification candidate is one that a college of education should hear out and recognize before weighing evidence and passing judgment. The following section deals with responses to a question on which there is not unanimous agreement at any teacher-certifying institution; that is, the adequacy, logic, and efficiency of the requirements for certification to teach. The group this study dealt with is a unique group of certification candidates because of several characteristics already discussed. Primarily, their responses to the question to follow must be examined in light of the fact that they are post-degree certification students, generally married and generally older than the

typical elementary education major. They are also female, living off-campus in many parts of the state.

Opinions of the Certification Program for Post-degree Candidates

The women were asked, "Briefly, what is your opinion of the certification program you are involved in . . . strengths, weaknesses, requirements, flexibility, individual treatment, etc?" Table 44 indicates the nature of the content of the open-ended responses to the question. In

TABLE 44

CLASSIFICATION OF OPINION-COMMENTS CONCERNING THE
ELEMENTARY CERTIFICATION PROGRAM OFFERED
TO POST-DEGREE CANDIDATES

Classified Responses	Frequency	Per Cent of Total Comments
Positive	18	26.1
Negative	<u>51</u>	<u>73.9</u>
Total	69	100.0

order to determine the approximate portions of the total quantity of the responses, each total response was read by the interviewer some time after the interview. Each separate comment, thought or idea found in the response was assigned a "positive" classification if it expressed a complimentary tone or a "negative" classification if it was critical or expressed a derogatory tone. Errors in

classification were few, if any, since the interviewer was the person who had had personal contact and could recall the emotive atmosphere of each respondent. The interviewer also went through the classification process twice, several days apart, to check himself on the reliability and consistency of classification. Table 44 reveals the results; that is, an overwhelmingly negative majority. Selected comments to follow will help the reader to determine the nature and logic of the criticisms.

Age.--The 21-27 age-group was the most critical of all the groups. Of all their comments about the certification program, 85% were classed as negative, compared to 50-65-60 per cent for the next three older age-groups. The 49-over group (only one person in the interview sample) offered two comments, both negative, but with only one person involved, little basis for any conclusion is provided. The 28-34 age-group was least critical with 50% negative and 50% positive comments.

Responsibility for dependents.--The group with dependents was much more critical than was the group without dependents. In fact, they, as a group, offered only one positive comment.

Undergraduate grade-point average.--The highest G. P. A. group was most critical, with 92% of their comments negative. The middle group (2.5-2.99) was

least critical, with 56% of their comments negative, while the lowest group (2.0-2.49) was again quite critical with 75% negative responses.

Undergraduate major.--There was little difference between the related- and unrelated-major groups. The related-major group responded critically 73% of the time and the other group 63% of the time.

Topics of the Positive and Negative Comments

Table 45 reports the more detailed and specific topics of a positive and complimentary vein after a

TABLE 45

POSITIVE COMMENTS REGARDING THE CERTIFICATION PROGRAM FOR POST-DEGREE CANDIDATES

Classified Responses	Frequency
Fair, individual treatment.	7
General positive comments	5
Education courses "good".	3
Good student teaching program	2
Can obtain certification in reasonable time	1
Total.	18

general classification based on the topic of the compliment. Most of the compliments dealt with being treated so as to be made to feel like a worthwhile individual.

Table 46 reports a partially-classified distribution of responses of a negative or critical tone. The classification is not as refined as it could be, perhaps, but

TABLE 46

NEGATIVE COMMENTS REGARDING THE CERTIFICATION
PROGRAM FOR POST-DEGREE CANDIDATES

Classified Responses	Frequency
Related to inflexibility.	13
Related to methods courses.	10
Related to credit evaluations, majors, and minors . . .	7
Related to inadequate advising.	4
Related to education courses in general	3
Related to inconsistency of requirements.	3
Related to amount of requirements	3
Not allowed to do any work through another institution.	2
Cannot student teach on the job	1
Too few courses offered at the extension center	1
Will not accept teaching experience for student teaching.	1
No credits will apply to master's degree.	1
Poor selection of some supervising teachers	1
Nasty personal treatment.	1
Total	51

it does assist the reader in getting an idea of the tone of the criticisms. One point of caution. . .the reader should not assume that all the comments under one specific classification are of the same essence, but rather should refer to the "selected comments" to get a more-thorough idea of what was really said. For example, under the "amount of requirements" category some criticized the excess of requirements, but one person complained because too many requirements had been waived in her case.

Selected comments.--(Positive)

"I'm so happy to see that certification can come within a reasonable amount of time. I received a lot of individual treatment."

"I could never get anything definite before. I had a marvelous conference with Mr.---recently. Now I know where I'm going."

"The requirements are good, but in every case, a lot depends on the teacher. I've had very reasonable treatment as an individual and good, logical courses."

"I went to five places about certification, was treated most cordially and treated best at Michigan State University. The requirements are reasonable."

"It seems OK. The courses I've taken are very good."

"Student teaching at Michigan State University is a good program."

"My advisor has been very helpful and the education courses have been good."

"There was a fair evaluation of credits for majors and minors."

"Another institution treated me as if I'd never gone to school. I've had a good relationship with MSU. Before, I was at the point of almost giving up, but MSU has been very fair, and I've had adequate advising and counseling."

"I never really thought about it. I liked the Block."¹

¹The "Block" is a full-term, 18-credit integrated professional education course, offered by Michigan State University to elementary education majors, taken prior to student teaching and consisting of both general and special methods of teaching.

I was about the only who did, but I hadn't had any education courses. I liked all of it."

Selected Comments.--(Negative)

a. Related to "inflexibility."--"I'm disappointed that persons with a degree can't be given more breaks and short-cuts, but basically it's okay."

"I think the program lacks flexibility in accepting individual courses, credits and experience."

"There should be a special program for people like me. We're older, have degrees, but go through about the same program as young girls. I feel like a 'fish out of water'. If there were more flexibility, more would go back. Mothers should be given some credit for raising a family, age and work experience. I've worked in a library, for example."

"Little flexibility. There is some, but you have to get to certain people at the right time. It's sort of who you know."

"I wish some of the courses weren't so silly for someone 47 who's raised a family."

b. Related to "methods courses."--"Methods courses aren't really learning any content, and not how to teach either."

"It seems to me that the requirements at MSU emphasize methods much too strongly and don't present enough content."

"I'm not sure it's going to adequately prepare me. I need more methods courses and less of discipline courses. For example, I'd much rather take child development than political science, etc."

"I only have to take one three-credit methods course (through Department of Public Instruction). I'm going to take more methods courses on my own."

"I should have had more methods, teacher-preparation and less of science."

"Too many methods courses are subject-matter oriented, and not methods. If it's a methods course, it should be one. If they don't have content by now, they shouldn't be taking methods courses."

"Some methods courses shouldn't be called 'methods'. They should be called 'overviews' of the subject matter because that's what most wind up to be, anyway."

"Methods courses are completely a waste of time. Music methods would have been good if I didn't know any music."

"No methods of reading required of me. This is ridiculous."

c. Related to credit evaluations, majors and minors.--

"I had several courses that I feel should be accepted towards majors and minors. They were taken at MSU."

"My big gripe is the need for 12 credits in science for a minor. I have a Spanish minor--why can't I use it? I don't mind taking the science, but would rather take it after I get the provisional certificate."

"If there were more individual treatment and flexibility in credits and major-minor evaluation, more would go back. If it were a little easier to get a provisional, there would be less dissatisfaction with having to take more courses for a permanent certificate. So many around here are so discouraged. I feel we could do a lot for the teaching shortage."

"I'm not sure I agree that I need to pick up so many credits to complete majors and minors."

"Some of the courses I took in Pennsylvania didn't receive full credit here."

"With a B. S. they expect you to take too many courses beyond the State of Michigan requirements for a teaching certificate."

"They're discouraging teachers and losing them before they ever begin. I'd much more willing to pick up the science minor on my permanent certificate credits if they'd let me start teaching first without it."

d. Other pertinent comments.--"The 'block' was terrible. . .disorganized, with busywork. The idea is wonderful, but I wasn't challenged, we were en masse, the profs didn't know anyone, so we can't get recommendations. Who knows me?"

"I was forced to take courses that former teachers never had to take, for the elementary level of teaching. For example, I had to take zoology, botany, and physiology with pre-med and pre-vet students."

"I took a lot of credits above the B. S. (46-56) and only three will apply to a master's."

"The only thing that irritates me, they wouldn't apply some of the 45 credits to a master's."

"I felt like I was willing to spend more time and effort than were the profs I happened to have for their whole classes. I had four instructors and two were really poor."

"Once a person has taught, why should they student teach?"

"More courses at the extension center with a better variety would attract many more people in this area. One person here took a history major because they were the only courses offered consistently."

"It would be nice if I could be paid while student teaching. I've been substituting for some time."

"It's a disadvantage to go back. So many things are waived, I feel a lack."

"A lot of misinformation is given out, I think."

"I feel I could have had more adequate advising. I've floated. No one has really ever taken an interest. I hope I get a good master's advisor."

"Some people are able to get certified on different bases."

Suggestions offered by the 31 interviewees.--In addition to praising and criticizing the certification program for post-degree candidates, some of the women interviewed offered suggestions for assisting people such as they to get into teaching, and some also dealt with general certification problems as well. Among the suggestions were:

1. Offer one general methods course and one subject matter overview in each field, in lieu of a methods course in each field;
2. Offer two separate plans, one for younger persons, one for older, with different purposes. The program for the older would offer the subject-matter overview courses as refreshers for them, plus a general methods course. The program for the younger ones would be more like what is now being done;
3. Have one person designated as special advisor to the persons getting certification through the Department of Public Instruction, and a separate advisor for the MSU people;
4. Allow persons who have taken all their education requirements to obtain a provisional certificate and complete their major-minor requirements after the provisional is granted, thus allowing them to get started teaching sooner;
5. Offer an apprenticeship program, with partial pay for older mothers with degrees, leading to certification;
6. Facilitate better communications and feedback to and from the extension centers, campus and individuals around the state working on elementary certification programs, so as to be able to offer a better variety of courses at the outlying extension centers;

7. Accept a certain number of years of teaching as a substitute for student teaching;
8. Allow certification candidates to take some work in education from other institutions;
9. Allow persons to student-teach in centers coordinated by other institutions of repute, but get credit at MSU;
10. Try to condense some of the course work in education for the older certification candidates;
11. Accept certain courses toward the master's degree even if taken while working on the provisional certificate, provided the person holds a degree;
12. Build in more flexibility and provision for more-complete individual treatment in determining requirements for the provisional certificate;
13. Make sure every person knows how to teach reading;
14. Make more provision for the persons "way out in the sticks" to get courses, advisement, etc.;
15. Let the regional director be the advisor, rather than someone far away on campus;
16. Make "methods courses" methods courses;
17. Publicize the fact that teaching is no longer just an "old maids" profession.

Summary

This chapter was devoted to the presentation and analysis of data gathered through use of the interview-schedule research technique applied to 31 female college graduates working on elementary teaching certificates at Michigan State University during Spring Term, 1963.

Areas of discussion included (1) Personal and Background Data, (2) Specific Factors Influencing the Decision to Become a Teacher, (3) Motivations for Teaching, (4) Professional Aspirations and (5) Opinions of and Comments Concerning the Certification Program Offered.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

From complexity and diversity often comes an amalgamation of confusion. This chapter represents an attempt to draw from the preceding chapters the crucial and central elements of the study findings. A summary of the study will be presented. Some general conclusions will be formulated, based upon the data obtained in this study, and finally some recommendations for further study, research, deliberation and possible action will be spelled out.

Summary

The Design

This study aspired to identify and describe the female college graduates who were actively involved in a certification program in elementary education at Michigan State University during Spring Term, 1963. Description of the population was to include: (1) basic personal characteristics, such as age, responsibility for dependents, undergraduate major and undergraduate grade-point average, (2) motivations

for entering the teaching profession and (3) level of professional aspirations. Other facets of the study were to deal with: (1) factors influencing the decision to become a teacher and (2) opinions and perceptions of the certification program for college graduates seeking elementary school teaching certification. It was hoped that the persons responsible for certification policy-making, both at the State Department of Instruction (where the basic framework is derived), and at the university involved would find the information gained through this study of some assistance in their process of constant evaluation of the certification programs offered.

A total of 100 persons meeting the criteria established were identified. From this population, a sample of 31 was randomly selected, taking age-stratification into account. The 31 post-degree elementary certification candidates were interviewed and questioned in accordance with an interview schedule consisting mainly of open-response items. Additional pertinent information was gathered by consulting the personal folders of the students.

The following relationships were to be explored, among any others which might present themselves, as so often occurs in an exploratory, descriptive study:

1. There is a relationship between age of student and pattern of underlying motivations for becoming a teacher.

2. There is a relationship between age of student and pattern of professional aspirations.
3. There is a relationship between undergraduate grade-point average and pattern of underlying motivations for becoming a teacher.
4. There is a relationship between undergraduate grade-point average and pattern of professional aspirations.
5. There is a relationship between responsibility for dependents and pattern of underlying motivations for becoming a teacher.
6. There is a relationship between responsibility for dependents and pattern of professional aspirations.
7. There is a relationship between type of undergraduate major and pattern of underlying motivations for becoming a teacher.
8. There is a relationship between type of undergraduate major and pattern of professional aspirations.

These relationships were to be considered only as guidelines or foci of this study and were not to be considered as restrictive or limiting. The statements above (one through eight) only predicted anticipated relationships but did not predict the nature or significance of the relationships.

The study was based on several assumptions:

1. The number of college graduates seeking elementary school teaching certification will continue to rise.
2. Late-decidors as prospective teachers are worthy of professional concern.

3. Late-deciders are a unique group of prospective teachers, thus warranting separate treatment and study.
4. Teacher-educators are interested in providing the best certification program possible for each individual.
5. Existing certification requirements could be modified if the need were established.
6. This study is capable of inspiring further research dealing with motivations and aspirations of prospective teachers, particularly late-deciders.
7. One interview utilizing open-ended questions and other depth techniques can provide an adequate picture of the interviewee's basic motivations and professional aspirations.
8. The personal interview is superior to the questionnaire where one contact with the interviewee is to be made and detailed responses are needed.

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

1. It may be that the sample, though randomly selected and stratified according to age-groupings, will not really be representative.
2. The anticipated resistance of a portion of the interviewees, coupled with the interviewer's lack of experience in interviewing, could result in a higher-than-desired degree of error in judgment and interpretation.
3. Due to the makeup of the clientele of this study, the results will probably be unique to Michigan State University and thus not generalizable to other groups at other institutions.
4. Some of the interviewees may already have taught prior to the time of interview, while many probably have not.

5. In order for this study to be of value in leading to the development of a "teaching-success" predictive instrument, further research of a longitudinal and more comprehensive nature should be done, based upon the results of this study.

Data gathered were to be analyzed generally through use of response-frequency distributions and calculations of per cents and means. Medians, ranges and ranks were to be determined where necessary.

Personal Information

The interviewees represented a population which ranged in age from 21 to 56 years of age. The mean age was 34.94 years. All were females; all were college graduates. None held a degree more advanced than the bachelor's degree. Seventeen had received degrees from Michigan State University, 14 elsewhere. Seven graduated from schools not in Michigan. All 31 persons lived in Michigan in June, 1963, at least temporarily, distributed among 14 different counties, but 11 of them reside in Ingham County, in which Michigan State University is located.

The 31 females studied in 18 different undergraduate majors. Nine persons were home economics majors and four were in social work. Undergraduate grade-point averages ranged from 2.2 to 3.7, based on a 4.0 system of calculation. The mean G.P.A. was 2.71.

Twenty-seven of the women were married, one was widowed and three were single and had never been married. Twenty-six were not responsible for the support of any dependents at the time they decided to become teachers, while five did support one or more persons, including themselves.

Factors Influencing the Decision to Become a Teacher

The women studied generally left their field of original preparation because they were dissatisfied with it due to its own shortcomings or because they got married and found it not conducive to continue in the field. First thoughts of teaching entered their minds from one-half to 40 years ago, with "8.75 years ago" being the mean response. They thought of teaching because of: (1) the need for personal satisfactions, (41.9%), (2) the influence of teachers (29%) and (3) economic factors (29%). The group members definitely decided to become teachers between one-third of a year and 14 years ago, with a mean of 2.6 years ago. The decision was made definite by: (1) influence of teachers (41.9%), (2) need for personal satisfactions (41.9%) and (3) economic factors (25.8%).

Twenty-five of the 31 had relatives in teaching before or at the time they decided to become teachers. About 45% of these relatives taught at the elementary school level.

The ladies were influenced to teach most by:

(1) teachers they knew, (2) their own husbands, (3) school administrators and (4) parents, in order of importance. (Numbers three and four were accorded equal importance.)

Age relationships.--As one might expect, the 21-27 age-group members were not influenced to leave their original field of preparation by "marriage and time lapse" factors. The 28-34 age-group members were the group most attracted to teaching because of "economic" and "need for personal satisfactions" factors. This effect is perhaps a result of some members being involved in the "young-children, financial-problem" stage of married life. The "husband" influence was number one in the groups up through age 41, but was not once even mentioned by any woman over 41.

The data of this study justify the following statement: in general, the greater the age, the greater the influence by teachers and school administrators and the less the influence of parents on the decision to become a teacher. In addition, the greater the age, the greater the number of relatives in teaching before or at the time the decision to teach was made.

Responsibility-for-dependents relationships.--The group with dependents had all decided to teach within two-thirds of a year prior to interview date, compared

to a mean number of years of 2.6. This same group also were much more influenced by the "need for personal satisfactions" than were the group without dependents, 80% compared to 34.6%.

Undergraduate-G.P.A. relationships.--The husband-influence to teach was strong in all three groups. The 2.0-2.49 G.P.A. group were: (1) not affected by the "need for personal satisfactions" as a reason for leaving their original profession, (2) least influenced of the three groups by teachers and most influenced by "working conditions" in teaching. The 2.5-2.99 G.P.A. group was: (1) most influenced of the three groups by teachers and least influenced by "working conditions" in teaching, a reversal from the lowest G.P.A. group, (2) most influenced of the three groups by school administrators and (3) the group to most often pick teachers as the most important persons of influence. The 3.0-over G.P.A. group was: (1) little influenced by the "need for personal satisfactions" in leaving first professions, (2) relatively-least influenced by teachers (among persons of influence) of the three G.P.A. groups, (3) least influenced of the three groups by "children" and (4) not influenced by school administrators at all.

The data suggest the following statement: in general, the higher the undergraduate G.P.A., the more the influence by teachers to become a teacher and the

more the number of relatives in teaching before or at the time of decision to become a teacher. (The lowest group had 1.1 relatives per person, the middle group 1.67, the top group 2.1.)

Undergraduate-major relationships.--The related-major group: (1) were more often (40%) influenced by teachers to begin thinking about teaching than were the unrelated-major group (9%), (2) picked the husband as person of greatest influence 55% of the time, compared to only 20% for the unrelated-major group and (3) ranked teachers second and children fifth in total personal influence. The unrelated-major group: (1) more often began thinking of teaching because of the "need for personal satisfactions" (55% compared to 35% for the related-major group), (2) were more often influenced by teachers to definitely become teachers (55% compared to 35% for the related-major group), (3) were more often influenced by "working conditions" in teaching than were the related-major group (46% compared to 15%), (4) had 2.2 relatives in teaching compared to only 1.6 per person for the related-major group and (5) credited teachers with greatest personal influence but gave no mention of any influence from children.

Motivations for Teaching

The 31 women overwhelmingly pointed out that they were entering teaching because of "personal satisfactions to be gained" from teaching. The number of such responses (36) more than doubled those concerning "working conditions of teaching," (17), which ranked 2nd in frequency. Other reasons mentioned were economic rewards and dissatisfaction with former job and security, in order of decreasing importance. Over 90% of the group had "positive" feelings about becoming a teacher, related to personal satisfactions, enthusiasm and personal goals. Only 9.7% of the group expressed serious doubts about the wisdom of their decision to teach. Over half the group reported no doubts at all. Twenty-two of the 31, or 70.9%, stated they would stay with teaching regardless, while only 6.5% were sure they would choose another field if they had complete freedom to do so. Those who either would or might leave teaching listed "job satisfaction" and "salary as good or better than in teaching" as the factors which most likely would allow them to enter their field of first choice.

When asked to list the characteristics they felt were most important for an elementary teacher to possess, the five items mentioned most often and number of persons listing them were: (1) love of children (17)

(2) understanding children (16), (3) patience (15), (4) knowledge of subject matter (10) and (5) sense of humor (6). Eighteen other characteristics were listed.

Top-priority teaching goals of the group were:

(1) those related to love of learning and school and
(2) those related to an awareness of self and individual potential. Only four persons advocated "social skills" as a primary goal.

Sacrifices made while becoming a teacher were:

(1) time, (2) family, (3) financial, and (4) personal. Three persons felt they had had to make no sacrifices. Thirty of the 31 expect personal satisfaction rewards from teaching, while 17 also admitted looking forward to financial rewards. Only one person indicated she would teach only for the money.

The following factors/motives were selected by the 31 post-degree certification candidates as exerting some influence on the whole process of their leaving their former situation and getting into elementary teaching. They are listed in order of decreasing importance:

1. Like working with children.
2. Free summers.
3. Availability of a certifying institution.
4. Develop a feeling of worthwhileness.
5. Good working conditions in teaching.
6. Security, "insurance policy" aspect.
7. Help put children through school.

8. Diversity, get away from the "home-tied" situation.
9. Professional relationships.
10. Different self-identity.
11. Job mobility (geographic).
12. Economic necessity.
13. Desire for more/better things.
14. Ease of becoming certified.
15. Higher status.

Examination of "relationships to be explored."--

In Chapter I, eight statements dealing with probable relationships contained within this study were presented. Four of the statements dealt with probable relationships between "pattern of underlying motivations for becoming a teacher" and some other suspected variable. These four suspected relationships will now be explored and discussed.

Number 1 - There is a relationship between age of student and pattern of underlying motivations for becoming a teacher. The data of this study strongly suggest that age does have an effect on reasons for becoming a teacher.

The 21-27 age-group: (1) had a relatively high portion of persons "not sure" about staying in teaching, (2) felt no personal sacrifices to becoming a teacher but mentioned financial sacrifices relatively often.

The 28-34 age-group: (1) contained the highest per cent (50) of persons "not sure" about staying in teaching, (2) felt no personal sacrifices but mentioned financial sacrifices most often, (3) gave no mention

whatsoever to "loving children" as a necessary characteristic for an elementary teacher, (4) ranked "knowledge of subject matter" as second-most-important characteristic for an elementary teacher, though it ranked fourth or less in all other age-groups, (5) appeared to be the least "child-oriented" group and the most "learning" oriented, (6) accorded more importance to the "diversity, get out of home-tied situation" than did any other group, and (7) were the only group placing more emphasis on "free summers" (they ranked it first) than on "like working with children." The 28-34 age-group was the most unique group of all as far as motivations for teaching were concerned.

The 35-41 age-group: (1) though relegating only third-most importance to "love of children" as a requisite for an elementary teacher, was the most "child-oriented" group of all, when the totality of responses was considered and (2) listed "time" sacrifices more often than any other age-group.

The 42-48 age-group: (1) listed "family" sacrifices at least twice as often as any of the other groups and (2) were most interested in "awareness of self and individual potential" as a top-priority teaching goal of all the groups.

The 49-over age-group: (1) were not interested in "help put children through school" though all other groups were. With only one person interviewed, it is difficult to make other statements about this age-group.

The data seem to support the following statement in addition to and conjunction with the previous information: (1) in general, the greater the age, the greater the degree of certainty that the decision to teach was "right," the greater the commitment to teaching, the less the "security" motive for teaching and the greater the importance of "help put children through school" as a motive for teaching. (The latter only held true through the 42-48 age-group.)

Number 3 - There is a relationship between undergraduate grade-point average and pattern of underlying motivations for becoming a teacher. Several effects appear to be the result of this relationship, as suspected.

The 2.0-2.49 G.P.A. group: (1) expressed "need for personal satisfactions" in 100% of the cases, more than did the other G.P.A. groups, (2) had little agreement on top-priority teaching goals, whereas the other G.P.A. groups did, (3) were quite interested in "financial" rewards of teaching and (4) listed "family" sacrifices as number one category.

The 2.5-2.99 G.P.A. group: (1) were much less interested in "love of children" as a necessary characteristic for elementary teachers than were the other two groups, (2) were most interested of the three groups in "awareness of self and individual potential" as top-priority goals, (3) listed "family" sacrifices as number one category, (4) were relatively disinterested in financial rewards of teaching, and (5) were much less interested in "help put children through school" as a motive for teaching than were the lowest and highest G.P.A. groups.

The 3.0-over G.P.A. group: (1) were more interested in "knowledge of subject matter," "sense of humor" and "understanding children" as necessary characteristics of an elementary teacher than were the two lower groups, (2) were much more given to the "love of learning" teaching goals, (3) expressed no interest at all in "social skills," "moral development" or "application of knowledge" teaching goals, (4) mentioned no "family" sacrifices at all but were most apt to claim "time" sacrifices and (5) were very interested in financial rewards of teaching.

The data also suggest the following statement:
the higher the G.P.A., the less the commitment to stay in teaching, the more often there are serious

doubts about the decision to teach and the more often security is given as a motive for teaching.

Number 5 - There is a relationship between marital status and pattern of underlying motivations for becoming a teacher. This possible relationship could not be examined since the sample yielded 27 married women, one widowed person, and three unmarried persons and there would be little of value which could be learned from examining "groups" of three and one response(s).

Instead of the concept, "marital status," "responsibility for dependents" was substituted for relationship number five (above). Table 7 has previously presented the breakdown into categories, (26 who are not responsible for support of any dependents and five who are responsible for one or more). Thus, the possible relationship now reads: There is a relationship between responsibility for dependents and pattern of underlying motivations for becoming a teacher. There does appear to be such a relationship. The group with responsibility for dependents: (1) had only positive feelings about becoming a teacher, (2) more often listed "love of children" as a necessary characteristic (80%) than did the without-dependents group (50%), (3) were more motivated for teaching by the "diversity, get out of home-tied situation" motive than the other

group, (4) were more interested in "security," "economic necessity," "financial rewards," and "job mobility" motive/factors than the group without dependents and (5) stressed "awareness of self and individual potential" 60% of the time and "love of learning" goals only 20% of the time, compared to 27% and 46%, respectively, for the group without responsibility for dependents.

One could state that, in general, the group with responsibility for dependents was more given to motives dealing with financial rewards, security, economic necessity and job mobility than was the group without responsibility for dependents.

Number 7 - There is a relationship between type of undergraduate major and pattern of underlying motivations for becoming a teacher. This suspected relationship appears to exist. According to the data collected in this study, the related-major group: (1) expressed more non-serious, personal doubts; (2) would more often stay with teaching, regardless; (3) much more often saw "patience" as a necessary characteristic of an elementary teacher; (4) more often chose "awareness of self and individual potential" top-priority goals; (5) more often felt "personal" sacrifices; (6) were more affected by "good working conditions," "professional relationships" and "help put children through school," than were the unrelated-major group. The

unrelated-major group: (1) more often saw "knowledge of subject matter" and "understanding children" as necessary characteristics of an elementary teacher, (2) were much more interested in "love of learning" top-priority goals, and (3) were more affected by "free summers," "self-identity" and "diversity, get out of the home-tied situation" than was the related-major group.

In general, the unrelated-major group seems more intellectually inclined and more often affected by desire to change identity and "lot in life" than does the related-major group.

Professional Aspirations

Almost 39% of the group had already been teaching and another 35.5% indicated that they plan to be teaching within two years of the interview date. About 71% will be in full-time teaching and 20% will be substituting. The rest were not sure which they would be doing.

Just over half the group members classified themselves as career teachers and just under half felt that things were so uncertain at present that they must consider themselves as contingent teachers. About one-fourth of them felt that career teachers generally do the better job of teaching, while 71% said that it depends on the person. Only one person, a contingent teacher herself, felt that contingent teachers do the better job.

About half the women stated they would leave teaching if their families needed them at home; over one-third mentioned ill health and over one-fourth mentioned pregnancy as possible reasons for leaving teaching. Only 12.9% felt they would leave because of financial independence. As for returning to teaching, 58% said they would return whenever the problem that caused them to leave was solved, and 11 persons felt they would return when their children were either all "grown up" or in school.

The average woman in the group plans to teach 16.4 years, while the range of responses was from one to 35 years. Five persons plan, as of now, to teach over 20 years. Only two members of the group plan to teach less than 10 years, and one other will not teach at all.

The majority of the women hope or plan to teach in grades one through four. The most popular grade-choice was third grade. The least popular grades were 8th, 7th, 6th and kindergarten, in order of increasing popularity. Kindergarten was often not chosen because "it's too much like being with my own children at home" and the upper grades were often shunned because of the prospective teacher's feelings of inadequacy about subject-matter preparation and a preference for the more "pliable and naive" years.

Almost 94% of the group plan to obtain permanent teaching certificates. About half hope to obtain master's degrees and another 38.7% are not yet sure. Only four of the 31 plan as of now not to do so. One person does plan to pursue a doctorate and another is contemplating doing so. If present aspirations are realized, this sample of 31 women will produce four consultants, two counselors, one administrator and one supervisor. Four more persons may go into one of these fields. About 61% will not.

Examination of "relationships to be explored."-- Suggested and probable relationships numbers two, four, six and eight of Chapter I dealt with professional aspirations.

Number 2 - There is a relationship between age of student and pattern of professional aspirations. This relationship appears to exist, according to the data of this study.

The 21-27 age-group: (1) classified themselves as contingent teachers 86% of the time, much more than any other group, (2) contained more short-term teachers, by far, than any other group, (3) most often mentioned "pregnancy" and second-most often "financial independence" as reasons for leaving teaching and (4) gave no mention whatsoever to "ill health" and "family needs me at home" as possible reasons for leaving teaching.

The 28-34 age-group: (1) will be held up the longest of any age-group from getting into teaching, (2) quite often gave "if family needs me at home" as a possible reason for leaving teaching and (3) are most likely to substitute for awhile before going into full-time teaching.

The 35-41 age-group: (1) most often listed "if family needs me at home" as a possible reason for leaving teaching and (2) were second-most concerned with "ill health" as a possible reason for leaving teaching.

The 42-48 age-group: (1) had the highest percentage of persons now teaching or who will be teaching within two years and (2) were quite concerned with "ill health" and "family needs me" as reasons for leaving teaching.

The 49-over age-group, though based on one interview, were already in teaching and were concerned with "ill health" as a possible reason for leaving teaching.

The data seem to justify, also, the following statements: (1) in general, the greater the age, the fewer are the number of years the person plans to teach; (2) in general, the greater the age, the less certain is the person about pursuing an advanced degree or becoming an administrator, supervisor, counselor or consultant; (3) in general, the greater the age, the

less the concern with "family needs me," "pregnancy" and "financial independence" as possible reasons for leaving teaching; (4) in general, the greater the age, the greater the concern with "ill health" as a possible reason for leaving teaching; and (5) in general, the women in this study choose grade-level preferences which do not match the ages of their own children.

Number 4 - There is a relationship between undergraduate grade-point average and pattern of professional aspirations. The data suggest that a relationship does exist.

The 2.0-2.49 G.P.A. group: (1) were most concerned with "family needs me" and "ill health" as possible reasons for leaving teaching and (2) preferred kindergarten through fourth-grade teaching level.

The 2.5-2.99 G.P.A. group: (1) also were most concerned with "family needs me" and "ill health" as possible reasons for leaving teaching and (2) preferred the third through fifth-grade teaching levels, though their preferences were the most diverse of any of the three G.P.A. groups.

The 3.0-over G.P.A. group: (1) gave no mention whatsoever to "family needs me" and "ill health," but were most concerned with "if I feel inadequate about my teaching" as a possible reason for leaving teaching

and (2) preferred, surprisingly, the kindergarten and first-grade teaching levels.

The data suggest the following statements:

(1) in general, the higher the undergraduate G.P.A., the more often the person classified herself as a career teacher, the longer she plans to teach and the more likely she is to pursue a graduate degree, particularly a masters, and (2) the lowest G.P.A. group prefer the lower grade-levels, the middle G.P.A. group prefer the middle grade-levels and the highest G.P.A. group prefer the lowest grade-levels. This last finding is particularly interesting, since the highest G.P.A. group was also the most intellectually-oriented and most interested in subject-matter goals of teaching. Considering the nature of many school programs in the first two years, there appears to be quite a conflict of interests revealed here.

Number 6 - There is a relationship between responsibility for dependents and pattern of professional aspirations. (Note the substitution of the phrase "responsibility for dependents" for "marital status" in the original statement in Chapter I. This change has been explained previously in this chapter.) There does appear to be a relationship as stated.

The group with responsibility for dependents:

(1) were already in teaching or will be in teaching

within two years from time of interview at a higher rate than the other group, (2) plan, in all cases, to be full-time teachers, compared to 65% in the other group, (3) were more disposed to leave teaching for the reasons of "marriage" and "financial independence" and will more often return to teaching because of financial "necessity" than the other group and (4) plan, in 80% of the cases, to become an administrator, supervisor, counselor or consultant as compared to only 15.4% in the group without dependents.

It appears that the "need factor" inherent in this relationship (#6) does play an important role in the pattern of professional aspirations revealed in this study.

Number 8 - There is a relationship between type of undergraduate major and pattern of professional aspirations. This relationship, too, appears to exist.

The related-major group: (1) will substitute much less often, classify themselves as contingent teachers much more often, plan to teach about four years less, and will pursue a master's degree much less often than will the unrelated-major group and (2) prefer more often the lower teaching levels than do the unrelated-group members. The related-major group chose fourth-grade or below 89% of the time, with a mean grade-level preference of 2.55. The

unrelated-major group, on the other hand, spread their grade-level choices evenly and diversely, were much more often interested in grades five through eight and had a mean grade-level preference of 4.03.

These data seem to suggest some personality, interest or other differences between the persons with related-to-teaching-major group members and unrelated-to-teaching-major group members that might account for these quite-contrasting patterns of professional aspirations.

Opinions of and Comments Concerning the Certification Program

The 31 women offered a total of 69 varied responses when asked for their opinion of the certification program. About one-fourth of the comments were positive in nature and three-fourths were negative, or critical. The positive comments dealt with such topics as: (1) fair, individual treatment, (2) good education courses, (3) good student teaching program and (4) general favorable reactions. The negative comments most often dealt with the following topics, in order of decreasing frequency of mention: (1) inflexibility, (2) methods courses, (3) credit evaluations, majors and minors, (4) inadequate advising, (5) education courses, (6) inconsistency of requirements

and (7) amount of requirements. Seven other criticisms were also offered.

In addition, the interviewees offered no less than 18 separate suggestions concerning certification and other educational problems as they saw them.

Age relationships.--The 21-27 age-group were most critical and the 28-34 age-group least critical of all the age-groups.

Undergraduate-grade-point-average relationships.--The 3.0-over G.P.A. group were most critical and the 2.5-2.99 G.P.A. group least critical of all the groups.

Responsibility-for-dependents relationships.--The group with dependents were much more critical than were the group without responsibility for dependents.

Undergraduate-major relationships.--Both groups were about equally critical of the certification program.

Conclusions

This study has not purported to produce unquestionable conclusions for the most part. In a few cases, where factual data were obtained which require little further analysis and verification, perhaps yes; but as a rule, the findings to be presented here may and should be thought of as generalizations which serve as hypotheses for further study.

The data suggest that the following conclusions may be drawn:

1. Post-degree females certifying for elementary school teaching come from a variety of undergraduate preparation fields, are generally married but without responsibility for support of any dependents, represent a wide age-range and a wide range of college academic achievement levels.

2. Post-degree females certifying for elementary school teaching generally come from "teaching" families, and are strongly influenced in their decisions to teach by their husbands, and by teachers they know. Most of the influence comes in the form of encouragement.

3. School administrators, when they take the initiative, exert a strong influence on female college graduates to become teachers.

4. Female college graduates certifying for elementary school teaching are generally very enthused about becoming teachers, are quite committed to education and are concerned about being good teachers, but are not worried or over-concerned.

5. Female college graduates certifying for elementary school teaching generally think about becoming teachers for some time before some condition or change in circumstances helps them to decide definitely to become teachers. (There are implications for recruitment if this is true.)

6. Post-degree females certifying for elementary school teaching generally agree that love and understanding of children, patience and sense of humor, along with knowledge of subject-matter are the ingredients that an elementary teacher needs to have in order to be successful.

7. Post-degree females certifying for elementary school teaching are primarily interested in intellectual and individual development types of teaching goals.

8. Post-degree females certifying for elementary school teaching often feel time and family-type sacrifices must be made by themselves in order to become certified to teach.

9. The major factor/motive involved in the whole process of leaving a former occupation and entering teaching is tied up in the need for personal satisfactions. Female, post-degree candidates for elementary teaching certificates are quite altruistic and idealistic and see teaching as a field in which these personality needs can be met. Financial need, security, desire to help put children through school and desire for luxury play a significant role in the decision to teach, but not a primary role. The distinction here is important.

10. Female college graduates who are potential candidates for the elementary teaching certificate are

widely distributed geographically over the State of Michigan. Proximity to a certifying institution and availability of needed courses are two factors which often determine whether or not an otherwise-qualified person will ever actively pursue teaching.

11. Female college graduates who are actively pursuing an elementary teaching certificate are basically interested in getting into teaching on a full-time basis as soon as possible. Most of them would drop out of teaching for an important reason but would also return to teaching upon alleviation of the problem condition.

12. Female college graduates who are actively involved in an elementary teaching certification program will, if they carry out their plans, teach about as many years as will teachers of comparable ages who were "early-deciders" rather than late-deciders.

13. Female, college-graduate, elementary-teaching-certificate candidates generally prefer to teach grades one through four, obtain a permanent teaching certificate and in over half the cases pursue and obtain a master's degree. Over one in four plan to become some sort of line or staff educational specialist. Considering these ratios and data, it is probably safe to say that, collectively, these persons verbalize a higher level of professional aspirations than do typical

groups of undergraduate, early-deciders for elementary teaching. Testing this statement would make an interesting study.

14. The post-degree elementary teaching certification candidate is generally quite critical of the requirements, inflexibility, advising, credit evaluations and education courses, (especially methods courses), and other facets of the total complex which comprise the certification program she is or has been enrolled in. Yet she is in it; thus, she must have strong desire and commitment to teach.

15. Age does have an effect on both pattern of underlying motivations for becoming a teacher and pattern of professional aspirations.

16. Responsibility for support of dependents does have an effect on both pattern of underlying motivations for becoming a teacher and pattern of professional aspirations.

17. Undergraduate grade-point average does have an effect on both pattern of underlying motivations for becoming a teacher and pattern of professional aspirations.

18. Type of undergraduate major does have an effect on both pattern of underlying motivations for becoming a teacher and pattern of professional aspirations.

Recommendations

Based on the data obtained through this study and the review of literature, the following recommendations concerning further research can be made:

1. Further data on this sample should be collected and treated statistically in an attempt to quantify cause and effect relationships between motivation and personality, factors of influence and personality, motivation and factors of influence, and to establish correlations between age and G.P.A., responsibility for dependents and age, type of major and G.P.A., and so forth. It might be possible to isolate the factors which do appear to have a causal status on the whole process of making a decision to teach, becoming a teacher and experiencing teaching success.

2. If recommendation number one were accomplished, a predictive instrument dealing with teaching level, success, persistence, and other items of interest to teacher-educators might be developed, tested and utilized in selection, recruitment, screening, advising and program-planning of teaching candidates.

3. A questionnaire study based on the findings of this particular research, and covering the whole population as defined in Chapter I, should be done for replication and substantiation purposes.

4. A longitudinal study dealing with the sample group of this study should be done to look at correlations between teaching persistence, success, aspiration-achievement and other action compared with the verbal responses obtained by this study. This type of research might establish the value status of the research procedures used in this study.

5. Similar studies of late-deciders should be done for those certifying for secondary school teaching, special curricular area candidates and male-candidate populations (if the numbers of candidates warrant separate study).

6. Motivation and value scales, as described by Sterns, Lang, Dilley (see bibliography) should be utilized with this study sample (and others) to see if the motivations verbalized in the interview situation, as seen in the total perspective, are indicative of the real motivations as determined by use of these subtle scale techniques.

7. Personality studies to establish personal bases for differences in motivations for teaching should be done with (a) age-groups, (b) undergraduate grade-point-average groups and (c) types-of-undergraduate-major groups as defined in this and/or other studies. These studies might be more revealing and of more long-range value than more superficial studies

of motivations for teaching based completely on verbal responses.

8. A comprehensive study of motivations for teaching, factors influencing the decision to teach and professional aspirations should be done to compare early-deciders and late-deciders for teaching, however the groups are defined.

9. An "over-time" study of changes of opinions of the certification program for post-degree candidates for elementary teaching should be done to get at a more lasting evaluative picture of strengths and weaknesses of the program.

10. A study of the factors keeping college graduate who might like to teach away from teaching should be done. A corollary study would get at reasons for the persons with degrees dropping out of certification programs before completion. Richey, Phillips and Fox state, "If highly competent teachers are to be effectively recruited, it is important to determine and understand those factors that guide one either toward or away from teaching as a vocation."¹

11. A statewide survey should be conducted to attempt to find out just how many college graduates there are who might be recruited into post-degree certification programs.

¹Richey, Phillips and Fox, op.cit., p. 9.

12. The traits of successful and outstanding teachers as depicted by Ryans and Gowan (see bibliography) should be tested against these late-deciding teachers to see if they adequately describe the members of this group who are eventually known as outstanding teachers.

13. A study should be done in which an attempt is made to find out what factors caused the change in attitude toward "education", "educationists" and education courses, in those individuals who express that they now see education much more favorably. This study might lead to some very valuable discoveries, if applied to undergraduate recruitment.

14. Though in most studies of factors influencing the choice of teaching, including this one, college professors are given little influential recognition, a study should be made of those practices of college professors that do exert some influence on the decision to teach, both in supportive and detrimental fashions.

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

1. The College of Education should charge some teacher-education body, such as a temporary committee, to study and pass judgment on each of the recommendations

made by the interviewees of this study. Each recommendation should be weighed in the light of the teaching shortage, the feasibility of the recommendation itself and the commitments inherent in the land-grant philosophy of the University.

2. Realizing the necessity for maintenance and improvement of high, respectable standards in teacher education, the College of Education should attempt to build in policies further encouraging flexibility as a principle to be used in dealing with post-degree candidates for elementary-teaching certification. (Such procedures might include such practices as allowing for "comping" courses, waiving requirements and committee evaluations of competencies possessed by candidates which might allow them to bypass certain fundamental requirements.) The plea here is for actual individual treatment and more-than-adequate advising, based on the knowledge that post-degree candidates are collectively a "different breed" from the undergraduate group of elementary education majors. Hill has said, "The requirements for certification and the type of preparation required do operate somewhat to prevent students from deciding to teach and to reduce the attractiveness of teaching as a career."² The Committee on Education for Women

²Clyde M. Hill, op.cit., p. 31.

has recently stated that "...the Committee recommends that the College of Education provide elementary education majors with greater flexibility in individual program planning."³ How much more should the post-degree candidates for certification be given intelligent flexibility, then! Kloosterman adds fuel to the fire, "One can therefore conclude that although programs of teacher certification are necessary, a considerable amount of flexibility is possible and perhaps desirable when planning programs leading to teacher certification of middle-aged adults."⁴

3. The College of Education should consider the possibility of taking more of the certification program out to the students. Geographic isolation should not prevent a potential, effective teacher from entering teaching. An extended concept of cooperation with other reputable certifying institutions should be worked out.

4. The College of Education should publicize more-widely information on certification programs for college graduates who wish to teach. An attractive brochure should be developed and distributed in

³Committee on Education for Women, A Report to the Provost of Michigan State University, July, 1961, p. 37.

⁴Kloosterman, op.cit., p. 144.

classes to persons who will in turn give it to a prospective teacher who already possesses a degree.

5. The College of Education should work for the modification of certification requirements so as to allow the issuance of a certificate closely resembling the State Provisional Certificate which would enable a college graduate with some education requirements completed to teach on full-status until major-minor and education requirements are met. (This certificate would apply only to late-deciders and would contain built-in time limits for completion of requirements.) Too many prospective teachers never follow through with plans to obtain a full teaching certificate after graduation from college because of the time involved. Furthermore, it is important "...that we recognize that professional courses acquire new meaning when their students are experienced teachers....A minimum of professional study should be followed by teaching experience as a student or intern and continuing professional study during the first years of teaching."⁵ So says one of our leading teacher-educators. The principle he expounds should be applied in our

⁵From a speech by Willard B. Spalding, Associate Director for Educational Programs, California Coordinating Council for Higher Education; presented to the Third General Session, The Columbus TEPS Conference, June 26, 1963 (mimeographed copy, p. 7).

approach to the certification of female college-graduates interested in becoming elementary teachers.

Closing Statement

A study by the National Manpower Council of the United States Department of Labor indicates that more and more women will enter the labor force in response to the demands of a changing and growing economy.⁶ Like it or not, the working woman appears to be here to stay.

Homes are not generally disrupted or demolished because the mother works; the problem goes much deeper than that. Empirical evidence cries to support this statement. The minds of people who believe the working mother is a force of evil can be put at rest on this point. Crucial to family solidarity are the relationships between the members of the family, not the physical "being-together" aspects of family living. It takes more than just being together.

Woman's role has changed. More and more children go to college, needing more and more support. The divorce rate sky-rockets. Women tend to outlive their mates. The battle for peace and supremacy of freedom demands constant vigilance and effort.

⁶National Manpower Council, U. S. Dep't of Labor. Womanpower. (New York: Columbia University Press, 1957).

Education is a powerful social agent; women are a powerful force in education. Teacher-educators must constantly be concerned with attracting potential top-notch teachers. College graduates, late-deciders, can provide a significant source of potential teachers. Spalding points out that, "...on the whole, late choosers of a profession perform better than early choosers."⁷ Little more need be said.

A portion from "Catalyst's View" is a fitting finale. It states:

We have, in the American woman, one of the nation's great neglected resources. We have always admired her, pursued her, whistled at her...even enshrined her. Now we need to use her. Not just for the jobs men don't want to do. Not grudgingly because we want to shut her up. Not slyly because we think she's cute. But thankfully...because she has brains, time, knowledge, courage, sensitivity and dedication that are needed in our struggle for survival.⁸

⁷Spalding, op.cit., p. 3.

⁸Catalyst, "Catalyst's View," excerpt from a mimeographed report (Lewiston, Maine: Catalyst in Education, 1963), p. 10.

APPENDIX A

INTRODUCTION TO INTERVIEWKey points:

1. Interested in learning why people such as you are interested in teaching after taking a non-teaching undergraduate program.
2. Information gained from this study could help in the development of an improved, more flexible certification program, if needed.
3. Express appreciation for cooperation.
4. Guarantee complete anonymity of the interviewee from this point on.
5. Encourage freeness, lack of inhibition in the ensuing interview.
6. Emphasize importance of keeping conversation on the topic, but stress freedom for the interviewee to ask for clarification, etc.
7. I will be recording responses, may have to work slowly.

INTERVIEW SCHEDULE

1. You may or may not have done some teaching prior to today, on a special certificate or something similar. Whether you have or not, why, briefly, are you now entering the teaching profession? (No probes and follow-ups, just free conversation)

2. How long ago did you first think of becoming a teacher? _____ years. a) What key factors caused you to begin to think about teaching? (no probes)

3. How long ago did you definitely decide to become a teacher? _____ years. a) What key factors helped to make this decision definite? (no probes)

4. What persons influenced your decision to become a teacher, and to what extent did each influence you?

<u>Person</u>	<u>Very Important</u>	<u>Fairly Important</u>	<u>Not very Important</u>
Mother	_____	_____	_____
Father	_____	_____	_____
Husband	_____	_____	_____
Teachers you know	_____	_____	_____
Friends not in teaching	_____	_____	_____
Speakers you've heard	_____	_____	_____
College professors	_____	_____	_____
Others	_____	_____	_____

5. Which two of the persons mentioned in #4 were of greatest influence in your decision to become a teacher?

1) _____ 2) _____

- a) What was it about them or what did they do that had this great an influence on your thinking?

1)

2)

6. Do you have any relatives who are in teaching or were before or at the time of your decision to definitely become a teacher?

_____ Yes

_____ No

- a) If "yes," what levels did they teach?

Mother _____

Father _____

Brother _____

Sister _____

Husband _____

Others _____

7. Since deciding to become a teacher, have you ever had any doubts that this decision was the right one for you?

_____ Yes, serious doubts

_____ Yes, but not serious

_____ No, no doubts at all

If "yes," what was/is the nature of these doubts?

8. What changed your mind about pursuing the field in which you obtained your bachelor's degree?

_____ inadequate income

_____ limited job availability

_____ little opportunity for advancement

_____ didn't satisfy psychologically

_____ wasn't really preparing for any specific field

at that time

Other:

9. If you were completely free to do so, would you stay with your decision to become a teacher, or would you even now choose another field?

_____ stay with teaching a) Why do you say this?
 _____ choose another field (probe)
 _____ not sure

****Nos. 10 & 11 not applicable if "stay with teaching" response given in #9.**

10. If you would (or might) choose another career, what would it take to get you into the career you really desire?

_____the financial means to	a) Why are these
_____prepare for it	_____factors so im-
_____better GPA	_____portant to you?
_____knowledge that the other field	
_____offers a job wherever I live	
_____prospect of making a salary as	
_____good or better than in teaching	
_____less time needed to train for	
_____the career	
_____moral support of close relatives	
_____encouragement from someone in	
_____the field	
_____other	

11. Which one of the factors mentioned in #10 would be most important in helping you to get into the field you really prefer?

1) _____ a) Why do you choose this factor as most important?

12. How soon do you want (plan) to begin teaching?
(Probe the nature of the response)

13. Is there one statement that would best describe the way you feel about becoming a teacher?
14. In your opinion, what are the three most important characteristics that an elementary teacher should possess?
 1)
 2)
 3)
15. If you could do just one thing for the children you plan to teach, what would it be?
16. It is frequently said that elementary school teaching is chosen by many women because it can be a contingent occupation; that is, an occupation at which one can work until it is necessary to leave the occupation and then re-enter at a later date if the need arises. Thus a contingent occupation is contrasted with a career occupation in which continuity of employment is assumed. Do you personally see teaching (for you) as a contingent or career occupation?
 _____contingent a) Why do you classify it thus?
 _____career
17. Generally speaking, who do you feel does the better job of teaching, contingent or career teachers?
 _____contingent a) Why do you feel this way?
 _____career
 _____not sure
18. Under what conditions would you leave teaching?
 _____ill health Other:
 _____marriage
 _____pregnancy
 _____financial independence

19. If you did leave teaching, under what conditions would you return?

_____ financial necessity Other:

_____ children all in school

20. How many years do you plan to teach, including any teaching you have already done?

_____ 1-5 years

_____ 6-10 years

_____ not sure (Why?)

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

_____ financial

_____ family

_____ other

22. What do you expect to gain from teaching that will repay you for these sacrifices?

_____ extra income

_____ personal satisfactions

_____ other _____

23. Which grade-levels do you wish to teach?

_____ Kg Why do you prefer these grade-levels?

_____ 1-2

_____ 3-4

_____ 5-6

24. Do you plan to do substitute work or go right into full-time teaching?

_____ substitute

_____ full-time

_____ not sure (Why?)

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

_____ Yes

_____ No

_____ Not sure a) (Why?)

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

_____ yes a) In what field? _____

_____ no

_____ not sure b) Why not?

27. Do you have any idea of obtaining a doctorate?

_____ yes a) In what field? _____

_____ no

_____ not sure b) Why not?

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

_____ administrator

_____ supervisor

_____ consultant

_____ counselor

_____ none

_____ not sure (why?)

29. What do you see yourself doing professionally in--

a) 5 years?

b) 10 years?

c) 20 years? (If applicable)

30. Briefly, what is your honest opinion of the certification program you are involved in? (Strengths, weaknesses, requirements, flexibility, individual treatment, etc.)

31. Which of the following factors have had some influence in your decision to become a teacher, and to what extent?

	MUCH	SOME	LITTLE
availability of a certifying institution	_____	_____	_____
comparative ease of becoming certified	_____	_____	_____
economic necessity	_____	_____	_____
desire for more/better material things	_____	_____	_____
put children through school	_____	_____	_____
job mobility	_____	_____	_____
good working conditions	_____	_____	_____
professional relationships	_____	_____	_____
summers free	_____	_____	_____
like working with children	_____	_____	_____
higher status	_____	_____	_____
different self-identity	_____	_____	_____
develop feeling of worthwhileness	_____	_____	_____
diversity, get out of home-tied situation	_____	_____	_____
security, "insurance policy"	_____	_____	_____
others _____	_____	_____	_____

32. Please make any comments about anything related to what we have been talking about or "around." Are there any pertinent factors or concepts that have not been mentioned to this point concerning you and teaching?

33. General Information

- 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 is the highest degree you hold?
- _____ BA or BS Field _____
- _____ MA or MS Field _____
- _____ other _____
- E. What was or will be your age in years as of June 1, 1963? _____ years.
- F. What was your marital status at the time you definitely decided to become a teacher?
- _____ Single with no dependents
- _____ Single with _____ dependents
- _____ Married with no dependents
- _____ Married with _____ dependents
- _____ Divorced with no dependents
- _____ Divorced with _____ dependents
- _____ Widowed with no dependents
- _____ Widowed with _____ dependents
- _____ Other _____

APPENDIX B

MICHIGAN STATE UNIVERSITY East Lansing

College of Education

May 29, 1963

Dear

You have been identified, from records here at Michigan State University, as an individual who holds a bachelor's degree, not in education, now involved in becoming certified to teach in the elementary school.

I am interested, along with many other persons here at MSU and other institutions of higher learning, in obtaining more information concerning persons such as yourself who hold college degrees and who are now interested in becoming fully certified teachers. The study I am involved in might lead to a re-examination of certification practices and the programs being offered to elementary certification candidates. It may also lead to modification of other practices and subsequent studies.

You have been selected for an interview centering around the topic just mentioned. In a few days I will be contacting you, probably by phone, for the purpose of setting up an appointment for an interview of about an hour's duration. Will you please give some thought to some alternative times when I might interview you in your home or any other suitable location? If you have any doubts as to the authenticity of this study, the integrity of my personality, or anything else concerning the study, please feel free to contact Dr. Charles Blackman, Dr. Leland Dean or anyone else at the College of Education, Michigan State University.

Please also be informed that complete anonymity will be the rule--your identity will be used in no way in the study or in the report of the study from the time of interview on.

I shall be interviewing early in June. Since you live in the same geographic locality as do others in the study, of necessity I must schedule several interviews on the same or succeeding days. You can help me by fitting the interview to your schedule.

Thank you for your cooperation and interest in teacher education.

Sincerely,

Kenneth E. Beighley
330 College of Education
Home Phone - 355-1218
Office Phone - 355-1786

KB/jt

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