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THE INFLUENCE OF SELECTED FACTORS ON THE  
CHOICE OF TEACHING AS A CAREER

by

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## CHAPTER I

### Introduction

#### Overview

One of the most persistent problems facing public education today is the selection and retention of the most competent teachers available for our schools. Those responsible for conducting selective teacher recruitment and preparation programs are faced with the necessity of finding the answer to two important questions: Why do students enter upon courses of study leading to qualifying for teacher certification? Having qualified to do so, why then do such a large number of persons not teach? The complex reasoning which lies behind the motives of those who choose teaching as a profession is often a source of wonder.

Many factors may affect educational and vocational decisions. Some are subtle and difficult to identify while others are readily identifiable. Because of the presence of both conscious and unconscious factors, it is often

difficult to explain or describe how a particular decision was reached. Educational-vocational decisions of students, however, usually require the assistance of others. Parents, counselors, teachers, peers, or certain other individuals with whom the decision maker comes in contact often contribute in some important way toward the making of a particular decision.

Aside from the possible influence of people in a student's environment, implications for educational-vocational choices must be accorded to motivational factors, school and non-school activities, and college and work experiences. These and other factors not only may influence a student's choice of teaching as a vocation, but also may affect the student's choice of a particular subject matter field of specialization as well as a particular level or type of teaching such as secondary, elementary, fine arts education, physical education, and the like.

#### Importance of the Problem

In one of the early complete studies made concerning

factors underlying the choice of teaching as a profession,

Best (1948) had this to say:

Teaching is not just another job, and individuals should not be encouraged to enter the profession because it seems to be an easy way to earn a living, because there is nothing else to do, or because it may serve as a stepping stone to another occupation. The worthiness of the motives underlying the choice of teaching is of great importance in the evaluation of possible success and stability of teachers within the profession [p. 203].

Haubrich (1960) in seeking to determine the degree of commitment to teaching of a group of prospective teachers concluded that "it may be that the motives of the prospective teacher have more to do with his ability to stay in the profession than any other single factor such as grades, personality, or achievement [p. 385]." Haubrich suggested in his summary "the possibility of a screening device for prospective teachers based on motivating factors [p. 386]."

From the earliest times of public education there has been grave concern for the shortage of teachers. This shortage reached an extremely crucial point following World War II and has continued to be critical in some

respects. The current status is best described by this statement from National Education Association, Teacher Supply and Demand in Public Schools, 1970:

The record graduating class this year [1969] marks the end of a long period of GENERAL national shortages of qualified beginning teachers needed to fill the vacancies occurring with current staffing patterns; however, shortages continue in certain subject areas and geographic locations [p. 5].

An analysis of teacher supply and demand in the past reveals that the problem was not that of an actual shortage of qualified teachers but, according to Bennett (1970), the shortage was due to lack of commitment to teaching by those who had qualified (p. 515).

Geer (1965) found in her study that commitment to teach might occur in any of three stages of a career, namely as students, as interns (student teachers), or as practitioners (teachers) (p. 30). Geer got at the crux of the matter by stating:

Since it would minimize waste of both money and time for members of the profession engaged in the training processes, commitment to a profession should be internalized as early in the training period as possible. In many of the professions the trainee acquires this

commitment during his pre-professional training or very early in his professional preparation [p. 30].

Equal concern should be shown for the loss of time, effort, and money by students who choose unwisely a vocation to which they are uncommitted or for which they are not motivated.

Best concluded:

The recruitment of serious and professional-minded candidates is essential to the development and maintenance of a strong educational system, and a sound esprit de corps within the profession that directs its activities.

A study of this problem should provide valuable data for the evaluation and improvement of present recruitment, selection and guidance practices as they relate to the improvement of teacher education [p. 230].

#### Statement of the Problem

The purpose of this study was to determine the importance of certain selected factors to prospective teachers' choice of teaching as a career. More specifically this study attempted to determine what motives most strongly influenced students to choose teaching as a career, what persons influenced the decision, at what time in life the

decision to teach was made, and to what extent these students were committed to teach.

Organized around four areas--motives for choosing teaching, influencers for choosing teaching, time for choosing teaching, and intention to teach--this study attempted to test the following hypotheses:

1. There are no statistically significant differences between different groups of prospective teachers in the degree of importance assigned to certain selected motives for choosing teaching as a career.
2. There are no statistically significant differences between different groups of prospective teachers in the degree of importance assigned to certain influencers in choosing teaching as a career.
3. There are no statistically significant differences between different groups of prospective teachers in the time at which the decision to choose teaching as a career is made.

4. There are no statistically significant differences between different groups of prospective teachers in their stated intentions to engage in teaching as a career.

#### Scope of the Study

The initial phase of this study consisted of a review of literature related to factors influencing the choice of teaching as a career. This review provided a background for the investigation as well as a rationale and format for the questionnaire used in obtaining data for the study.

The second phase was devoted to administration of the questionnaire to subjects of the study and recording and processing of the data obtained. These data were obtained in such a manner as to assure all respondents of complete anonymity. In this way it was hoped that answers elicited would be given honestly and without fear of retribution. The questionnaire sought only enough personal information to identify sex, age, marital and military status, and home background of the individuals. Respondents

were asked to state their intentions regarding teaching commitment, when they first decided to teach, and what factor(s) during student teaching caused them to decide for or against teaching.

The major portion of the questionnaire, 31 items, asked the respondents to rate motivational factors and influencers as to the degree of importance each had in influencing their decision to teach.

In order to determine whether there were any statistically significant differences in the degree of influence which the various factors had on the decision to teach, the percentages of responses to each of the factors by various groups as outlined in Hypotheses 1, 2, 3, and 4 of this section were compared. The critical ratio technique was used as the statistical procedure for testing the hypotheses.

The final phases of this study were devoted to reporting the findings of the study and to making recommendations based on the findings.

### Limitations of the Study

The subjects of this study were limited to those students of the University of Alabama, main campus, who had completed student teaching during the first semester of school year 1970-71. This group included elementary prospective teachers and secondary prospective teachers.

The questionnaire used in this study was constructed using questions, statements and/or categories from a review of 19 previous similar studies. The questionnaire was not field tested.

Another limitation of this study was that the investigator made the assumption that the subjects of the study, the student teachers, did know at this time their intentions toward entering the field of teaching and that they would be willing to give truthful answers to the question regarding their intention.

Although a study of a limited, intact group such as this would preclude making inferences to a universal population, it was assumed that this group was representative of other groups of prospective teachers and that valid

conclusions could be drawn from responses by this intact group.

### Definition of Terms

Prospective teacher was operationally defined as a student who had been accepted into the student teaching phase of the professional training sequence and, if such student teaching assignment was successfully completed, could be presumed to be eligible for teacher certification.

Influencer was operationally defined as someone who, because of his assistance, advice, encouragement, or other contribution, was perceived by the decision maker as having been an important positive factor in making the decision to choose teaching as a career.

Critical ratio: the difference between two comparable statistics divided by the standard error of that difference; mathematically equal to  $\underline{t}$ , but providing a less rigorous test of significance than does  $\underline{t}$  (Good, 1959, p. 440).

Level of confidence: the probability of obtaining

a value more extreme than that obtained solely on the basis of sampling error (Good, 1959, p. 121).

Polarization: division of group members into opposing poles on a particular issue (Good, 1959, p. 403).

Dichotomy (dichotomous): the division of a population or sample into two exclusive classes, for example, male and female; in general, any sharp division into two opposed alternatives (Good, 1959, p. 171).

#### Organization of the Report

This report is divided into five chapters. Chapter I was designed to deal with the general nature of the study and to present an overview of the problem. Chapter II is concerned with a review of literature related to the problem dating from the earliest complete study of motives for teaching done in 1923. Chapter III presents the general design of the study and a description of the setting for the study. Chapter IV contains the findings of the study. Chapter V includes a general summary of the study, conclusions drawn from analyses of the data, recommendations for improvement in the student

recruiting and selection program, and implications for further research.

## CHAPTER II

### A Review of Related Literature

The purpose of this chapter is to report the related literature which provided the background for the development of this study as well as provided guidelines for construction of a questionnaire used in obtaining data for the study. A review of the related literature in the field of teaching as a career choice seemed to emphasize the relevance of three areas: motives of the prospective teacher, persons who influenced the choice of teaching as a career, and the time in life when the decision was made to become a teacher. In short, there are a number of studies dealing with the why, who, and when in decision making related to the choice of teaching as a career. This chapter is divided into three sections related to the three aforementioned areas.

A fourth area of interest which was subsumed in the studies, but which was not treated separately by the

investigators, was the intention of the prospective teachers to enter the teaching ranks. This interest cuts across the other three sections and is not reported as a separate area.

### Motives for Choosing Teaching

One of the earliest studies addressed to the purpose of discovering motives for teaching was conducted by David Newmark in 1923. In answer to the question, "Why teach?," 463 out of 666 students at the Philadelphia Normal School replied that they "Wanted to teach." The most frequent other reasons were as follows:

- Fondness for children.
- Less expensive than other courses.
- A stepping stone to other jobs.
- To secure advanced training.
- Public service.
- Advice of relatives.
- Attractive salary [p. 414].

In 1926 Lee investigated the motives of 826 students enrolled in Jamaica Teachers Training College in New York City. From a list of 25 motives checked by respondents in which they indicated a first, second, and third choice, the following nine influences were listed

as most important and accounted for 76% of the reasons mentioned as most important:

Like to be with children.  
 A stepping stone to more desirable vocation.  
 Wishes of my mother.  
 Opportunity for study and work toward a degree.  
 Desire to be of service to others.  
 Seemed the only thing to do.  
 Calls forth best powers of heart, mind, and soul.  
 Wishes of my father.  
 Promised a definite income [p. 23].

Lee commented that many of the motives were not indicative of any real professional interest. It should be noted at this point that in both studies, one using free choice to state a reason and the other using forced choice to rank the importance of reasons, the resultant list of most frequently checked reasons was almost identical. Liking for children, a stepping stone to other vocations, influence of relatives, opportunity for public service, and financial considerations are mentioned in both lists.

Nonprofessional considerations for teaching as a career continued to be manifest in studies done by Hollis and Reinhardt. Hollis (1929) questioned 400 freshmen at Moorehead State Teachers' College, Moorehead, Kentucky, and

asked them to indicate why they should teach and why they really desired to teach. From the replies received, Hollis concludes:

The group has chosen teaching for almost every reason known to human ingenuity, or for no reason at all. Apparently their being in teaching is more a matter of chance than of reasoned choice [p. 684].

Reinhardt (1929) reports a similar absence of professional interest in his investigation of motives for teaching of 400 freshmen at Eastern Illinois State Teachers' College. Of the 400 students, 30% indicated that teaching was only a stepping stone to other occupations.

At the University of Pittsburgh in 1932 Gould conducted an investigation of motives from which the following were listed in order of frequency of mention:

Interest in a subject.  
Interest in children.  
Necessity of earning a living immediately.  
Influence of a high school teacher.  
Opportunity to be of service to others.  
Influence of mother.  
Influence of father [p. 101].

Particular note should be made here of the emergence of two professional considerations and their relative high position in listed motives. "Interest in a subject" and

"influence of a high school teacher" are listed respectively as the first and the fourth most frequently mentioned influences on career decision. Gould's study revealed for this particular group that 68% indicated that they would have selected teaching even if they had been financially able to prepare for some other profession, hence, this study indicated less interest in teaching as a stepping stone to other vocations.

In 1933 Valentine conducted a study in four English universities. Students training to be teachers were asked to rank their original motives upon entering training, and also to rank their present motives just a few months before completing their training course. The differences in motives expressed were not great but there was evidence that a liking for teaching and a genuine interest in education had developed during the period of professional training. Valentine's study had students to rank order not only motives for teaching but also reasons against teaching. The most frequently mentioned motives for teaching were as follows:

Interest in favorite study.  
Liking for teaching.  
Ideals.  
Feeling of special fitness.  
Interest in education.  
Economic desirability.  
Fondness for children.  
Long vacations [p. 257].

This list represents the order as ranked by males.

Valentine points out that the only significant difference between men and women was evidenced in the item "fondness for children," ranked seventh for men and second for women.

In listing reasons against teaching the most frequently mentioned reasons were:

Salaries unsatisfactory.  
Long and expensive training.  
Small prospects of promotion.  
Deficiency of educational authorities.  
Get into a rut.  
Examination fetish.  
Hard work and mental strain.  
Low standing with public [p. 258].

In the listing of objectionable features of teaching there was very little difference in the responses of men and women. The Valentine study was the first major study which was addressed to both advantages and disadvantages of the teaching profession.

Robinson (1944) conducted an extensive study of motives for the choice of teaching as a career. Included in the study were 215 prospective teachers, 452 experienced public school teachers-in-service, 78 outstanding teachers-in-service, and 25 teachers who had left the profession. This was a forced choice study in which the subjects were asked to indicate as a percent the influence of eight listed motives to teach. (Since the on-going study is concerned with prospective teachers, only that portion of the Robinson chart is reproduced here.) Table 1 presents a comparative summary of the influence of each of eight motives in the decision to teach as indicated by male and female prospective teachers.

It is to be noted here again that fondness for children is of first importance to women whereas financial reasons are listed as of first order importance to men. Idealism and nonreasoned choice as motives for teaching show very slight influence even in a forced choice list. Differences between male and female responses indicate that males are influenced relatively equally over six of the eight reasons, whereas females are primarily motivated by

their love of children and influenced rather strongly by family and teachers.

TABLE 1

## Summary of Eight Motives in the Decision to Teach

Motive	Prospective Teacher (Percent)	
	Male	Female
Attractive profession	16	8
Love of teaching children	15	35
Liking for subject field	14	6
Service--idealism	4	2
Financial reasons	20	6
Family influence	13	16
Influence of teachers	12	19
Accidental--just drifted	6	8

Source: D. W. Robinson, "Analysis of Motives for the Choice of a Teaching Career" (unpublished doctoral dissertation, University of Pennsylvania, 1944), p. 34.

From a very extensive and detailed study of over 200 senior students in the University of Wisconsin, Department of Education, Best (1948) offered the following summary of answers to the question, "Why did you choose teaching as a career?":

The reasons were mentioned in the following rank order: genuine interest in children and young people, opportunity to work in field of major interest, offers a life long opportunity to learn, like to work with people rather than with things, security, to serve society, a good job to fall back on in case of emergencies, long vacations for rest, travel and study, and an adequate income is reasonably assured [p. 215].

In another section of this study Best sought to determine factors considered as unfavorable to teaching with the following results:

In mentioning the factors that explain the lack of interest in teaching as a profession, low salaries was most prominently listed, followed in order by the comments, petty restrictions on the personal life of the teacher, little opportunity for advancement, lack of prestige, no effort made to interest young people in the profession, and the example of teachers themselves [p. 215].

Although there were differences in responses by men and women in the study, Best justified the two foregoing generalized summary statements by observing that:

On most items in the investigation there was little difference between the reactions of men and women. Apparently much the same type of motivation influences men and women in the choice of teaching as a career [p. 226].

Also in 1948, Richey and Fox, Indiana University, used the anonymous questionnaire technique to determine the reasons for selecting teaching as a vocation. A tabulation of the reasons follows:

- Good salary.
- Desire for working with young people.
- Social service opportunities, guidance possibilities.
- Good vocational prestige, personal satisfaction.
- Stimulating working conditions and environment.
- Steady employment, retirement status.
- Opportunity for outside work and recreation.
- Variety of interesting and pleasant activities.
- Opportunities for self improvement, advancement.
- Liking for the work.
- Social contacts.
- Athletic coaching opportunities.
- Need for teachers.
- Miscellaneous, unclassified [p. 44].

In a study of 152 male and female freshmen students enrolled in teacher-education courses, Willcox and Beigel (1953) used a projective type test in which students were asked to answer the question, "What particular happening,

experience, or occasion first turned your thoughts toward education?" Even in a free-thought setting, the principal reason listed was "working with children." Twenty % of the males and 3% of the females stated that their decision was shaped as a result of satisfying school experiences, either academic or athletic, or interest in their major field.

At the University of California, Los Angeles, Fielstra (1955) queried 230 UCLA education students as to what factors influenced them to decide to become teachers. The subjects represented all college levels from sophomore through graduate level. The study was structured so that the students ranked 14 opportunities offered by the teaching profession and also ranked 11 influences which helped them to decide on teaching as a career. The six opportunities in the profession which were ranked highest were:

To help youngsters develop sound values of living, desirable citizenship attitudes, and deep appreciation of the good and beautiful.

To work with children and adolescents and to be an inspirational friend to them.

To make a significant contribution to the preservation and extension of the democratic way of life.

To work in a profession which makes possible and encourages continuous growth while in service.

To work in a subject-matter field of great interest and to help youngsters gain knowledge and skill in that field.

To have desirable working conditions, such as five-day weeks and long summer vacations [p. 661].

The 11 influences listed by Fielstra contained personal influences of parents, teachers, and/or counselors and will be included in another section of this review of related literature. Of the six other influences, three ranked in the top seven choices by the students. Influence by newspaper accounts of the shortage of teachers ranked third; reading such materials as leaflets, magazine articles, and books on teaching and education ranked fourth; and viewing motion pictures and television shows having a teacher in a major role was ranked seventh. Studying a unit on education in high school, being a member of a Future Teachers Club, and being given a scholarship to become a teacher were ranked at the bottom of the list.

A study by Richards in 1960 involved 530 new students in the College of Education, Ohio State University. The students responded true or false to 50 declarative statements comprising an attitude inventory toward

teaching. The statements having to do with the advantages of teaching as a career were reported by Richards as:

Over 80 per cent of the students felt that teaching was a good career choice for these reasons: (1) good preparation for family life; (2) have summers free; (3) has variety in the work, is not monotonous; (4) is a help even if going into other professions; (5) the satisfactions outweigh the bad features; (6) gives one a chance to help others; (7) is an opportunity to help children learn; (8) has satisfactions other than paycheck; (9) does not have too many duties after hours; and (10) they will not find children too hard to handle [p. 376].

Another study reported in 1960, but started in 1957, was conducted at the University of Utah by Haubrich. The main thrust of the study was to probe the goal of the student in his personal life. Although all but one of the 195 students were preparing to teach, only 35 of the respondents said that becoming a successful teacher was their major life goal. The usual motivations for choosing teaching as a career were indicated: "liking children," "seeking of security," and "it gave evidence of professional standing." However, working conditions such as short hours, long vacations, and easy work did not figure

prominently in the choices of reasons for this group of prospective teachers.

Haubrich makes reference to two unique theories suggested by distinguished members of the teaching profession. Fifty-two % of the subjects of Haubrich's study stated that marriage would be their reason for leaving the profession. This type was referred to as the "trousseau teacher." The other theory, termed "mattress philosophy," was advanced due to the fact that 30% of the respondents indicated as a first, second, or third choice for choosing teaching as a career that it offered "something to fall back on."

Hollis was quoted earlier as saying that students had "chosen teaching for almost every reason known to human ingenuity, or for no reason at all [1929, p. 684]." As this review of related literature progressed, there were confirmations of this conclusion in the numerous and diverse reasons given as motives for choosing teaching as a career.

In 1960 Fox administered an opinionnaire to 173 prospective teachers in junior and senior classes at

Northern Illinois University. The opinionnaire consisted of the 25 most frequently mentioned factors which prospective teachers listed in their autobiographies as important in influencing them in their selection of teaching as a career. In responding to the opinionnaire the students indicated the degree to which each of the factors was significant by checking "Significant," "Little," or "Not at All." Fox reported in part:

It is interesting to note that the two factors which the respondents reported as influencing them the most are very altruistic ones: the desire to work with children or adolescents and the desire to impart knowledge. However, it is also interesting to note the degree to which factors of a very practical nature influenced the respondents. A majority of the respondents indicated that they were influenced to some degree by such practical factors as (1) the opportunity to continue their own education; (2) the opportunity to leave the teaching profession and return to it later; (3) the desire for security; (4) the comparatively short school day, long summer vacation, and many other vacations; and (5) the trend toward increasing salaries of teachers. This suggests that recruitment policies and practices should be aimed not only at the young person's altruistic nature but at his practical side as well [p. 428].

As opposed to the generalization made by Best that much the same type of motivation influences men and women

in the choice of teaching as a career, Fox studied responses by prospective elementary and secondary teachers, and further divided the prospective secondary teachers into male and female groups with the following significant differences noted:

Prospective elementary school teachers reported that they were influenced significantly more than the prospective secondary school teachers by (1) their desire to work with children or adolescents; (2) their desire to be of service to society; (3) experience working with youngsters; (4) the opportunity to leave the teaching profession and return to it later; and (5) membership in Future Teacher clubs.

The future secondary school teachers reported that they were influenced significantly more than the future elementary school teachers by (1) their liking for a particular subject; (2) the comparatively short school day, long summer vacation, and many other vacations; (3) the trend toward increasing salaries of teachers; (4) results of vocational interest inventories; and (5) the opportunity to use teaching as a stepping-stone to another career [p. 428].

He also noted:

A comparison of the responses of men and women showed statistically significant differences ( $p < .05$ ) in relation to seven factors.

The female respondents reported that they were influenced significantly more than the male respondents by (1) their desire to work

with children or adolescents, (2) the opportunity to leave the teaching profession and return to it later, and (3) membership in Future Teacher clubs.

The male respondents stated that they were influenced significantly more than the female respondents by (1) their liking for a particular subject; (2) the trend toward increasing salaries of teachers; (3) the results of vocational interest inventories; and (4) the opportunity to use teaching as a stepping-stone to another career [p. 428].

Mori, Michigan State University, 1966, made an analysis of what he termed "occupational values of teaching." He surmised that attitude toward these values not only initiates behavior toward becoming a teacher, but also determines its direction, strength, and perseverance. The 26 values were presented as declarative statements to which the 556 prospective teachers made positive or negative responses. The statements were as follows:

It is easy to find a position in the teaching profession.

In general, teaching does not require much physical strain.

There is an attractive environment in a school.

There are long vacations and many holidays. Training for teaching does not require very much money.

The teaching profession has a good retirement system.

There is a good provision for sick leave.

There is a security against job loss.

The teaching profession provides a relatively good salary.

Teachers are expected to participate in the community functions.

Teacher training provides an opportunity for contact with and entrance into other occupations.

Teaching experience provides opportunities for the occupational advancement or entrance into other occupations.

The teaching profession has relatively high prestige and respect.

In the teaching profession there is less competition than in other professions.

Teachers can enjoy fellowship with interesting co-workers.

Teachers can enjoy friendship of younger generations.

The teaching profession offers the satisfaction of being self-directive.

The educational requirements for entering the teaching profession are easy.

The intellectual demands of the teaching profession are not high.

Teachers are required to engage in a variety of activities.

A teacher has the opportunity to pursue his interest in a favorite subject.

Teaching provides opportunities for self-expression and utilization of capabilities.

Teachers can improve themselves academically.

Teachers are required to behave according to a strict code of ethics.

Teachers can get satisfaction from the development and improvement of their students.

Teaching is one of the highest kinds of human endeavor [pp. 176-177].

Mori concluded that:

In general, almost all occupational values of teaching were evaluated rather highly. There were only three values which approximately half of the sample evaluated very highly: "Satisfaction from the development and improvement of students" (No. 25), "Opportunity to pursue teacher's interest in a favorite subject" (No. 21), and "Opportunity for self-expression and utilization of capabilities" (No. 22). But, there were still recognizable sex differences in the factors influencing motivations for becoming a teacher [p. 177].

A study by Saxe (1969) sought to determine the reasons why 94 senior education students at Illinois Teachers College chose to prepare for teaching. Careful provisions were made for anonymity. The part of the study related to reasons for teaching was totally unstructured and answers took many forms. Three judges were used to categorize the responses. The five categories under which the responses were classified and some of the sample responses were as follows:

Idealistic. This category includes all types of altruistic formulations. Sample entries:

My main reason for becoming a teacher is to help other (sic) children gain knowledge, understanding and appreciation of the world in which they live.

I wish to be of service to my own people and community and society.

Good Job. This category includes statements about personal advantages associated with teaching. Sample entries:

Teaching is a stable job leading to a stable way of living.

It is a fruitful field, economically, socially, politically, and morally.

Persuaded. This category included all statements to the effect that a particular person or persons were responsible for the election of a teaching career. Sample entries:

My husband encouraged me.

I had a teacher in Senior English who was inspirational to me. She guided me in deciding whether or not I should go on to college and teaching.

I have a sister who is a teacher and she influenced me.

Influenced. This category includes all references to an experience or series of experiences as being causal factors in the choice of a teaching career. Sample entries:

As a "junior future teacher of America" I was allowed to take charge of classes and since I enjoyed the experience as well as little children I decided to become a full-time teacher.

Teaching in a church school.

Leadership opportunities in the Army.

Intellectual. This final category includes statements which suggest that the future-teacher was attracted by a love for learning. Sample entries:

I want to learn more about life.

I enjoy the pursuit of knowledge

I want to untangle facts and explain causes and effects of events [pp. 316-317].

Table 2 presents a tabulation of all responses.

TABLE 2

Reasons for Entering a Teacher Education Program<sup>a</sup>

Reason	Number of Subjects Citing this Reason
Idealistic	44
Good Job	28
Persuaded	21
Influenced	18
Intellectual	12

<sup>a</sup>There are more reasons listed than there are subjects because of multiple entries. When more than one reason was cited, all were tabulated.

Bartel and Coppedge (1969) surveyed 447 senior education students, prospective elementary and secondary teachers, at Kansas State University and three private denominational colleges with the following reasons for selecting teaching as a career, listed in order of frequency of choice:

A desire to teach.  
Teacher influence.  
Humanistic concern.  
Influence of a friend.  
Influence of parents.  
Had no other plans.  
Financial security.  
Influence of guidance counselor.  
NDEA loan benefits.  
Influence of Future Teachers Associations.  
A desire to be like a sibling [p. 239].

#### Influencers for Choosing Teaching

The purpose of this section is to cite examples of prospective teachers' expressions of personal influence related to their decision to choose teaching as a career.

Newmark (1925), one of the first to conduct a complete study of motives for entering the teaching profession, found that out of 666 respondents 37 women but only one man listed "advice of relatives" as a motive.

Lee (1926) made no distinction between the responses of male and female subjects but his findings indicated that 15% of the 826 respondents were influenced by their parents to select teaching as a profession.

In an investigation of the career motives of 400 prospective teachers at Eastern Illinois State Teachers

College in 1929, Reinhardt found that 77 students, about 20%, were influenced by parents and 57, about 15%, indicated that the influence of a good teacher motivated them to teach.

Gould (1934) followed up the Lee and Reinhardt studies mentioned previously and sought to determine the strength of the motives to teach. He asked 450 University of Pittsburgh students enrolled in the practice-teaching course to respond on a three point scale indicating, in order, the three most significant motives. Although influence of a person was not one of the top three in the total tabulation of 32 items, the influence of a high school teacher ranked fourth, mother's influence was sixth, and father's influence was seventh. It is interesting to note that in this study the percentage of women influenced by elementary and secondary teachers and parents was greater than the percentage of men, whereas the men were influenced to a greater extent than the women by siblings, counselors, and college professors.

Robinson's analysis in 1944 of motives for career choice considered the responses of four separate groups of

people--prospective teachers, teachers-in-service, master teachers, and former teachers. The analysis broke these groups down to male and female and in every category but one the expressed influence of teachers and family members was greater on women than on men. The exception was that the influence of teachers was indicated more strongly by male teachers-in-service than female teachers-in-service.

Due to a critical shortage of qualified teachers during the years following World War II, many educators turned their criticisms to the need for active recruitment of prospective teachers. Bigelow (1946) had this to say in a negative manner:

The decisions of students are influenced not only by guidance experts and well-informed professors, but also by the deliberate or casual behavior of faculty members who lack a sympathetic understanding of the high school and a genuine respect for high school teaching. Individual faculty members often exercise a negative influence, so far as recruitment is concerned, by reason of their prejudices against practice teaching work in the schools, and sometimes against their own colleagues who specialize in teacher preparation [p. 389].

Berry (1947) also placed the blame upon educators themselves when he charged:

Institutions of higher learning have failed to put the facts of both the rewards and penalties of teaching as a profession before the students who are groping for a career choice. Hence teaching has not held its rightful place among the various professions in recruitment of well-qualified people. The secondary schools as well as the universities have been remiss because some administrators, counselors and teachers have failed to urge young people of obvious ability to consider teaching as a career. Some have been afraid that they might use undue influence because of their position in the school, and have felt that nothing, not even the present emergency warrants administrators in using pressure to influence a youngster to choose their own profession. Other educators have been dissuasive and even apologetic. Such attitudes among school people must not continue [p. 103].

The Best study in 1948 at the University of Wisconsin had as one of its purposes to investigate "the kinds of vocational guidance they [214 senior students enrolled in the Department of Education] have received, both of a formal and informal nature." These data were extensive and their analyses were presented in great detail, but in the interest of brevity only short statements germane to this review are presented herewith:

Seventy-eight per cent of the men and 79 per cent of the women state that close friends or relatives have been or are teachers. It is interesting to note that 30 per cent of the

men and 41 per cent of the women are children of teachers or former teachers, and that 15 per cent of the men and 13 per cent of the women have had brothers and sisters that were or are teachers.

More than six out of ten men and women have indicated a personal ideal that has influenced their life plans. First in frequency of mention is the senior high school teacher for both men and women. . . .

According to the data, approximately three out of four have sought the advice of others upon the choice of a vocation. In order of rank men indicate senior high school teacher, college teacher, father and mother, while women mention in order, mother, father, senior high school teachers and college teacher. . . .

Three out of four men and women indicate that at some time they had been advised that they would make a good teacher. As the source of this advice the senior high school teacher was mentioned most often, with the college teacher second in order for both men and women. Again the data emphasizes the importance of the senior high school teacher and the college teacher in the recruitment of members of the teaching profession [p. 215].

Richie and Fox (1948) analyzed factors associated with selection of teaching as a career. One of the stated purposes of this study was to discover sources from which students receive personal assistance in making vocational decisions. The findings pointed to the fact that women who had relatives in the teaching profession appeared to be more highly influenced by them in the selection of teaching

than were men who had relatives in the teaching profession. The students in the sample were more influenced by their parents than by any other person in making their vocational choice.

One hundred fifty-two male and female education students in universities in New York City were subjects of a study by Willcox and Beigel (1953). In answer to the question, "What particular happening, experience, or occasion first turned your thoughts toward teaching?," the experience mentioned second in order of frequency was example of teacher. It accounted for 22% of the responses. Another 18% of the sample attributed their choice of career to the influence of their families.

Favorable experiences involving teachers were described by 7% of the males and 23% of the females in accounts like the following:

While I was in kindergarten I had a teacher that was sweet and kind and all the children liked her. That first started me on my way.  
. . . (F).

When I was in school I became very friendly with one of my teachers. She seemed to be the nicest person I had ever met and had all the

attributes which I hope that I will someday have. That is why I chose teaching. . . .  
(M) [p. 107].

From a study made in 1956 by the California Teachers Association a summary was made by Selmer Ostlie, Director of Research. Responses made by 1,374 education students from eight of the leading universities in Southern California showed that teachers, as contrasted with other groups of persons, exerted by far the most important influence in the decision of those students. "In fact," says Ostlie, "at the highest level of influence, teachers were mentioned more often than all other groups of persons combined [p. 81]."

Fielstra surveyed a group of students in 1955 at UCLA. The factors which the students said were the most influential in causing them to decide to become teachers were: an inspirational teacher; a friend or relative; their parents; and a high school guidance counselor. Fielstra found that 31% of the group had been given some acquaintance with the professional opportunities of teaching through the guidance program in high school, and 18% of the students had one or more parents who were teachers.

Richards' study in 1960 of prospective teachers' attitudes toward teaching reflected a somewhat negative attitude with respect to parental influence. Only about 30% of the subjects felt that their fathers and mothers wanted them to go into teaching. Teachers, however, seemed to have a positive effect on students' choice of teaching. As Richards says, "This finding is in agreement with other studies indicating that teachers are the best source of recruitment of candidates for the teaching field [p. 379]."

The Fox study (1961) asked 173 junior level education students at Northern Illinois University to rank factors thought to be influential in teaching career choices as to their significance or lack of significance. With regard to the influence of persons Fox reports as follows:

The belief that teachers influence their students' decisions to become teachers is substantiated by the fact that 75 per cent of the respondents indicated that such was the case. In fact, 48 per cent of the respondents stated that former teachers had influenced them to a significant degree. This suggests that teachers should be encouraged to identify students who have the potential to become good teachers and to encourage them to consider teaching as a possible career.

One discouraging finding of this study is the relatively small number of respondents who

indicated that guidance received from counselors in high school or college was a significant factor in their decision to become teachers. It is true that some of the students included in the sample may have attended comparatively small high schools in which little or no vocational guidance was available; however, the fact that only 9 per cent of the respondents--all of whom are prospective teachers--listed guidance received from a counselor in high school as a significant factor seems to indicate a definite need for an improved vocational guidance program in high schools. Certainly, high school students should learn of the many opportunities within the teaching profession, and qualified students should be encouraged to consider teaching as a possible career choice [p. 428].

Mori (1966) found that of 556 Michigan State University prospective teachers 47.8% of the males and 39.4% of the females indicated that the basis of their desire to become a teacher was mainly through their own desire and judgment. Another 30.3% of the males and 41.3% of the females indicated the influence of their own desire coupled with the advice or influence of others. The males in this study indicate a higher percentage of self-determined career choice, whereas the females show more inclination to be influenced by others.

In a 1967 study of paternal influence on career choice, Werts surveyed 76,015 male, college freshmen

throughout the country. He found that sons' career choices were associated quite closely with fathers' occupations. Werts said that boys whose fathers were in occupations involving teaching or guidance gravitated toward similar careers.

Saxe (1969) was concerned with the problem of recruiting teachers. He queried 94 Illinois Teachers College seniors about who influenced them to teach. The following table summarizes the replies received.

TABLE 3

Persons Who Influenced Subjects to Prepare to Teach<sup>a</sup>

Relationship	Number of Subjects Listing This Relationship
Counselor	2
Friend	10
Parents	11
Other relatives--teachers	11
Other relatives--not teachers	7
Teacher	36
No one	17

<sup>a</sup>Multiple entries are included as if each relationship were a separate entry.

Saxe commented:

The most interesting finding of the tabulation of influential persons was the frequent mention of a friend or relative who was a teacher.

Perhaps the obverse of this finding is the scarcity--two subjects--of respondents reporting the influence of a formal guidance or recruiting person. This opens up many interesting avenues for speculation. Are counselors in high school not suggesting teaching as a career to these students? To whom do counselors recommend teaching? Are students being counselled? In this connection, these data at least, suggest that the informative and recruiting efforts of the teaching profession are almost completely ineffective. Much more important, it would seem, is association with a teacher-friend or teacher-relative [p. 319].

A recent study by Bartel and Coppedge (1969) points to the fact that of 13 reasons cited by prospective teachers for selecting teaching as a career three of the first five most frequently mentioned reasons involve the influence of other people--teacher influence (31%), influence of a friend (18%), and parental influence (13%). The influence of a guidance counselor accounted for only 7% of the responses.

Bartel and Coppedge (1969) concluded that since teachers do exert such a positive influence "some effort

should be made to provide the teacher-to-be with some effective contact with competent and dedicated teachers [p. 241]."

### Time for Choosing Teaching

Of the several studies reviewed which considered the time at which a student's decision was made to teach, in nearly every instance the time was associated with some teaching-learning experience of a motivational nature or with the influence of a related or unrelated person connected with teaching. Whereas previous sections of this chapter have dealt with motives and influences, and whereas the recitation of some of these did indeed indicate the school level or time at which they occurred, nevertheless investigators in the majority of these studies felt that the time in life when the decision was made to become a teacher was independently important as a factor related to the strength of commitment to teach. The time, per se, at which a decision is made is not necessarily the most important factor in determining one's commitment to teach. Rather, the coupling of some motivational experience or

some personal influence with a career decision at a particular time seemed to be positively related to certain career choices and to commitment to the choices so made.

Hollis (1929), in his study of 400 Moorehead College freshmen, gave the impression in his summary that he strongly recommended "that early in the freshman year a more careful effort at vocational counseling be made for the purpose of eliminating many of the 'professional undesirables who gain admittance to our teacher's colleges' [p. 684]." Hollis was suggesting the imposition of the time element in this case.

Gould's study in 1932 at the University of Pittsburgh found that women tended to make their decision to enter teaching earlier than did the men. A similar study by Tudhope (1942) of 643 students at a British two-year teacher training college concluded that "the decision to take up teaching is made earlier amongst girls than amongst boys [p. 139]."

As an example of the coupling effect of time and personal influence on career choice, Best (1948) had this to say in the interpretation of data:

Women tended to choose teaching as a vocation a little earlier than men, but the majority of both men and women actually made the decision to teach during their college course. The modal point for men is the second year of college, while for women it is the third year. It is interesting to note that though many of the group indicated the strong influence of a high school teacher, in many cases this vocational guidance didn't crystalize until the middle of the college course.

Less than half of the men and only about one in four women ever consulted a member of the staff of the Department of Education of the University about teaching as a career. The minority who did report such a conference waited until the third year of college when the decision to teach or not to teach could no longer be deferred, and about 16 per cent waited until the senior year before seeking such advice [p. 216].

Some subjective responses quoted in Best's (1948) study indicate that the decision to teach was made in other jobs, for example, "while overseas in New Guinea," "while in the army," "while in the navy," and "after the war I had a new set of values in life, and all pointed to teaching. . . ." Others indicated early decisions such as, "ever since I can remember I've had the idea I'd like to teach," "I chose teaching in the fourth grade . . .," "teaching is something that I've always been interested in . . .," and "while I was in kindergarten. . . ."

Another study done in 1948 by Richey and Fox seems to bear out a point made by Best and quoted previously. Best (1948) referred to teaching-career decisions which were made in high school but which did not "crystalize" until later college years. Richey and Fox concluded that "students who decided against teaching made up their minds very early in their school careers, while those who planned to teach made up their minds very late in their school careers [p. 51]."

Willcox and Beigel (1953) asked 152 teacher-education freshmen what happening, experience, or occasion first turned their thoughts toward teaching. Time of decision was indicated by phrases such as, "when I had just entered my teens," "in Christian Endeavor," "when I was in grammar school," and "wanted to be a teacher ever since I started nursery school." Thirty % of the females in the study stated that their desire to be a teacher dated back to childhood. Only 7% of the males indicated such an early desire. One-fourth of the girls whose answers fell in this category traced their ambition back to the enjoyment they had while "playing school."

In the Fielstra study (1955) the median school level at which 48 male subjects made decisions to teach was the freshman or sophomore year of college; the median level at which the 182 female subjects decided was the senior high school level.

Haubrich (1960) interjected a different idea concerning time of decision in his study. He surmised that motivation for teaching could possibly be very important to a teacher's ability to stay in the profession but that "a person's motives are extremely complicated at any given time and they tend to change from year to year. A dimension of time must be added to the problem of motivation as it affects the prospective teacher." He suggested that "the proper study of motivation very probably should include a wide series of instruments as well as interviews [p. 381]."

In his study Haubrich (1960) made a presumption which seems to be fairly common to other studies involving college students in the junior, senior, or graduate years. He said that "most of these students had engaged in a fair degree of goal-seeking behavior in relation to a

professional career, and certain reasons for choosing the profession had crystallized [p. 382]."

Although his summation is lengthy it was deemed to be of sufficient import to reproduce it here. Haubrich (1960) was concerned that only one-third of the 195 students in the College of Education, University of Utah, were seriously considering a life goal of teaching.

This lack of deep conviction of students may be modified somewhat, since the decision to enter the teaching profession was made by many of them before they even enrolled in the University. Forty-five per cent of the students indicated that they had made up their minds to become teachers before coming to college, and another 37 per cent indicated that they had made up their minds before their junior year in college. These students number 82 per cent of the total. Their early decisions seem to indicate that although motivation, drive, and goals in life may be somewhat confused, the choice of "something to do" was indeed pressing from some other source. Someone, something, or some incident indicated to more than four-fifths of the students that this was the program to pursue at the University. Almost one-half of those who decided to prepare to teach did so without any apparent direct contact with a college of education. Although intelligent choice is something to be valued in the prospective students who wish to teach, the choices were made for many of the students without empirical knowledge of the college situation. The

influences to enter the College of Education may have been other than objective.

If recruitment is an objective of the forward-looking college of education, this kind of recruitment should go on while almost half of the future teachers are still in high school. Perhaps we should consider using recruiting "teams" to publicize the advantages of the college of education to secondary-school students. What we as professional educators have to say may not be the moving force in the minds of those who have already been influenced. Perhaps, we should count our blessings for the anxious parents (eager for higher education to produce some tangible results or for their sons or daughters to achieve some sort of professional badge) and for patient teachers (helpful to the extent that they are professional) who do the lion's share of "selling" the college of education to the teachers of tomorrow [p. 383].

In answer to the question of when the decision to teach was made, Fox (1961) compiled the following, Table 4, which clearly indicates the time differentials between male-female and elementary-secondary respondents at Northern Illinois University.

Fox (1961) felt that the fact that 27% of the women and 33% of the prospective elementary school teachers claimed that they made their decision to become teachers while in elementary school suggested that the recruitment

of women and elementary school teachers could effectively begin in the elementary levels.

TABLE 4

Approximate Age of 173 Prospective Teachers When  
Their Decision to Teach Was Made

	Women	Men	Elementary	Secondary	Combined
In Elementary School	27%	2%	33%	8%	19%
In High School	55%	29%	53%	43%	47%
In College	15%	61%	11%	43%	29%
In Another Job	3%	8%	3%	6%	5%

Source: R. B. Fox, "Factors Influencing the Career Choice of Prospective Teachers, Journal of Teacher Education, 1961, 12, 427.

Since 61% of the males stated that they did not decide to become teachers until they were in college, Fox surmised that present methods of recruiting teachers may have been ineffective in recruiting male students in high school and that the colleges could play an important role in recruiting young men into the teaching profession.

Research by Mori in 1966 at Michigan State University showed that 63% of the 188 male subjects decided to become teachers after entering college. This contrasted with only 43% of the 368 female respondents who made their decision at the college level. About 32% of the females but only 11% of the males had made up their minds before completing high school. In general, and as indicated in other studies, the females decided to go into teaching earlier than did the men.

Table 5 and comments which follow resulted from a study by Saxe at the University of Toledo in 1969.

TABLE 5

## Time of Decision to Teach

Sex	Time of Decision					Total
	Pre-School and Elementary School	High School	College Yr. 1&2	College Yr. 3&4	Other	
Male	3	14	7	3	9	36
Female	22	21	4	2	9	58
Total	25	35	11	5	18	94

There are no surprises in [this] table. The findings are about as one would predict. Females make their decisions to become teachers at an earlier time than males. This phenomenon is probably associated with social attitudes long connected with teaching. It would seem that teaching has not yet thrown off the image of a predominantly feminine occupation. In support of this explanation, it is notable that the male making the earliest decision to become a teacher wished to become a physical education teacher. Apparently physical education is sufficiently masculine so that it was an acceptable choice at an early stage--actually fifth grade--in the schooling of the young male [p. 314].

In the most recent study which was reviewed, Bartel and Coppedge (1969) queried 447 senior education students in their professional training semester. In answer to when the choice for entering the field of teaching was made, Table 6 was compiled. One implication drawn by the investigators was that

It would appear that if the choice to enter teaching is made as early as the respondents indicate, then every effort should be made to provide the potential teacher with earlier related experiences in the profession [p. 241].

### Summary

Motives for choosing teaching. Throughout the literature there was a generous sprinkling of terms such

TABLE 6

## Time When Teaching Choice Was Made

Level of Education	Elementary Female	Elementary Male	Secondary Female	Secondary Male
Junior High School	25.5%	30.0%	15.5%	11.3%
Senior High School	35.8%	20.0%	33.8%	34.9%
College	38.7%	50.0%	50.7%	53.7%
Number	173	10	148	106

as factor, motive, attitude, and concept as related to why a student considered the field of education and to what degree these factors, motives, attitudes, and concepts influenced the student to choose teaching as a career. By tabulating the various terms mentioned it was possible to compile a list of 34 recurring terms which can be labeled as motives.

The motives most often mentioned were: liking to work with children, desire to impart knowledge, liking for a particular subject, and good preparation and working conditions for family life. For males an important consideration was that teaching could be used as a stepping stone to other vocations.

Influencers for choosing teaching. In studies where subjective statements were called for, respondents quite often listed a person or persons as motivational factors influencing their decision. Several forced choice or rank order studies also listed persons as factors or motives. However, in most studies, persons as motivational factors were separated as a discrete category and considered separately as influencers rather than as motives.

The most frequently mentioned influencer was a good teacher in elementary or secondary school. Parents ran a distant second as influencers.

Time for choosing teaching. Time of decision, as a factor influencing the choice of teaching as a career, actually seemed to be a rather discrete phase of the studies because a student could answer the "when" question with a reasonably well defined time. It was brought out that the time was not, however, a clear-cut factor but rather was generally coupled with the occurrence of some experience or with the influence of some person.

The studies reviewed established quite clearly that decisions to teach were made earliest by elementary females, and females in general earlier than males.

It was concluded from this review of literature that educators wanted to know what motives influenced students to choose teaching as a career, who influenced the decision, and at what time in life the decision was made. Underlying these questions was deep concern for the lack of commitment to teaching.

This review of literature related to factors influencing the choice of teaching as a career reflected a recurring concern for three areas: the motives which were deemed to be significant, the persons in a student's environment who exerted influence on the decision to teach, and the time in life at which the decision was made.

Studies concerning these areas were both structured and unstructured. In some the respondents were called upon to give subjective answers to questions seeking to find out why and when they chose teaching. Other studies called for respondents to make objective or forced-choice responses to prepared lists and categories. Analyses of data resulted in frequency tables and rank ordering of responses, correlation studies of responses by different groups and subgroups of students, and conclusions and recommendations were generally based on implied interpretations of data rather than inferences drawn from rigidly controlled experimental conditions.

## CHAPTER III

### Setting and Design of the Study

The purposes of this chapter are twofold: to describe the setting of the study, and to outline the procedures used in gathering, compiling, and analyzing the data.

#### The Setting

##### The Teacher Education Program, University of Alabama, 1970

The present College of Education, University of Alabama, was organized in 1928 and according to its 1970 Bulletin has as its primary objective "the preparation of professional personnel for the public schools and institutions of higher learning [p. 7]." To this end, at the undergraduate level, programs of study are offered in art and music education, elementary education, physical education, secondary education with majors in business, English, foreign languages, home economics, mathematics, natural and

social science, speech, special education, and vocational education.

All prospective secondary teachers are required to prepare themselves in a major and a minor subject area if they plan to teach secondary school subjects. Elementary teachers must declare a concentration in chosen subject areas. These decisions should be made prior to the beginning of the junior year and the choices so made are entered on the students' schedules by their advisors.

At the undergraduate level, all programs for the preparation of teachers are based on a liberal arts foundation with additional study in the area or areas of specialization. Appropriate pre-service professional courses and experience are also required for graduation and certification.

The Bulletin states that "graduates of standard high schools and other students who are able to satisfy the entrance requirements of the University may be admitted to the College of Education [p. 9]." However, admission to the Teacher Education Program is based on additional requirements. During the second semester of the sophomore

year the student may apply and be admitted to the program if the following criteria are met:

1. A minimum cumulative quality point average of 1.20 on all work attempted and for transfer students a QPA of 1.20 on 15 hours attempted at the University of Alabama. This average is based on a 3.0 system.
2. Satisfactory physical condition as attested by the Student Health Service.
3. Satisfactory recommendations by major advisor, department chairman, and Office for Student Development.

After admission to the program and after satisfactory completion of EPY 63, Educational Psychology, a student is eligible to enroll in the professional methods courses.

During the professional sequence, the student is continuously evaluated for progress and fitness for teaching, and must maintain a 1.20 quality point average on all work attempted. The culmination of the pre-service professional experiences is the student-teaching assignment in

which the students follow a prescribed regimen of classroom observation and practice under the guidance and surveillance of an experienced teacher and a college-assigned supervisor.

The student teaching regimen requires a minimum of 245 hours of classroom-related activities. This includes at least 45 hours of responsible teaching. That is, the student teacher has full responsibility for planning and executing all the required functions of classroom management, lesson planning, lesson presentation, and evaluation of students.

The additional hours of the 245 total are spent in observation of experienced teachers, participation in class and out-of-class activities, in-service training, and weekly seminars with the cooperating teacher and college supervisor.

Having completed the Teacher Education Program, a prospective teacher should have experienced all or nearly all of the good and bad points of teaching as a career. On the basis of the training and the classroom experiences, a student should be in position to make a definite decision to teach or not to teach.

### The Study Sample

The subjects of this study were 205 of the student teachers on main campus of the University of Alabama, fall semester 1970-71. At the time of being questioned these subjects had completed their student teaching assignments.

The total sample of 205 was composed of 59 elementary student teachers and 146 secondary student teachers. There were no males in the elementary group engaged in student teaching at this time. The secondary group was made up of 92 females and 54 males.

Of the total senior enrollment in the College of Education, 1970-1971, the ratio of female students to male students was 2.8 to 1. The ratio of females to male students in the sample used in this study was 2.7 to 1.

Although there is no definite normal age for college graduation, the expected length of time usually required to complete one's undergraduate education is 14 to 17 years after entering school at about 6 years of age. Of the students polled, 180 of the 205 were 19 to 23 years of age, 14 were 24 to 28, 10 were 29 to 45, and 1 person was over 45 years of age. The preponderance of normal aged

students seemed to indicate that the group was not an abnormal one with respect to age.

There were no statistics available for the student body at the University of Alabama regarding marital status. The majority, 123 (59%) of the study sample were single. Married students numbered 78 (38%). There was only one widow and there were three divorcees.

To obtain a better profile of the subjects' home background they were asked to indicate the occupational status of each parent. The classifications used followed the categorization utilized by the U. S. Bureau of the Census. As Hall (1969) said,

While no perfect typology of occupations is available, the categorization developed by the U. S. Bureau of the Census will be utilized as a heuristic device, as it does group occupations into categories sufficiently homogeneous for this analysis [p. 7].

This categorization was as follows:

Professional (doctor, lawyer, teacher, executive)  
Proprietor, manager, or official (farm owner,  
wholesale or retail dealer, elected or appointed  
official)  
Salesman (saleslady), clerk, or office worker  
Skilled worker or foreman  
Semi-skilled worker

Unskilled worker  
Homemaker

Of the 205 respondents, 61 (30%) indicated that their fathers fell within the professional category and 38 (18%) reported professional status for their mothers. There were 65 fathers (32%) and 20 mothers (10%) in the proprietor-manager classification. The sales and clerical category accounted for 33 fathers (16%) and 46 mothers (22%); skilled worker-foreman classification showed 38 fathers (18%) but only 5 mothers (2%). Less than 1% of the parents were classified as unskilled. Only one father and one mother were in this class. Ninety-one of the mothers (44%) were classified as homemakers.

Best (1948) concluded about the 248 student teachers in his study that "both men and women tend to come from cities rather than from the farm and the smaller communities [p. 225]." This was apparently true of this group of subjects also. Seventy students (34%) came from farms and smaller communities: 25 from farms or rural areas, 8 from villages less than 2,500 population, and 37 from small urban areas of 2,500 to 10,000 population. The

balance of the students came from medium urban areas of 10,000 to 50,000 population (59 students) and large urban areas in excess of 50,000 population (76 students).

An effort was made to determine the armed forces status and service intentions of the group. Only three, an insignificant number of the male respondents, were veterans. A few males, 21 (35%) of all the males, were subject to the draft and thought that they might have to serve. Five males were candidates for a Reserve Officers' Training Corps commission and would be obligated to serve at least two years. The balance of the males and all of the females either would not or did not have to serve in the armed forces. Therefore, of the 59 male students there were 26 (45%) who faced the prospect of a deferred entry into teaching.

This student teacher group appeared to be about normal with respect to the senior enrollment of the College of Education. The cross-section represented every major field of subject. The elementary student teachers were not classified as to their major concentrations, only as elementary education. The secondary student teachers were

distributed according to the following list (Table 7) of major subject fields.

TABLE 7

## Major Subject Fields of Secondary Student Teachers

Subject	Number	Percent of Total
English	35	24
Social Studies	35	24
Physical Education	19	12
Mathematics	15	10
Home Economics	7	5
Science	5	3
Art or Music	4	3
Business	4	3
Other	21	15

The DesignConstruction of the Questionnaire

The questionnaire used in this study was developed by the investigator. A review of the literature related to choice of teaching as a career revealed a striking similarity in areas of interest between the many reviewed

studies. The three specific areas which appeared repeatedly were: motives for choosing teaching as a career, the influence of parents, teachers, and other people with whom the prospective teacher came in contact, and the time at which the decision to teach was reached.

Motives for choosing teaching. Starting with the study by Newmark (1923) and continuing through the study by Bartel and Coppedge (1969), motives mentioned in the 17 investigations reviewed were recorded and tabulated. Some of these motives had been selected by the investigators and presented to the respondents of their studies for some type of recorded reaction. Other motives were derived from statements made by students in answer to questions concerning what motivated them to choose teaching. Where free response was permitted, the motives as reported by the students were stated in much the same language as were the prepared statements of motives in the forced-choice instruments. Some investigators had analyzed and categorized the more unusual statements and thus made it possible to tabulate the free-response items along with the more usual items. Thirty-four separate, recurring motives

were identified. (See Appendix B for a listing of these motives.) By sometimes combining two or more items or eliminating items deemed to be irrelevant to this study, the list of motives included in the questionnaire was reduced to 25. The following list of 25 motives was included in the questionnaire (the number preceding the motive is the number of the statement in the questionnaire):

12. Desire to work with children.
13. Desire to impart knowledge.
14. Opportunity to continue one's own education.
15. Desire to be of service to society.
16. Liking for a particular subject.
17. Experience in working with youngsters in teaching-type activities such as YMCA, church or Sunday school, camp counselor, recreation area, etc.
18. Opportunity to leave the teaching profession and return to it later.
19. Desire for security (tenure and retirement provisions).
21. Comparatively short school day, long summer vacation, many other vacations.
22. The shortage of teachers.
24. Desire for social prestige.
25. Opportunity to move from one city or state to another.
26. Dissatisfaction with poor teachers.
27. Trend toward increasing salaries of teachers.
30. High grades received in school.
31. Results of vocational interest inventories.

32. Opportunity to use teaching as a stepping stone to another career.
33. Receiving a scholarship for teaching education.
34. Realizing the benefits of a NDEA loan to teachers.
37. Membership in FTA Club.
38. Education less difficult than other courses.
39. Desire to have something to fall back on.
40. Teaching-type activities such as VISTA, Head Start, teacher corps, instructor in armed forces, etc.
41. Interest in a subject field (English, literature, history, etc.) which has limited vocational application other than teaching.
42. An occupation which fits in well with marriage and family responsibilities.

Influencers for choosing teaching. In much the same manner as outlined in the foregoing section on motives for teaching, a list was compiled of persons deemed by the various investigators to be influencers on students' career decisions or persons as listed by the students in free-response as influencers on their decision. According to early literature, parents were most influential on their children's choice but, as time passed and teaching emerged as a recognized profession, the influence of good teachers became the overwhelming choice by students as the most significant influence in their choice of teaching as a career. Additional influencers mentioned were siblings,

other relatives, fellow students, ideals, and counselors. The statements related to influencers which were included in the questionnaire and the numbers of the statements as shown in the questionnaire were as follows:

20. Influence of teacher(s) in elementary or secondary school.
23. Contact with other students planning to become teachers.
28. Influence of parents or relatives.
29. Influence of college professors.
35. Guidance received from a counselor in college.
36. Guidance received from a counselor in high school.

The six statements selected combine some influencers which were listed separately in tabulations of the studies reviewed. The entire list of influencers mentioned in the studies is listed in Appendix C.

Time for choosing teaching. The time in life at which a student made his educational-vocational decision was an item of interest to almost every investigator in studies reviewed. Some asked respondents to choose a time from a listed table. Other investigators asked "At what time did you first have serious thoughts about teaching?" or posed some other question to elicit a time response.

As a matter of facility the forced-choice method was used in this study. The question and its number in the questionnaire appeared as follows:

9. At what age did you first have serious thoughts about becoming a teacher:
  1. In elementary school
  2. In high school
  3. In first two years of college
  4. In last two years of college
  5. While serving in the armed forces
  6. While working in another job

In the foregoing explanatory paragraphs, 25 of the questions related to motives for teaching. Six questions related to persons influencing the choice of teaching as a career. One question, number 9, related to when the decision to teach was made.

Nine of the remaining questions, 1 through 8 plus number 10, were primarily designed to provide information about the group as to teaching area and level, sex, age, marital and military status, hometown size, and occupation of parents. Responses to these questions were reported in the description of the population in this chapter.

The one remaining numbered question, number 11, was a key question and appears in the questionnaire as follows:

11. To what extent are you planning to become a school teacher, including college professor:
  1. Definitely yes
  2. Probably yes
  3. Undecided
  4. Probably no
  5. Definitely no

The entire questionnaire was made up of 42 numbered questions and two questions lettered A and B. The lettered questions called for a subjective response to one part or the other if, and only if, the question was applicable to the respondent.

The subjective response questions were as follows:

- A. If you were undecided about teaching when you began your student teaching, and you now definitely plan to teach, what factor(s) most strongly influenced your decision?
- B. If you definitely planned to teach when you began your student teaching, but now are undecided or definitely will not teach, what factor(s) most strongly influenced your decision?

The questionnaire as it was administered to the student teachers appears as Appendix A.

#### Procedures Used in Compiling and Analyzing the Data

The data for this study were collected at the end of the fall semester 1970-1971. All elementary student

teachers were assembled at one time for administration of the questionnaire. The secondary student teachers met in smaller groups on several different days for completion of the instrument.

Each student was provided a copy of the questionnaire, a sharpened number 2 lead pencil, and an IBM 555 Answer Sheet. No verbal instructions were necessary, The instructions in the questionnaire itself directed the respondents to omit name and student number and not to sign their name. The only preliminary remark deemed necessary was to reemphasize that the anonymity of the respondent was assured. By assuring anonymity, furnishing all necessary materials, and by making the task as simple as possible, it was hoped that honest and sincere answers would be willingly given. The estimated average time required to respond to the questionnaire was eight minutes. IBM answer sheets and questionnaires were collected when completed and the questionnaires on which there were subjective responses to the A or B questions were separated and retained for study. The University Testing Center ran the marked answer sheets through the IBM 1230 Scorer and

responses to each questionnaire were punched on IBM data cards.

As outlined in the previous section on construction of the questionnaire, there were six areas of information sought from the respondents: personal data; motives influencing choice of teaching; influence of persons on the decision to teach; when the decision to teach was made; intention to teach; and influence of the student teaching experience.

After data cards were obtained for the elementary and secondary groups combined, a category selection count and percentage calculation was made. Responses were tabulated for all questions and reported as a frequency count and as a percentage of the total group. Although responses of the total group were considered to be important, the principal thrust of the study was to examine the differences of responses between groups. Therefore, category selection counts and percentage calculations were made for each group and subgroup.

There were basically two groups--elementary student teachers and secondary student teachers. This division of

total group sample was desired in order to test for differences in motive, influencer, time of decision, and intention to teach between the two teaching levels.

The secondary group was subdivided into female and male student teachers to test for differences in the degree of significance assigned to the factors by groups of the same sex, female, but teaching at different levels; and also to test for differences between groups of opposite sex teaching at the same level.

The groups and subgroups of student teachers were sorted for comparison as follows: elementary (there were only females); secondary (both sexes); secondary females; and secondary males.

In order to test for significant differences in responses between the various groups the null hypothesis, that there were no statistically significant differences, was assumed in all cases.

Data cards for each group were sorted electronically. A computer program was used to tabulate responses to motive, influencers, time of decision, and intention to teach questions. The motive and influencer

questions were asked in such a way that respondents would mark the number 1 space on the answer sheet if the motive or influencer listed was a highly important factor in the decision to choose teaching as a career. If the factor had little importance, the respondent marked space 2. If the factor had no importance, space 3 was marked. The computer then tabulated the category selection percentages of the degrees of importance assigned to each motive and influencer.

Responses to the time-of-decision and intention-to-teach questions were converted to category selection percentages for each group and subgroup by the same procedure.

Statistical analysis of the data was completed by computing critical ratios for percentage comparisons as outlined by Garrett (1966). In all cases the .05 level of confidence was used to indicate statistical significance.

Subjective answers written in response to the two lettered questions were separated as being from elementary or secondary prospective teachers and categorized as either positive or negative. No statistical treatment was possible. The purpose of the questions was to determine what

influence the student teaching experience had on ultimate teaching career decisions.

### Summary

The study was made at the end of the fall semester of school year 1970-1971 at the University of Alabama. The subjects of the study were second-semester junior or senior students in the College of Education. The fact that these students had completed their student teaching assignments was evidence of their having passed through the screening and selection process used for admitting and retaining students in the Teacher Education Program.

The sample of the study was comprised of 205 University of Alabama student teachers. The group was made up of elementary (female only) and secondary student teachers (both male and female). In personal and background characteristics the group appeared to be representative of University of Alabama senior education students for 1970-1971.

The questionnaire used in the study was developed by the investigator. The study was not a replication but

the format of and information sought in the study followed very closely many of the studies cited in the review of literature on the subject.

The collection, treatment, and analysis of the data were simplified as much as possible for respondents, investigator, and data processing procedures. Responses were recorded on IBM answer sheets, punched into IBM data cards, and processed by the IBM 360 - 50 computer. The 205 subjects were grouped according to teaching level, elementary or secondary; and according to sex, male or female. These groups and subgroups were compared for statistically significant differences in their responses to questions concerning motives for choosing teaching, influencers for choosing teaching, the time for choosing teaching, and intention to teach. Reactions to the student teaching experience were recorded and listed but not analyzed.

## CHAPTER IV

### Analysis of Data

This chapter presents a tabulation of the objective and subjective data as well as reports the results of testing the four hypotheses.

Data were gathered from two groups of prospective teachers at the University of Alabama, fall semester 1970-1971. These students were student teachers in the Elementary Education Department and the Secondary Education Department. All of the elementary student teachers were female. The secondary student teachers included both female and male, and for statistical comparison the group was subdivided into female and male. Therefore there were four groups used in the comparative analyses: elementary prospective teachers; secondary prospective teachers; secondary female prospective teachers; and secondary male prospective teachers.

The initial step in analysis of the data was to

convert raw objective data into category selection percentages for each group. These percentages were then compared by the critical ratio method to determine if there were any statistically significant differences, thereby testing the hypothesis. Each hypothesis was tested by comparing category selection percentages for pairs of groups and subgroups as follows:

- a. elementary versus secondary
- b. elementary versus secondary females
- c. secondary females versus secondary males

Following the presentation of the data and their analysis related to the four hypotheses, the subjective responses relative to the influence of the actual student teaching experience are discussed and are reproduced verbatim in Appendix L.

### Motives for Choosing Teaching

#### Category Selection Percentages

The respondents in the study were asked to indicate what degree of influence each of 25 selected motivational factors had on their choice of teaching. The choice of

degree of influence was either "highly significant," "little significance," or "no significance." For the four groups and subgroups of student teachers the complete tabulation of category selection percentages is shown in Table 8.

TABLE 8  
Motives for Choosing Teaching, Category  
Selection Percentages

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
12 Desire to work with children			
Elementary	93	5	2
Secondary	69	23	8
Secondary Females	75	21	4
Secondary Males	57	28	15
13 Desire to impart knowledge			
Elementary	41	46	13
Secondary	54	38	8
Secondary Females	59	36	5
Secondary Males	46	43	11

TABLE 8--Continued

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
14 Opportunity to continue one's own education			
Elementary	48	42	10
Secondary	50	35	15
Secondary Females	51	29	20
Secondary Males	48	45	7
15 Desire to be of service to society			
Elementary	42	41	17
Secondary	48	38	14
Secondary Females	53	36	11
Secondary Males	39	41	20
16 Liking for a par- ticular subject			
Elementary	25	48	27
Secondary	62	29	9
Secondary Females	64	32	4
Secondary Males	59	24	17

TABLE 8--Continued

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
17 Experience in working with youngsters in teaching-type activities such as YMCA, church or Sunday school, camp counselor, recreation area, etc.			
Elementary	59	22	19
Secondary	34	34	32
Secondary Females	40	29	31
Secondary Males	22	43	35
18 Opportunity to leave the teach- ing profession and return to it later			
Elementary	39	27	34
Secondary	30	24	46
Secondary Females	34	25	41
Secondary Males	24	22	54

TABLE 8--Continued

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
19 Desire for secu- rity (tenure and retirement provisions)			
Elementary	37	34	29
Secondary	19	37	44
Secondary Females	21	34	45
Secondary Males	15	43	42
21 Comparatively short school day, long summer vaca- tion, many other vacations			
Elementary	53	30	17
Secondary	40	36	24
Secondary Females	47	36	17
Secondary Males	24	37	39
22 The shortage of teachers			
Elementary	15	39	46
Secondary	12	31	57
Secondary Females	13	29	58
Secondary Males	9	35	56

TABLE 8--Continued

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
24 Desire for social prestige			
Elementary	7	24	69
Secondary	5	28	67
Secondary Females	5	22	73
Secondary Males	7	35	58
25 Opportunity to move from one city or state to another			
Elementary	12	17	71
Secondary	16	26	58
Secondary Females	17	21	62
Secondary Males	15	35	50
26 Dissatisfaction with poor teachers			
Elementary	27	36	37
Secondary	35	38	27
Secondary Females	38	37	25
Secondary Males	31	39	30

TABLE 8--Continued

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
27 Trend toward increasing sala- ries of teachers			
Elementary	12	39	49
Secondary	14	41	45
Secondary Females	14	41	45
Secondary Males	15	41	44
30 High grades received in school			
Elementary	10	39	51
Secondary	16	44	40
Secondary Females	23	39	38
Secondary Males	6	52	42
31 Results of voca- tional interest inventories			
Elementary	3	24	73
Secondary	10	19	71
Secondary Females	9	18	73
Secondary Males	13	19	68

TABLE 8--Continued

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
32 Opportunity to use teaching as a stepping stone to another career			
Elementary	5	31	64
Secondary	21	25	54
Secondary Females	12	21	67
Secondary Males	35	33	32
33 Receiving a scholarship for teaching education			
Elementary	3	12	85
Secondary	6	12	82
Secondary Females	5	10	85
Secondary Males	5	17	78
34 Realizing the benefits of a NDEA loan to teachers			
Elementary	4	11	85
Secondary	8	13	79
Secondary Females	11	9	80
Secondary Males	4	20	76

TABLE 8--Continued

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
37 Membership in FTA Club			
Elementary	7	19	74
Secondary	5	16	79
Secondary Females	6	19	75
Secondary Males	4	11	85
38 Education less difficult than other courses			
Elementary	5	39	56
Secondary	16	16	68
Secondary Females	13	14	73
Secondary Males	20	21	59
39 Desire to have something to fall back on			
Elementary	44	39	17
Secondary	47	32	21
Secondary Females	48	35	17
Secondary Males	46	28	26

TABLE 8--Continued

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
40 Teaching-type activities such as VISTA, Head Start, teacher corps, instructor in armed forces, etc.			
Elementary	17	36	47
Secondary	12	24	64
Secondary Females	13	25	62
Secondary Males	9	22	69
41 Interest in a subject field (English, litera- ture, history, etc.) which has limited voca- tional applica- tion other than teaching			
Elementary	15	41	44
Secondary	38	32	30
Secondary Females	39	29	32
Secondary Males	37	35	28

TABLE 8--Continued

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
42 An occupation which fits in well with mar- riage and family responsibilities			
Elementary	68	22	10
Secondary	47	31	22
Secondary Females	60	26	14
Secondary Males	26	39	35

Note.--Percentage rounded to nearest whole percentage.  
Number of subjects in sample were: Elementary,  
N = 59; Secondary, N = 146; Secondary Females,  
N = 92; and Secondary Males, N = 54.

The desire to work with children was obviously considerably more important to females than to males as a motive for teaching. The elementary females were more motivated by this factor than were the secondary females.

Although between all groups there was a fairly equal distribution of the desire to impart knowledge, the secondary females considered this motive as more important

than did the other groups. This academic commitment bears a very close parallel to the distribution of interest in or liking for a particular subject. The secondary females led the other groups in subject matter interest, whereas the elementary group showed the least interest in subject matter and imparting knowledge. On two other academic motives, secondary females also indicated a higher degree of significance. They were more motivated by high grades in a particular subject and were more interested in subjects such as English or history which have limited vocational application outside of teaching.

On two rather altruistic items the secondary females again were high. A large percentage (80%) expressed desire to be of public service and 75% expressed dissatisfaction with poor teachers.

Working with youngsters in teaching-type activities such as Sunday school, Head Start, YMCA, camp counselor, and the like seemed to have had more influence on elementary prospective teachers than on other levels.

In regard to advantages and opportunities in the teaching profession, the elementary teachers assigned

higher significance to several items. They considered more important the opportunity to leave the profession and return to it later, the desire for security (tenure and retirement), the short working hours and long and frequent vacations, and the fact that teaching fits in well with marriage and family responsibilities.

The males, all secondary prospective teachers, seemed to be influenced more by those motivational factors for teaching which indicate less commitment to teaching. The males leaned slightly more toward the trend for increasing salaries for teachers, and over 60% saw teaching as a stepping stone to another career. Seventy-two % of the males assigned some significance to the fact that they were interested in subjects such as English and history which have limited vocational application.

The feeling of the student teachers was quite negative toward many of the motives presented in the questionnaire. That is, large percentages asserted that the items were of no significance in choosing teaching as a career. The teacher shortage, desire for social prestige, personal mobility, results of vocational interest

inventories, financial aid for prospective teachers, Future Teachers Association membership, and education being easier than other courses of study seemed to have no influence on the career decisions of the majority of prospective teachers.

Previous teaching experiences in civilian type activities such as church and Sunday school, YMCA, and the like were more significant than government-sponsored teaching type activities such as VISTA, Teacher Corps, et cetera.

### Testing of the Hypothesis

The null hypothesis tested was:

There are no statistically significant differences between different groups of prospective teachers in the degree of importance assigned to certain selected motives for choosing teaching as a career.

Elementary versus secondary. Table 9 is a tabulation of motives for choosing teaching for which statistically significant differences were noted. For a complete

tabulation of critical ratios for all motives see

Appendix D.

TABLE 9

Motives for Choosing Teaching, Elementary versus  
Secondary, Percentage Comparisons

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
12 Desire to work with children	A**	B**	
16 Liking for a par- ticular subject	B**	A*	A**
17 Experience in working with youngsters in teaching-type activities such as YMCA, church or Sunday school, camp counselor, recreation area, etc.	A**		
19 Desire for secu- rity (tenure and retirement provisions)	A**		B*
32 Opportunity to use teaching as a stepping stone to another career	B**		

TABLE 9--Continued

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
38 Education less difficult than other courses	B*	A**	
40 Teaching-type activities such as VISTA, Head Start, Teacher Corps, instructor in armed forces, etc.			B*
41 Interest in a subject field (English, litera- ture, history, etc.) which has limited voca- tional applica- tion other than teaching	B**		
42 An occupation which fits in well with mar- riage and family responsibilities	A**		B*

Note.--A: Higher percentage for elementary; B: Higher percentage for secondary.

\*p < .05

\*\*p < .01

On the basis of 15 statistically significant differences indicated in Table 9, the null hypothesis was rejected for this comparison. There were statistically significant differences calculated on nine different motives for teaching between elementary and secondary prospective teachers.

On an item by item analysis it appeared that the most dichotomous difference was recorded on Item 16, liking for a particular subject. The elementary student teachers who are prepared to guide many activities and to teach several subjects in the self-contained elementary classroom indicated at the .01 level of confidence that liking for a particular subject was of no significance. On the other hand, secondary student teachers, usually subject matter specialists, considered this item highly significant at the .01 level of confidence.

Dichotomous reactions were also indicated on two other motives--desire for security, number 19, and an occupation that fits in well with marriage and family responsibility, number 42. Both factors were highly significant at the .01 level of confidence for elementary

teachers but both registered as being of no significance at the .05 level of confidence for secondary teachers.

Item 12, the desire to work with children, and Item 17, working with youngsters in civilian teacher-type activities, were considered highly significant by the elementary teachers.

Secondary teachers considered highly significant Item 32, using teaching as a stepping stone to another career, and Item 41, interest in subject fields with limited vocational application other than teaching.

Item 38, that education is less difficult than other subjects, was considered by both elementary and secondary as being significant as a motive for choosing teaching.

From this comparison of elementary and secondary prospective teachers it seemed that the elementary teachers were motivated by a liking for children and by working with children. The security which teaching offers in the way of tenure and retirement, and the way teaching fits in with marriage and family responsibilities were appealing motives for the all-female elementary group. The elementary level

prospective teacher was not interested in any particular academic subject and chose teaching because it was easier than other courses of study.

The secondary prospective teachers also thought education was easier, and they liked particular academic subjects sufficiently well to want to teach them. The secondary group, perhaps due to the fact that many of them are trained in subjects which give them marketable skills in industry, saw teaching as a stepping stone to other careers. Occupational benefits such as convenience for marriage and family responsibilities, and job security were of little or no significance to this secondary group.

Elementary versus secondary females. Table 10 is a tabulation of motives for choosing teaching for which statistically significant differences were noted. For a complete tabulation of critical ratios for all motives see Appendix E.

This comparison generated 13 statistically significant differences between the all female elementary teachers and the female secondary teachers. Therefore the null hypothesis was rejected. Eight separate motives for

TABLE 10

Motives for Choosing Teaching, Elementary versus  
Secondary Females, Percentage Comparisons

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
12 Desire to work with children	A**	B**	
13 Desire to impart knowledge	B*		
16 Liking for a par- ticular subject	B**	A*	A**
17 Experience in working with youngsters in teaching-type activities such as YMCA, church or Sunday school, camp counselor, recreation area, etc.	A*		
19 Desire for security (tenure and retirement provisions)	A*		B*

TABLE 10--Continued

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
30 High grades received in school	B*		
38 Education less difficult than other courses		A**	B*
41 Interest in a subject field (English, litera- ture, history, etc.) which has limited voca- tional applica- tion other than teaching	B**		

Note.--A: Higher percentage for elementary; B: Higher percentage for secondary females.

\*p < .05

\*\*p < .01

choosing teaching were viewed differently by the two groups. By sorting out the male secondary teachers and comparing two all female groups, there were some notable differences in responses. The fact should not be overlooked, however, that some of the differences which were noted in the previous discussion of elementary versus secondary levels persisted in this comparison, and the differences could be presumed to be inherent in the frame of reference differences between the elementary teaching and secondary teaching levels.

Three dichotomous relationships were recorded. On Item 16, liking for a particular subject, elementary females considered the factor to be of no significance at the .01 level of confidence, whereas the secondary females, also at the .01 level of confidence, thought subject matter interest was highly significant in affecting their choice of teaching.

Although there was polarization of thought on Item 19, desire for security, the recorded degree of importance was reversed. The elementary teachers considered job

security highly important but secondary females considered it of no importance.

As a course of study, education was viewed by the elementary teachers as easier than other courses of study and this was a significant cause for choosing teaching. The secondary females considered this as not significant in their decision. When the secondary group with male students included was compared to the elementary, the factor of education being easier than other courses was highly significant to the secondary group. This group of secondary females did not choose teaching because the course of study was easier and thereby reversed the opinion on this motive.

Both groups considered Item 12, desire to work with children, as important. The elementary group saw this motive as highly significant. The secondary females viewed it as significant but less so than the elementary group.

The secondary females considered Item 13, desire to impart knowledge, as highly significant. Also they were motivated to teach because of Item 30, high grades received in school, and Item 41, interest in a subject for which

there was limited vocational application outside of teaching (.01 level of confidence).

The elementary group considered teaching-type activities such as church or Sunday school, YMCA and the like (Item 17) as a highly significant motive for choosing teaching. Working with youngsters in these activities seemed to be the underlying motivation.

In summary, the elementary prospective teachers indicated a desire to work with children, a desire for job security, and a feeling that education would be easier than other courses of study. They did not desire to specialize in any particular subject.

On the other hand, the secondary females were motivated to teach by good grades, liking for a particular subject, a desire to impart knowledge, and, to some degree, by a desire to work with children. The strongest motivation for the secondary females seemed to be academic interest. Job security and difficulty of education as a course of study were relatively unimportant.

Secondary females versus secondary males. Table 11 is a tabulation of motives for choosing teaching for which

statistically significant differences were noted. For a complete tabulation of critical ratios for all motives see Appendix F.

TABLE 11

Motives for Choosing Teaching, Secondary Females  
versus Secondary Males, Percentage Comparisons

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
12 Desire to work with children	A*		B*
14 Opportunity to continue one's own education			A*
16 Liking for a par- ticular subject			B*
17 Experience in working with youngsters in teaching-type activities such as YMCA, church or Sunday school, camp counselor, recreation area, etc.	A*		

TABLE 11--Continued

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
21 Comparatively short school day, long summer vaca- tion, many other vacations	A*		B*
30 High grades received in school	A**		
32 Opportunity to use teaching as a stepping stone to another career	B**		A**
34 Realizing the benefits of a NDEA loan to teachers		B*	
42 An occupation which fits in well with mar- riage and family responsibilities	A*		B*

Note.--A: Higher percentage for secondary females; B:  
Higher percentage for secondary males.

\*p < .05

\*\*p < .01

The greatest difference noted was on Item 32, opportunity to use teaching as a stepping stone to another career. The females indicated that this was of no significance while the males saw this as being highly significant, both reactions indicated at the .01 level of confidence.

On each of the other three contrasting views the females considered the motives highly significant in their decision to teach and the males considered the motives as not significant. The three motives were number 12, desire to work with children; number 21, comparatively short school day, long summer vacations, and many other vacations; and number 42, an occupation that fits in well with marriage and family responsibility.

High grades received in school, Item 30, and past experience in working with youngsters in teaching-type activities, Item 17, were also assigned higher degrees of importance by the females. Continuing one's own education was not seen as a significant motive by females.

The males saw Item 34, the benefits of a NDEA loan, as having some significance as a motive for teaching.

Summarizing, it appeared that the females were highly motivated by the opportunity to work with children under conditions conducive to planning and raising a family. At least for the time, continuing their education was not considered as a fringe benefit of teaching and the females did not consider teaching as a stepping stone to other careers.

The males did see teaching as a means to other vocational ends, and considered liberal loan provisions to prospective teachers as a motive for teaching. The males attributed no significance to the job benefits nor to the opportunity to work with children. A statistically larger percentage of male prospective teachers thought that liking for a particular subject was of no significance.

### Influencers for Choosing Teaching

#### Category Selection Percentages

The respondents were asked to indicate what degree of influence each of six individuals or classes of individuals had on their choice of teaching. The alternatives

for degree of choice were "highly significant," "little significance," or "no significance."

For the four groups and subgroups the tabulation of category selection responses is shown in Table 12.

The influence of teachers in elementary or secondary schools was the only influence which over 50% of each group of prospective teachers credited with being significant. Parents were important influencers (over 50%) on elementary and secondary females, but all other influencers affected the career choices of less than 50% of the respondents. An average of 80% of the 205 respondents indicated that guidance received from a college or high school counselor was of no significance.

#### Testing of the Hypothesis

The null hypothesis tested was:

There are no statistically significant differences between different groups of prospective teachers in the degree of importance assigned to certain influencers in choosing teaching as a career.

TABLE 12

Influencers for Choosing Teaching, Category  
Selection Percentages

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
20 Influence of teacher(s) in elementary or secondary school			
Elementary	34	22	44
Secondary	23	39	38
Secondary Females	23	39	38
Secondary Males	24	37	39
23 Contact with other students planning to become teachers			
Elementary	12	34	54
Secondary	9	36	55
Secondary Females	6	37	57
Secondary Males	13	33	54
28 Influence of parents or relatives			
Elementary	10	41	49
Secondary	18	30	52
Secondary Females	22	30	48
Secondary Males	13	28	59

TABLE 12--Continued

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
29 Influence of col- lege professors			
Elementary	15	32	53
Secondary	15	21	64
Secondary Females	13	20	67
Secondary Males	19	24	57
35 Guidance received from a counselor in college			
Elementary	7	15	78
Secondary	9	10	81
Secondary Females	10	10	80
Secondary Males	7	11	82
36 Guidance received from a counselor in high school			
Elementary	0	17	83
Secondary	7	14	79
Secondary Females	7	13	80
Secondary Males	7	15	78

Note.--Percentages rounded to nearest whole percentage.

Number of subjects in sample were: Elementary,  
N = 59; Secondary, N = 146; Secondary Females,  
N = 92; and Secondary Males, N = 54.

Elementary versus secondary. Table 13 is a tabulation of influencers for choosing teaching for which statistically significant differences were noted. For a complete tabulation of critical ratios for all influencers see Appendix G.

TABLE 13

Influencers for Choosing Teaching, Elementary versus Secondary, Percentage Comparisons

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
20 Influence of teacher(s) in elementary or secondary school		B*	
36 Guidance received from a counselor in high school	B*		

Note.--A: Higher percentage for elementary; B: Higher percentage for secondary.

\*p < .05

\*\*p < .01

It was previously noted in the discussion of category selection percentages for all groups that personal influencers, for the most part, were of little or no significance to any of the groups in influencing their choice of teaching as a career.

However, a significantly larger percentage of secondary prospective teachers did indicate that they were influenced by teachers in elementary or secondary schools. Also, guidance counselors in high school were more important in influencing their choice of teaching as a career. On the basis of these two statistically significant differences the null hypothesis was rejected for this comparison.

Elementary versus secondary females. Table 14 is a tabulation of influencers for choosing teaching for which statistically significant differences were noted. For a complete tabulation of critical ratios for all influencers see Appendix H.

The null hypothesis was rejected for this comparison. The rejection was not based on polarization but on statistically more significant degrees of importance attributed by secondary prospective teachers to the

influence of teachers and high school guidance counselors on their choice of teaching as a career.

TABLE 14

Influencers for Choosing Teaching, Elementary versus Secondary Females, Percentage Comparisons

Questionnaire Item Number	Alternative		
	Highly Significant	Little Significance	No Significance
20 Influence of teacher(s) in elementary or secondary school		B*	
36 Guidance received from a counselor in high school	B*		

Note.--A: Higher percentage for elementary; B: Higher percentage for secondary females.

\*p < .05

\*\*p < .01

Secondary females versus secondary males. There were no statistically significant differences between these two groups; hence the null hypothesis was accepted. See

Appendix I for a complete tabulation of percentage comparisons.

### Time for Choosing Teaching

#### Category Selection Percentages

The respondents were asked to indicate at what time they had serious thoughts about teaching. The alternatives were as follows: "in elementary school," "in high school," "in first two years of college," "in last two years of college," "while serving in the armed forces," and "while working in another job."

Table 15 is a tabulation of the category selection percentages for each of the alternatives.

In the studies reviewed and reported in Chapter II which sought to establish the time when students chose teaching as a career, two points were well documented. Elementary prospective teachers made their decision to teach earlier than did secondary teachers, and female prospective teachers in general made their decision before male prospective teachers. Both of these points were affirmed in this study. Of the elementary student

TABLE 15

## Time for Choosing Teaching, Category Selection Percentages

Group	Alternative					
	In Elementary School	In High School	First Two Years College	Last Two Years College	In Armed Forces	In Another Job
Elementary	26	39	25	7	0	3
Secondary	5	54	21	17	0	3
Secondary Females	4	60	21	13	0	2
Secondary Males	6	44	20	24	0	6

Note.--Percentages rounded to nearest whole percentage. Number of subjects in sample were: Elementary, N = 59; Secondary, N = 146; Secondary Females, N = 92; and Secondary Males, N = 54.

teachers, 26% decided to teach while they were in elementary school. Of the elementary group, 90% had made a decision by the second year of college. Secondary females indicated that 60% made their decision to teach while in high school and 85% had decided to teach by the second year of college. Only 70% of the males had made a choice by the second year of college, and 24% of the males decided in the last two years of college.

#### Testing of the Hypothesis

The null hypothesis tested was:

There are no statistically significant differences between different groups of prospective teachers in the time at which the decision to choose teaching as a career is made.

Elementary versus secondary and elementary versus secondary females. Table 16 presents the results of two group comparisons for which the results were identical. The interpretation of the results are discussed separately. See Appendix J for a complete tabulation of critical ratios for the two group comparisons.

TABLE 16

Time for Choosing Teaching, Elementary versus Secondary and Elementary versus Secondary Females, Percentage Comparisons

Questionnaire Item Number	Alternative					
	In Elementary School	In High School	First Two Years College	Last Two Years College	In Armed Forces	In Another Job
9 At what age did you first have serious thoughts about teaching?	A**	B*				

Note.--This table represents two comparisons for which results were identical. Results are discussed separately. A: Higher percentage for elementary; B: Higher percentage for secondary or for secondary females.

\*p < .05

\*\*p < .01

It would be an oversimplification to say that the elementary teachers decided to teach while in elementary school and that the secondary teachers decided in secondary school. The percentage comparisons did, however, reflect just that. A statistically significant larger percentage of the elementary prospective teachers decided to teach while in elementary school, and significantly more of the secondary group decided in high school. The null hypothesis was rejected for this comparison.

Even with the male prospective teachers sorted out of the secondary group, the time at which teaching was chosen was significantly different for the two all female groups. The elementary females chose teaching while in elementary school and the secondary females chose teaching to a greater degree in high school. The null hypothesis was rejected for this comparison.

Secondary females versus secondary males. The null hypothesis was accepted for this comparison. There were no statistically significant differences noted. For a complete tabulation of critical ratios for time for choosing teaching see Appendix J.

## Intention to Teach

### Category Selection Percentages

Respondents were asked to answer the question, "To what extent are you planning to become a teacher, including college professor?" The alternatives were: "definitely yes," "probably yes," "undecided," "probably no," and "definitely no."

Table 17 presents the category selection percentages in answer to the question.

The responses to this question were presumed to be honest and accurate reflections of the prospective teachers' intentions at the time of testing. The questionnaire was administered anonymously and this point was reiterated for emphasis when the questionnaires were distributed. Instructions in the questionnaire also pointed out that an absolute decision or statement of intention might be difficult to make at the time of questioning, but asked for a well reasoned answer within limitations.

The most striking statistic in the recorded results was that 30% of the males were undecided. This could have

been the result of military service commitments or draft possibilities.

TABLE 17

## Intention to Teach, Category Selection Percentages

Group	Alternatives				
	Definitely Yes	Probably Yes	Undecided	Probably No	Definitely No
Elementary	61	24	8	5	2
Secondary	43	28	19	9	1
Secondary Females	51	28	13	7	1
Secondary Males	29	28	30	13	0

Note.--Percentages rounded to nearest whole percentage.  
 Number of subjects in sample were: Elementary, N = 59; Secondary, N = 146; Secondary Females, N = 92; and Secondary Males, N = 54.

The females demonstrated a more profound commitment to teaching than did the males. Elementary females reported 61% and secondary females reported 51% who definitely would teach, compared to only 29% of the males. Eight % of the

elementary and 12% of the secondary females were undecided, whereas 30% of the males were undecided about teaching.

It was somewhat surprising that so few students reported that they definitely would not teach. Only one secondary female, one elementary, and no male respondents asserted that they definitely would not teach. Thirteen % of the males and 12% of all of the females indicated that they probably would not teach.

#### Testing of the Hypothesis

The null hypothesis tested was:

There are no statistically significant differences between different groups of prospective teachers in their stated intentions to engage in teaching as a career.

Elementary versus secondary. Table 18 is a tabulation of intention to teach for which statistically significant differences were noted. For a complete tabulation of critical ratios see Appendix K.

This table indicates that a significantly larger percentage of elementary prospective teachers are committed

TABLE 18

Intention to Teach, Elementary versus Secondary, Percentage Comparisons

Questionnaire Item Number	Alternatives				
	Definitely Will Teach	Probably Will Teach	Undecided	Probably Will Not Teach	Definitely Will Not Teach
11 To what extent are you plan- ning to become a school teacher, including college professor?	A*				

Note.--A: Higher percentage for elementary; B: Higher percentage for secondary.

\*p < .05  
\*\*p < .01

to teach. That is, they indicated that they definitely will teach. On the basis of this difference the null hypothesis was rejected. Rejection of the null hypothesis here seemed questionable because there was no dichotomy of intention, but a statistically significant larger percentage of elementary teachers did indicate that they definitely will teach.

Elementary versus secondary females. When elementary and secondary females were compared on intention to teach there were no statistically significant differences. Therefore the null hypothesis was accepted. See Appendix K for a complete tabulation of critical ratios.

Secondary females versus secondary males. Table 19 is a tabulation of intention to teach for which statistically significant differences were noted. See Appendix K for a complete tabulation of critical ratios.

The null hypothesis was rejected on the basis of two differences noted. A statistically larger percentage of females definitely will teach and a statistically larger percentage of males are undecided. Using teaching as a stepping stone to other jobs and the threat of military

TABLE 19

Intention to Teach, Secondary Females versus Secondary Males,  
Percentage Comparisons

Questionnaire Item Number	Alternatives				
	Definitely Yes	Probably Yes	Undecided	Probably No	Definitely No
11 To what extent are you planning to become a school teacher, including college professor?	A*		B*		

Note.--A: Higher percentage for secondary females; B: Higher percentage for secondary males.

\*p < .05

\*\*p < .01

service possibly caused the larger percentage of males to be undecided.

Influence of the Student  
Teaching Experience

As the last item in the questionnaire, respondents were asked to answer one or the other of the following two statements if either of them was applicable:

- A. If you were undecided about teaching when you began your student teaching, and you now definitely plan to teach, what factor(s) most strongly influenced your decision?
- B. If you definitely planned to teach when you began your student teaching, but now are undecided or definitely will not teach, what factor(s) most strongly influenced your decision?

There was no statistical analysis made of the reactions to the student teaching experience. The statements were separated according to whether elementary or secondary, and whether positive or negative toward the experience. There were more positive than negative reactions.

The total student teaching experience, the example of competent cooperating teachers, and the enjoyment of working with children were the dominant positive reactions.

Several students were positively reinforced by the success and reward of discovering that they were effective as teachers.

Negative reactions for the most part seemed to stem from classroom management problems and administrative trivia, as one student put it, over which the student teacher program has no control. Such things as poorly motivated students, non-innovative or non-receptive administrative personnel, racial problems, and overcrowding are not within the immediate jurisdiction of the University program.

See Appendix L for a verbatim listing of all of the statements received.

### Summary

Category selection percentage tabulations of the responses by the groups of prospective teachers showed which motives, influencers, times, or teaching intentions were considered to be important or not important in making the choice of teaching as a career.

Category selection percentage comparisons, using

the critical ratio technique for testing for statistically significant differences, made it possible to discern which of the motives influencers, times, and intentions were perceived significantly differently by the groups of prospective teachers, and furnished the statistical basis for acceptance or rejection of the hypothesis being tested.

### Motives for Choosing Teaching

Category selection percentages. Of the total population of the study, elementary and secondary combined, over 50% considered the following motives as being significant to some degree in affecting their choice of teaching:

Desire to work with children.

Desire to impart knowledge.

Opportunity to continue one's own education.

Desire to be of service to society.

Liking for a particular subject.

Experience in working with youngsters in teaching-type activities such as YMCA, church or Sunday school, camp counselor, recreation area, etc.

Opportunity to leave the teaching profession and return to it later.

Desire for security (tenure and retirement provisions).

Comparatively short school day, long summer vacation, many other vacations.

Dissatisfaction with poor teachers.

Trend toward increasing salaries of teachers.

High grades received in school.

Desire to have something to fall back on.

Interest in a subject field (English, literature, history, etc.) which has limited vocational application other than teaching.

An occupation which fits in well with marriage and family responsibilities.

The remaining motives for choosing teaching were considered to be of no significance by over 50% of the respondents:

Shortage of teachers.

Desire for social prestige.

Opportunity to move from one city or state to another.

Results of vocational interest inventories.

Opportunity to use teaching as a stepping stone to another career.

Receiving a scholarship for teaching education.

Realizing the benefits of a NDEA loan to teachers.

Membership in FTA club.

Education less difficult than other courses.

Teaching-type activities such as VISTA, Head Start, Teacher Corps, instructor in armed forces, etc.

Testing of the hypothesis. The purpose of this step of the analysis was to determine on which motives there were statistically significant differences between group category selection percentages. Acceptance or rejection of the null hypothesis was based on findings using the critical ratio technique.

Between elementary versus secondary prospective teachers the greatest differences in significance of motives was a liking for a particular subject, the desire for job security, and the convenience of teaching in facilitating marriage and family planning. The null hypothesis was rejected.

The comparison of elementary versus secondary females developed significant differences only on liking for a particular subject and desire for job security. With both groups being females, the family planning convenience of teaching was viewed with like degrees of significance rather than differing degrees. The null hypothesis was rejected.

Comparison of prospective teachers at the secondary teaching level, grouped according to sex, male or female, brought about four dichotomous differences of opinion. The female-male pairing showed statistically significant differences in the desire to work with children, work and vacation benefits of teaching, family planning convenience of teaching, and using teaching as a stepping stone to other careers. The null hypothesis was rejected.

## Influencers for Choosing Teaching

Category selection percentages. Responses concerning the influence of persons in career choice showed that only teachers in elementary or secondary school played a significant part in the choice of over 50% of the study sample. Peers and parents of the prospective teachers approached the 50% mark. College professors, college counselors, and high school counselors had little or no influence for students choosing teaching.

Testing the hypothesis. Elementary versus secondary percentage comparisons indicated that the secondary group was influenced more than the elementary group by teachers and high school counselors. The null hypothesis was rejected.

Elementary versus secondary females showed also that the secondary were more influenced by teachers and high school counselors. The null hypothesis was rejected.

There were no statistically significant differences in personal influencers upon secondary female and secondary male prospective teachers. The null hypothesis was accepted.

### Time for Choosing Teaching

Category selection percentages. Percentages for the total study sample showed that 12% decided on teaching as a career while in elementary school, 49% in high school, 36% in college, and 3% while in another job. Nearly all of the 12% who decided in elementary school were elementary prospective teachers.

Testing the hypothesis. Statistical significance in different times when teaching career choices were made was demonstrated in this study only between teaching-level groups. The elementary group made the choice earlier than the combined secondary group, and also earlier than the secondary female group. The null hypothesis was rejected for both comparisons.

Male and female secondary prospective teachers showed no statistically significant differences in time of choosing teaching; therefore, the null hypothesis was accepted.

### Intention to Teach

Category selection percentages. Tabulations for

the prospective teachers showed that 75% either probably or definitely would teach. Sixteen % were undecided and 9% probably or definitely would not teach.

Testing the hypothesis. A significantly higher percentage of elementary teachers were definitely committed to teach when compared to secondary teachers. The null hypothesis was rejected.

When elementary and secondary females only were compared there was no significant difference in the commitment to teach. The null hypothesis was accepted.

The secondary female versus male comparison showed significantly greater intention to teach by the females and significantly more indecision by the males. The null hypothesis was rejected.

None of the group tabulations reflected any sizable number who definitely would not teach.

## CHAPTER V

### Summary, Conclusions, Recommendations, and Implications

This final chapter is divided into four sections. The summary section presents an overview of the study and its relationship to the literature reviewed which provided the rationale for the study. Based on the findings of the study, conclusions and recommendations are formulated, and implications for further study are suggested.

#### Summary

The purpose of this study was to determine the influence of selected factors on the choice of teaching as a career. The investigation was centered on testing four hypotheses related to these factors. The hypotheses were:

1. There are no statistically significant differences between different groups of prospective teachers in the degree of importance assigned

to certain selected motives for choosing teaching as a career.

2. There are no statistically significant differences between different groups of prospective teachers in the degree of importance assigned to certain influencers in choosing teaching as a career.
3. There are no statistically significant differences between different groups of prospective teachers in the time at which the decision to choose teaching as a career is made.
4. There are no statistically significant differences between different groups of prospective teachers in their stated intentions to engage in teaching as a career.

Testing of the hypotheses was statistically simple.

A group of prospective teachers in the final stage of the professional preparation sequence was asked questions related to their motives for teaching, who influenced their decision, when they became interested in teaching, and their intention to teach. For the comparative analyses

the total group was divided into teaching level groups, elementary or secondary. The secondary group was further divided by sex, female or male.

Responses given by the total group were tabulated, converted to percentages, and compared by the critical ratio method to determine if there were any statistically significant differences in the way the motives, influencers, times, and intentions were perceived by the different groups.

One additional point of interest to the investigator was to determine what influence the student teaching experience had on the decision to teach. No statistical analysis was made of these subjective responses. They were kept separate as being from an elementary or secondary prospective teacher and were categorized as being positive or negative toward the experience. The statements are reproduced verbatim in Appendix L.

As reported in the review of related literature, many of the past studies generally took one of two forms. Some were totally unstructured, wherein respondents made subjective responses to questions relating to factors for

choosing teaching. In the other form, prospective teachers were asked to respond to forced-choice questions of true or false, multiple choice, or rank order type. A few studies used a combination of objective and subjective questions.

Almost every study reviewed was conducted using as subjects students who were preparing to be teachers and, in most cases, were seniors in the last stages of professional preparation leading to certification as teachers. It was assumed in most cases "that the subjects knew when and why they decided to become teachers and further that, knowing this, they chose to tell the truth when queried [Saxe, 1969, p. 314]."

Three areas of interest seemed to be common to almost every investigation. Why? Who? When? Why was one motivated to teach? Who influenced the decision? When was the decision made? Many of the reports started with introductory remarks about teacher shortages and pointed out that, in spite of shortages, many graduating, qualified teachers did not choose to enter the teaching ranks. These studies concluded that for various reasons the graduates

were not strongly committed to teaching. Thus a fourth area of concern, intention to teach, was an implied interest of the reviewed studies.

Based on this review of related studies, the current investigation was designed to elicit responses from a student group similar in composition to those of past studies by using a questionnaire reflecting the areas of interest relative to factors influencing the choice of teaching.

The study subjects were 205 University of Alabama upper-level students who had just completed their student teaching assignments. The assumptions were that the group as a whole was typical of College of Education seniors in 1970-1971, had engaged in some mature consideration as to their career decisions, and would, as Saxe (1969) assumed, give honest answers when queried.

The questionnaire was constructed and employed to reflect the degree of importance to the respondents of selected motives and influencers for choosing teaching. Multiple choice alternatives permitted the respondents to indicate when they first had serious thoughts about teaching

and also to indicate their intention to teach. One subjective question asked the subjects to respond if the student teaching experience was influential in their ultimate decision to teach. In short, the questionnaire was a conglomerate of areas of interest from past studies plus one question related to the student teaching experience.

Motives for choosing teaching. Tabulations of the ten motives mentioned most frequently in the reviewed studies and the ten motives considered to be most highly significant in the current study show considerable similarity. Table 20 lists the motives of reviewed studies. Table 21 lists the motives of the current study which have been arranged in the table, not in order of degree of significance but rather, to correspond in so far as possible on a one-to-one basis with the motives listed in Table 20.

Aside from the similarities of the tables, it is noteworthy that there is one almost dichotomous reversal of opinion in Item 10. Earlier studies indicated importance assigned to the social prestige of teaching, whereas the current study group, to a large degree, was motivated to

teach to try to offset examples of what they considered to be poor teaching.

TABLE 20

Ten Most Often Mentioned Motives  
in Reviewed Studies

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Motives
1. Desire to work with children
2. Desire to be of service to society
3. Desire to impart knowledge
4. Comparatively short school day, long summer vacation, many other vacations
5. Desire for security
6. Opportunity to continue one's own education
7. Liking for a particular subject
8. Trend toward increasing salaries for teachers
9. Opportunity to use teaching as a stepping stone to another career
10. Desire for social prestige

---

TABLE 21

Ten Most Highly Significant Motives  
in Current Study

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Motives
1. Desire to work with children
a. Experience in working with youngsters in teaching-type activities
2. Desire to be of service to society
3. Desire to impart knowledge
4. Comparatively short school day, long summer vacation, many other vacations
5. Desire to have something to fall back on
6. Opportunity to continue one's own education
7. Liking for a particular subject
8. An occupation that fits in well with marriage and family responsibilities
9. Opportunity to leave the teaching profession and return to it later
10. Dissatisfaction with poor teachers

---

Note.--Two items tied for tenth place, therefore both are listed.

Influencers for choosing teaching. It would have been difficult to tabulate the frequency of influencers mentioned in the literature. It is more appropriate to state that the influence seemed to shift from parents in the earlier studies to teachers in the later studies. Mori (1966) found that there was a very high percentage of self-determined choice by both males and females, but that the females were more inclined to be influenced. Counselors, as influencers, began to be mentioned in the later studies but only sparingly. Bartel and Coppedge (1969) reported that counselors were mentioned as influencers by only 7% of their subjects.

This study listed six influencers to which the respondents were to indicate the degree of influence each exerted on their career choice. Table 22 shows the rank order of the six influencers from most significant to least significant.

Time for choosing teaching. The literature reviewed definitely established that elementary prospective teachers, usually females, decide to become teachers before secondary prospective teachers, and that females in general

make their decision to teach before males. Many elementary teachers decided while in elementary school.

TABLE 22

Rank Order of Influencers in Current Study from  
Most Significant to Least Significant

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Influencers
1. Teachers in elementary or secondary school
2. Parents or relatives
3. College professors
4. Other students
5. College counselors
6. High school counselors

---

Best (1948) thought that many students had ideas about becoming teachers which occurred to them early in life but which did not crystallize until later. Best did not differentiate between females and males in this observation but, as the current study indicates, the males are those who make the largest percentage of decisions in

college. It can be seen from Table 23, which follows, that the largest percentage of subjects making a decision in elementary school was elementary teachers, the largest percentage electing in secondary school was secondary females, and the largest percentage in college was the male group.

TABLE 23

Percentages of Times when Current Study  
Subjects Chose to Teach

Group	Alternatives			
	In Elementary School	In Secondary School	First Two Years College	Second Two Years College
Elementary Females	25%	39%	25%	7%
Secondary Females	4%	60%	21%	13%
Secondary Males	6%	44%	20%	24%

Note.--Number of subjects in sample were: Elementary Females, N = 59; Secondary Females, N = 92; and Secondary Males, N = 54.

Intention to teach. Geer (1965) said that commitment to a profession should be internalized as early in the training period as possible. Past studies consistently found that elementary prospective teachers make their career decisions earlier than secondary prospective teachers. It would be a gross generalization to state that early decision correlates positively with intention to teach, but for the current study the numerical evidence would support this conjecture.

If deciding to become a teacher while in elementary school can be considered as a valid choice to teach, and if stating that they definitely will teach is an acceptable intention to teach, then Geer's statement holds true for this study. Table 24 indicates the percentages of the study groups which responded that they definitely or probably will teach. It should be noted that two times as many elementary subjects as secondary male subjects definitely will teach.

TABLE 24

## Definite or Probable Intention to Teach

Group	Alternatives		
	Definitely Will Teach	Probably Will Teach	Total
Elementary Females	61%	24%	85%
Secondary Females	51%	28%	79%
Secondary Males	30%	28%	58%

Note.--Number of subjects in sample were: Elementary Females, N = 59; Secondary Females, N = 92; and Secondary Males, N = 54.

### Conclusions

The composition of the study sample, the basic information sought, and the processing of the data for the study were quite similar to studies which were reviewed. The principal difference between this study and its predecessors was the statistical treatment of the data.

The primary objective was to determine if groups of prospective teachers perceived differently or were affected differently by selected factors for choosing

teaching. A critical ratio technique was used to compare the responses of one group to those of another group to determine if statistically significant differences did exist. As reported in Chapter IV, there were numerous statistically significant differences between the groups.

Motives for choosing teaching. On the basis of significant differences noted, the following conclusions are drawn:

Compared to secondary prospective teachers,

1. elementary prospective teachers seem to have a stronger desire to work with children and are more motivated to teach through participation in teaching-type activities.
2. elementary teachers seem to have a greater appreciation for the security of tenure and retirement benefits, as well as the marriage and family planning conveniences afforded by teaching.
3. elementary teachers appear to be less academic in their outlook on teaching in that they look upon the education curriculum as somewhat

easier than other curricula, and they are not interested in teaching any one particular subject.

Compared to elementary and male prospective teachers,

1. secondary female teachers indicate considerable desire to work with children, but academic interests seem to be the dominant force for their choosing teaching.
2. secondary females appear to be influenced positively by high grades received in a subject, liking for a particular subject, and liking for a subject which has limited vocational application outside of teaching.
3. secondary females, it seems, like to impart knowledge, to share with others what they have learned.
4. secondary females do not view teaching as a stepping stone to other careers but they see teaching as an occupation that fits in well with marriage and family responsibilities.

When compared to secondary female prospective teachers,

1. secondary male prospective teachers appear to assign highest priority to the nonacademic aspects of choosing education as a course of study, viewing NDEA loan benefits as a reason for taking education courses, and using teaching as a stepping stone to other careers.

Influencers for choosing teaching. On the basis of significant differences noted, the following conclusion is drawn: secondary females seem to be influenced more than the other groups in making their decision to teach. Liking for a subject and high grades in a subject perhaps inculcate the desire to emulate a teacher or perhaps to seek the advice of a counselor for vocational guidance toward the interest in teaching.

Time for choosing teaching. On the basis of significant differences noted, the following conclusions are drawn:

1. elementary teachers, it seems, are inclined to choose teaching earlier than the other groups

of prospective teachers, the large percentage deciding while still in elementary school.

2. secondary females, to a significant degree, make the decision to teach while in high school.

Intention to teach. On the basis of significant differences, the following conclusions are drawn:

1. elementary prospective teachers seem to be more committed to teach, perhaps due to having made their career choice earlier in life.
2. female teachers in general appear to be more committed than males to follow their chosen profession.
3. males indicate a greater degree of indecision.

It might be concluded that their general attitude toward teaching and/or military service prospects contribute to this indecision.

Summarizing, it is concluded that between groups of prospective teachers at different teaching levels and of opposite sex, significant differences do exist in their reasons for choosing teaching.

### Recommendations

According to the research report of the National Education Association entitled Teacher Supply and Demand in Public Schools, 1970, the supply of teachers has caught up with the demand. Now, instead of recruiting teachers in quantity to fill the ranks, the accent should be on recruiting quality teachers who will fill the ranks and stay in the ranks. Certainly the time, effort, and expense which go into the training of a teacher who does not teach are of major concern to teacher training institutions. It would behoove them to accept only those students who were not only best fitted for teaching but also who were most apt to teach when they became eligible. Hence, one facet of the selection process for prospective teachers should be a close examination of what factors influenced the decision to study to become a teacher. Based on the findings of this study, recommendations are made concerning the motives, the personal influencers, time of decision, and intention to teach.

It is necessary to view the foregoing summary and conclusions in two different ways in order to make

recommendations based on the findings. The principal thrust of the investigation was to determine what differences existed between the main groups and subgroups of the study sample but, in compiling data for the comparisons, the statistics on the total group also contributed valuable information for making recommendations. In the discussions which follow, the general recommendations for the total group are presented along with the more specific recommendations for the smaller groups.

Motives for choosing teaching. It appears that certain motives were highly significant to one group or another. Others were of little significance and some were of no significance in choosing teaching. Recruiters and screeners or selectors of teacher candidates should be aware of which factors carry significance in the decision process.

From a selectivity standpoint, it is recommended that recruiters or screeners seek prospects in general who want to work with children; who want to teach, to impart knowledge; who want to render a public service; and who desire to further their own education.

Supervisors of teaching-type activities should point out the advantages of elementary school teaching to young people under their observation who show a keen interest in the activities. High school teachers and counselors should capitalize on interest and high grades of students in particular subjects in order to guide these students toward a teaching career.

Once the fundamental interests of the student are observed, then persons in position to influence decisions can point to the fringe benefits of teaching such as working hours, vacations, and family planning convenience. The strongest appeal to males is that teaching can be used as a stepping stone to other jobs. The "mattress philosophy," or having something to fall back on, is appealing to all prospects. These points, although not motivational in the strict sense of the word, are nevertheless appropriate sales points for prospective teachers once the initial interest is noted and selection has been started.

Influencers for choosing teaching and time for choosing teaching. Influencers and time for choosing teaching are considered together in making recommendations

because often the two are coupled in the decision process.

The influence of elementary and secondary teachers on the career decisions of the total group was marked as highly significant or of some significance by more than 50% of all of the respondents. This fact signifies also the point in time when the decision was made. It should go without saying that the example set by good teachers constitutes a strong influence on youngsters who lean toward teaching as a career; therefore, it seems that the teaching profession should endeavor to keep only the best teachers to act as models and to provide inspiration to would-be teachers.

If vocational counselors acted as advisors to this group of students, it seems that their effectiveness was negligible. Perhaps teachers were remiss in making proper referrals to counselors of those students whose aptitudes and interests seemed to lie in the teaching field. It is recommended that the teaching profession and the guidance and counseling profession make a more concerted effort to

identify prospective teachers early and to assist each other in the selection and screening process.

In short, influencers and points in time are not the elements which motivate students to choose teaching. They are adjuncts to the decision process whereby students with the aptitudes and interests for teaching are identified, screened, and then properly influenced or advised to enter the profession.

Intention to teach. Because of the high cost of teacher education, it is recommended that a commitment to teach should be obtained as early as possible from applicants for entry into the teacher education program. This commitment should be obtained after the student has had an opportunity to observe closely the classroom management and teaching process, and perhaps to engage in these processes as a teacher aide.

Although it is easier said than done, the recruiting and selection of prospective teachers hinges on determination of the basic motivations--liking of children, wanting to impart knowledge, wanting to render a public service, and desiring to continue one's own education. If these

elements are observed or determined to exist in young students, then persons in position to influence decisions should use their own performance and professionalism to inspire and influence the prospects. With some pre-selection of prospective teachers thus accomplished, then it becomes the task of the teacher training institutions to complete the decision process through rigid entry and retention standards of performance and, at the same time, to maintain high quality curriculum standards and sequences through which the students pass to become qualified to teach.

#### Implications

It is the opinion of the author of this study that the foregoing conclusions and recommendations suggest several rather pointed implications for the development of a more intensified and selective recruiting program for teachers.

The questions which appear to be at issue are: Who should be recruited? Who should or who can best recruit? When would recruiting be most effective? On

whom should the training, time, effort, and money be expended?

The motives, influencers, times, and intentions to teach have been treated separately up to this point in the study, but the implications suggested by the areas apart would be disjointed. The areas must be considered together in order to be meaningful in the total context of teacher education.

1. Further study is needed to determine what constitutes valid motivation to teach. Once determined, then
  - a. determine the correlation between motivation to teach and who influenced the decision.
  - b. determine the correlation between motivation to teach and when the decision to teach was made.
  - c. determine the correlation between motivation to teach and actual entry into teaching.

2. Further study is suggested to determine the effectiveness of guidance counseling at different levels of education and for different sexes for recruiting prospective teachers.
3. The findings of this study imply some degree of negativism toward the teaching profession. This suggests a continuing need by the profession to strive to eliminate its shortcomings, and to demonstrate and to publicize those aspects of teaching which make it a highly respected profession.
4. Since this was a study and not a rigidly controlled research experiment, results can not be inferred to a universal population. However, what is important is that differences did exist in the population studied and probably would occur in similar groups. This implies strongly that persons interested in recruiting and selecting young people to enter the teaching profession should be aware that such differences exist and should consider them

when establishing recruitment and selection policies and practices.

#### A Final Word

It is the desire of every researcher that his efforts will lead to some fruitful conclusions about the subject of his study. The interest of this researcher was no less conscientious.

Due to the growing concern for effective teacher selection, training, and retention, it is hoped that this effort will contribute some meaningful data to the selection process.

## APPENDICES

## APPENDIX A

## The Questionnaire Used in the Study

The purpose of this questionnaire is to obtain data for a doctoral dissertation. Your willingness to complete the questions will be appreciated.

Please note that the questionnaire does not call for your name or other identification in any way. The purpose is to assure you of complete anonymity. No effort will be made to identify you, and in this manner the investigator hopes to elicit from you answers that are completely frank and that will reflect your honest opinions.

Please use a soft-lead pencil and make your marks in the answer spaces on the IBM form, making sure that the question and answer numbers match. Do not use the zero space.

1. Are you in:
  1. Elementary education
  2. Secondary education
  
2. If secondary, what is your major:
  1. English
  2. Mathematics
  3. Science
  4. Social studies
  5. Business
  6. Physical education
  7. Art or music
  8. Home economics
  9. Other
  
3. Are you:
  1. Female
  2. Male

4. Are you:
  1. Single
  2. Married
  3. Widowed
  4. Divorced
  
5. Is your age:
  1. 19-23
  2. 24-28
  3. 29-45
  4. Over 45
  
6. Is the home in which you spent the major part of your life prior to entering college located in or on a:
  1. Farm or rural area
  2. Village, less than 2,500 population
  3. Small urban, 2,500 to 10,000 population
  4. Medium urban, 10,000 to 50,000 population
  5. Large urban, over 50,000 population
  
7. What is or was your father's occupation:
  1. Professional (doctor, lawyer, teacher, executive)
  2. Proprietor, manager, or official (farm owner, wholesale or retail dealer, elected or appointed official)
  3. Salesman, clerk, or office worker
  4. Skilled worker or foreman
  5. Semi-skilled worker
  6. Unskilled worker
  
8. What is or was your mother's occupation, using the categories of question 7:
  1. Professional
  2. Proprietor, manager, or official
  3. Saleslady, clerk, or office worker
  4. Skilled worker or foreman
  5. Semi-skilled worker
  6. Unskilled worker
  7. Homemaker

9. At what age did you first have serious thoughts about becoming a teacher:
1. In elementary school
  2. In high school
  3. In first two years of college
  4. In last two years of college
  5. While serving in the armed forces
  6. While working in another job

Question 10 is to be answered by male and female but different categories apply, therefore, please answer the appropriate set of alternatives.

10. Males only. Which of the following statements most closely describes your armed forces status:
1. I am a veteran
  2. I am not subject to the draft and will not have to serve
  3. For other reasons I will not serve
  4. I am in ROTC and will have to serve after graduation
  5. I am subject to the draft and may have to serve
  6. I intend to enlist or go to Officers Candidate School

Females only. Which of the following statements most closely describes your armed forces status:

1. I am a veteran
2. I will not enter the service
3. I intend to enlist or go to Officers Candidate School

Recognizing that there are many contingencies which can affect your immediate and ultimate career plans, and realizing that an absolute statement of intent may be difficult to carry out, nevertheless will you examine your thoughts carefully and answer the following question as conscientiously as you can to reflect your intentions at this time.

11. To what extent are you planning to become a school teacher, including college professor:
  1. Definitely yes
  2. Probably yes
  3. Undecided
  4. Probably no
  5. Definitely no

You are reminded again that there will be no attempt to match descriptive data with answers to any question. It is hoped that your answer to the foregoing question and those that follow will reflect your honest opinion.

A list of factors deemed to have had a bearing on students choosing teaching as a career comprises the next 31 questions. If the factor was "highly significant" in your decision to become a teacher, mark "1." If the factor had "little significance," mark "2." If the factor had "no significance," mark "3."

12. Desire to work with children.
13. Desire to impart knowledge.
14. Opportunity to continue one's own education.
15. Desire to be of service to society.
16. Liking for a particular subject.
17. Experience in working with youngsters in teaching-type activities such as YMCA, church or Sunday school, camp counselor, recreation area, etc.
18. Opportunity to leave the teaching profession and return to it later.
19. Desire for security (tenure and retirement provisions).

20. Influence of teacher(s) in elementary or secondary school.
21. Comparatively short school day, long summer vacation, many other vacations.
22. The shortage of teachers.
23. Contact with other students planning to become teachers.
24. Desire for social prestige.
25. Opportunity to move from one city or state to another.
26. Dissatisfaction with poor teachers.
27. Trend toward increasing salaries of teachers.
28. Influence of parents or relatives.
29. Influence of college professors.
30. High grades received in school.
31. Results of vocational interest inventories.
32. Opportunity to use teaching as a stepping stone to another career.
33. Receiving a scholarship for teaching education.
34. Realizing the benefits of a NDEA loan to teachers.
35. Guidance received from a counselor in college.
36. Guidance received from a counselor in high school.
37. Membership in FTA Club.
38. Education less difficult than other courses.

39. Desire to have something to fall back on.
40. Teaching-type activities such as VISTA, Head Start, Teacher Corps, instructor in armed forces, etc.
41. Interest in a subject field (English, literature, history, etc.) which has limited vocational application other than teaching.
42. An occupation which fits in well with marriage and family responsibilities.

The following two questions, if applicable to your situation, are to be answered on this questionnaire. Do not write on the IBM answer sheet.

- A. If you were undecided about teaching when you began your student teaching, and you now definitely plan to teach, what factor(s) most strongly influenced your decision?
  
  
  
  
  
  
  
  
  
  
- B. If you definitely planned to teach when you began your student teaching, but now are undecided or definitely will not teach, what factor(s) most strongly influenced your decision?

DO NOT SIGN YOUR NAME

## APPENDIX B

## Tabulation of Motives Listed in Studies Reviewed

Shortage of teachers.  
Finances available for education (NDEA loan, etc.).  
Influence of vocational interest inventory.  
Influence of FTA membership.  
Opportunity to leave the profession and return to it.  
Children easy to handle.  
Short hours.  
High grades received in school.  
Desire to teach.  
Fondness for children.  
Less expensive than other courses.  
Less difficult than other courses.  
A stepping stone to other careers.  
To secure advanced training.  
Public service.  
Attractive salary.  
Definite salary.  
Interest in a subject.  
Receiving a scholarship for teacher education.  
Desire for security (tenure and retirement benefits).  
Special fitness.  
Long vacations.  
Attractive profession.  
Opportunity to move from one state to another.  
Accidental.  
Desire for social prestige.  
Deal with people rather than things.  
Something to fall back on.  
Good preparation for family life.  
More good than bad.  
Dissatisfaction with poor teachers.  
Experience in working with youngsters in teacher-type activities such as YMCA, church or Sunday school, camp counselor, recreation area, etc.

Teaching-type activities such as VISTA, Head Start, Teacher Corps, instructor in armed forces, etc.

Interest in a subject field (English, literature, history, etc.) which has limited vocational application other than teaching.

## APPENDIX C

## Tabulation of Influencers Listed in Studies Reviewed

Influence of teacher(s).  
Influence of guidance counselor(s).  
Influence of sibling(s).  
Influence of college professor(s).  
Influence of friend(s).  
Advice of mother.  
Advice of father.  
Advice of relatives.  
Ideals.

## APPENDIX D

Tabulation of Critical Ratios, Motives for Choosing  
Teaching, Elementary versus Secondary

Questionnaire Item Number	Alternatives		
	Highly Significant	Little Significance	No Significance
12	A 3.73	B 3.07	B 1.74
13	B 1.74	A 0.98	A 1.35
14	B 0.33	A 1.00	B 0.92
15	B 0.73	A 0.40	A 0.47
16	B 4.79	A 2.55	A 3.39
17	A 3.40	B 1.72	B 1.95
18	A 1.22	A 0.47	B 1.57
19	A 2.86	B 0.42	B 2.08
21	A 1.68	B 0.79	B 1.10
22	A 0.70	A 1.02	B 1.44
24	A 0.36	B 0.44	A 0.33
25	B 0.83	B 1.39	A 1.82
26	B 1.17	B 0.28	A 1.50
27	B 0.48	B 0.28	A 0.60
30	B 1.15	B 0.64	A 1.46
31	B 1.62	A 0.85	A 0.24
32	B 2.73	A 0.76	A 1.35
33	B 0.63	B 0.09	A 0.44
34	B 1.24	B 0.56	A 0.98
37	A 0.36	A 0.50	B 0.65
38	B 2.08	A 3.48	B 1.61
39	B 0.41	A 0.93	B 0.59
40	A 1.02	A 1.69	B 2.23
41	B 3.22	A 1.25	A 1.90
42	A 2.67	B 1.27	B 1.96

Note.--A: Higher percentage for elementary; B:  
Higher percentage for secondary.

.05 level of confidence = 1.96

.01 level of confidence = 2.58

## APPENDIX E

Tabulation of Critical Ratios, Motives for Choosing  
Teaching, Elementary versus Secondary Females

Questionnaire Item Number	Alternatives		
	Highly Significant	Little Significance	No Significance
12	A 2.85	B 2.65	B 0.89
13	B 2.16	A 1.21	A 1.74
14	B 0.44	A 1.64	B 1.54
15	B 1.31	A 0.59	A 1.08
16	B 4.64	A 1.97	A 4.03
17	B 2.29	B 0.99	B 1.62
18	A 0.66	A 0.29	B 0.91
19	A 2.24	A 0.03	B 2.07
21	A 0.70	B 0.68	B 0.07
22	A 0.38	A 1.23	B 1.42
24	A 0.65	A 0.29	B 0.44
25	B 0.92	B 0.56	A 1.16
26	B 1.38	B 0.17	A 1.61
27	B 0.40	B 0.28	A 0.55
30	B 1.98	B 0.02	A 1.55
31	B 1.28	A 0.78	A 0.01
32	B 1.42	A 1.37	B 0.38
33	B 0.58	A 0.41	B 0.01
34	B 1.66	A 0.30	A 0.68
37	A 0.06	A 0.02	B 0.06
38	B 1.60	A 3.50	B 2.14
39	B 0.45	A 0.52	B 0.07
40	A 0.66	A 1.40	B 1.75
41	B 3.13	A 1.44	A 1.56
42	A 1.00	B 0.57	B 0.72

Note.--A: Higher percentage for elementary; B:  
Higher percentage for secondary females.

.05 level of confidence = 1.96

.01 level of confidence = 2.58

## APPENDIX F

## Tabulation of Critical Ratios, Motives for Choosing Teaching, Secondary Females versus Secondary Males

Questionnaire Item Number	Alternatives		
	Highly Significant	Little Significance	No Significance
12	A 2.21	B 0.98	B 2.22
13	A 1.45	B 0.81	B 1.26
14	A 0.34	B 1.85	A 1.98
15	A 1.68	B 0.59	B 1.58
16	A 0.59	A 0.96	B 2.52
17	A 2.22	B 1.63	B 0.59
18	A 1.22	A 0.38	B 1.45
19	A 0.88	B 1.07	A 0.36
21	A 2.26	B 0.14	B 2.43
22	A 0.69	B 0.73	A 0.24
24	B 0.78	B 1.77	A 1.91
25	A 0.41	B 1.93	A 1.41
26	A 0.80	B 0.23	B 0.61
27	B 0.11	A 0.07	A 0.02
30	A 2.72	B 1.50	B 0.54
31	B 0.82	B 0.01	A 0.56
32	B 3.35	B 1.70	A 4.20
33	B 0.03	B 1.22	A 1.07
34	A 1.52	B 2.02	A 0.64
37	A 0.72	A 1.18	B 1.45
38	B 1.17	B 0.98	A 1.69
39	A 0.18	A 0.87	B 1.23
40	A 0.69	A 0.38	B 0.80
41	A 1.62	B 1.18	B 0.46
42	A 2.65	B 1.16	B 2.02

Note.--A: Higher percentage for secondary females;  
 B: Higher percentage for secondary males.

.05 level of confidence = 1.96

.01 level of confidence = 2.58

## APPENDIX G

Tabulation of Critical Ratios, Influencers for  
Choosing Teaching, Elementary  
versus Secondary

Questionnaire Item Number	Alternatives		
	Highly Significant	Little Significance	No Significance
20	A 1.56	B 2.24	A 0.76
23	A 0.65	B 0.23	B 0.16
28	B 1.47	A 1.55	B 0.38
29	A 0.03	A 1.66	B 1.48
35	B 0.50	A 1.00	B 0.46
36	B 2.06	A 0.60	A 0.59

Note.--A: Higher percentage for elementary; B:  
Higher percentage for secondary.

.05 level of confidence = 1.96

.01 level of confidence = 2.58

## APPENDIX H

Tabulation of Critical Ratios, Influencers  
for Choosing Teaching, Elementary  
versus Secondary Females

Questionnaire Item Number	Alternatives		
	Highly Significant	Little Significance	No Significance
20	A 1.49	B 2.19	A 0.74
23	A 1.14	B 0.38	B 0.28
28	B 1.84	A 1.29	A 0.16
29	A 0.38	A 1.76	B 1.83
35	B 0.64	A 1.01	B 0.37
36	B 2.00	A 0.66	A 0.40

Note.--A: Higher percentage for elementary; B:  
Higher percentage for secondary females.

.05 level of confidence = 1.96

.01 level of confidence = 2.58

## APPENDIX I

Tabulation of Critical Ratios, Influencers for  
Choosing Teaching, Secondary Females  
versus Secondary Males

Questionnaire Item Number	Alternatives		
	Highly Significant	Little Significance	No Significance
20	B 0.17	A 0.25	B 0.10
23	B 1.32	A 0.44	A 0.33
28	A 1.32	A 0.34	B 1.33
29	B 0.89	B 0.64	A 1.21
35	A 0.49	B 0.26	B 0.16
36	B 0.21	B 0.30	A 0.38

Note.--A: Higher percentage for secondary females;  
B: Higher percentage for secondary males.

.05 level of confidence = 1.96

.01 level of confidence = 2.58

APPENDIX J

Tabulation of Critical Ratios, Time for Choosing Teaching, Consolidated for All Groups: Elementary versus Secondary, Elementary versus Secondary Females, and Secondary Females versus Secondary Males

Questionnaire Item Number	Alternatives					
	In Elementary School	In High School	First Two Years College	Last Two Years College	In Armed Forces	In Another Job
	Elementary versus Secondary					
9	A 4.32	B 1.96	A 0.76	B 1.92	0.00	B 0.01
	Elementary versus Secondary Females					
9	A 3.81	C 2.50	C 0.68	C 1.22	0.00	A 0.46
	Secondary Females versus Secondary Males					
9	D 0.33	C 1.80	C 0.04	D 1.71	0.00	D 1.09

Note.--A: Higher percentage for elementary; B: Higher percentage for secondary; C: Higher percentage for secondary females; and D: Higher percentage for secondary males.

.05 level of confidence = 1.96

.01 level of confidence = 2.58

APPENDIX K

Tabulation of Critical Ratios, Intention to Teach, Consolidated for All Groups: Elementary versus Secondary, Elementary versus Secondary Females, and Secondary Females versus Secondary Males

Questionnaire Item Number	Alternatives				
	Definitely Yes	Probably Yes	Undecided	Probably No	Definitely No
11	Elementary versus Secondary				
	A 2.32	B 0.64	B 1.89	B 0.92	A 0.67
11	Elementary versus Secondary Females				
	A 1.20	C 0.62	C 0.87	C 0.36	A 0.31
11	Secondary Females versus Secondary Males				
	C 2.53	C 0.06	D 2.46	D 1.32	C 0.77

Note.--A: Higher percentage for elementary; B: Higher percentage for secondary; C: Higher percentage for secondary females; and D: Higher percentage for secondary males.

.05 level of confidence = 1.96

.01 level of confidence = 2.58

## APPENDIX L

Responses to Question Concerning Influence of Student  
Teaching Experience on the Decision to Teach

Elementary Positive Responses

Need of money and teaching enjoyment. I found a very satisfying career and one that I am stimulated into undertaking.

The work with actual children.

I realized the needs that so many children have: They need someone to love, understand, and help them.

Student teaching experience and my cooperating teacher.

I realized what few excellent teachers the public schools have.

Watching children develop and grow into well rounded citizens.

Student teaching--it has been a wonderful experience.

The ability to mold a child's learning and help the individual.

Cooperating teacher--rewarding experience.

I've truly wanted to teach since I was in the sixth. By having Mrs. \_\_\_\_\_, a

very sweet and wonderful teacher. I'll always want to teach. Truly, she was so nice.

I always wanted to teach since I switched to education.

### Elementary Negative Responses

Didn't like it as well as I thought I would. Discipline problems were beyond my control.

I was sure I wanted to teach until teacher-Supervisor evaluation.

The amount of work involved.

I was teaching with a group who were not motivated and their teacher was non-motivating.

A discouraging experience.

### Secondary Positive Responses

Student teaching. [There were four such responses.]

The courses I took in college in my major field and in methods, and most of all student teaching.

I just enjoy it better now.

The cooperating teacher's influence.

I am getting married this month. Teaching is a job available anywhere, anytime, and ideal for my home life with husband and children.

The reward or satisfaction of reaching someone who has a hostile attitude toward school and society in general.

My students and cooperating teacher made student-teaching one of the most interesting and profitable experiences I've ever had.

I enjoyed being with the kids and helping them to learn. I've also learned what an exciting field education is with all the changes occurring.

Experience and contact with students.

I enjoyed working with the kids I taught. Still not sure but I lean toward teaching more than before.

The children's response to me.

Being on the other side of the desk.

I learned that I could be effective and this cinched my decision.

The obvious need for concerned teachers--ones who are willing to take an interest in students.

I had more to offer than I thought. My cooperating teacher made me realize this.

Student teaching, Methods, and my Supervisor.

Contact with students--they are wonderful.

Desire to work with students.

The need for someone who cares about the students as persons instead of objects to preach to.

I enjoyed working with the students.

Cooperating teacher! Joy in having students react.

A cooperating teacher that strongly encouraged me. My experience in front of a class was very favorable and I felt that was where I belonged.

Knowing that a job is available for me after I graduate.

The actual classroom experience was the major factor. Also, in my student teaching I realized the great need for teachers for low-income areas which I have a leaning to now.

Student teaching itself, (a) the direct in-the-classroom contact with my students, & (b) my cooperating teacher.

Home Ec. Enthusiasm of my college supervisor, love of subject and the fact that the subject is enjoyable to most students & they are eager to learn.

The fulfillment I felt when I realized that I was helping those who were desperately in need of help. I felt it was where I belonged.

I found student teaching to be a very rewarding experience, and discovered that I enjoy working with teenagers.

I was undecided because I did not have much confidence in myself as far as my ability as a teacher. My supervisor and the experience actually in a teaching situation made me definitely decide this is what I would like to do, and I am capable of doing so.

Student teaching made me fully aware that I had not chosen the wrong profession. I was never as completely sure about teaching until I did my practice teaching this semester.

Realization of need for dedicated teachers. Discovery that I am capable of coping with students.

I had a wonderful cooperating teacher and now plan to go into school library service after grad school, instead of Public Library field.

I had been afraid that I would have to take a lot of work home with me, and that my night-time would consist of work also. I realized that this was not necessary, that I would have free periods and only some night work. Also, the personalities of the students helped me decide I would enjoy teaching.

After I got into the classroom, I felt like I really belonged in teaching. I even surprised myself a little when, after working with the students, I found out that I enjoyed it much more than expected.

1. The enthusiasm of the kids I taught.
2. I enjoyed getting up in front of the class.
3. I saw the need of better prepared teachers.
4. I learned more about my major subject.

5. I was impressed by the creativity teaching afforded me.

Before student teaching I did not plan to teach, except as the last thing available. However, I enjoyed teaching, a surprise in itself. Therefore, my position is moved from against to undecided.

Excellent Methods course--enjoyed the students during student teaching. Almost discouraged thru dinky courses like SED 90.

### Secondary Negative Responses

The teaching faculty with which I worked was totally unreceptive to new ideas in education. I became very discouraged. I began to feel that I could be of more service elsewhere.

Disinterest of students for learning and knowledge.

I'm just not ready to settle down in the 8 to 3 o'clock system. Right now it doesn't offer enough excitement.

Overcrowded schools, race problems, low salary, too strict laws on teacher responsibility and liability, lack of respect and poor discipline among students.

Due to the poor preparation in college and some of the lousy professors my career may be hindered.

I still plan to teach but I was disturbed by the apparent lack of interest of high school students.

I found out just how impatient I was and finally doubted my capability to handle students at the secondary level.

1. My college supervisor completely turned me off.
  2. I don't think I could ever be good in the classroom.
  3. Not a great deal of patience.
  4. Don't want to get in a rut.
  5. Want a more dynamic and exciting job.
  6. I'm still too young and adventurous for such a job as teaching.
  7. Too much identity with the students.
- Actually, I think I made a big mistake.

It is too monotonous [sic] and too repitory [sic].

My field doesn't have many openings.

I still want to teach but in a different subject area but will mean more schooling and it will not be possible at this time.

Too much administrative trivia.

The conflict between teachers and administration, specifically the lack of cooperation shown toward teachers by school administration. But I realize this isn't always the case.

The Mickey Mouse crap teachers have to go through to please the Principal, and other teachers and parents.

The antedeluvian Neanderthal reactionary school situation I was subjected to.

The discovery [sic] of the incompatcy [sic] of school officials [sic] and some teachers & my education has not prepared me well enough.

Confusion in the educational system which exists today.

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