A STUDY OF SELECTED BIOGRAPHICAL DATA, PERSONALITY CHARACTERISTICS AND ATTITUDES OF ELEMENTARY INTERN PROGRAM STUDENTS AT MICHIGAN STATE UNIVERSITY

> Thesis for the Degree of Ph. D. MICHIGAN STATE UNIVERSITY JAMES L. CONLEY 1968



This is to certify that the

thesis entitled

A STUDY OF SELECTED BIOGRAPHICAL DATA, PERSONALITY CHARACTERISTICS AND ATTITUDES OF ELEMENTARY INTERN PROGRAM STUDENTS AT MICHIGAN STATE UNIVERSITY

presented by

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ABSTRACT

A STUDY OF SELECTED BIOGRAPHICAL DATA, PERSONALITY CHARACTERISTICS AND ATTITUDES OF ELEMENTARY INTERN PROGRAM STUDENTS AT MICHIGAN STATE UNIVERSITY

by James L. Conley

This study was designed to identify and describe the composite characteristics of the individual who chose an internship method of teacher preparation at the elementary level. In addition, it was the purpose of this study to describe the characteristics of the male E.I.P. elementary teacher candidate.

In order to investigate differences between males and females and between the regular female on-campus elementary student and the female student who was in the Elementary Internship Program (E.I.P.) at Michigan State University, three instruments were administered to the three groups. The data on the male on-campus students were not used because of the small number of males in the sample. The three instruments used were: (1) the Minnesota Teacher Attitude Inventory, (2) the Edwards Personal Preference Schedule, and (3) the Teacher Education Inventory.

The E.I.P. sample included 176 females and 37 males. The on-campus sample included 170 females.



There were four major hypotheses examined in this study:

- 1. The first hypothesis was concerned with the mean score of the female E.I.P. students and the female on-campus students in the Minnesota Teacher Attitude Inventory. Using the t-test, it was found that there was a significant difference at the .05 level of confidence between the two groups.
- 2. The second hypothesis dealt with the mean scores of the males and females in the internship program on the M.T.A.I. Analysis here revealed no significant differences (at the .05 level of confidence) between these two groups.
- 3. It was stated in the third hypothesis that the female E.I.P. student would have the same needs as measured by the Edwards Personal Preference Schedule as the regular female elementary student at Michigan State University. Through a t-test analysis it was found that six of the 15 needs were significantly different between the two samples. These six were: deference, autonomy, succorance, abasement, endurance, and heterosexuality.
- 4. Hypothesis four stated that there would be no difference between the mean scores of the female



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E.I.P. students and the college norm groups of the Edwards Personal Preference Schedule on the individual scales of the Edwards Personal Preference Schedule. This hypothesis was rejected in the following subscales of the E.P.P.S.: achievement, order, affiliation, intraception, dominance, abasement, and heterosexuality.

After the hypotheses were examined, a comparison (using the Chi-squared analysis) was made between the female E.I.P. students and the female on-campus students on the basis of the Teacher Education Inventory. The main differences between the two groups were in their ages and their perceptions of the teaching profession. Other differences were found in their educational backgrounds, especially in regards to their attendance at a Junior College. Most of the E.I.P. students have attended a two-year institution, while most of the oncampus sample have attended only Michigan State University.

A descriptive analysis of both the male E.I.P. students' and the female E.I.P. students' personality profiles were presented in this study.

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By

James L. Conley

A THESIS

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CHAPTER I

The Problem

Within the past few years a different approach to the training of elementary teachers has developed at Michigan State University. This approach is different primarily in that the teacher candidates are given additional supervision and assistance during an internship year. Although the internship experience is not new to the field of education in general,¹ it is relatively new to Michigan State University. The program known as the Elementary Internship Program or E.I.P. seems to be contributing a significant influence on the graduates of this program. In a recent study by Houston,² it was found that there is a difference between the graduates of the E.I.P. and the "regular" elementary teacher education programs primarily in terms of the tenure pattern of the two groups. Houston found that over 90 percent of E.I.P. graduates were still in teaching two years after graduation.

^LWalter B. Jacobs, "Practice Teaching for Secondary School Teachers at Brown University," <u>School and Society</u>, 3:533-36, April 8, 1916.

²Robert W. Houston, "A Study of the Teaching Status of Graduates of the Elementary Intern Program at Michigan State University," unpublished report of the College of Education, Michigan State University, May, 1967.

This can be compared with one report which indicated "over half of those receiving teaching certificates are not teaching two years later."³

However, one cannot and, for that matter, should not conclude that the E.I.P. methods are the significant factors for increasing tenure without first looking at the candidates who <u>chose</u> the E.I.P. as their method of teacher preparation. The process of first identifying and describing who the E.I.P. students are, what their pre-dispositions are which they bring into the program, and how, specifically, they differ from candidates of the regular elementary teacher education programs is fundamental and should be done before evaluation of the program's effectiveness can proceed.

While the characterization of the E.I.P. student as compared with the regular elementary teacher candidate is important for future evaluation of the teacher education program, there is an additional need for providing data about the male elementary teacher. Information about male elementary teachers is extremely scarce. Jackson and Guba even state that in studies concerning elementary male teachers they should be excluded from the analysis:

There is some reason to believe that male elementary school teachers should be eliminated from consideration since this group appears to be

³Robert N. Bush, "The Formative Years," <u>The Real World</u> of the <u>Beginning</u> <u>Teacher</u> (Washington, D.C.: N.C.T.E.P.S., 1966), p. 7.

somewhat aberrant when compared with the other groups of teachers. Since teaching is often not a terminal position for the male elementary school teacher but serves as a stepping stone to an administrative post, these men may actually be more representative of the administrative occupational group in terms of need structure than they are of the teacher group . . It does not seem unreasonable to suggest from these data that male elementary school teachers more closely fit the stereotypic model of the administrator than they do of the classroom teacher.⁴

From these comments by Jackson and Guba, and the lack of current information about the male elementary school teacher, there is an obvious need for more information of this kind.

⁴Philip W. Jackson and Egon G. Guba, "The Need Structure of In-Service Teachers: An Occupational Analysis," <u>School</u> Review, LXV, 1957, p. 192.

Purpose of the Study

The purpose of this study is to answer two basic questions:

(1) What kind of students choose the Elementary Internship Program as their program choice for becoming a teacher?

(2) Are there differences between Elementary Internship Program students and those in the regular elementary education program? If so, what are these differences?

Hypotheses

In this study the following hypotheses are examined:

- I. It is hypothesized that there is no difference between the mean scores of the female E.I.P. students and the regular female elementary students at Michigan State University on the Minnesota Teacher Attitude Inventory.
- II. It is hypothesized that there is no difference between the mean scores of the female E.I.P. students and the male E.I.P. students on the Minnesota Teacher Attitude Inventory.
- III. It is hypothesized that there is no difference between the mean scores of the female E.I.P. students and the regular female elementary students at Michigan State University on the individual scales of the Edwards Personal Preference Schedule.
 - IV. It is hypothesized that there is no difference between the mean scores of the female E.I.P. students and the female college norm groups of the Edwards Personal Preference Schedule on the individual scales of the Edwards Personal Preference Schedule.

In addition to examining the above hypotheses, a major aspect of this study is centered on examining the personality profiles of the male and female E.I.P. students. This personality profile is written using E.I.P. student responses to a Teacher Education Inventory and the Edwards Personal Preference Schedule as a guide. The female E.I.P. student responses to the T.E.I. are also compared with the female on-campus elementary student.

Organization of the Study

Chapter I included the rationale for this study. In addition, the needs for this study were explained and its purposes outlined. The major hypotheses were stated in conjunction with the major personality profiles to be examined.

In Chapter II, a review of related literature concerning (1) the Edwards Personal Preference Schedule, (2) the Minnesota Teacher Attitude Inventory, and (3) teacher internship programs will be examined.

In Chapter III, the design, sample, instrumentation and limitations of this study will be discussed. An analysis of data will be presented in Chapter IV. In Chapter V, the personality profiles of the male and female E.I.P. students will be investigated and analyzed. Chapter VI will contain a summary of the conclusions and implications of this study.

CHAPTER II

Review of Literature

The review of the related literature in this chapter is centered around the following:

- (1) The Minnesota Teacher Attitude Inventory
- (2) The Edwards Personal Preference Schedule
- (3) Teacher Internship Programs

The Minnesota Teacher Attitude Inventory

"The personality of the teacher is a significant variable in the classroom. Indeed, some would argue it is the most significant variable."¹ The examination of research studies on teacher effectiveness generally support this statement by Getzels and Jackson.

While there are many variables to consider when examining a teacher's personality, one of the central and more important variables is attitude. The Minnesota Teacher Attitude Scale is an instrument designed to measure this aspect of the personality with specific reference to the attitudes of those in the teaching profession. As it is

¹J. E. Getzels and P. W. Jackson, "The Teacher's Personality and Characteristics," <u>Handbook of Research</u> on <u>Teaching</u>, N. L. Gage (Ed.), Chicago: Rand McNally and Company, 1963, p. 506.

stated in the manual, "it (M.T.A.I.) is designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships and, indirectly, how well satisfied he will be with teaching as a vocation."²

The 150-item Minnesota Teacher Attitude Inventory is, in its present form, largely based on the result of a dissertation³ and monograph⁴ by Carroll H. Leeds. In the monograph Leeds discussed how the original inventory, then called the Teacher-Pupil Inventory, was constructed, how it was administrated, how the inventory was scored, as well as discussing the validity and reliability of the instrument. Briefly, the validity coefficients for the inventory, when correlated with (1) ratings of principals, (2) ratings by classroom observations (Leeds' observations), and (3) ratings of pupils, show the following correlations of .434, .486, and .452, respectively. A multiple correlation of .595 between the inventory and the three criteria measures, as

²W. W. Cook, C. H. Leeds and R. Callis, <u>Minnesota</u> <u>Teacher Attitude Inventory Manual</u> (New York: The Psychological Corporation, 1951), p. 3.

³Carroll H. Leeds, "The Construction and Differential Value of a Scale for Determining Teacher-Pupil Attitudes" (unpublished doctoral dissertation, University of Minnesota, Minneapolis, Minnesota, 1946).

⁴Carroll H. Leeds, "A Scale for Measuring Teacher-Pupil Rapport," <u>Psychological Monograph</u>, Vol. 64, No. 312 (1950), 24 pp.

well as the other three correlations, is significant at the one percent level.⁵ Thus, this instrument seems to be a valid one for differentiating between two extreme groups' teachers: namely, those who are at extreme ends of an attitude-towards-pupils continuum.⁶ At the upper end of this continuum is the "good" teacher. Those teachers who ranked at the upper ends of the inventory are assumed to be able to "maintain a state of harmonious relations with their pupils characterized by mutual affection and sympathetic understanding."⁷ In addition, these teachers like children and generally enjoy teaching. Their classrooms are typified by feelings of security with a permissive atmosphere wherein the students can act, think and speak with mutual respect for each other.

On the other end of this continuum we find the frustrated, nervous, fearful teachers who frequently have disciplinary problems. These teachers' classrooms seem to be more subject-centered than pupil-centered. In essence, they can be characterized as having the opposite attitudes of the good teachers described above.

⁵<u>Ibid</u>., p. 23.

⁶For discussion of the validity of the items themselves see Leeds, 1946, <u>op</u>. <u>cit</u>., pp. 13-22.

⁷Cooks, Leeds, and Callis, <u>op</u>. <u>cit</u>., p. 3.

It is between these two extreme groups of teachers that the inventory can validly differentiate.

Leeds also shows that the reliability of the inventory as determined by means of the split-half method and the Spearman-Brown prophecy formula resulted in a reliability coefficient of .87.⁸

One further comment about the instrument itself. As there are no "right" nor "wrong" answers, the scoring keys that are used are, to some extent, a reflection of the educational philosophy of the authors. To the degree that this is true, others using the inventory may disagree in philosophy. Hence, it is suggested by the authors that the potential user should examine possible conflicts in educational philosophy before the inventory is used.

In addition to studies of the M.T.A.I. itself, the M.T.A.I. has frequently been used in investigating the attitudes of certain groups of teachers or teacher trainees. Its popularity as an instrument of measuring teacher attitudes is attested to by Getzels and Jackson as they reported in 1963 that "more than 50 research studies using this instrument are reported in the literature."⁹ For example, Sandgren Schmidt¹⁰ in 1956 examined the relationship between M.T.A.I.

⁸Leeds, 1950, <u>op</u>. <u>cit</u>., p. 23.

⁹Getzels and Jackson, <u>op</u>. <u>cit</u>., p. 508.

¹⁰D. L. Sandgren and L. G. Schmidt, "Does Practice Teaching Change Attitudes Towards Teaching," <u>Journal of</u> <u>Educational Research</u>, 1956, Vol. 49, pp. 673-80.

scores and a critic teacher's rating of teaching effectiveness for student teachers. Their sample of 393 student teachers was divided into three groups on the basis of their M.T.A.I. scores. Inasmuch as they found no significant relationship between the M.T.A.I. scores and the critic teachers' evaluation of the performance on student teaching, they concluded that the M.T.A.I. "cannot be used to predict probable success in teaching if the ratings made by public school critic teachers on the Student Teaching Report are used as a criterion of success."¹¹

Fuller¹² found similar results when she examined 24 student teachers in the nursery school-kindergarten-primary teacher training curriculum at the University of Minnesota. Using the Spearman Rank Order Correlation Coefficient, the correlation between the M.T.A.I. and a Supervisor's Rating on the Student-Teacher Rating Scale (University of Minnesota) was found to be a non-significant +.13. On the basis of this, Fuller wrote, "The M.T.A.I. may be considered useful as an instrument for early vocational selection of teachers from the general population, and from College of Education

¹¹<u>Ibid</u>., p. 679.

¹²Elizabeth M. Fuller, "The Use of Teacher-Pupil Attitudes, Self Rating, and Measures of General Ability in the Preservice Selection of Nursery School-Kindergarten-Primary Teachers," Journal of Educational Research, Vol. 44, May, 1951, pp. 675-86.

students as a group. However, it does <u>not</u> distinguish high and low level students in their teaching performance once they have survived academic competition to achieve senior status in the teacher training program."¹³

In another study of student teachers and their M.T.A.I. scores, Stein and Hardy¹⁴ found two significant correlations between advisors' ratings of student teaching performance and students' M.T.A.I. scores. One significant correlation (.05 level) was found on a sample of 26 secondary student teachers. These ratings were given by the advisors of the Faculty of Education at the University of Manitoba. However, in the same study a non-significant correlation was reported using the Faculty of Education ratings and the M.T.A.I. scores for elementary student teachers. Results from a third sample from the Manitoba Provincial Normal School of elementary student teachers were also reported. The correlation between advisors' ratings and M.T.A.I. was significant at the .01 level. These conflicting results in this study might be accounted for in the Faculty Rating Scale that was used. The advisors' ratings on the student teachers were made on

¹³<u>Ibid</u>., pp. 684-85.

¹⁴Harry L. Stein and James Hardy, "A Validation Study of the Minnesota Teacher Attitude Inventory in Manitoba," Journal of Educational Research, Vol. 50, January, 1957, pp. 321-38.

a ten-point letter scale. This limited scale probably contained sampling errors which would account for the low correlation and conflicting results.

Stein and Hardy completed other correlations between the M.T.A.I. and (1) pupils' ratings on the "Our Student Teacher" scale, (2) pupils' estimates of student teacher lessons, and (3) combined pupil-advisor ratings. Of the eight correlations reported between the M.T.A.I. and the above categories, five were significant at the .01 level and one was significant at the .05 level. The authors thus conclude that the M.T.A.I. is a valid and reliable instrument to use in examining performance in student teaching.

A related study by Downie and Bell¹⁵ examined records of students who scored highest and lowest on the M.T.A.I. and analyzed the characteristics of each group. Included in the records of each were recommendations by instructors in education courses as to the candidate's possibilities in the area of teaching. There seemed to be a degree of consistency between the scores of sophomores in a Child Development course on the M.T.A.I. and the ratings of the instructors. Persons scoring high on the M.T.A.I. received

¹⁵N. M. Downie and C. R. Bell, "The Minnesota Teacher Attitude Inventory as an Aid in the Selection of Teachers," <u>Journal of Educational Research</u>, Vol. 46, May, 1953, pp. 699-704.

statements like "enthusiastic about teaching" and "has keen interest and should get along well with children," while persons with low M.T.A.I. scores received comments like "doubtful how much appeal she will have to kids" and "long way to go yet in understanding people."¹⁶ They also found in this study that "students who scored high on the M.T.A.I. tended to have a background of experiences with young people and an expressed interest in teaching. . . . Poor students tended to show the opposite of these traits."¹⁷

M.T.A.I. scores have been used not only to identify promising students of education but also comparisons of M.T.A.I. scores between students who complete a teacher education program and those who do not have been reported. Durflinger¹⁸ compared M.T.A.I. scores on four different groups of women elementary students.

- Group A: Those who pursued a teacher preparation program to student teaching in the senior year.
- Group B: Those who selected this program but were unable to maintain sufficiently high grades to remain in the university.

¹⁶Ibid., p. 701.

¹⁷Ibid., p. 704.

¹⁸Glenn W. Durflinger, "Academic and Personality Differences Between Women Students Who Do Complete the Elementary Teaching Credential Program and Those Who Do Not," <u>Educational and Psychological Measurement</u>, Vol. 23, No. 4, Winter, 1963, pp. 775-83.

- Group C: Those who selected this program but, at their own volition, transferred to another major and remained in the university to the senior year.
- Group D: Those who, for reasons other than academic grades, withdrew from the university within three years. (There was no record if they went to another university.)

It was found that the mean M.T.A.I. score for Group A was higher for all groups and significantly higher (.01 level) for Groups C and D. Durflinger concludes that the M.T.A.I. "shows promise of identifying the women students who would be likely to complete the elementary credential program with success once they had begun."¹⁹

Probably the most comprehensive study using the M.T.A.I. was reported in 1956 by Cook, Kearney, Rocchio and Thompson.²⁰ In this study the M.T.A.I. was administered to the total staff (teachers and principals) in grades kindergarten to 12 of the public school system of a midwestern city of approximately 300,000 people. In addition, a personal data sheet was completed by each teacher and principal, thereby

¹⁹<u>Ibid</u>., p. 780.

²⁰W. W. Cook, Nolan Kearney, Patrick Rocchio and Anton T. Thompson, "Significant Factors in Teachers' Classroom Attitudes," <u>Journal of Teacher Education</u>, Vol. 7, 1956, pp. 274-79.

giving data for the study. The students completed questionnaires in grades 10 and 12 in four of the city's ten high schools. The students were asked to identify two subjects taken during the current year in which the teacher was liked best and two subjects in which the teacher was liked least. From this information the following results were presented.

(A) There was a significant difference among the mean M.T.A.I. scores according to the kind of teacher education institution attended. Teachers who attended a university had higher scores than teachers who prepared at a teachers college, who in turn had higher scores than teachers who attended liberal arts colleges. However, this was found to be true for only elementary teachers. For secondary teachers, the university-trained teachers scored the highest on the M.T.A.I. but the liberal arts college-trained teacher scored higher than the teacher trained in a teachers college.

(B) There is a significant difference among mean scores on the M.T.A.I. according to the amount of education a person has. It was found that the more college education a teacher has, the higher was his score on the M.T.A.I. The mean score for a person with two years of college had an M.T.A.I. score of 21.3 while those persons with five or more years of college had a M.T.A.I. score of 66.3. It is interesting to note that when secondary teachers are compared with

elementary teachers, the elementary teachers consistently score higher. In this study, for example, the secondary teachers with five years of college scored approximately the same as elementary teachers with four years of college. In a separate study, using the same data, Rocchio and Kearney state emphatically that, "it is clear that there is a definite increase in mean M.T.A.I. scores with each additional level of education."²¹

(C) There is a difference between teacher M.T.A.I. scores according to the subject taught. Elementary teachers who had self-contained classrooms had higher scores than teachers who taught special subjects (art, home economics, music, physical education and industrial arts). On the secondary level, teachers who taught academic subjects had a mean M.T.A.I. score of 36.4, while non-academic subject teachers had a mean of 24.6 on the M.T.A.I.

(D) There was a significant difference between the "best liked" teachers' and the "least liked" teachers' scores on the M.T.A.I. The best liked teachers had a mean score of 38.7, while the least liked teachers' mean score was 18.4. It is interesting to see that there was approximately the same number of men and women in these groups,

²¹Patrick D. Rocchio and Nolan C. Kearney, "Using an Attitude Inventory in Selecting Teachers," <u>The Elementary</u> <u>School Journal</u>, Vol. 56, September, 1955, p. 76.

and their average age was approximately the same (42.2 for most liked; 41.2 for least liked).

(E) Students who planned on going into teaching as a vocation scored significantly higher on the M.T.A.I. than students going into other vocations (25.4 versus 2.3). From these results the authors suggest that "an instrument such as the M.T.A.I. should be useful in the hands of counselors and guidance workers who are confronted with the problem of helping counselees in the selection of a vocation."²²

Walter W. Cook,²³ one of the authors of the M.T.A.I., summarized the findings of the M.T.A.I. in a report to the American Association of Colleges for Teacher Education. This summary was based on data from 300 teachers (100 superior, 100 inferior, and 100 randomly selected). His findings showed that sex, nationality, marital status, parental status, and intelligence had little or no relationship to the teacher's attitude towards pupils. This study also reported that (a) teachers in the unselected group, who liked teaching "very much," scored higher on the M.T.A.I. than teachers who liked

²²Cook, Kearney, Rocchio and Thompson, <u>op</u>. <u>cit</u>., p. 278.
²³Walter W. Cook, "Personality Characteristics of Successful Teachers," <u>American Association of Colleges for Teacher Education Yearbook</u>, 1954, pp. 63-70.

teaching "fairly well," and (b) "teachers in grades one to three tended to score higher than those in grades four to six, who in turn scored higher than senior high school teachers; junior high school teachers (grades seven and eight) scored lowest of all."²⁴

One additional relevant study of the M.T.A.I. should be mentioned. This study was conducted with the Student Teacher Education Program (S.T.E.P.) at Michigan State University. This program later became known as the Elementary Intern Program. The M.T.A.I. was administered to the 1960 and 1961 groups of S.T.E.P. and also to the 1960 campus students consisting of all first-term juniors enrolled in elementary education in the fall of 1960. The means for the S.T.E.P. students were 25.0 and 37.1 for the 1960 and 1961 groups, respectively, while the campus women's mean was 55.7. The authors state that the difference in the scores might be accounted for in the age and socio-economic backgrounds of the S.T.E.P. and campus students.²⁵ They further note that those S.T.E.P. women students who completed the program when readministered the M.T.A.I. increased their scores to 50.7 and 55.0 for the two groups. This shift in attitudes

²⁴Ibid., p. 69.

²⁵Bernard R. Corman and Ann G. Olmsted, "The Internship in the Preparation of Elementary School Teachers," College of Education, Michigan State University, 1964, p. 98.

towards pupils was interpreted as "the impact of the training and work milieu" of the S.T.E.P. students.²⁶

The Edwards Personal Preference Schedule

Another instrument which is being used more and more frequently in the examination of teacher personality is the Edwards Personal Preference Schedule (E.P.P.S.). The E.P.P.S. is a 225-item forced-choice instrument designed to measure the relative strength of the following 15 needs: (1) Achievement, (2) Deference, (3) Order, (4) Exhibition, (5) Autonomy, (6) Affiliation, (7) Intraception, (8) Succorance, (9) Dominance, (10) Abasement, (11) Nurturance, (12) Change, (13) Endurance, (14) Heterosexuality, and (15) Aggression.²⁷

Examination of the related literature using the E.P.P.S. with teachers reveals that most of the studies use the E.P.P.S. to compare two or more classifications of teachers, i.e., the studies examine the needs experienced versus nonexperienced teachers, or they (the studies) examine the relative needs of male versus female teachers. This review of the related literature on the E.P.P.S. will thus be organized following this pattern.

26_{Ibid}.

²⁷A. L. Edwards, <u>Edwards</u> <u>Personal Preference Schedule</u>: <u>Manual</u> (1959 rev.), New York: <u>Psychological Corporation</u>, <u>1959</u>.

Comparison of the Needs of Male Versus Female Teachers:

A significant study using the Edwards Personal Preference Schedule, which compared the needs of male and female teachers with the norms found in the test manual, was made by Jackson and Guba and reported in 1957.²⁸ In this study the researchers compared scores on the E.P.P.S. of 91 high school men, 27 elementary school men, 52 high school women, and 196 elementary school women with the 1,509 liberal arts students (760 males and 749 females) on whom the test was standardized. Results showed that on two of the measures, deference and heterosexuality, there were significant differences between the norms and all four teacher categories. The teachers were found to be significantly more deferent and significantly less heterosexually inclined than the norm group. On two other needs, order and endurance, three of the teacher groups (male high school and both female groups) scored significantly higher than the normative group. These same three teacher groups scored significantly lower on exhibition.

Differences in four additional needs were noted for at least one of the teacher groups. On intraception and succorance the male high school teachers scored lower than the norm group, and on the need for change the female high school

²⁸P. W. Jackson and Egon G. Guba, "The Need Structure of In-Service Teachers: An Occupational Analysis," <u>The</u> <u>School</u> <u>Review</u>, 65:2, 176-92, 1957.
teachers scored lower than the norm group of liberal arts students. One need category, dominance, showed that both female teacher groups had a significantly low score in this area, while neither male group was significantly different from the norm group.

Jackson and Guba also compared and examined the needs of the teachers by sex and teaching experience. They divided the male and female teachers into three additional groups: (1) novices, 0-3 years of teaching experience, (2) intermediates, 4-9 years of teaching experience, and (3) veterans, 10 or more years of teaching experience. Profiles of the needs were then compared between (a) the novice males and novice females, and (b) veteran males and veteran females.

When the needs for each group were ranked and correlations (rank-order) were computed, Jackson and Guba found "both male and female veterans have markedly similar need structures."²⁹ The rank order correlation between the veterans was found to be .698. Both groups ranked highest on deference and order, and lowest on heterosexuality and exhibition. However, when the novice teacher groups were compared, the correlation was found to be only .189. This would suggest that there are initial differences in the need patterns of beginning male and female teachers.

²⁹<u>Ibid</u>., p. 184.

Similar results were found by Merrill³⁰ when he examined the relative needs of male education students, mature teachers, and educational administrators with the Edwards norm group of college males. For the male education students, 12 of the 15 need categories were significantly different from the norm group. The student group was found to be "more deferring, orderly, affiliative, intraceptive, abasing, nurturant, enduring, and less autonomous, succorant, change-oriented, heterosexual and aggressive" than the norm group.³¹ The successful teacher group differed from the norm group in that the former was more deferring, orderly, abasing, enduring and less exhibitionist and heterosexual than the latter.

Hamachek and Mori,³² however, found only one significant difference between the scores of male secondary education majors and the male norm group. For their group the male secondary education major scored higher only on the intraception scale. Likewise, there were few differences between their sample of females and the female normative group of

³⁰Reed M. Merrill, "Comparison of Education Students, Successful Science Teachers and Educational Administrators on the Edwards Personal Preference Schedule," <u>Journal of</u> <u>Educational Research</u>, Vol. 59, No. 1, September, 1960, p. 38-40.

³¹Ibid., p. 38.

³²Don E. Hamachek and Takako Mori, "Need Structure, Personal Adjustment, and Academic Self-Concept of Beginning Education Students," Journal of Educational Research, Vol. 58, No. 4, December, 1964, pp. 158-62.

the E.P.P.S. The Hamachek and Mori sample of secondary education majors and elementary education majors scored <u>lower</u> on the deference scale and <u>higher</u> on the heterosexuality scale than did the female college norm group. The female secondary education majors also exhibited lower need for affiliation when compared to the norm group.

One additional comparison was made in this study. The needs of male education majors were compared with the needs of female education majors. In this comparison, it was found that significant differences existed in the following categories:

- (A) Females' needs higher than males':
 - (1) Affiliation
 - (2) Succorance
 - (3) Nurturance
 - (4) Desire for change
- (B) Females' needs lower than males':
 - (1) Dominance
 - (2) Aggression
 - (3) Autonomy
- (C) Female elementary education majors' needs lower than males':

 (1) Achievement
- (D) No difference between males' and females' needs:
 (1) Deference
 (2) Ustamage liter
 - (2) Heterosexuality

In summary, while there is reported somewhat contradictory results in different studies, the E.P.P.S. seems to indicate that the need patterns are different for male and female teachers, and both are different from the college norm groups.

Experience Versus No Experience in Teaching:

The E.P.P.S. has also been used to compare the manifest needs between experienced teachers and inexperienced teachers. In the previously mentioned Jackson and Guba study.³³ the rank order correlation between male veterans and male novices was only .317, while for female veterans and female novices the correlation was .712. This difference found between the two groups was referred to as "lessons which the novice must learn if he is to enter the ranks of the veterans."³⁴ The authors also suggest that the males have more to learn than the females (see above correlations). The major differences in regards to experiences for males occur in the need areas of exhibition. abasement, intraception (novice group higher than veteran group), and nurturance, order and deference (veteran group higher than novice group). For females, novices were higher than veterans on heterosexuality. exhibition, and change; novices were lower than veterans on endurance, order and deference.

Goldman and Heald³⁵ also examined teacher needs as related to experience. They found that experience in

³³Jackson and Guba, op. cit.

³⁴Ibid., p. 186.

³⁵Harvey Goldman and James E. Heald, "Teachers' Need Patterns and the Administrator," <u>Bulletin of the National</u> <u>Association of Secondary School Principals</u>, Vol. <u>51</u>, No. 323, December, 1967, pp. 93-104.

teaching increases, the need for order and dominance increases, and the need for abasement decreases. This initial comparison was made between inexperienced female teachers (one to three years of experience) and experienced female teachers (four to ten years of experience). When inexperienced female teachers' need patterns were compared to those of female veterans (11 or more years of experience), the differences are even more pronounced. Greater needs for deference, order and endurance, and decreasing needs for exhibition, change and heterosexuality come with experience in the teaching profession.

The need patterns of inexperienced male, experienced male, and veteran male teachers showed patterns very similar to those of female teachers. The more experienced veteran male teachers possessed greater needs in order and deference but fewer needs in exhibition, intraception, and heterosexuality. Goldman and Heald conclude on the basis of their study that "with increasing experience teachers become more self-centered" (in their need patterns) and that "teachers' need patterns change with continuing experience in a predictable manner."³⁶

The E.P.P.S. also differentiates among the different need patterns of college students preparing to teach in

³⁶<u>Ibid</u>., pp. 101-102.

different teaching areas. Garrison and Scott³⁷ administered the Edwards to 530 college students who were preparing to Four needs--achievement, nurturance, order, and teach. succorance--were found to be significantly different among the different levels and areas of teaching. Briefly, it was found that women teachers who were planning to teach at the secondary level had a greater need for achievement than women planning to teach at the elementary level. It was also found that language arts education and mathematics/ science education students had greater needs for achievement than did elementary, business education or physical educa-It was also shown in this study that mathtion students. ematics/science and lower elementary subjects exhibited a high need for nurturance. The need for order was greatest for students planning to teach in home economics when compared with social science, language arts, elementary, and mathematics/science students. In regards to succorance, elementary students disclosed a significantly greater need than did special education students. Certain other needs differentiated among small numbers of the teaching categories and in only four areas--endurance, deference,

³⁷Karl C. Garrison and Mary H. Scott, "A Comparison of the Personal Needs of College Students Preparing to Teach in Different Teaching Areas," <u>Educational and Psychological</u> <u>Measurement</u>, Vol. 21, No. 4, 1961, pp. 955-964.

aggression, and dominance--did the author reject their hypothesis that there were differences among students preparing to teach in different areas.

Scandrette³⁸ also examined the need patterns of women elementary and secondary level student teachers. Here significant differences were found in the need areas of autonomy, dominance, aggression (secondary level student teachers scored higher), and affiliation (elementary level student teachers scored higher).

Southworth's study³⁹ essentially confirms these results when he compared early-elementary preference students with later elementary preference studies in regards to their need patterns. Greater manifest needs of abasement, affiliation, succorance, and nurturance were found to be greatest for early elementary preference students, while higher manifest needs of achievement, aggression and exhibition were greatest in later elementary preference students. (Early elementary = grades K to 3; Later elementary = 4 to 8.)

³⁸Onas Scandrette, "Differential Need Patterns of Women Elementary and Secondary Level Student Teachers," Journal of Educational Research, Vol. 55, No. 8, May, 1962, pp. 376-79.

³⁹Horton C. Southworth, "A Study of Certain Personality and Value Differences in Teacher Education Majors Preferring Early and Later Elementary Teaching Levels." Unpublished doctoral dissertation, Michigan State University, 1962.

When Corman and Olmsted⁴⁰ compared the rankings of E.P.P.S. needs for "campus" students with "S.T.E.P." (later E.I.P.) students, a correlation of .73 was obtained. Three scales seemed to be most different for the two groups: heterosexuality (S.T.E.P.'s needs were lower), endurance (S.T.E.P.'s needs were higher, and order (S.T.E.P.'s needs were higher than the campus example).

Thus, the E.P.P.S. seems to differentiate among different classifications of students in regards to the particular need patterns of those classifications.

Teacher Internship Programs

The examination of research concerning teacher education programs with specific emphasis on intern teachers reveals few studies directly paralleling the emphasis of this particular dissertation. Most of the studies are descriptive in nature: i.e., they describe the intern programs as they are conducted in the different areas of the country. The research studies described below seem to be the most relevant or typical of studies about internships.

⁴⁰Corman and Olmsted, <u>op</u>. <u>cit</u>., p. 98.

Shaplin and Powell⁴¹ wrote an excellent article in 1966 wherein they gave a historical perspective of the over 100 internship programs offered since 1895. It was in that year that Brown University, generally considered to be the "forerunner" in internships, initiated their program.

In this article, two principal variations of intern programs are explained in regards to the certification of the interns: one was developed in California, the other in New York. Essentially, the "California" plan is one whereby the intern serves as a full-time regular teacher for a full year. During this year of internship, the intern is supervised by appropriate staff members from the school and college staff. During the summer prior to the internship year, the intern takes special programs which include practice teaching and coursework in methodology and curriculum. During the summer following the internship, the student completes the requirements for the state certification. Shaplin and Powell report that in 1960. "twenty-five programs in elementary, secondary, and junior college levels were being offered in sixteen colleges and universities."42

⁴¹Judson T. Shaplin and Arthur G. Powell, "A Comparison of Internship Programs," <u>Journal of Teacher</u> <u>Education</u>, Vol. 15, No. 2, June, 1966, pp. 175-182.

^{42&}lt;u>Ibid</u>., p. 180.

The "New York" plan differs from the California plan in that, although the intern has a "regular" teaching job, the summer's work prior to this teaching position is spent on an intensive six-weeks' course in psychology, methodology and curriculum but does not include practice teaching. The coursework taken during the internship year and the summer following this year is credited not only towards certification but also towards the Master's Degree. This Master's Degree program seems to emphasize completion of degree requirements rather than the certification of the teachers.

While there are many variations to the above programs, depending on the sponsoring institution, there are other variations in programs based on the <u>duration</u> of the internship. The most common program involves a preparatory summer and one academic year. It is interesting to note that the authors characterize many programs as being "an immersion into full-time teaching with a minimum of preparation, and the experience of the intern becomes a fight for survival."⁴³

Bishop⁴⁴ made an interesting study concerning the activities of interns. In this article, he reported the

⁴³Ibid., p. 182.

⁴⁴Clifford L. Bishop, "The Activities of Intern Teachers," <u>School and Society</u>, Vol. 70, No. 1806, 1949, pp. 68-71.

activities which "a jury of thirty-six specialists in teacher education" listed as being most desirable for intern teachers. This list was then compared with the actual activities as reported by the institutions conducting intern programs. (The jury was composed of specialists from the same institutions conducting intern programs.) As one might expect. although there is general agreement throughout the lists, there is some disagreement in that it seems the specialists think the most important activities are "those which broaden and deepen the ideas and purposes of the intern," while the actual activities of the interns are more concerned with "the techniques and daily problems of the teacher."⁴⁵ Bishop's study does reveal that the activities of interns are numerous and much broader in scope than would be possible with candidates of regular student teaching. He concludes (in internship programs) that "time is provided for more and broader experiences, for a closer integration of theory and practice, and a clear insight into child nature and the problems of teaching children."⁴⁶

In addition to the activities of an intern, Haberman,⁴⁷ Director of the Intern Teaching Program at the University

⁴⁵<u>Ibid</u>., p. 69.

⁴⁶<u>Ibid.</u>, p. 71.

⁴⁷Martin Haberman, "The Teaching Behavior of Successful Interns," <u>Journal of Teacher</u> <u>Education</u>, June, 1965, Vol. 16, No. 2, pp. 215-220.

of Wisconsin--Milwaukee, described five behaviors which he and a colleague observed in 28 beginning interns. Not only were the behaviors which he felt discriminated between successful and unsuccessful interns interesting but those which did not discriminate are worth noting. For example, those which did not discriminate included: (1) Academic achievement as a graduate student; (2) Communication skills, and (3) Attitudes towards children (as determined by written tests and personal conferences). The five characteristics which did discriminate between successful and unsuccessful interns included: (1) Belief in the youngster. Successful interns expect pupils to move to new levels of performance. (2) Enthusiasm for some subject matter. Successful interns demonstrated that children can be motivated in areas beyond "their fields of experience." It was shown that the more interest the intern had in a subject, the more interest the students had in that same subject. (3) Ability to organize. The ability to make management decisions and to efficiently establish themselves as the organizational leader of the classroom was another characteristic of successful interns. (4) Ability to set standards. Here, the successful intern had different expectations for various youngsters. In addition. the intern encourages the pupils to believe in themselves. (5) The willingness to listen. The authors write: "The

elementary truth is that less successful interns tend to regard their pupils' talk as some form of interference, while successful interns tend to regard the eliciting of pupil talk as a major objective of their lessons."⁴⁸

Haberman also made a study comparing interns with regular first-year teachers.⁴⁹ The two groups were compared on three characteristic patterns as developed by Ryans:

Pattern X:	Kindly, friendly, understanding <u>vs</u> . aloof, egocentric, restricted			
Pattern Y:	Responsible, systematic, businesslike <u>vs</u> . evading, unplanned, slipshod			
Pattern Z:	Stimulating, imaginative, surgent <u>vs</u> . dull, routine			

Haberman found a significant difference in favor of the intern in regards to Pattern Y. He also tries to attribute this difference to the selection process of the interns rather than the likelihood that better preparation for planning was given in this internship program.

Halliwell⁵⁰ seems to sum up the research findings concerning internship programs in a very thoroughly

⁴⁹M. Haberman, "A Comparison of Interns With Regular First-Year Teachers," <u>Journal of Educational Research</u>, Vol. 59, No. 2, October, 1965, pp. 92-94.

⁵⁰Joseph W. Halliwell, "A Review of the Research Comparing the Teaching Effectiveness of Elementary School Teachers Compared in Intensive Teacher-Training Programs in Regular Undergraduate Programs," Journal of Teacher Education, Vol. 15, No. 2, June, 1966, pp. 184-192.

^{48&}lt;u>Ibid</u>., p. 220.

documented report in 1966. Here he examined major reports on experimental programs based on the internship concept. He concludes, "In view of the findings and limitations of the investigations comparing the teaching effectiveness of teachers trained in intensive teacher-training programs, it would appear that there is a genuine need for adequately designed, longitudinal, experimental studies of the efficacy of experimental programs for elementary teachers."⁵¹ Additional studies about internship programs (Nagle,⁵² Stiles,⁵³ Newell and Will,⁵⁴ and Woodring⁵⁵) generally support the above mentioned conclusions.

Summary

In summary, the research on the Minnesota Teacher Attitude Inventory reveals that teacher attitudes towards children can be measured with a fair degree of reliability

⁵¹<u>Ibid</u>., p. 192.

⁵²Marshall Nagle, "Evaluation of Student Growth During Internship," <u>Educational Administration</u> and <u>Supervision</u>, Vol. 40, February, 1954, pp. 65-74.

⁵³Lindley J. Stiles, "Internship for Prospective High School Teachers Being Trained in Universities," <u>Journal of</u> <u>Educational</u> <u>Research</u>, Vol. 39, No. 9, May, 1946, pp. 664-67.

⁵⁴Clarence A. Newell and Robert F. Will, "What Is An Internship?" <u>School</u> and <u>Society</u>, Vol. 74, No. 1929, December, 1951, pp. 358-60.

⁵⁵Paul Woodring, <u>New Directions in Teacher Education</u>. New York: Fund for the Advancement of Education, 1957. (.909). In addition, the validity of the instrument has been frequently established. Studies using the M.T.A.I. show that there are differences between the following categories of teachers: males <u>vs</u>. females, experienced <u>vs</u>. inexperienced teachers, university <u>vs</u>. college-trained teachers, and elementary <u>vs</u>. secondary teachers. In addition, studies reveal that teachers of different subjects score differently on the M.T.A.I.

Reports of the Edwards Personal Preference Schedule show that the relative need patterns are different for different groups of teachers. Male teachers have different needs than female teachers as indicated on this instrument. Teachers, as a group, also have different need patterns than the norm group of the E.P.P.S. There are, however, conflicting results regarding this last statement. The E.P.P.S. studies also show that need patterns of teachers change as they become more experienced in the teaching field. As with the M.T.A.I., elementary teachers have different relative needs when compared with secondary teachers. There is also evidence to suggest that early elementary teachers (grades K-3) exhibit different need patterns from later elementary teachers (grades 4-8).

Articles concerning internship programs are generally descriptive in nature. Many different types of programs are being conducted across the country. Generally, it has

been shown that the internship program does provide for different experiences for the intern than would the "regular" student teaching program. The main differences are centered around actual experiences with students in the classrooms. The research studies concerning internship programs were found to be limited in number and one study (Halliwell's) severely criticized those that have been conducted. He suggested that better research should be done in this area of teacher education.

CHAPTER III

Design

The following null hypotheses were tested in this study.

- I. No difference will be found in attitude scores as measured by the Minnesota Teacher Attitude Inventory between the female E.I.P. students and the female regular elementary students at Michigan State University.
- II. No difference will be found in attitude scores as measured by the Minnesota Teacher Attitude Inventory between the female E.I.P. students and the male E.I.P. students at Michigan State University.
- III. No difference will be found in manifest need scores as measured by the Edwards Personal Preference Schedule between the female E.I.P. students and the female regular elementary students at Michigan State University.
 - IV. No difference will be found in manifest need scores as measured by the Edwards Personal

Preference Schedule between the female E.I.P. students and the female college norm group for the E.P.P.S.

A major aspect of this study was also concerned with examining the personality profiles of male and female E.I.P. students. In addition, examination of how female E.I.P. students differ from the female regular on-campus elementary students was undertaken.

Instrumentation:

In order to test the above hypotheses and characterize the E.I.P. students, the following instruments were administered:

- 1. Minnesota Teacher Attitude Inventory
- 2. Edwards Personal Preference Schedule
- 3. Teacher Education Inventory

The Minnesota Teacher Attitude Inventory (M.T.A.I.) consists of 150 statements concerning teacher-pupil relations. The person answering the inventory responds to each statement with one of the following:

- A. Strongly agree with the statement
- B. Agree with the statement
- C. Undecided or uncertain about the statement
- D. Disagree with the statement
- E. Strongly disagree with the statement



Items such as the following are included in the Inventory:

No. 27. A child should be taught to obey an adult without question.

No. 58. Children "should be seen and not heard."

Although the authors of the M.T.A.I. say there are no right or wrong answers with the instrument, scoring is determined by subtracting the "wrong" answers from the "right" answers. The answers are right or wrong depending on whether or not the respondent agrees with specific attitude statements. Using this R-W formula, the range of scores on the M.T.A.I. is from plus 150 to minus 150.

Concerning reliability, the test manual reports a split-half reliability of .87. The M.T.A.I. was designed to measure those teacher attitudes which will determine his or her satisfaction in the teaching profession. It is also proposed that the M.T.A.I. will measure the potential interpersonal relationship between teacher and students.

The Edwards Personal Preference Schedule (E.P.P.S.) is a standardized instrument which is designed to measure 15 independent personality variables. These variables are based on the need test as developed by H. A. Murray. The 15 manifest needs measured by the E.P.P.S. are:

1. Achievement

2. Deference

- 3. Order
- 4. Exhibition
- 5. Autonomy
- 6. Affiliation
- 7. Intraception
- 8. Succorance
- 9. Dominance
- 10. Abasement
- 11. Nurturance
- 12. Change
- 13. Endurance
- 14. Heterosexuality
- 15. Aggression

(A listing of the E.P.P.S. needs and their definitions is included in Appendix C.)

Individuals taking the E.P.P.S. are asked to indicate which of two statements is more characteristic of himself. Profiles of the 15 scores are plotted, and the relative strength of each need can be examined.

Internal consistency for each of the individual scales of the E.P.P.S. show a range of reliability coefficients (split-half) from .60 to .87. The average for the 15 is .76. The manual also reports that testretest reliability coefficients range from .74 to .88 for the 15 scales with an average of .81. The third instrument used in this study was the Teacher Education Inventory (see Appendix A). This questionnaire which was designed by the intern staff at Michigan State University consists of 58 items, most of which ask for biographical information (sex, type of community lived in, father's education, etc.). On the last 24 items, the individuals are asked to rate job characteristics in terms of how important they are in one's choice of teaching as an occupation. This instrument was used for comparing the two female samples (E.I.P. and on-campus) and also as the basis for writing the personality profiles of the male and female E.I.P. students.

Subjects

Data were gathered on 170 female and five male oncampus students. Because of this limited number of males (N = 5) in the sample, they were not used in any of the analysis of the data. The instruments were administered during an elementary methods course which was taught on campus at Michigan State University. While they usually have taken Educational Psychology and Philosophy of Education sometime before, their methods course is taken immediately prior to student teaching. One hundred and fiftynine of the 170 females were in the regular elementary program, and the remaining 11 were in special education.

The average age of the on-campus group was 21.7 years. Most (85%) are not married. Their homes are located in the whole range of communities from rural (12%) to cities of more than 500,000 (10%). The average for all 170 was a suburban community. In all probability, these students are typical female elementary education teacher candidates.

Data was also collected from 176 female and 37 male students enrolled in the Elementary Intern Program centers throughout Michigan. These instruments were completed during the students' first week at the intern centers. For five of the ten centers, this was during the fall term; for the remaining five, this occurred during winter term. The E.I.P. centers and the number from each center is as follows:

	CENTER	FEMALE SUBJECTS	MALE SUBJECTS
1.	Port Huron	19	4
2.	Alpena	14	5
3.	Bay City, Saginaw	13	1
4.	Battle Creek	23	3
5.	Grand Rapids	23	7
6.	Highland Park, Detroit	7	0
7.	Lansing	29	3
8.	Livonia	19	5
9.	Macomb	13	5
10.	Pontiac	10	4

(Note: In some cases the N does not equal the reported N. This is because not everyone answered <u>every</u> question asked. However, they were still included in the analysis.)

The E.I.P. students likewise completed the instruments used in this study <u>prior</u> to student teaching. One cannot, at this point, conclude that these two samples (E.I.P. and on-campus) are from the same population. The principal differences will be explained later. The important point here is that the three instruments were administered essentially at the same point in the development of the professional education career of the students.

Statistical Procedures Used in the Study

The t-test was used to test the significant level of the major hypotheses concerning the M.T.A.I. A major problem arises, however, when the t-test is used to examine the hypotheses concerning the Edwards Personal Preference The E.P.P.S. is an ipsative scale and therefore Schedule. the results of the E.P.P.S. are not independent categories. If one scale is low, then another must be high or vice versa. Each scale is dependent on all the other scales, and thus each "need" is a relative one. Because of this lack of independence, it would be inappropriate to run a t-test on all 15 variables among the major classifications. Although the significant level for each successive t-test would not be the same as the original t-test, the t-test was used in the analysis. What level each would be remains unknown at the present time. With computers the problem may someday be solved, but that is beyond the scope of this study. This

problem should have been indicated in all other research with the E.P.P.S. but was never mentioned in any articles reviewed for this particular study.

A Chi-squared technique was used for the comparison of female E.I.P. students with the female on-campus students to analyze their scores on the Teacher Education Inventory. The level of acceptance or rejection of differences was the .05 level of confidence.

Limitations and Scope of This Study

This study is concerned only with three groups of students: (1) male E.I.P., (2) female E.I.P., and (3) female on-campus elementary students at Michigan State University.

It should be noted that the instruments were administered all at one time for the on-campus group, but it was necessary to administer them at two different times for the E.I.P. students. Whether this made any difference in the results for the E.I.P. students cannot be determined.

It should also be noted that the E.I.P. students were administered the instruments in different teaching centers around the state, while the on-campus group were all given the inventories at East Lansing. Because the instruments were administered at several locations, it was not possible to personally administer the tests. Whether or not the

same instructions were given in each center must be a limiting factor when weighing any conclusion.

While there seems to be a fairly high split-half reliability for the M.T.A.I. and the E.P.P.S. (.87 and .76, respectively), the variables which each attempts to measure are subject to wide interpretation by experts. This lack of uniform agreement on precise definition of needs and attitudes somewhat limits the conclusions and inferences of this study.

Summary

The subjects in this study include 170 female on-campus elementary students, 176 female and 37 male E.I.P. students. The five male on-campus students were not used in this study.

The instruments used were inventories of attitudes and needs. The Minnesota Teacher Attitude Inventory was used to measure attitudes; the Edwards Personal Preference Schedule was used to examine manifest needs; and the Teacher Education Inventory was administered to examine biographical data from each subject.

The statistical procedures used in this study were the t-test for examining the M.T.A.I. and E.P.P.S. results and the Chi-square analysis for examining the results of the Teacher Education Inventory. Limitations and scope of the study were discussed at the conclusion of the chapter.

CHAPTER IV

Analysis of the Results

In this chapter each hypothesis is stated and the results relating to the hypothesis are presented. A discussion of each hypothesis will follow in Chapter VI.

<u>Hypothesis I</u>: It is hypothesized that there is no difference between the mean score of the female E.I.P. students and the regular female elementary students at Michigan State University on the Minnesota Teacher Attitude Inventory.

TABLE 4:1

COMPARISON OF FEMALE E.I.P. SCORES WITH ON-CAMPUS FEMALE ELEMENTARY SCORES ON THE MINNESOTA TEACHER ATTITUDE INVENTORY

	M.T.A.I. Scores		
	Mean	Standard Deviation	
E.I.P.	42.07	25.81	
On-C a mpus	53.82	25.56	
T = 4.23*			

*Difference Significant at .05 Level of Confidence.

Results:

On the basis of the data in Table 4:1, Hypothesis I is rejected. There is a difference between the mean scores of the female E.I.P. and female on-campus elementary students at Michigan State University in terms of the Minnesota Teacher Attitude Inventory. This difference is significant at the .05 level of confidence.

Hypothesis II: It is hypothesized that there is no difference between the mean score of the female E.I.P. students and the male E.I.P. students on the Minnesota Teacher Attitude Inventory.

TABLE 4:2

COMPARISON OF	MALE E.I.P.	SCORES WITH	FEMALE E.I.P.	SCORES
ON THE	MINNESOTA T	EACHER ATTIT	JDE INVENTORY	

	M.T.A.I. Scores		
	N	Mean	Standard Deviation
Male	37	35.05	24.21
Female	174	42.07	25.81
T = 1.52*			

*Difference Not Significant at .05 Level of Confidence.

Results:

The results on Table 4:2 show that there is no significant difference between the two mean scores of these two

groups. Although the males did score lower (35.05) than the females (42.07), the difference is not significant at the specified level (.05 level of confidence). Therefore this hypothesis is accepted.

<u>Hypothesis III</u>: It is hypothesized that there is no difference between the mean scores of the female E.I.P. students and the on-campus female elementary students at Michigan State University on the individual scales of the Edwards Personal Preference Schedule.

See Table 4:3 on Page 51

Results:

Examination of the results on Table 4:3 show that there are no significant differences between the two groups on the following nine subscales of the E.P.P.S.:

- 1. Achievement
- 2. Order
- 3. Exhibition
- 4. Affiliation
- 5. Intraception
- 6. Dominance
- 7. Nurturance

TABLE 4:3

COMPARISON OF FEMALE E.I.P. SCORES WITH FEMALE ON-CAMPUS ELEMENTARY SCORES ON THE EDWARDS PERSONAL PREFERENCE SCHEDULE

	E.I.P. N = 172		On-(N =	Campus = 169
Need	Mean	<u>Standard</u> Deviation	Mean	<u>Standard</u> Deviation
Achievement	1 2.32	3.98	12.92	7.08
Deference	1 2.42	3.85	11.20	3.26*
Order	10.93	4.20	10.08	4.62
Exhibition	1 3.92	3.57	14 .62	4.47
Autonomy	1 2.3 8	4.35	11.49	4.09*
Affiliation	16.49	4.45	1 7.0 4	3.97
Intraception	18.07	4.73	18.24	4.90
Succorance	12.44	4.59	13.84	4.57*
Dominance	1 2. 94	4.49	1 2.5 6	4.64
Abasement	15.81	4.79	14.36	4.96*
Nurturance	16.57	5.16	17.01	4.36
Change	17.65	4.51	17.63	4.34
Endurance	13.28	5.02	11.92	4.56*
H eter o sexua lity	13.19	5.65	15.49	5.08*
Aggression	10.74	4.43	11.00	4.53

*Difference Significant at .05 Level of Confidence.

- 8. Change
- 9. Aggression

There was, however, a significant difference in the remaining six scales (.05 level of confidence):

- 1. Deference
- 2. Autonomy
- 3. Succorance
- 4. Abasement
- 5. Endurance
- 6. Heterosexuality

The E.I.P. students revealed higher manifest needs than did the on-campus students on four of the six scales in which there were significant differences. Those scales in which the E.I.P. students were significantly higher were:

- 1. Autonomy
- 2. Abasement
- 3. Endurance
- 4. Deference

Those scales in which the E.I.P. students were significantly lower were:

- 1. Succorance
- 2. Heterosexuality

It is important to remember that the Edwards Personal Preference Schedule is an ipsative scale, and each difference in the scale is dependent to a degree on the differences among the other scales. Thus, each subsequent t-test, after the initial test, has a different significant level. This problem was noted before, but its importance warrants it being mentioned again. The significant differences noted above are accepted but with this limitation in mind. The same problem arises in the next analysis.

<u>Hypothesis IV</u>: It is hypothesized that there is no difference between the mean scores of the female E.I.P. students and the female college norm groups of the Edwards Personal Preference Schedule on the individual scales of the Edwards Personal Preference Schedule.

See Table 4:4 on Page 54

Results:

With the above mentioned reservations in mind, the analysis shows that the hypothesis can be rejected in seven of the 15 subscales. Once again the confidence level is at .05. The E.I.P. students score significantly higher than the norm group on the scales of:

1. Order

2. Intraception

3. Abasement

TABLE 4:4

COMPARISON OF FEMALE E.I.P. SCORES WITH FEMALE NORM GROUP SCORES ON THE EDWARDS PERSONAL PREFERENCE SCHEDULE

	E.I.P. N = 172		Female College Norm Group N = 749	
Need	Mean	<u>Standard</u> Deviation	Mean	<u>Standard</u> Deviation
Achievement	12.32	3.98	13.08	4.19*
Deference	1 2.42	3.85	12.40	3.72
Order	10.93	4.20	1 0.24	4.37*
Exhibition	13.92	3.57	14 .2 8	3.65
Autonomy	12.38	4.35	1 2.2 9	4.34
Affiliation	16.49	4.45	17.40	4.07*
Intraception	18.07	4.73	17.32	4.70*
Succorance	1 2.44	4.59	1 2.53	4.42
Dominance	1 2.94	4.49	14.18	4.60*
Ab ase ment	15.81	4.79	15.11	4.94*
Nurturance	16.57	5.16	1 6.42	4.41
Ch a nge	17.65	4.51	1 7.20	4.87
Endurance	13.28	5.02	1 2.6 3	5.19
H eterosexua lity	13.19	5.65	14.34	5.39*
Aggression	10.74	4.43	10.59	4.61

*Difference Significant at .05 Level of Confidence.

The E.I.P. students score significantly lower on the scales on:

1. Achievement

2. Affiliation

3. Dominance

4. Heterosexuality

On the other eight scales there was no significant difference between the two groups at the specified level of confidence.

In addition to the examination of the above hypotheses, an analysis of the responses by the female E.I.P. students and the female on-campus elementary students to the Teacher Education Inventory was made. The results of the analysis reveal seventeen significant differences between the two groups. The significance level was set at the .05 degree of confidence for each Chi-squared analysis. These differences are listed on Table 4:5. Briefly, they show the following: (See Table 4:5.)

1. The female E.I.P. student is older than the female on-campus elementary student (23.7 vs. 21.7 years of age).

2. The female E.I.P. student is more likely to have been married than is the on-campus female student.

3. The female E.I.P. student is less likely to have had <u>all</u> her college education at Michigan State University than is the on-campus student. Additional support for this is evidenced by the fact that 70 percent of the E.I.P. females have spent at least one year at a two-year college as opposed to only 17 percent of the on-campus sample.

4. The educational level for <u>both</u> the mother and father of the E.I.P. students is generally lower than for the oncampus females. This is particularly true in category nine for the two groups. Category nine: Attained a graduate or professional degree. For the E.I.P. students the percent for fathers was four percent; for mothers two percent. The on-campus sample showed that 17 percent of the fathers and six percent of the mothers had obtained a graduate or professional degree.

5. The family income was generally lower for the E.I.P. student than for the on-campus female elementary student. Almost 32 percent of the on-campus sample reported incomes exceeding \$15,000 a year as opposed to less than 16 percent of the E.I.P. students who reported a like income.

6. The E.I.P. students generally came from a larger family than the female on-campus students.

7. There was a significant difference in the age at which the two groups definitely decided to become a teacher. The E.I.P. students' responses indicated that they generally decided to become a teacher earlier than those from the campus sample.

8. The E.I.P. students indicated that they are more likely to expect satisfaction from teaching than are the

on-campus group. Almost 42 percent of the E.I.P. sample felt that teaching would be the only satisfying career for them. This can be compared to less than 15 percent responding to the choice for the on-campus sample.

9. The on-campus students are more likely to have doubts as to the "rightness" of their decisions to become teachers than are the E.I.P. students.

10. Along with the above, the E.I.P. students would more likely stay with teaching (if given an opportunity to choose any career) than would the female on-campus elementary students.

11. There was also a significant difference in the kind of job each sample would choose. The results show that the E.I.P. are less "risk-taking" than are the oncampus group.

12. The E.I.P. students tended to view teaching as a profession while the on-campus students viewed teaching as a profession but one which is not highly specialized.

13. The E.I.P. students viewed the opportunity of controlling their own marketing conditions less important than for the on-campus students. Their responses also showed that a job that provides good insurance, one which provides a chance to "go back to it," is of less importance to them than it is for the female on-campus sample.

See Table 4:5 beginning on Page 58
	FEMALE	<u>Chi-</u> Squared	129.5°	11.64*	17.35*	68.07*
	LE E.I.P. AND TION INVENTORY	Degree of <u>Freedom (D</u> F)	26	Ŋ	7	e,
	THE FEMAI ER EDUCAI	On- Campus	21.7 4.1	144 25 0	3 11 3 148 148	113
: 4:5	BETWEEN THE TEACH	E.I.P.	23.7 7.1	121 42 21 221	131 04 131 04 131 131	39
TABLE	LISTING OF THE SIGNIFICANT DIFFERENCES ON-CAMPUS ELEMENTARY STUDENTS ON		l. Age Mean Standard Deviation	 Marital Status Single Married Separated Divorced Widowed 	 Number of Children 1. One 2. Two 3. Three 4. Four 5. Five or more 6. No children or person is single 	4. College Education 1. All my college education has been at M.S.U.

*Difference Significant at .05 Level of Confidence.

		<u>Chi-</u> Squared			94.92*	34.46*	
		Degree of Freedom (DF)			2	б	
		On- Campus	10	36 11	30 139	11 11 12	54 17 23
4:5	ned	Е.І.Р.	12	83 36	119 51	3 23 28	39 22 14
TABLE	Contin		College Education (continued) 2. Up to one year has been at another college 3. One to two vears have been	at another college 4. Two or more years have been at another college	 Completed at least one year at a two-year college Yes No 	 6. Father's Education 1. No formal education 2. At least some grade school 3. Attended high school but did not finish 	 4. Graduated from high school 5. Attended a vocational or trade school 6. Attended college but did not graduate 7. Graduated from college

.

*Difference Significant at .05 Level of Confidence.

Continued

		E.I.P.	On- Campus	Degree of Freedom (DF)	<u>Chi-</u> Squared
	Father's Education (continued) 8. Attended a graduate or pro- fessional school	ы	Ŋ		
	9. Attained a graduate or pro- fessional degree	7	29		
7.	Mother's Education				
	1. No formal education		0 1	7	25 . 34*
	 At reast some grade school Attended high school but did 	Р	n		
	not finish	29	16		
	4. Graduated from high school	68	60		
	5. Attended a vocational or		,		
	trade school	15	22		
	6. Attended college but did not				
	graduate	18	17		
	7. Graduated from college	18	33		
	8. Attended a graduate or pro-				
	fessional school		7		
	9. Attained a graduate or pro- fessional degree	ę	10		
8	Estimate of family's income				
	1. Less than \$5,000 per year 2. \$5,000 to \$7,499 per year	17 33	6 21	ſ	17.81*

Continued

		E.I.P.	<u>On -</u> Campus	Degree of Freedom (DF)	<u>Chi-</u> Squared
	Estimate of family's income (continued) 3. \$7,500 to \$9,999 per year 4. \$10,000 to \$15,000 per year 5. More than \$15,000 per year 6. No answer	276 276 87	33 54 54		
	Number of children in family from which you come 1. One 2. Two 3. Three 4. Four 5. Five 6. Six	53801 53801 537	22 803 80 80 80 80 80 80 80 80 80 80 80 80 80	σ	25.93*
10.	 Zeven or more At what age did you <u>definitely</u> <u>decide</u> to become a teacher? Before the age of 14 At 14 or 15 years of age 3. At 16 or 17 years of age 4. Between 18 and 20 years of age 	13 14 59 59	92 3 0 8 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	7	34.42*

Continued

		E.I.P.	On- Campus	Degree of Freedom (DF)	Chi- Squared
	At what age did you <u>definitely</u> decide to become a teacher?				
	5. Since the age of 21	35	12		
	o. Haven't yet derinitely decided to become a teacher	0	10		
11.	Description of current feelings about teaching as a career 1. Don't know enough about				
	teaching to know how satis- fying it will be 2. Not the most satisfving	12	44	Ŋ	45.33*
	career but it is a very prac- tical one for me	6	15		
	 One of several careers equally satisfying 	76	85		
	4. Only career that really satis fies me	- 71	25		
12.	Since you decided to become a teache have you ever had any doubts that th was the right decision for you? 1. Yes, serious doubts	r, is 7	25	ε	19.39*

<u>Chi-</u> Squared			16.27*				
<u>Degree of</u> Freedom (DF)			Ŋ				
On- Campus	115 29		80	62	11	Ц	15
E.I.P.	 Since you decided to become a teacher, have you ever had any doubts that this was the right decision for you? (continued) Yes, some doubts but not serious ones No, no doubts at all 	 If you had the opportunity to now make a choice, would you rather stay with teaching or would you choose another occupation or 	career: 1. I definitely would stay 2. I would probably stay with	teaching but only after weighing all of the pros and cons 3. I would likely choose	another occupation or career 4. I would definitely choose	another occupation or career 0	5. I don't really know which I would do
	E.I.P. Campus Freedom (DF) Squared	12. Since you decided to become a teacher, have you ever had any doubts that this was the right decision for you? (continued) 2. Yes, some doubts but not 3. No, no doubts at all 3. No, no doubts at all 55 29	E.I.P. On- E.I.P. Degree of Freedom (DF) Cdin- Squared 12. Since you decided to become a teacher, have you ever had any doubts that this was the right decision for you? (continued) E.I.P. Campus Chi- Squared 2. Yes, some doubts but not serious ones 108 115 3. No, no doubts at all stay with teaching or would you choose another occupation or 29	12. Since you decided to become a teacher, have you ever had any doubts that this was the right decision for you? (continued) 2. Yes, some doubts but not serious ones 3. No, no doubts at all 13. If you had the opportunity to now make a choice, would you rather stay with teaching or would you concerer? 1. I definitely would stay with 2. The serious ones 3. No, no doubts at all 13. If you had the opportunity to now make a choice, would you concerer? 1. I definitely would stay with 2. The stay with teaching 3. Nould be ably stay with	 12. Since you decided to become a teacher, have you ever had any doubts that this was the right decision for you? 12. Since you decided to become a teacher, have you ever had any doubts that this was the right decision for you? 13. Since you had the optortunity to now make a choice, would you rather stay with teaching or would you choose another occupation or career? 13. If would be proved to be a teacher with teaching or would you taken the prove the prose and the probably stay with teaching all of the prose 444 62 	E.I.P. Campus Degree of Freedom (DF) Chi- Squared 12. Since you decided to become a teacher, have you ever had any doubts that this was the right decision for you? (continued) On- baye you ever had any doubts that this was the right decision for you? Degree of the prosent of the point of this was the right decision for you? On- baye you? Degree of the point of the point of the point of the point of the point of the point of the point the serious ones 115 Squared 13. If you had the opportunity to now make a choice, would you choose another occupation or conseer? 108 115 5 29 13. If you had the opportunity to now choose another occupation or career? 113 80 5 16.27* 13. If you had the probably stay with the prose 113 80 5 16.27* 14 62 3 11 44 62 44 4. I would likely choose 3 11 44 5 16.27*	E.I.P. On- Degree of squared Chi- 12. Since you decided to become a teacher, have you ever had any doubts that this was the right decision for you? Degree of squared Chi- 12. Since you decided to become a teacher, have you ever had any doubts that this was the right decision for you? Degree of squared Chi- 13. If you had the opportunity to now choose another occupation or career? 108 115 2 15 15 13. If you had the opportunity to now choose another occupation or career? 113 80 5 16.27* 13. If you had the opportunity to now choose another occupation or career? 113 80 5 16.27* 13. If you had the opportunity to now choose another occupation or career? 113 80 5 16.27* 13. If you had the opportunity of now with teaching of the pros 44 62 1 16.27* 14. Twould filely choose 113 3 11 1 16.27* 14. Twould definitely would stay 113 11 1 16.27* 15. Twould definitely choose 113 11 1 16.27* 14. Career 3 113 3 11 16.27*

	Chi- Squared	21.12*			10.53*		
	Degree of Freedom (DF)	-1			ო		
	On - Campus	58	74	35	66	8 5 O	
ued	E.I.P.	46	38	36	1 6	n 2 0	1 1
Contin		 14. What kind of job would you take? 1. A job which pays a moderate income but one which you are sure of keeping 2. A job which pays a better than average income but which 	you have only a 50-50 chance of keeping 3. A job which pays extremely	well if you succeed but one in which many people do not succeed	15. View of the status of teaching as a profession 1. Teaching is definitely a profession	 Teaching is a profession but not highly specialized Teaching is a quasi-profession 4. Teaching is not a profession 	(See Appendix Ă for complete descrip- tion of these responses to this ques- tion.)

*Difference Significant at .05 Level of Confidence.

Continued

<u>Chi-</u> Squared	8.64*	13.18*
Degree of Freedom (DF)	ς	Ω
On- Campus	14 75 15	11 58 48
E.I.P.	14 15 15	20 54 28
	<pre>16. Importance of a job providing an opportunity to control my own working conditions 1. Not important 2. Somewhat important 3. Very important 4. Extremely important</pre>	 17. Importance of a job providing a chance to "go back to it," good insurance 1. Not important 2. Somewhat important 3. Very important 4. Extremely important

*Difference Significant at .05 Level of Confidence.

NOTE: For complete data on the T.E.I. see Appendix B.

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Summary

The analyses of the hypotheses in this study were examined and the following results were found:

Hypothesis

Results

- There is no difference between Rejected .05 level the mean score of the female of confidence.
 E.I.P. students and the regular female elementary students at Michigan State University on the Minnesota Teacher Attitude Inventory.
- 2. There is no difference between Accepted. Difference the mean score of the female not significant at E.I.P. student and the male the .05 level of con-E.I.P. student on the Minnesota fidence. Teacher Attitude Inventory.
- 3. There is no difference between Accepted the mean scores of the female level of E.I.P. students and the regu- on nine lar female elementary student scales: at Michigan State University order, end on the individual scales of affiliat the Edwards Personal Prefer- tion, do ence Schedule. turance,

Accepted at the .05 level of confidence on nine of the subscales: achievement, order, exhibition, affiliation, intraception, dominance, nurturance, change,

Hypothesis

Results

aggression. Rejected at the .05 level of confidence on the following subscales: deference, autonomy, succorance, abasement, endurance, heterosexuality.

The E.I.P. students scored higher on autonomy, deference, abasement, and endurance; lower on the scales of succorance and heterosexuality when compared to the on-campus female sample.

Hypothesis

4. There is no difference between the mean scores of the female E.I.P. students and the female college norm group of the Edwards Personal Preference Schedule on the individual scales for this instrument.

Results

Accepted in eight of the 15 scales. Hypothesis rejected on the following scales: order, intraception, abasement, achievement, affiliation, dominance, and heterosexuality. The E.P.P.S. sample was

Hypothesis

Results

significantly higher on the first three but significantly lower than the norm group on the last four.

A Chi-squared analysis of the Teacher Education Inventory between the female E.I.P. students and the female oncampus elementary students revealed that the E.I.P. students are more likely to be older and married than are the oncampus students. In addition, the E.I.P. students are more likely to have attended Junior College. The T.E.I. also revealed that the income levels and educational backgrounds of the E.I.P. parents are less than that for the parents of on-campus students. The number of children in the family of the E.I.P. students was larger than for the on-campus In regards to teaching, E.I.P. students indicated students. that they decided to become teachers earlier, that they expected more satisfaction from being teachers, and have fewer doubts about their decisions to become teachers. They would also be more likely to stay with teaching than would the on-campus sample. The E.I.P. students were less apt to choose risk-taking jobs than were the on-campus students. When asked to rate the professionalization of

teaching, the E.I.P. students rated teaching higher than did the on-campus females. Finally, the results of the T.E.I. revealed that there were significant differences between the two samples in each of the following job characteristics:

1. E.I.P. were less concerned with controlling their own working conditions.

2. On-campus students were more concerned with a job providing a chance to "go back to it" as an insurance measure than were the E.I.P. students.

All the differences cited above were significant at the .05 level of confidence.

CHAPTER V

Personality Profiles of the Male

and Female E.I.P. Students

In this chapter the personality profiles of the male and female E.I.P. students are examined. First, the characteristics of the male personality profile is presented, and this is followed by the female profile. Each profile is based on the responses to the Teacher Education Inventory and the Edwards Personal Preference Schedule.

The Characteristics of the Male E.I.P. Students

Responses to the T.E.I. by the male E.I.P. students (N = 37) revealed in many cases what might be described as a typical stereotyped "middle-class" student. These students came from all types of communities, from large cities to rural areas; however, the modal responses indicated cities from 10,000 to 99,000 and 100,000 to 500,000 people. (This may be due, in part, to the size of communities which have E.I.P. centers.) The male E.I.P. students' family backgrounds showed that most of their parents were living together and also that over one-fourth of the students were married themselves. If they were married, the average family size was five. The average age for the male E.I.P. student was 23.8 years.

Their family background responses also showed that these students' parents' educational background was probably lower than one might expect for middle-class students. Their fathers' modal educational status was "at least some grade school," and only two of the 37 indicated that their fathers had obtained a graduate or professional degree. Examination of the data revealed that 63 percent of the fathers had high school diplomas or less and 59 percent of the mothers had attained this plateau in their schooling.

The family income of the E.I.P. male students was quite interesting. Their responses showed a bimodal distribution. Thirty percent of the students indicated a family income of \$10,000 to \$15,000, and another 27 percent indicated incomes of \$5,000 to \$7,500.

The educational background of the males revealed that 78 percent had their elementary training in public schools and 92 percent went to a public high school. Their graduating classes averaged about 200-400 each. After high school, 81 percent went to a Junior College, and only 13 percent spent their entire college careers at Michigan State University. Their average grade point was 2.48 out of a possible 4.00.

Like many in the field of education, the decision to become a teacher occurred after entering college. Eighteen of the 25 who indicated they definitely had decided to

become teachers made the decision since they turned 21. This might suggest that teaching was <u>not</u> their first choice when they entered college. This was further supported by the data which shows that only 14 of the 37 (38%) currently feel that teaching was the only satisfactory career for them. However, only two of the 37 (5%) had serious doubts about entering teaching, and only one, if given an opportunity to choose another occupation or career, would definitely do so. Forty-nine percent would definitely stay in teaching. This would appear to suggest a strong commitment to the field of teaching on the part of the E.I.P. males.

The "risk-taking" trait of the males appeared to be a bimodal distribution. When asked to indicate which of three kinds of jobs they would take: (1) moderate pay, low risk; (2) better-than-average pay, 50-50 chance of losing; or (3) high pay, high risk of losing; they responded with 43 percent in category one and 40 percent in category three. Category one probably more closely approximates the field of teaching. These responses might indicate more aggressive males in teaching or, at least, males who are willing to risk more for more pay.

Although the E.I.P. was part of the K-8 elementary program, 88 percent indicated they wished to teach at the upper levels of the elementary school (grades 4-8).

The perceptions of the male E.I.P. students regarding himself as a teacher and teaching as a profession was

interesting. Thirty-five percent of them thought of themselves as a teacher "right now" (that is, before student teaching), and only three of the 37 indicated that this perception of themselves as a teacher rather than as a student would come after the Bachelor's Degree. Their perceptions of the difficulty of teaching were equally high. Only one felt that he would find teaching "very difficult." Almost 60 percent of their responses were in the categories of "somewhat difficult" or "not difficult at all." The remaining 38 percent felt that teaching may be difficult, but they felt they could handle it.

A majority of the male E.I.P. students <u>definitely</u> felt that teaching is a profession which requires "a long period of specialized training." The responses to the question about teaching as a profession showed high regard for both teaching and the training necessary for doing an adequate job in it.

In the listing of job characteristics by the male E.I.P. students, there were only four characteristics which over 50 percent of the males indicated as either very or extremely important. These four job characteristics were: (1) absorbs my interest and holds my attention; (2) provides opportunity to work in a pleasant environment; (3) necessitates keeping up with new and better ways of doing the job; and (4) offers an opportunity to be helpful to others. The first three were listed as very important and the fourth was marked extremely important to the students. Responses one and two would probably be important to any job or occupation. Response three might indicate a reason why these students chose the E.I.P. method of teacher education in the first place. They may have been looking for "new and better ways of teaching."

The opportunity to be of help to others was probably what one would expect of elementary teachers. Their desire to be of help was further substantiated when one looks at the relative needs of the male E.I.P. students as measured by the Edwards Personal Preference Schedule.

See Table 5:1 on Page 75

The five highest needs of the E.I.P. males were: (1) intraception, (2) change, (3) nurturance, (4) affiliation, and (5) dominance. This might be compared with the E.P.P.S. college male norm group. Their five highest needs are: (1) heterosexuality, (2) dominance, (3) intraception, (4) achievement, and (5) change. One further comparison of the E.I.P. male relative needs is interesting. This comparison is with the female E.I.P. list which was: (1) intraception, (2) change, (3) nurturance, (4) affiliation, and (5) abasement. The four highest needs of the E.I.P. males MALE E.I.P., EDWARDS, AND COLLEGE MALE NORM GROUP, E.P.P.S.

		E.	I.P.		No	rm Group
<u>Rank</u>	Need	Mean	<u>Standard</u> Deviation	Rank	Mean	<u>Standard</u> Deviation
1	Intraception	17.50	5.14	3	16.12	5.23
2	Change	16.75	4.72	5	15.51	4.74
3	Affili a tion	16.56	4.14	6	15.00	4.32
4	Nurturance	16.44	4.55	9	14.04	4.80
5	Dominance	15.14	4.04	2	17.44	9.88
6	H eterosexua lity	14.67	5.99	1	17.65	5.48
7	Abasement	14.42	4.54	12	1 2.2 4	4.93
8	Exhibition	13.91	3.45	7	14.40	3.53
9	Achievement	13.53	3.77	4	15.66	4.13
10	Autonomy	1 2.83	4.90	8	14.34	4.45
11	Aggression	12.50	4.46	10	1 2.7 9	4.59
12	Deference	12.00	3.58	13	11.21	3.59
13	Endurance	11.69	5.96	11	1 2.6 6	5.30
14	Succorance	11.17	4.75	14	10.74	4.70
15	Order	9.67	4.48	15	10.23	4.31

might thus be interpreted as being more like the female elementary teacher than like other males. Their characteristics included what one commonly stereotypes about elementary teachers, i.e., sensitivity to others, helpfulness with others who are in trouble, loyalty and friendliness. Their need for change--to do new and different things-might be a further indication as to why these students choose the E.I.P.

At the other end of the scale, the five lowest needs of the male E.I.P. students were: (11) aggression, (12) deference, (13) endurance, (14) succorance, and (15) order. There was more agreement with the male norm group here. Their lowest needs were (11) endurance, (12) abasement, (13) deference, (14) succorance and (15) order.

In summary, the "average" or composite E.I.P. male was more likely to be single, almost 24 years old, and from a middle-class background. He very likely graduated from a public high school and attended a Junior College for part of his college education. While in college he thought about being a teacher and since turning 21 definitely decided to enter teaching, although this was only one of several careers he considered. He currently has few doubts about the correctness of his decision to be a teacher and, at the present time, probably regards his future role as that of being a teacher (or at least he will before he graduates with his

degree in teaching). If given a chance to choose another career, he would likely stay with teaching. Preferably, he would like to teach in the upper elementary grades, and he feels fairly adequate about his ability to do a successful job in teaching, which he definitely feels is a profession. The most important job characteristic for him was to be of service to others.

His needs were ones which will probably be satisfied in elementary teaching. His highest needs were those which call for him to be sensitive, helpful, and loyal to others.

Characteristics of the Female E.I.P. Student

The female E.I.P. student's home background was found to be, in many ways, very much like that of the male E.I.P. student. The community in which they lived was medium sized, although a higher percent lived in a metropolitan area. (Once again, this may be because of the location of the E.I.P. centers.)

Like the male students, the number of parents who had advanced degrees were low. For example, only 40 percent of the fathers and two percent of the mothers had attained an advanced or professional degree. The modal educational status of the parents was a high school education. Concerning family income levels, less than 50 percent of the students reported incomes of over \$10,000 per year.

In regards to the students themselves, the average age was found to be very close to that of the average age

for the males: 23.7 years. While there was a significantly higher number of the E.I.P. students, when compared to regular on-campus female students, who were married, the majority (71%) were still single.

The early educational background of female E.I.P. students were similar to on-campus female students. A majority attended public rather than parochial elementary and high schools before going to college. The average size of the high school class was between 200 and 400 students. However, following high school, the educational program of female E.I.P. students changed from that of on-campus female students. The difference is that only 23 percent of the E.I.P. students had spent their entire college education at Michigan State University. For example, when asked if they had ever attended at least one year at a two-year institution, 70 percent indicated "yes." Like the males, the females' grade point average was between a B and C (2.46).

While a majority of these female E.I.P. students had first thought of being a teacher before they were 16 years of age, 55 percent of them did not definitely decide to become a teacher until after their 18th birthday. It would appear that most of their decisions to become a teacher occurred while in college or shortly after high school graduation. Every one of the E.I.P. students indicated they had definitely decided to become a teacher. This can be compared

with six percent of the on-campus sample which "haven't yet definitely decided to become a teacher."

Their decisions to become a teacher were also reflected in the next question. When asked about their current feelings about teaching, 42 percent indicated that teaching was the only career for them. An additional 45 percent felt that teaching was one of several careers in which they could be satisfied. Thirty-two percent of the E.I.P. sample had no doubt about their decisions to become teachers, and only four percent had serious doubts. If given an opportunity to go into another career, 67 percent would definitely stay with teaching and another 26 percent would probably stay. Three persons indicated they would likely choose another occupation and ten individuals were not really sure what they would do. Thus, only seven percent of the 170 E.I.P. students indicated a strong possibility of not staying with teaching as their profession.

The above responses seemed to indicate a high degree of commitment of part of the female E.I.P. students to the field of education. Most were committed to teaching and whatever doubts they had were not serious. Although all have decided to enter education, five percent indicated they wanted to go into special education. A majority (57%) wanted early elementary education as first choice of teaching.

When asked to indicate the type of job they would prefer in regards to the "risk" involved in keeping the job, 55

percent wanted a job with moderate income but one in which there was good security. Only 21 percent wanted a highpaying, high-risk job. Their choices seemed to be the type of position typically found in elementary schools.

Without further training, the students in the E.I.P. felt that doing an adequate job in the classroom <u>right now</u> would be somewhat difficult, although 14 percent felt it would not be difficult at all. Less than three percent felt it would be <u>very difficult</u> to the degree that they would have serious doubts about their ability to do an adequate job.

Their perceptions of teaching seemed to be quite positive. Fifty-five percent and 44 percent, respectively, felt that teaching is definitely a profession or teaching is a profession but not a highly specialized one. No one felt that "teaching is not a profession" and only two of the 170 felt that "teaching is a quasi-profession," i.e., requiring a college education but no specialization is needed.

There were four job characteristics on which 50 percent or more of the female E.I.P. students agreed that they were very or extremely important in teaching. Those characteristics listed as extremely important in the field of teaching were: (1) offers an opportunity to be helpful to others, (2) provides opportunity to help an individual child, and

(3) provides opportunity to help in the social development of children.

The job characteristic cited in the "very important" classification was that teaching "provides opportunity to use my special aptitudes and abilities."

It is interesting to note that those listed as extremely important to the female E.I.P. students all involve helping The one which is of lesser importance but still others. very important involves "helping one's self." This characteristic of "other" directedness and sympathy for others is well-supported by the relative needs of the female E.I.P. students as measured by the Edwards Personal Preference Schedule as, for example, their needs for: (1) intraception, (2) change, (3) nurturance, (4) affiliation, and (5) abasement. These needs seem to reflect the empathy for and desire to help others which are consistent with their responses to the Teacher Education Inventory. The relatively high need for change may well reflect why the students chose the E.I.P. as their method of teacher training. They wanted something different from the regular teacher education program.

At the other end of the scale, the lowest manifest needs were found to be: (11) deference, (12) autonomy, (13) achievement, (14) order, and (15) aggression. These scores are consistent with what other research has discovered about elementary teachers.

In summary, the personality profile of the composite characteristics of the female E.I.P. student reflects a person who came from a middle-class background and who probably went to a public (as opposed to parochial) elementary and high school before entering a two-year college. Although she had thought of teaching as a career, she did not make her mind up until in college. Her grades in college were probably a little above average. This person was found to have a high regard for teaching as a profession and would probably choose that job again if given a chance to do so. The female E.I.P. student was not likely to have serious doubts as to her ability to do a good job in the classroom. She values a job which allows her to be of service to others as being extremely important.

Her relative needs are highest in those areas in which she can help others and lowest in those areas of achievement, order, and aggression. All in all, the data suggest that the E.I.P. student is probably a sensitive individual who definitely wants to be a teacher.

CHAPTER VI

Summary and Conclusions

Chapter VI is organized in three sections. The first section is a summary of the thesis. This is followed by a discussion of the conclusions. The final section will contain the implications for future research.

Summary

This study was designed to identify and describe the composite characteristics of the individual who chose an internship method of teacher preparation at the elementary level. In addition, it was the purpose of this study to describe the characteristics of the male E.I.P. elementary teacher candidate.

In order to investigate differences between males and females and between the regular female on-campus elementary student and the female student who was in the Elementary Internship Program (E.I.P.) at Michigan State University, three instruments were administered to the three groups. The data on the male on-campus students were not used because of the small number of males in the sample. The three instruments used were: (1) the Minnesota Teacher Attitude Inventory, (2) the Edwards Personal Preference Schedule, and (3) the Teacher Education Inventory.

Each of the three tests were administered prior to the student teaching and methods courses for the students. The E.I.P. students completed the battery of tests during their first week at their respective E.I.P. centers. The oncampus sample took their tests during their methods courses at Michigan State University. The E.I.P. sample included 176 females and 37 males. The on-campus sample included 170 females.

There were four major hypotheses examined in this study:

- 1. The first hypothesis was concerned with the mean score of the female E.I.P. students and the female on-campus students in the Minnesota Teacher Attitude Inventory. Using the t-test, it was found that there was a significant difference at the .05 level of confidence between the two groups.
- 2. The second hypothesis dealt with the mean scores of the males and females in the internship program on the M.T.A.I. Analysis here revealed no significant differences (at the .05 level of confidence) between these two groups.
- 3. It was stated in the third hypothesis that the female E.I.P. student would have the same needs as measured by the Edwards Personal Preference Schedule as the regular female elementary student

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at Michigan State University. Through a t-test analysis it was found that six of the 15 needs were significantly different between the two samples. These six were: deference, autonomy, succorance, abasement, endurance, and heterosexuality.

4. Hypothesis four stated that there would be no difference between the mean scores of the female E.I.P. students and the college norm groups of the Edwards Personal Preference Schedule on the individual scales of the Edwards Personal Preference Schedule. This hypothesis was rejected in the following subscales of the E.P.P.S.: achievement, order, affiliation, intraception, dominance, abasement, and heterosexuality.

After the hypotheses were examined, a comparison (using the Chi-squared analysis) was made between the female E.I.P. students and the female on-campus students on the basis of the Teacher Education Inventory. The main differences between the two groups were in their ages and their perceptions of the teaching profession. Other differences were found in their educational backgrounds, especially in regards to their attendance at a Junior College. Most of the E.I.P. students have attended a two-year institution, while most of the on-campus sample have attended only Michigan State University.

A descriptive analysis of both the male E.I.P. students' and the female E.I.P. students' personality profiles were presented in this study.

Conclusions and Discussions:

The following conclusions seemed to be warranted by the data in this study:

1. The initial attitudes towards children and teaching as measured by the M.T.A.I. are higher for the on-campus female students than for the E.I.P. female students. This conclusion is consistent with the findings of Corman and Olmsted¹ in their examination of the internship program at Michigan State University in 1964. They suggested that the difference in scores might be accounted for in terms of age and socio-economic background of the two samples. As was the case in 1964, these two variables--age and socio-economic background--were found to be significantly different for the E.I.P. and on-campus students.

Additional evidence related to this conclusion was found in the reported article by Cook, Rocchio, and Thompson.²

¹Corman and Olmsted, <u>op</u>. <u>cit</u>., p. 98.

²Cook, Kearney, Rocchio, and Thompson, <u>op</u>. <u>cit</u>., pp. 274-279.

They found that there was a significant difference in the mean scores of the M.T.A.I. according to the kind of teacher education institution attended. Teachers who attended a university had higher scores than those who attended other colleges. Since a majority of the E.I.P. students had attended a Junior College, their lower scores on the M.T.A.I. might be attributed to this.

2. There is essentially no difference between the initial attitudes of the male and female E.I.P. students as measured by the Minnesota Teacher Attitude Inventory. Although the females scored higher, the difference was not significant. This conclusion seems quite reasonable after one has examined the complete data concerning the male E.I.P. students. Much of the data shows that the two groups are very similar in their backgrounds and their relative needs as measured by the Edwards Personal Preference Schedule. On the other hand, part of the difference in the M.T.A.I. scores might be attributed to the fact that most of the males wished to teach in the higher elementary grades, and the research shows that there are differences in attitude scores according to grade level.³

3. In regards to their measured relative needs, it would appear that there are differences among the female

³Ibid.

E.I.P. and female on-campus students. The E.I.P. students indicated higher needs than the on-campus students in the areas of deference, autonomy, abasement, and endurance. Their needs (E.I.P.) were lower than on-campus in the areas of succorance and heterosexuality.

The last two lower needs on the part of the E.I.P. students are probably explainable in part to the age difference between the two groups. The older E.I.P. student would probably be less concerned with needing others' help when in trouble (need for succorance). The lower heterosexual need may be explained by the fact that a significantly higher number of E.I.P. students are married and, thus, many of their needs in this area were of less concern to them than it was for the on-campus student.

The E.I.P. scored higher on relative needs in the areas of deference, autonomy, abasement, and endurance. Once again, age and the maturity which supposedly goes with older age may account for much of these higher needs. The particular need of autonomy may be a reason why the students chose the "different" E.I.P. method as their method of teacher preparation. It may be that the E.I.P. students were seeking a program wherein they could be more independent and be able to come and go as they wished. The E.I.P. Senior Internship year would allow for more of this freedom than would the regular teacher education program.

4. It is concluded from the data that the E.I.P. needs are different from the college norm group of the E.P.P.S. As with the above conclusion, this conclusion is stated with some reservations. Since the t-test is not entirely appropriate to use with the E.P.P.S., one cannot state emphatically that the differences between the two samples are really significant. However, it would appear that the E.I.P. students did have greater needs in the areas of order, intraception and abasement and lesser needs in the areas of achievement, affiliation, dominance and heterosexuality than did the college norm sample.

As stated previously, there are conflicting studies concerning the need patterns of teacher candidates. If nothing else, this study points out the need for a separate norm group for teachers and teacher candidates.

5. On the basis of the Teacher Education Inventory, it would appear that the female E.I.P. students were different from the on-campus students in a number of ways. The E.I.P. students were older, their home backgrounds were different, and they attended different types of schools than did the on-campus sample.

One very important difference between these two groups was that the E.I.P. students seem to have a higher concern for teaching and a higher degree of commitment to the field of teaching than did the on-campus sample. They seem to

have already made up their minds that teaching was for them when they entered the E.I.P. program. This degree of commitment is important for it explains to some degree why a higher percentage of them stay in teaching after graduation, as compared with the on-campus students. If this is the case, and the data seem to suggest that it is, then it may <u>not</u> be the program but rather the students that account for the high retention rate of the internship program.

6. Examination of the male E.I.P. student personality profile seems to suggest that the male E.I.P. student was more characteristic of the female E.I.P. student than he was of other college males. This is not to suggest that the male E.I.P. student is less masculine but rather to point out that the personality of a male elementary teacher may be different from other males.

Another possible conclusion concerning this data in relation to the male E.I.P. student is that the program itself may offer an alternative to males who wanted to be an elementary teacher but might otherwise have gone into secondary teaching or some other occupation. Regardless of the reasons, the males in the E.I.P. seemed to exhibit different need patterns than do other college males.

Implications for Further Research

This study was designed to make a preliminary investigation of certain characteristics of persons who enter

the E.I.P. as their method of teacher education. Further research is needed in the areas of the candidates' values and other personality characteristics which may distinguish them from other students. In addition, further research is needed to investigate the reasons why the E.I.P. student is more certain of his decision to be a teacher than is the on-campus student.

Since the field of elementary education is attracting more men, there is the additional need for more descriptive data on the male elementary teacher. This is a relatively new field for males, and information about them is lacking in the literature.

Finally, a follow-up of the students in this study would be fruitful to see what impact their respective programs have had on their personality profiles. Do the students who are different now become more different after two years in different programs, or do they regress towards the mean and become more alike? This question warrants an empirical answer.

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APPENDIX A

TEACHER EDUCATION INVENTORY

Michigan State University

DIRECTIONS

The information supplied by you in this instrument will be used for program improvement and research purposes only. It will in no way affect your grade or standing in the university. Your careful completion of the instrument is appreciated.

Using a pencil, on the separate answer sheet blacken the space beside the number which indicates your response. Ten places for answers are available for each question, although most questions have fewer possible answers.

Some questions have more than ten possible answers. In such cases, the questions have been assigned double-numbers.

Example:

(83-84) How many days are in February, 1968?

To answer: Find item 83 on your separate answer sheet. Blacken the space beside the 2. In item 84, blacken the space beside the 9. Thus, you indicate 29.

Use the 10th position to represent 0.

Example:

(85-86) How many days are in the month of April?

To answer: Find item 85 on your separate answer sheet and blacken the 3 space. In item 86, blacken the 10 space. Thus, you indicate 30.

PLEASE AMSWER ALL QUESTIONS

(1)	Sex:		
	1. Hale		
	2. Female		
(2)	MSU Curriculum		
	1. On campus block - elementary educ	cation	L
	2. On-campus block - special educat	lon	
	3. EIP - elementary education		
	4. EIP - special education		
(3-4)	The responses in this item describe where	you a	re presently enrolled
	and where you will student teach. The rea	sponse	s marked 11 through 20
	are for students presently in EIP (Element	tary I	ntern Program). The
	remaining responses are for students enrol	lled d	on campus at Michigan
	State, 11 FID Alpone Amon	16	NTP Lansing Area
	12. EIP Bay_City Saginay Area	17	EIP Livonia Area
	13. EIP Battle Creek Area	18.	EIP Macomb Area
	14. EIP Grand Rapids Area	19.	EIP Pontiac Area
	15. EIP Highland Park-Detroit Area	20.	EIP Port Huron Area
	21. I am presently enrolled in the teach winter term.	block	and will <u>not</u> student
	I am an on-campus MSU student and wi	11 stu	ident teach winter term.
	1968 in the following location:		· · · · · · · · · · · · · · · · · · ·
	22. Battle Creek Area	31.	Saginaw-Bay City Area
	23. Birmingham	32.	Macomb County Area
	24. Benton Harbor-St. Joseph Area	33.	Traverse City Area
	25. Flint Area	34.	Greater Lansing
	26. Grand Rapids Area		Commuting Area
	27. Jackson Area	35.	Detroit Area
	28. Livonia Area	36.	Port Huron Area
	29. Niles Area	3/.	Walled Lake Area
	50. FONTIAC Area		
	For item (3-4) be sure you have answ	ered g	one and only one of the
	answers coded 11 through 37.		
(5-6)	By filling in the appropriate positions o answer sheet indicate your age at your la	f iten st bin	ns 5 and 6 on the cthday, Remember

(7) Type of community where you spent most of your pre-college years:

- 1. Hetropolitan center (City of more than 500,000)
- 2. Suburban community close to a metropolitan center
- 3. City of 100,000 to 500,000 people
- 4. Suburban community adjacent to a city of 100,000 to 500,000
- 5. Medium size city (10,000 to 99,000)
- 6. Small town (2500 to 10,000)

position 10 stands for 0.

7. Rural community (2500 or less) or on a farm.

- (8) Marital Status:
 - 1. Single
 - 2. Married
 - 3. Separated
 - 4. Divorced
 - 5. Widowed
- (9) Marital Status of Parents:
 - 1. Both alive and living together
 - 2. Separated
 - 3. Divorced
 - 4. Widowed
- (10) Number of children: Use actual number if 1-8 children.
 - 9. 9 or more children
 - I have no children or this item does not apply to me because I am single.

(11) Type of elementary school (grades 1-8) attended:

- 1. Public
- 2. Parochial and/or Private
- 3. Both of the above
- (12) Type of High-school attended:
 - 1. Public
 - 2. Parochial and/or Private
 - 3. Both of the above.
- (13) Size of High School Graduating Class:
 - 1. Under 25
 - 2. 25-99
 - 3. 100-199
 - 4. 200-399
 - 5. 400-999
 - 6. 1000 or over
- (14) College education:
 - 1. All my college education has been at MSU.
 - 2. Up to one year has been at another college.
 - 3. One to two years have been at another college.
 - 4. Two or more years have been at another college.
- (15) I have completed at least one year at a two-year college.
 - 1. Yes
 - 2. Ho

(16-18) Present all-university grade point average: Example: if your GPA is 3.04 put

> a mark in the 3 position of item 16 on the answer sheet, a mark in the 10 position of item 17 on the answer sheet, a mark in the 4 position of item 18 on the answer sheet. Be sure and mark all 3 positions on the answer sheet. If you think your GPA is about 3.5 and you are not sure of the exact GPA mark positions to indicate 3.50, i.e., positions 3, 5, and 10.

- (19) Father's Education
 - 1. No formal education
 - 2. At least some Grade School (elementary)
 - 3. Attended High School but did not finish
 - 4. Graduated from High School
 - 5. Attended a Vocational or Trade School beyond
 - 6. Attended College but did not graduate
 - 7. Graduated from College
 - 8. Attended a Graduate or Professional school
 - 9. Attained a Graduate or Professional degree
- (20) Mother's Education:

- 1. No formal education
- 2. At least some Grade School (elementary)
- 3. Attended High School but did not finish
- 4. Graduated from High School
- 5. Attended a Vocational or Trade School beyond
- 6. Attended College but did not graduate
 - 7. Graduated from College
 - 8. Attended a Graduate or Professional school
 - 9. Attained a Graduate or Frofessional degree
- (21) Estimate of family's annual income:
 - 1. Less than \$5000 per year
 - 2. \$5000 to \$7499 per year
 - 3. \$7500 to \$9999 per year
 - 4. \$10,000 to \$15,000 per year
 - 5. More than \$15,000 per year
- (22) Indicate the number of children including yourself in the family from which you come. Include step-brothers and/or sisters if it applies. If 10 or more children are in the family use 10.
- (23) At what age did you first think of becoming a teacher?
 - 1. Before the age of 10
 - 2. Between 10 and 13 years of age
 - 3. Between 14 and 16 years of age
 - 4. Detween 17 and 18 years of age (In senior year of high school)
 - 5. Since entering college (at 18 years or later)

(24) At what age did you definitely decide to become a teacher?

- 1. Before the age of 14.
- 2. At 14 or 15 years of age
- 3. At 16 or 17 years of age
- 4. Between 18 and 20 years of age
- 5. Since the age of 21
- 6. Haven't yet definitely decided to become a teacher

- (25) Which one of the following statements <u>best</u> describes the way you currently feel about a career in teaching? (Check only one.)
 - I don't know enough about teaching to know how satisfying I will find it.
 - 2. It is not the most satisfying career I can think of, but it is a very practical one for me.
 - 3. It is one of several careers which I could find almost equally satisfying.
 - 4. It is the only career that could really satisfy me.
- (26) Since you decided to become a teacher, have you ever had any doubts that this was the right decision for you? (Check only one.)
 - 1. Yes, serious doubts.
 - 2. Yes, some doubts, but not serious ones.
 - 3. No, no doubts at all.
- (27) Often, for a variety of reasons, people choose a certain career even though they would really prefer to enter some other occupation or career. If you had the opportunity to now make a choice, would you rather stay with teaching or would you choose another occupation or career? (Check only one)
 - 1. I definitely would stay with teaching.
 - 2. I would probably stay with teaching but only after weighing all of the pros and cons.
 - 3. I would likely choose another occupation or career.
 - 4. I would definitely choose another occupation or career.
 - 5. I don't really know which I would do.
- (28) Suppose you had some extra hours each week and could use them to take an extra course of your own choosing, to engage in additional social or recreational activities, or as added study time. Which do you think you would choose? (Check only one)
 - 1. I'd take the extra course.
 - 2. I'd take the time for additional social or recreational activity.
 - 3. I'd use the time for additional study.
- (29) Here are three kinds of jobs. If you had your choice, which would you take?
 - A job which pays a moderate income but which you are sure of keeping.
 - 2. A job which pays a better than average income but which you have only a 50-50 chance of keeping.
 - 3. A job which pays extremely well if you succeed, but one in which many people do not succeed.
- (30) At what level would you like to begin teaching? (Check only one)
 - 1. Kindergarten
 - 2. Grades 1 through 3
 - 3. Grades 4 through 6
 - 4. Grades 7 or 8
 - 5. Grades 9-12

- (31) When do you expect you will <u>first</u> come to think of yourself as a <u>teacher</u> rather than as a <u>student</u>? (Check only one)
 - 1. I do right now
 - 2. During my student teaching
 - 3. During my year of internship
 - 4. After I receive my D. A. degree

or (for on campus students)

- 5. I do right now
- 6. During my student teaching
- 7. When I get my B.A. degree
- 8. During my first year of full-time teaching
- (32) If, without any further training, you <u>now</u> had to assume <u>full</u> responsibility for a classroom, how difficult do you feel it would be for you to do an adequate job? (Check only one)
 - 1. Very difficult. I seriously doubt I could do an adequate job
 - 2. Difficult. It would require a great deal of work on my part and some help from others, but I feel I could come to perform adequately.
 - 3. Somewhat difficult. I would probably have to work some harder than I would if I completed my training, but in general I could probably perform adequately almost from the beginning.
 - 4. Not difficult at all. I feel that I already either know or could figure out what one needs to do in order to perform adequately as a teacher.
- (33) Some people say that teaching is a profession, others say it is a quassiprofession, while still others say it is not a profession at all. To which of the following statements would your own view of the status of teaching most nearly correspond? (Check only one)
 - Teaching is definitely a profession. Entry into teaching requires a long period of highly specialized training and the practicing teacher has a large grant of both authority and responsibility which she is expected to exercise for the welfare of her students.
 - 2. Teaching is a profession. Entry into teaching requires college training, though not of a highly specialized sort, but the practicing teacher has as much authority and responsibility for the welfare of the students as do those in other professions requiring even longer and more specialized training.
 - 3. Teaching is a quasi-profession. Entry into teaching, while it requires college level work does not require any real specialization. Moreover, though the practicing teacher has considerable responsibility for the welfare of the students, her authority over them is relatively limited.
 - 4. Teaching is not a profession. The requirement of college training in order to teach is really unnecessary. Nearly any person with a high school education and a liking for children could teach, particularly at the elementary level. Further, school systems are usually so organized that teachers have only limited authority and responsibility for the children. Building and school system rules, teacher guidebooks, etc. tell the teacher pretty much what she is supposed to do.

There are many reasons why people choose a particular job. Please rate each of the following job characteristics in terms of its importance to you in your choice of teaching as an occupation. Check only one for each item (34) through (54).

		llot	Somewhat	Very	Extremely
	Job Characteristics	Important	Important	Important	Important
Wo	rk that:	-	-	-	-
(34)	Provides opportunity to use my				
	special aptitudes and abilitie	s 1.	2.	3.	4.
(35)	Cffers freedom from pressure to				
	conform in my personal life	1.	2.	3.	4.
(35)	Absorbs my interests and holds m	ıy			
	attention	1.	2.	3.	4.
(37)	ilecessitates keeping up with new	T			
	and better ways of doing the j	ob 1.	2.	3.	4.
(38)	Offers an opportunity to be help	oful		_	
	to others	1.	2.	3.	4.
(39)	Affords a chance to exercise			_	_
	leadership	1.	2.	3.	4.
(40)	Offers me social standing and		-	•	
	prestige in my community	1.	2.	3.	4.
(41)	Offers freedom from additional				
	training requirements after	•		2	,
<i>((((((((((</i>	graduation	1.	2.	3.	4.
(42)	Provides opportunity to work		•	2	,
(()	with people	1.	2.	3.	4.
(43)	Frovides a chance to earn enough	1	2	2	,
	money to live comfortably	1.	۷.	<u>،</u> د	4.
(44)	Provides opportunity to be creat	1 ve	2	2	1.
(/5)	and original	1.	۷.	J •	4.
(45)	Provides a chance to achieve rec	cog-	2	2	
(1.6)	Drawides esperiments in my profe	ession 1.	۷.	S .	4.
(40)	Provides opportunity to control	my 1	2	2	1.
(1.7)	Own working conditions	· L •	۷.	J.	4.
(47)	vision	•	2	3	4
(4.8)	Provides encortunity to have int	1.	۷.	J.	֥
(40)	esting and intelligent poorlo	for			
	colleagues	1	2	3	4
(49)	Frovides opportunity to beln an	T •	2.	J •	·•• •
(47)	individual child	1	2	3	4
(50)	Provides opportunity to help in	the	2•		
()	social development of children	1. I.	2.	3.	4.
(51)	Allows me long summer vacations	1.	2.	3.	4.
(52)	Offers working hours the same as				- + •
(/	the hours my children are away	v			
	from home	, 1.	2.	3.	4.
(53)	Provides a chance to "go back to		- •	- •	
/	it." good insurance	1.	2.	3.	4.
(54)	Provides opportunity to work in	a	-•		- •
• •	pleasant environment	1.	2.	3.	4.
	-				

Which two of the above were the most important factors in your choice of teaching? (List the appropriate numbers (55-56)

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APPENDIX B

SUMMARY OF TEACHER EDUCATION INVENTORY

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		E.I.P. Males	E.I.P. Females	On-Campus Females
ч.	M.S.U. Curriculum A. Elementary Education B. Special Education	33 4	162 7	159 11
	Area in state where presently enrolled for E.I.P. A. Alpena B. Bay City, Saginaw C. Battle Greek D. Grand Rapids E. Highland Park, Detroit F. Lansing G. Livonia H. Macomb I. Pontiac J. Port Huron	ら13703らら44	1115 55 115 10 5 671333	
m	Where on-campus student will student teach A. Battle Greek B. Birmingham C. Benton Harbor, St. Joseph D. Flint E. Grand Rapids F. Jackson G. Livonia H. Niles I. Pontiac			002844744

(Continued)
INVENTORY
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SUMMARY

On-Campus Females	1001 128 1002 128 1001	25 114 100 88 21.7 21.7	17 34 19 38
E.I.P. Females		25 27 27 27 23 23 23.7	23 28 442 88
E.I.P. Males		153752727 23753727 28	თ ია თიდ
	Where on-campus student will student teach (continued) J. Saginaw, Bay City K. Macomb L. Traverse City M. Greater Lansing N. Detroit O. Port Huron P. Walled Lake	 4. Age of student A. 19 years B. 20 years C. 21 years C. 21 years D. 22 years E. 23 years F. 24-30 years G. 31-35 years H. 36-40 years I. 0ver 40 years 	 Type of community where you spent most of your pre-college years A. Metropolitan center B. Suburban community close to metropolitan center C. City of 100,000 to 500,000 C. Suburban community of C. E. Medium size city (10,000-99,000)

(Continued)
INVENTORY
EDUCATION
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OF
SUMMARY

		E.I.P. Males	E.I.P. Females	On-Campus Females
Type of of your F. 6	community where you spent most pre-college years (continued) Small town (2,500-10,000) Aural community (2,500 or less or on a farm)	А И	25 15	21 20
Marital A. B. C. E.	status Single Married Separated Divorced Widowed	2 0 0 1 0	121 42 21 22	144 25 0 1
Marital A. B. C. D.	status of parents Both alive and living together Separated Divorced Widowed	ωαος 7	137 1 21	145 2 18 18
Number A. B. C. D.	of children 0 or unmarried 1 or 2 children 3 or 4 children 5 or more children	75 72 72	131 12 18 9	148 14 1
Type o: A. B. C.	f elementary school attended Public Parochial and/or private Both of the above	7 7 7 7	130 20 19	139 20 11

		E.I.P. M a les	E.I.P. Females	On-Campus Females
10.	Type of high school attended A. Public B. Parochial and/or private C. Both of the above	34 3 0	145 8 0	145 21 3
11.	Size of high school graduating class A. Under 25 B. 25-99 C. 100-199 D. 200-399 E. 400-999 F. 1,000 or over	11300L	264400 200 264400	208322 243322
12.	College education A. All at M.S.U. B. Up to one year at another college C. One to two years at another college D. Two or more years at another college	5 15 16	39 12 83 36	113 10 36 11
13.	Completed at least one year at a two- year college A. Yes B. No	30 7	119 51	30 139
14.	Grade point average	2.48	2.46	2.61
15.	Father's education A. No formal education B. Some grade school	0 11	3 23	11

		E.I.P. Males	E.I.P. Females	On-Campus Females
	Father's education (continued) C. High school, but did not finish D. High school graduate	40	28 39	12 54
	E. Attended Vocational or trade school beyond high school T Attorded colloge hut did wet	4	22	17
	F. Attended college, but did not graduate G. College graduate	ი ი	29 14	17 23
	н. Астепаеа graauate or proies- sional school I. Graduate or professional degree	7 1	7.5	2 29
16.	Mother's education A. No formal education B. Some grade school C. High school, but did not finish D. High school graduate	0 8 0 9	0 29 68	0 16 60
	E. Attended vocational or trade school beyond high school F. Attended college, but did not	9 -	15	22
	graduate G. College graduate H. Attended graduate or profes- sional school I. Graduate or professional degree	tm 00	3	33 33 10
17.	Estimate of family's annual income A. Less than \$5,000 per year B. \$5,000-\$7,499 per year C. \$7,500-\$9,999 per year D. \$10,000-\$15,000 per year E. More than \$15,000 per year	10 11 2006	17 33 26 27	6 50 54 54

		.I.P. ales	E.I.P. Females	On-Campus Females
	The statement which <u>best</u> describes the way you currently feel <u>about</u> a teaching career (continued) C. One of several I could find almost equally satisfying D. Only career that could really satisfy me	16 14	76 71	85 25
22.	Since deciding to become a teacher, have you ever had any doubts about it being right decision? A. Yes, serious doubts B. Yes, some doubts, but not serious C. No, no doubts at all	2 23 12	7 108 55	25 115 29
23.	If you had the opportunity to now make a choice, would you rather stay with teaching or choose another career? A. Definitely would stay B. Stay with teaching but only after weighing all pros and cons	18 14	113	80 62
	 D. Definitely choose another occupa- D. Definitely choose another occupa- tion or career E. Don't really know 	t 0	3 10 10	11 15
24.	If you had extra hours to use each week, how would you use them? A. Take an extra course B. Take the time for additional social or recreational activity	16	59	61 86

(Continued)
INVENTORY
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Females Females	35 23	94 58	38 74 36 35	21 86 54 7 2 19 2 0	nismarked item)	5 1 72 80
E.I.P. Males	Q	16	6 15	0 7 6 3 L 2	1)	14 17
	If you had extra house to use each week, how would you use them? (continued) C. Use the time for additional study	25. If you had your choice of three jobs, which would you take? A. Job which pays a moderate income but sure of keeping B. Tob which porce botton then sure	C. Job which pays better than aver- age but 50-50 chance of keeping C. Job which pays extremely well if you succeed but which many people do not succeed in	<pre>26. At what level would you like to begin teaching? A. Kindergarten B. Grades 1 through 3 C. Grades 4 through 6 D. Grades 7 or 8 E. Grades 9-12</pre>	27. When do you expect you will first come to think of yourself as a teacher rather than as a <u>student</u> ?	 28. If you now had to assume full responsibility of a classroom, how difficult do you feel it would be? A. Very difficult B. Difficult

		E.I.P. Males	E.I.P. Females	On-Campus Females
	If you now had to assume full responsi- bility of a classroom, how difficult do you feel it would be? (continued) C. Somewhat difficult D. Not difficult at all	18 18	70 23	71 18
29.	To which of the following statements would your own view of the status of teaching most nearly correspond? A. Teaching is definitely a profes- sion. Entry into teaching			
	requires a long period of highly specialized training B. Teaching is a profession. Entry into tooching requires college	21	76	66
	training, though not of a highly specialized sort. C. Teaching is a quasi-profession.	15	74	86
	college level work but not specialization. D. Teaching is not a profession.	10	07	νO
30.	Teaching provides opportunity to use my special aptitudes and abilities A. Not important B. Somewhat important C. Very important D. Extremely important	1 18 11 11	2 31 88 48	1 73 51

SUMMARY OF TEACHER EDUCATION INVENTORY (Continued)	E.I.P. Ch-Campus Males Females Females	ching offers freedom from pressure conform in my personal life 12 59 55 A. Not important 12 59 55 B. Somewhat important 14 68 57 C. Very important 7 30 44 D. Extremely important 4 12 13	ching absorbs my interests and holds attention attention 0 1 1 1 A. Nonevhat important 21 7 15 C. Very important 21 79 72 D. Extremely important 15 82 82	ching necessitates keeping up with and better ways of doing the job 1 3 5 A. Nonewhat important 2 27 41 B. Somewhat important 21 77 81 O. Very important 13 63 43	ching offers an opportunity to be pful to others 0 0 0 A. Not important 2 11 16 B. Somewhat important 15 60 59 D. Extremely important 20 99 95	ching affords a chance to exercise dership A. Not important 5 26 20 5 27 05
SU		31. Teaching to conforn A. No B. So C. Ve D. Ex	32. Teaching attent: my attent: A. Noi B. Soi C. Ve: D. Ex	33. Teaching 1 new and b A. No B. Sou C. Ve D. Ex	34. Teaching helpful t A. No B. So C. Ve D. Ex	35. Teaching leadershi A. No

			(DODUT 0 110	
		E.I.P. Males	E.I.P. Females	On-Campus Females
	Teaching affords a chance to exercise leadership (continued) C. Very important D. Extremely important	14 3	40 15	43 11
36.	Teaching offers me social standing and prestige in my community A. Not important B. Somewhat important C. Very important D. Extremely important	2 2 5 5 8 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	58 15 15	100 2022
37.	Teaching offers freedom from additional training requirements after graduation A. Not important B. Somewhat important C. Very important D. Extremely important	00 80 7	135 31 2 2	133 133 133 133
38.	Teaching provides opportunity to work with people A. Not important B. Somewhat important C. Very important D. Extremely important	1 166 1	0 12 84	00 644 71 00
39.	Teaching provides a chance to earn enough money to live comfortably A. Nut important B. Somewhat important C. Very important D. Extremely important	រ ភូមិក្រុ	17 62 155	12 54 32

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		E.I.P. Males	E.I.P. Females	On-Campus Females
	Teaching provides opportunity to have interesting and intelligent people for colleagues (continued) B. Somewhat important C. Very important D. Extremely important	13 18 4	73 71 18	68 71 22
	Teaching provides opportunity to help an individual child A. Not important B. Somewhat important C. Very important D. Extremely important	3 18 1	0 8 8 0 0 8 8 0	0 6 7 0 0 6 7 0
. 9†	Teaching provides opportunity to help in the social development of children A. Not important B. Somewhat important C. Very important D. Extremely important	0 18 18	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 11 70 89
47.	Teaching allows me long summer vacations A. Not important B. Somewhat important C. Very important D. Extremely important	100 100	58 21 9	53 82 14
. 44	Teaching offers working hours the same as the hours my children are away from home A. Not important B. Somewhat important	17 11	53 45	42 472

(Continued)
INVENTORY
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SUMMARY O

		E.I.P. Males	E.I.P. Females	On-Campus Females
	Teaching offers working hours the same as the hours my children are away from home (continued) C. Vary important D. Extremely important	σ Ο	44 26	38 1+ 38
.64	Teaching provides a chance to "go back to it," good insurance A. Not important B. Somewhet important C. Very important D. Extremely important	116 11 11 1	20 544 28	11 58 48
50.	Teaching provides opportunity to work in a pleasant environment A. Not important B. Somewhat important C. Extremely important D. Extremely important	40330 2030	7 44 7 8 3 9	388 388 368

APPENDIX C

THE MANIFEST NEEDS ASSOCIATED WITH EACH OF THE FIFTEEN EDWARDS PERSONAL PREFERENCE SCHEDULE VARIABLES

1. <u>Achievement</u>: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. <u>Deference</u>: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. <u>Exhibition</u>: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. <u>Affiliation</u>: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

 <u>Intraception</u>: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people

ie.

by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. <u>Succorance</u>: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. <u>Dominance</u>: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others. to tell others how to do their jobs.

10. <u>Abasement</u>: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations.

to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. <u>Nurturance</u>: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. <u>Change</u>: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. <u>Heterosexuality</u>: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex,

to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

15. <u>Aggression</u>: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.







