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MOTIVATIONAL FACTORS INFLUENCING PERSISTENCE IN TEACHING AS REVEALED BY INTERVIEWS.

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A FOUR-PART LONGITUDINAL INVESTIGATION WAS REPORTED OF TEACHING PERSISTENCE OF CERTAIN COLLEGE GRADUATES BASED ON FOUR FOLLOWUP QUESTIONNAIRES. THE SPECIFIC OBJECTIVES OF THIS STUDY WERE TO CONTINUE THE SEARCH FOR (1) REASONS WHY TEACHERS LEAVE CLASSROOM SERVICE AND (2) SUGGESTIONS THAT MIGHT BRING PREMATURELY RETIRED TEACHERS BACK TO TEACHING. SUBJECTS WERE ASKED TO GIVE REASONS FOR PERSISTENCE IN TEACHING, AND FINDINGS SHOWED THAT (1) FINANCIAL STATUS WAS RELATED TO PERSISTENCE, (2) THE HUSBAND'S ATTITUDE WAS NOT DECISIVE IN DETERMINING IF HIS WIFE CONTINUED TO TEACH, (3) THE PERSON'S EXTENT OF INVOLVEMENT WITH HOME OR COMMUNITY WORK WAS RELATED TO NONPERSISTENCE, AND (4) MOST WOMEN ENTERED THE TEACHING PROFESSION BY DEFAULT. VARIOUS IMPLICATIONS ARISING FROM THE STUDY AND POSSIBLE SOLUTIONS TO THE PROBLEM OF NONPERSISTENCE OF CLASSROOM TEACHERS WERE OFFERED. (GD)

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE  
Office of Education

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FINAL REPORT  
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September, 1966

U. S. DEPARTMENT OF  
HEALTH, EDUCATION AND WELFARE

Office of Education  
Bureau of Research

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AS REVEALED BY INTERVIEWS**

Project No. 6-8111  
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Judith Cowen Fuchel, Ed. D.

September, 1966

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Office of Research and Evaluation  
Division of Teacher Education  
The City University of New York

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Judith C. Fuchel

## CHAPTER I

### INTRODUCTION

#### Problem

It is a fact, attested to by the National Education Association, that there are not, and will not be in the foreseeable future, enough fully qualified teachers to staff the classrooms of this country.

The well-publicized need for adequately prepared teachers has inevitably led to a wide variety of programs designed to increase teacher supply. Many of these programs represent efforts to recruit able college students for teaching careers. The success of these recruitment efforts is apparent in the data collected by the Research Division of the National Education Association. Between 1948 and the present, the percentage of all college graduates who prepared for teaching increased fairly steadily. Locally, a similar trend toward increased enrollments in teacher education programs is revealed by the semi-annual census of the student body of The City University of New York.

Evidence that more and more college students are preparing for teaching is encouraging. But reflection will raise questions about the ultimate significance of this increase in prospective teachers. Impellitteri reported that although there has been an increase in the supply of new teachers, this has been more than offset by the increased demands. He indicated that the supply has been inadequate because of (a) the steady growth in public school enrollments, (b) the number of teachers who leave the profession, and (c) the number of people trained to be teachers who leave the profession (Impellitteri, 1965, P. 1). The National Education Association reported that only 75 per cent of qualified new teachers ever teach (National Education Association, 1964). Other surveys among teacher education graduates indicate that many of those graduates who do enter teaching leave after giving only a few years of teaching service:

"In education, a high rate of teacher turnover is expensive to the school because of the excessive time and expense which must be devoted to the selection of teachers and because of the additional supervision made necessary by the lack of knowledge concerning local standards, conditions, and so forth on the part of the new teachers. The more serious cost of turnover, however, is borne by the pupils, and therefore by society, because of the lower efficiency of teachers who are strange and unaccustomed to their pupils, equipment, and community. There is, moreover, a heavy burden of expense to society at large in the training of many teachers who serve in the profession only a short time and then leave it." (Koos, 1940, p. 344)

To re-emphasize a part of one National Education Association report, "only a careful patient study of the reasons teachers leave classroom service can point the way to a diminution of this annual loss." (National Education Association, 1964) And, to extend this idea, perhaps understanding of the reasons why people choose to become teachers, coupled with more adequate screening and guidance, can lead to reduction of the loss.

### Review of Related Research

During the past 12 years, many researchers have considered the problem of the individual who trains to be a teacher, teaches for a few years, leaves the profession, and may or may not return to the classroom.

Crane and Erviti (1955) were concerned with teachers who leave teaching in New York State. They found that the largest group of teachers who leave the profession are married women. Out of a total sample of 762, the largest percentage of women (32.2 per cent) left teaching because they were pregnant. The next highest percentage (15.7 per cent) left teaching because their husbands moved from the state. Eight per cent considered home and children to be a full-time responsibility. Six per cent of the women teachers gave marriage alone as the reason why they left, whereas others (2.1 per cent) cited their decision to have children as the reason. Therefore, more than 60 per cent of the female teachers left teaching for reasons related to marriage and family. This cluster of reasons far outweighed other reasons mentioned which were, for example, inadequate salary (5.5 per cent), failure to find a position in a given geographic area (4.5 per cent), dissatisfaction with the administration (3.4 per cent), and dissatisfaction with the teaching situation (1.8 per cent).

Crane and Erviti pointed out that this group of women who leave teaching because of marriage and family responsibility represents a source of future teacher supply rather than a group which can be constantly retained in teaching. The authors added strength to their report by suggesting measures school systems can adopt to encourage teachers to return: (a) greater attention should be paid to the problems of the beginning teacher, for this is when the loss is highest to the profession; (b) more flexible time schedules should be arranged for the teacher with family responsibilities; (c) the returning teacher needs easy access to information on job availability; (d) increased salaries might motivate women to continue to teach; (e) some way should be found to provide teachers with an opportunity to have their status needs fulfilled without making it necessary for them to move into administrative positions.

Thorndike and Hagen (N.D.) found that out of a sample of 658 males, those who were academically more capable and talented, as indicated by a battery of Air Force Tests, tended to drop out of teaching. Those remaining in teaching cited their contacts with

young people and working with books and ideas as their major sources of satisfaction. Those males who left the profession rarely gave the lack of interest or ability as reasons. Inadequate salaries overshadowed all the other reasons given for leaving. Those who left teaching reported incomes averaging 25 per cent higher than those who stayed in teaching. Other reasons for changing their profession included dissatisfaction with working conditions, e.g., class size, lack of materials and equipment, and concern with the low status of the teacher in the community.

Wolfe (1957) treated follow-up data on college graduates of 1930 and 1940 to arrive at patterns of occupational history. He described five career patterns. The following are these patterns as he has applied them to the teaching profession: (1) The "early entrant" undertakes teacher training immediately on completion of high school and remains in education most of his working life. (2) The "in-and-outer" begins work teaching, leaves and re-enters at least once. The commonest example of this is the woman who teaches for a time, marries, leaves teaching perhaps several times for child rearing duties, but returns when her children are older. (3) The "late entrant" enters teaching after several years of another career or more usually of marriage. (4) The "satisfied leaver" enters the teaching profession but leaves because an alternative occupation seems more attractive to him, perhaps in status. Wolfe gives as an example of this the large number of women who leave for marriage and who never return to teaching. (5) The "dissatisfied leaver" leaves mainly because of strong dissatisfaction with teaching or with a specific teaching situation. He remains in the classroom only a short time, usually because difficulties and dissatisfactions tend to be prominent in the early years.

Wolfe emphasized that the power of the teaching profession to retain persons who prepare for teaching is no less than that of most women's occupations, but is appreciably less for men and women taken together, or for men alone, than that of largely male professions such as engineering, law, dentistry, and medicine.

Stiles (1957) focused on motivation as the prime reason for lack of persistence. "The generosity of the United States in supplying numerous opportunities for young people to secure preparation for teaching at nominal cost may actually serve to bring into the teaching profession many people who have small interest in it." (Stiles, 1957) By implication he seems to be suggesting that admission requirements be raised and preparation for teaching be made more demanding.

The National Manpower Council (1957) reported that of all the wives who have children not yet of school age, only one-eighth are employed. The likelihood that mothers will work outside the home increases sharply once their children reach school age and is echoed throughout occupations other than the teaching profession. This statement reiterated the fact that has been already cited:



women tend to stay home to raise their family and then return to their profession. And this pattern seems to be typical for married women when all professions are considered together.

Ryans (1960) through use of a group of tests, was able to describe a group of persisting female elementary school teachers. Eighty five per cent of this group were married. As children they engaged in teaching activities and their decision to teach was made prior to college enrollment. They stated that they like children and were interested in the process of development. They enjoyed school as students and showed superior accomplishment when in school. Many of their parents and relatives were teachers. They were satisfied with all facets of teaching and intended to continue in the profession. They admired such qualities as friendliness, permissiveness, definiteness, and fairness and they disliked arrogance, intolerance, and sarcasm in acquaintances. They were able to see good points in a person and enjoyed being with people. But they preferred small intimate groups to large group activities. Ryans did not suggest that these characteristics can be used to predict teacher persistence. He was describing a group of persisting teachers; he did not compare them with nonpersisting teachers.

Wolf and Wolf (1964) rather than concerning themselves with the nonpersisting teacher, suggested that data be gathered to show factors which lead to a long, active, career in teaching. They believe that research may reveal that married men, women who are obliged to support themselves, and women who plan to combine marriage with a career tend to be reasonably good long-term teaching prospects.

#### Background For This Study

Since this study is an outgrowth of, and the last in a series of research reports on a logitudinal study dealing with the 1953-1954 student teacher population at the four municipal colleges of The City University of New York, it is pertinent to cite some of the results of these past studies (Horn, 1966; Impellitteri, 1965; Medley and Rabinowitz, 1959; Rabinowitz and Williams, 1958; Lohman, et al., 1966).

In 1954, concerned with the rate of attrition among teacher education graduates and curious about the factors associated with teacher persistence or nonpersistence, the Office of Research and Evaluation of the Division of Teacher Education undertook a longitudinal study of a group of teacher education students at the municipal colleges.

The original study of a group of teacher education students at the municipal colleges of New York City was conducted by Rabinowitz. The original purpose of the study was to investigate the relationship between persistence in teaching and certain hypothesized personality and attitudinal variables. The group of 1,800 undergraduate education students included all of the men and women who were enrolled in student teaching courses during the academic year 1953-4. Those students graduated in 1954.

During the semester of student teaching, the subjects took a group of personality and attitude tests. The characteristics of the subjects, as indicated by those tests, have been described in a report issued by the Office of Research and Evaluation (Mitzel, 1955).

In the years 1955, 1957, and 1959, questionnaire follow-up studies of these subjects were undertaken. The questionnaires were brief and were designed to insure, insofar as possible, a large and rapid return of the cards by the graduates. Precoded items were used and factual data concerned with the characteristics of age, sex, area of preparation, job history, income, marital status, school level of teaching, satisfaction with student teaching experience, and intent to stay in the teaching profession were gathered.

The conclusions reached concerning teacher persistence were the following:

1. Men, once they start teaching, are more likely to remain in the profession.
2. Age was found to be related to teacher persistence. Of those teachers who were between thirty and fifty years of age at the time of graduation, and had raised their family before beginning their college studies or had decided to change from one job to another, 89 per cent had entered teaching and were teaching five years later.
3. The factor related most highly to persistence was the presence or absence of pre-school children in a family. Women left teaching on maternity leaves and then stayed home to care for their children.
4. The income of the husband was found to be related to teacher persistence. In general, the lower the income of the husband, the more likely it was that the wife had entered teaching and was still teaching five years after graduation.
5. Satisfaction with the student teaching experience was related to persistence. A relationship was found between expressed satisfaction with teaching and an intention to continue teaching until retirement.
6. Future teaching plans were modestly related to "school difficulty." "Of those who were teaching in 'difficult' schools, 41 per cent planned to teach indefinitely; of those who were teaching in other elementary schools--not classified as 'difficult'--49 per cent planned to teach indefinitely." (Rabinowitz, 1958, p.21)
7. Those who had once taught were far more interested in returning to teaching than those who had no teaching experience.

In spite of the fact that the original purpose of the study was to investigate the relationship between persistence in teaching as a career and certain hypothesized personality and attitudinal variables, the results suggested that career decisions were largely based on practical situational and environmental circumstances.

The fourth follow-up study was conducted in 1964 by Impellitteri. He devoted particular attention to the women in the original 1954 group who had taught, left teaching to raise one or more children, and subsequently returned to teaching. He thought that a comparison of this group with those teachers who had taught, left teaching to raise a family and had not returned to teaching could be of value in identifying factors related to nonpersistence. The factors that he found to be related to persistence were in general the same as those found in the previous studies. In addition he noted the following:

1. With regard to the factor "age," he found some interesting differences between those teachers who had left the profession and returned and those who had left and not returned. There was only a 6 per cent difference between the oldest and youngest subjects who had returned to teaching. For the group who had taught, left, and not returned, there were larger percentage differences for each age group; almost 60 per cent of the younger subjects had not returned, as compared with 24 per cent of the oldest subjects. Impellitteri concluded that some factor related to the teacher's age seemed to be a determinant in influencing their return to teaching, but he did not have data to identify it.
2. Income seemed to be an important factor related to persistence. Women whose husbands earned more than \$10,000 were not likely to persist in teaching.
3. With respect to grade level of preparation, those graduates who had prepared for teaching at the secondary level exhibited greater persistence in teaching than those who had prepared for elementary school level.

Horn (1966) interviewed 50 persisting teachers who represented a portion of the original population. Her findings support those of the earlier studies and re-emphasize the "fact that sex, marital status, and age of children are highly potent factors underlying persistence in teaching" (Horn, 1966, p. 35). Men intend to continue in the teaching profession. Married women plan to leave teaching when they become pregnant, and single women plan to leave when they marry. Women teachers who have grown children also plan to teach indefinitely. Horn described her sample as a homogeneous group in respect to early family background. They came almost exclusively from lower middle class and upper working class homes. Almost all were born and raised in New York City. Most of them attended the city's public schools. Most of the women planned

to continue in the classroom rather than to seek to move up the administrative hierarchy. A large segment of the group could be characterized as having a high level of morale despite their complaints about realistic frustrations.

Horn included an arresting qualitative subjective description of the persisters:

"Many of the people interviewed seemed willing and able to give information freely and spontaneously and also seemed to be among the most vital in their expressiveness, in their involvement with teaching as a service, and in their concern and respect for children. A few of these, among the single women in their early thirties, reported that they will leave teaching when or after they marry. Among the younger married ones with either no children or a small family, some planned to leave to take care of their own young children when they have them; or to move on to college teaching. Also among the vital ones were a few older women in their late forties and early fifties whose children were young adults or adolescent. ...These people tended to emphasize that teaching was 'filling' their lives and they reported they will teach 'forever' in the classroom rather than seek administrative posts."  
(Horn, 1966, p. 29)

Out-of-school activities were devoted first of all to family involvements. Educational conferences and reading professional literature or journals tended to be bypassed or neglected by both men and women. In general, goals for professional development were defined within the framework of advancement within the school.

"With very few exceptions the persisters thought of themselves as typical teachers, and a strong group identity seemed more prevalent than a self-differentiated awareness of personal uniqueness. They accepted the school system for what it was. Some 'merged' with it despite their minor complaints. Others put the burden upon themselves to work more creatively within it, feeling variable or occasional success. Almost all the teachers felt that their school did not hamper them from being the kind of teacher they wanted to be. But they did project a sense of loss of earlier idealism and enthusiasm as they reported a more realistic adaptation to reality. Thus most of them expected modest scholastic achievement from the children, although they seemed more exacting about children learning good behavior, citizenship, and inter-personal tolerance and acceptance. Nor did they expect or ask for personal rewards or special recognition for their work. From their superiors they asked for more professional respect--a chance to be heard in curriculum decisions, and to be trusted and not checked upon for trivia." (Horn, 1966, p.31)

These teachers were also loyal to public education and proud of it. They were not paying lip service in their reported preference for public rather than private schools. For their own children they uniformly preferred the public school including the municipal colleges, as against the private, independent ones.

"Almost all impressed the interviewer as having a strong sense of caring about the children they teach. They enjoyed the times of pleasure that came when the children responded to their wishes for them. All of them wanted the children to enjoy learning. Although the frustration in this area tended to be considerable, nevertheless, most of the teachers reported a sense of resiliency in themselves, and many of them did express a relatively high level of physical and emotional energy. Among the elementary school women this resiliency was underpinned with a strong maternal, nurturing orientation to children. To the secondary school teachers, men and some women, teaching was an outlet for speaking to the world through children, and through their interest, whether strong or marginal, in their subject matter field. But in general the teachers said one had to enjoy teaching as an ideal per se, because the immediate rewards were sparse, and recognition for their work was elusive. Children were either not capable learners, or they did not work hard enough even if capable. Teaching was fatiguing, and many deplored a perceptible lessening of their available energy." (Horn, 1966, p. 32)

Lohman, Kurash, and Chiu (1966) compared the scores obtained on tests taken in 1954 with teaching status in 1964. Using measures obtained from a modification of the F Scale, the Minnesota Teacher Attitude Inventory, the Social Class Identification Occupational Rating Scale, A Self Evaluation Inventory, and an inventory indicating satisfaction with student teaching, they attempted to discriminate among seven groups with the measures taken alone or in a multiple combination of any form. These groups were: always taught; taught, left, and returned; in a related field; never taught; taught, left, never returned; taught, left, intends to return; taught, left, undecided. The authors were concerned with the extent to which teacher persistence, ten years after graduation, was predictable on the basis of test data obtained just before graduation. The measures did not discriminate among the seven groups. For this particular sample, it was not possible to predict who would continue in teaching and who would not.

Researchers have looked at the problem of teacher persistence from many angles. They have described persisters as well as reasons for nonpersistence. They have criticized teacher recruitment methods and in-service assistance and they have suggested many different ways of retaining teachers in the classroom.

The present study of nonpersisters attempts to clarify the objective situations that cause people to leave the teaching profession and attempts to probe a little more deeply into attitudinal and motivational factors which might contribute to a person's decision to remain in or to leave teaching. It was planned to add data to the existing body of knowledge about the difference between the person who persists in teaching and the person who leaves teaching and to emphasize possible solutions to the problem of the teacher dropout.

### Objectives

This study and report constitute the end point of a series of studies conducted by the Research Division of the Board of Higher Education. Originally when the study was conceived, three main questions were raised: (1) who leaves teaching? (2) why do they leave? and (3) how can those nonpersisters be drawn back into the classroom?

The first question has been answered. In the main, it is the married women with young children who retire from teaching because of home responsibilities. In part this finding responds to the second question also. But to a larger extent, there has been no complete answer given to the second. Such questions as these can be raised:

1. Do many mothers fail to return because their family income is ample?
2. Are nonpersisters less career-involved than persisters? If so, what factors contribute to job-involvement?
3. Do nonpersisters' husbands discourage them from handling the double job of teacher and homemaker, and conversely, do persisters' husbands encourage and assist with the double load?
4. How does one's initial teaching experience contribute to the decision to remain in or to leave teaching?
5. What dissatisfactions, e.g., school administration, parent attitude, student body, school assignment, distance from home, salary, are contributive to teacher nonpersistence?
6. Was the person's anticipation of what teaching would be like consonant with the real experience?
7. Does the type of guidance received in high school or college have an affect on job-involvement and on the decision to remain in teaching?

With regard to the third question, various suggestions have been offered by earlier researchers. One of the major objectives of this current study has been to question nonpersisters about factors that would bring them back into the classroom sooner.

Further objectives of this study are to elucidate areas of practical as well as of personal concern to the nonpersisters:

1. Are aspects of the teacher's early life experience, i.e., parents' education and vocation, schools attended and school experience, relationships with parents, self-feelings as a child, related to persistence or nonpersistence?
2. Is a person's involvement with home and professional or community work related to nonpersistence?
3. When did nonpersisters first think of teaching as a vocational choice and what influenced this choice?
4. How do nonpersisters evaluate their training experience and initial professional experience?
5. Do nonpersisters plan to return to teaching and, if so, are there factors which would make them return sooner?

This study continues the search for reasons why teachers leave classroom service and for suggestions on how to bring them back into service.

## CHAPTER II

### METHOD

#### Overview

In the preparatory study immediately preceding this one (Fuchel, 1966), the principal objectives were to extend and to amplify the work which had already been done in studying the 1953-54 class of former student teachers. In previous studies of the graduating class of 1954, data was collected by use of brief mail questionnaires with the hope that a high number of returns would be insured. Longitudinal career history data, derived from earlier questionnaire studies of these graduates, had provided a clear picture of some of the factors associated with teacher persistence. The preparatory study continued this process, permitting a fuller and more comprehensive examination of the problem. Nonpersisters were studied. The specific objectives were:

1. to expand, clarify, and organize the questions that were being investigated about nonpersisters.
2. to develop an interview schedule relevant to nonpersisters.
3. to divide the population into meaningful subgroups.
4. to interview a preliminary sampling of nonpersisters.
5. to revise and improve the interview schedule after tryout.
6. to develop a schema for recording and analyzing the interview data.

These objectives were accomplished and the findings from that preliminary study are restated here:

1. It is possible to devise an interview schedule for use with former teachers that will elicit information about factors, not easily studied by questionnaire methods, which have a significant bearing on the decisions of individuals who have left teaching as to whether or not to resume a teaching career.
2. Such an interview schedule has been developed, tried out, improved and tried out again. It is now ready for use.
3. A large population of nonpersisting teacher education graduates has been located, identified, and classified into meaningful subgroups. A procedure for sampling this population has been developed and the willingness of individuals to be interviewed has been demonstrated. (Fuchel, 1966)



The present study utilized the interview schedule developed in the preparatory study and used it with the nonpersisting teacher education graduates. Nonpersisters were contacted by mail and telephone, and face-to-face interviews were arranged. It was originally planned to study the nonpersister interview results in an attempt to identify all reasons for nonpersistence and to make comparisons with the persisters interviewed for another study (Horn, 1966) on as many variables as possible. As the study proceeded, it became apparent that many questions that would provide important information about nonpersistence had not been asked of the persister group. This would have severely reduced the number of items on which comparable data for persister and nonpersister groups would be available. Because this limitation was recognized, it was decided to amplify the aspect of the study dealing with comparisons between persisters and nonpersisters by developing a mail questionnaire for persisters which would be directly comparable to the nonpersister interview schedule. A group of persisters therefore were contacted by mail. Parallel rating scales were developed to permit analysis of the questionnaire and interview schedule.

#### Population and Selection of Sample

The original population for this series of studies consisted of all the students who were enrolled in student teaching courses in the academic year 1953-54 in the four municipal colleges of The City University of New York. Anticipating that this population would be studied over a period of years, various inventories and text batteries were administered to the approximately 1,800 student teachers. Complete test data were gathered from 1,628 students (86 per cent) of the original group. There were survey follow-ups in 1955, 1957, 1959, and 1964. A summary of the results of these surveys has been reported in Chapter I.

In the first (1955) and second (1957) follow-up surveys, questionnaires were sent to the 1,628 subjects. There were 1,476 respondents (91 per cent) to the first survey and 1,323 respondents (81 per cent) to the second follow-up.

Inability to locate subjects' correct mailing addresses reduced the number of questionnaires mailed in the third follow-up (1959) to 1,522. There were 1,144 respondents to the 1959 mailing, which represented 70 per cent of the original sample of 1,628 and 75 per cent of the 1,522 to whom questionnaires were delivered.

In January, 1964, a fourth, final and slightly revised questionnaire was sent to 1,522 subjects. Of these, 400 were returned because present address was not known to the post office. There were 840 respondents which represents 52 per cent of 1,628 and 75 per cent of the 1,122 delivered in 1964. A summary of the number of responses to the mailed questionnaire is listed in Table 1.

Table 1  
NUMBER OF RESPONSES TO FOUR FOLLOW-UP SURVEYS

Date of Survey	Sent Out N	Delivered N	Respondents N	Per Cent of Those Delivered	Per Cent of 1,628
1955	1,628	1,628	1,476	91%	91%
1957	1,628	1,628	1,323	81%	81%
1959	1,628	1,522	1,144	75%	70%
1964	1,522	1,122	840	75%	52%*

\*The decrease of subjects to 52% of the original population was due to a gradual attrition and no response to any individual questionnaire was less than 75 per cent.

Of the 840 subjects who returned the 1964 questionnaire, complete data was available for 659 people who had responded to all four surveys. From an original population of 1,628, the sample available for longitudinal comparisons in 1964 was 659 people. Of these, some were working within the public school system and some were not. These 659 people were classified as either persisters or nonpersisters, and constitute the sample for the present study from which 100 nonpersisters and 94 persisters were chosen to be studied by interview and questionnaire.

Subjects were identified as persisters if in the ten-year period, 1954-1964, they had taught for seven to ten years. It was further specified that they had to be teaching in 1964. Some of the persisters had taken leaves of absence for reasons of maternity or illness. Persisters were divided into two groups:

- a) persisters who were teaching in the public school system;
- b) persisters out of classroom who were teaching either in a private school or at college level or who were guidance counselors or administrators in the public educational system.

Nonpersisters were defined for the present study as respondents who were not teaching at the time of the 1964 questionnaire. There were 366 subjects who were identified as nonpersisters. This group was divided into four subgroups:

a) Clear nonpersisters had left teaching and had stated that they did not want nor plan to return.

b) "Fuzzy" nonpersisters were on extended maternity leave. They stated that they did not know when they would return to teaching.

c) Undecided subjects were also on maternity leave but stated that they did not know whether or not they would ever return to teaching.

d) The "never taught" group never entered the teaching profession although they completed all necessary college courses, including student teaching.

The group of 366 nonpersister subjects was stratified according to sex, marital status, age of children, and grade level at which they prepared to teach. Tables 2, 3, 4, and 5 show this stratification for each of the four nonpersister groups. Based on the number of subjects in each subgroup, a proportional sample of 100 was decided on. (Slight adjustments were made on the frequencies within each subgroup when mixed numbers were rounded off to whole numbers.) Because of the small number of males in the original population and within the 659 respondent group, men were eliminated from the final selection of nonpersisters and focus was put entirely on the female subjects. There were 362 female nonpersisters in the group.

The persister groups were also stratified according to sex, marital status, age of children and teaching level. Although there were more male persisters than male nonpersisters, men were eliminated from the persister sample to match the nonpersister sample. Again, based on the number of subjects in each subgroup, a proportional sample of 100 was decided on. (Tables 6 and 7)

It was planned to interview the nonpersisters in New York City. To make this feasible, anyone who lived outside of a fifty-mile radius from New York City was eliminated from the sample. The remaining 280 subjects were sent a letter (Appendix A) explaining the nature of this study and advising that they would receive a telephone call to arrange a convenient time for an interview.

In order to improve the willingness of these people to be interviewed, a stipend of \$10.00 was offered to each person who came to be interviewed. This reduced the frequency of refusals and broken appointments, and improved the degree to which those interviewed would be representative of the group. Of this group of 280, subjects were originally selected randomly to be telephoned. It soon became necessary, in order to obtain the desired quota in some subgroups, to call all of the individuals in those categories. Thus the final sample, although accurately representative of the 590 female respondents for the variables of marital status, ages of children, and

Table 2  
 STRATIFICATION OF CLEAR NONPERSISTENT GROUP  
 (N = 39)

Elementary Level		Secondary Level			
Females (N = 30)		Males (N = 2)		Females (N = 7)	
Single	Married	Single	Married	Single	Married
1	29	0	2	1	6
	Without Children		Without Children		Without Children
	1		1		0
	With Children		With Children		With Children
	28		1		6
	Under 5 years		Under 5 years		Under 5 years
	22		1		5
	Over 5 years		Over 5 years		Over 5 years
	6		0		1

Table 3  
 STRATIFICATION OF "FUZZY" NONPERSISTENT GROUP  
 (N = 237)

Elementary Level		Secondary Level			
Females (N = 188)		Males (N = 1)		Females (N = 48)	
Single	Married	Single	Married	Single	Married
0	188	0	1	0	48
	Without Children		Without Children		Without Children
	3		0		1
	With Children		With Children		With Children
	185		1		47
	Under 5 years		Under 5 years		Under 5 years
	175		1		44
	Over 5 years		Over 5 years		Over 5 years
	10		0		3

Table 4  
 STRATIFICATION OF UNDECIDED GROUP  
 (N = 68)

Elementary Level		Secondary Level			
Females (N = 57)		Females (N = 11)			
Single	Married	Single	Married		
0	57	0	11		
Without Children	With Children	Without Children	With Children		
0	57	0	11		
Under 5 years	Over 5 years	Under 5 years	Over 5 years		
57	0	11	0		

Table 5  
 STRATIFICATION OF NEVER TAUGHT GROUP  
 (N = 22)

Males (N = 1)		Females (N = 21)			
Single	Married	Single	Married		
1	0	0	21		
			Without Children	With Children	
			5	18	
				Under 5 years	Over 5 years
				13	5

Table 6  
STRATIFICATION OF PERSISTER GROUP  
(N = 260)

Elementary Level					
Males (N = 17)			Females (N = 167)		
Single 4	Married		Single 41	Married	
	13			126	
	Without Children	With Children		Without Children	With Children
5	8	28	98		
	Under 5 years	Over 5 years		Under 5 years	Over 5 years
	6	2		51	47

Secondary Level					
Males (N = 29)			Females (N = 37)		
Single 10	Married		Single 13	Married	
	29			24	
	Without Children	With Children		Without Children	With Children
5	24	8	16		
	Under 5 years	Over 5 years		Under 5 years	Over 5 years
	23	1		9	7



Table 7  
 STRATIFICATION OF PERSISTENT OUT-OF-CLASSROOM GROUP  
 (N = 55)

Males (N = 9)		Females (N = 24)	
Single	Married	Single	Married
2	7	8	16
	Without Children 4		Without Children 2
	With Children 3		With Children 14
	Under 5 years 3		Under 5 years 11
	Over 5 years 0		Over 5 years 5

grade level at which they prepared to teach, was self-selected in the sense that these are women who would extend themselves to make and keep an appointment for an interview. The desired number of subjects within each subgroup was obtained. Table 8 shows the comparison between the number of subjects needed and the number obtained within each nonpersister subgroup.

A letter and questionnaire (Appendices D and E) were sent to each of 228 female persisters. Approximately 50 per cent of these questionnaires were returned. As they were returned, they were assigned to the appropriate subgroup. Table 9 shows the comparison between the theoretical and obtained sample for the persister groups. Only 94 questionnaires were returned that fitted into the appropriate subcategories. Therefore the size of the persister sample was reduced from the desired 100 to 94.

### Tools

An interview schedule had been used with 50 persisting teachers (Horn, 1966). This tool was modified to make it relevant to the nonpersister groups. For example, questions dealing with current teaching experience were dropped, while questions dealing with plans to re-enter teaching were introduced. Questions focused on the respondent's self-image and its relation to the teaching role were retained in interviewing the nonpersisters. Questions dealing with attitudes, family relationships, relationships with parents, present job or life as homemaker, community work, past working experience, financial pressures, experiences in education courses, student teaching experience and initial teaching experience were added.

The first form of the interview schedule was tried with several nonpersisters by two experienced interviewers. The interviews were taped, with the knowledge and consent of the interviewees. The taped interviews were listened to by the three investigators. They attempted to identify all questions that needed clarification or rewording. They also attempted to identify leads for questions that could be added to the schedule. On the basis of this tryout, a revised interview schedule was developed. Many of the questions were highly structured to facilitate rating and comparison with the persister group. Others were open-ended to encourage greater elaboration in responses and allow the interviewer to explore areas that could not be tapped by the more structured questions in the interview schedule. (Nonpersister Interview Schedule, Appendix B)

In order to obtain information about the persister group, a questionnaire, parallel in construction to the interview schedule, was written. A copy of the Persister Questionnaire can be found in Appendix E.

### Contacting the Sample

Nonpersisters were contacted by letter (Appendix A) and telephone as described above and appointments for the interviews were

**Table 8**  
**COMPARISON BETWEEN THE THEORETICAL AND**  
**OBTAINED SAMPLES FOR THE NONPERSISTER GROUPS**

Subgroup	Theoretical Sample (N = 100)	Obtained Sample (N = 100)
<b><u>"Fuzzy" Nonpersister Group</u></b>		
F, elem, NC	2	2
F, elem, <5	45	46
F, elem, >5	3	4
F, sec, <5	11	11
F, sec, >5	3	1
<b><u>Undecided Group</u></b>		
F, elem, <5	15	15
F, sec, <5	3	3
<b><u>Clear Nonpersister Group</u></b>		
F, elem, <5	6	6
F, elem, >5	3	3
F, sec, <5	2	2
<b><u>Never Taught Group</u></b>		
F, <5	4	5
F, >5	3	2
<b>Totals</b>	<b>100</b>	<b>100</b>

F - female  
elem - elementary  
sec - secondary  
<5 - married, children under 5 years of age  
>5 - married, children over 5 years of age  
NC - married, no children

**Table 9**  
**COMPARISON BETWEEN THE THEORETICAL AND**  
**OBTAINED SAMPLES FOR THE PERSISTER GROUPS**

Subgroup	Theoretical Sample (N = 100)	Obtained Sample (N = 94)
<b>Persister Out-Of-Classroom Group</b>		
F, S	5	5
F, <5	6	6
<b>Persister Group</b>		
F, elem, S	18	17
F, elem, NC	12	12
F, elem <5	22	20
F, elem >5	21	18
F, sec, S	6	6
F, sec, NC	3	3
F, sec, <5	4	4
F, sec, >5	5	3
<b>Totals</b>	<b>100</b>	<b>94</b>

**F - female**  
**S - single**  
**elem - elementary**  
**sec - secondary**  
**<5 - married, children under 5 years of age**  
**>5 - married, children over 5 years of age**  
**NC - married, no children**

arranged. Appointments were confirmed by telephone the day before the interview. The interviewers were two women who had experience in teaching and in counseling and who were thoroughly familiar with the interview schedule.

The interviews were conducted in booths made available in the Guidance Laboratory of the Division of Teacher Education, The City University of New York. The booths were so constructed that a tape recorder would be set up in a booth adjacent to the one being used for interviewing and would be started by the opening of the light switch.

Prior to the interview, subjects were told briefly about the study and the nature of questions to be asked in the interview. Subjects were also told about the tape recorder and were assured that the taped materials would be held confidential. Interviews ran approximately fifty minutes to an hour, after which the subjects were asked to fill out the two check lists. Any questions that they had about the interview were then answered. Following the interview the interviewer jotted down some qualitative impressions of the interviewee.

Persisters were contacted only by mail. A stamped addressed envelope was enclosed to facilitate their return of the completed questionnaire.

#### Data Collection

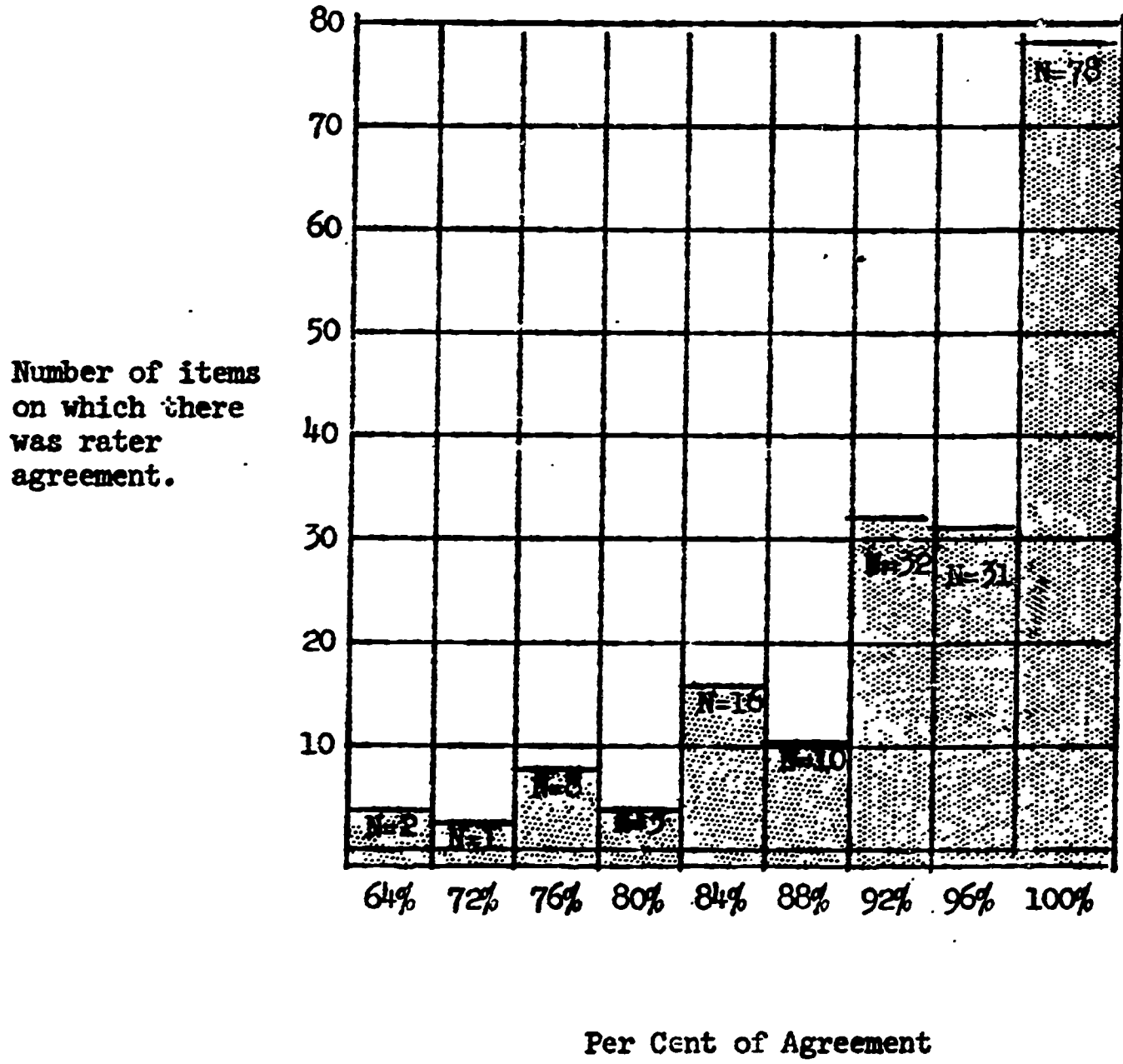
Data was collected on tapes and in written notes for the nonpersisters, and in the questionnaire returned by the persister group. Each interview and questionnaire was analyzed using similar pre-coded rating scales (Appendices C and F) so that the persister and nonpersister groups could be compared.

#### Inter-rater Agreement

For the nonpersister group, each interviewer rated her own interviews. To assure consistency of rating and to determine inter-rater agreement, the following method was used:

The initial 25 interviews were coded by both interviewers. The responses had been put into nominal categories and comparisons between raters were made by a determination of the per cent of agreement for each of the 181 items. For all of the items considered together, the per cent of overall agreement was 93.8 per cent. The per cent of agreement for individual items ranged from 64 per cent to 100 per cent. Figure I indicates the number of items for which there was agreement at the various percentile levels. For the 151 items on which agreement was high (88 per cent or above), the raters discussed more fully their method of rating in order to insure that reliability would be increased in the coding of later interviews. This level of reliability was considered adequate for the study.

**Figure I**  
**NUMBER OF ITEMS ON WHICH THERE WAS INTER-RATER**  
**AGREEMENT AT THE VARIOUS PERCENTILE LEVELS**



The 30 responses, on which the original rater agreement was below 88 per cent, were those in which there were many different kinds of answers given. For example, the one question in which the inter-rater agreement was only 64 per cent was the one in which the subjects were asked the qualities they would like their children to have as adults (question VI B 19). Answers were coded as belonging to one of the following categories: social humanitarian, ambitious, intellectual, financial, self-respect, religious, other, no answer. If the subject gave "integrity" as a quality they wished their children to have, the rater would have to decide whether this would be coded as "self-respect" or "other." Other low-agreement questions elicited a similar wide range of responses.

### Statistical Treatment of the Data

After the questionnaire responses were coded, the coded results were transferred to IBM cards and tabulated. The  $\chi^2$  measure was used to compare two or more groups with respect to multiple responses and to test the general null hypothesis that the responses given by the two or more groups were independent. The formula used to compute  $\chi^2$  was as follows:

$$\chi^2 = \sum_{ij} \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

where  $O_{ij}$  is the observed value of the  $j^{\text{th}}$  item of the  $i^{\text{th}}$  group, and  $E_{ij}$  is the corresponding expected value.

$$E_{ij} = \frac{R_i C_j}{N}$$

$$R_i = \sum_j O_{ij} \quad (\text{row sum})$$

$$C_j = \sum_i O_{ij} \quad (\text{column sum})$$

$$N = \text{total responses}$$

CHAPTER III  
ANALYSIS OF THE DATA

Comparison of Persisting and Nonpersisting Groups - Quantitative

A bulk of data was gathered from the persisters and nonpersisters on the interview schedule and questionnaire. After the interviews were completed, the researchers discussed which questions had, in their opinion, contributed most to knowledge about the samples which were being studied. Despite the fact that the interview had been revised after initial tryout, as the interviewers continued interviewing, they became aware that some questions were repetitious, responses to others overlapped, some were found to deal with materials far removed from the problem of persistence, or the subjects could not remember enough facts to give meaningful answers. When it was found that the responses to two or three questions overlapped, the response was coded only once. The Non-persister Interview Schedule has 156 items. Approximately twenty questions on examination were found to yield data irrelevant for this study. The other 136 items reduced to 95 items when duplication was eliminated.

Initially two major groups were studied, persisters and non-persisters. Where it appeared that the data might show differences among the nonpersister groups, the four subgroups, "fuzzy," "uncertain," "clear," and "never taught," were compared. In all cases the  $\text{Chi}^2$  measure was used to compare two or more groups with respect to multiple responses and to test the general null hypothesis that the responses given by the two or more groups were independent. Significant differences are reported below. Where the null hypothesis is to be accepted, data and computations will not be shown, except in a few special cases. These data sheets are on file in the Office of Research and Evaluation and can be consulted there. There were 132 computations of  $\text{Chi}^2$  completed.

The data were divided into the following eight major groupings:

1. Early Life Experience and Self-Image, Friends, Relationships with Parents
2. Working Experience Prior to and During College
3. Financial Pressures During College and Currently
4. Guidance and Vocational Choice
5. Reactions to Education Courses
6. Initial Teaching Experience



## 7. Involvement with Home and Community or with Study or Another Job--Family Relationships

## 8. Attitudes of Self and Family Towards the Working Mother

For each grouping, the specific questions related to that topic and the comparisons between persisters and nonpersisters and the various subgroups will be described. In this chapter, the differences between the persister and nonpersister groups will be reported; in the following chapter, the possible significance of these differences will be discussed.

### 1. Early Life Experience and Self-Image, Friends, Relationships with Parents

Horn's (1966) description of the social class origin and educational level attained for her group pertains equally well to the present groups of both persisters and nonpersisters. About 50 per cent of both persisters' and nonpersisters' parents were born outside of the United States. The persisters and nonpersisters themselves were born in this country. The educational level of parents was generally low. Most were self-educated or had graduated from eighth grade. Present findings indicate that a slightly larger percentage of mothers of persisters were self-educated than were mothers of nonpersisters (Table 10). The educational achievements of persisters' and nonpersisters' fathers were similarly distributed, with the highest percentage completing elementary school only. Our sample attended public elementary and high school and the municipal colleges.

Persisters and nonpersisters report that their fathers' occupations were mainly within the service, clerical or skilled area. There is a slight tendency noted for persisters' fathers to have had jobs towards the lower end of the occupational ratings (Table 11). More nonpersisters describe their fathers' occupations as within the professional or managerial group.

Although persisters and nonpersisters responded similarly on most variables dealing with the subject's relationships with their parents, more persisters report that their mothers read to them (Table 12), and persisters' fathers are reported to have been more interested in their home than nonpersisters' fathers (Table 13). Both groups in general recall a close relationship with their parents and describe themselves as "getting along well" with parents. However, significantly more nonpersisters than persisters state that they "rarely" had fun with their mother (Table 14).

About 50 per cent of persisters' and nonpersisters' mothers worked outside of their home. The sample recalls having neutral feelings about this and reports that their fathers, for the most part, accepted it because it was financially necessary. A tendency towards nonpersisters liking school less than persisters is reported (Table 15).

Table 10  
MOTHER'S SCHOOLING FOR PERSISTER AND NONPERSISTER GROUPS

	Self-Taught	Elementary School	High School	College	Some College	College +	No Answers
Persisters	17 (11.14)	44 (42.64)	28 (25.43)	3 (3.88)	2 (.97)	0 (.48)	0 (1.45)
Nonpersisters	6 (11.86)	44 (45.36)	41 (35.57)	5 (4.12)	0 (1.03)	1 (.52)	3 (1.55)
Totals	23	88	69	8	2	1	3

29

Expected frequencies appear in parentheses.

Persisters N = 94

Nonpersisters N = 100

Chi<sup>2</sup> = 14.038, P < .05

Table 11  
 FATHER'S OCCUPATION FOR PERSISTERS AND NONPERSISTERS GROUPS

	Professional and Managerial	Clerical Service	Agri- culture	Skilled	Semi- Skilled	Unskilled	No Answers
Persisters	25 (31.98)	3 (7.27)	1 (.48)	34 (28.10)	1 (.48)	4 (2.42)	6 (5.81)
Nonpersisters	41 (34.02)	12 (7.73)	0 (.52)	24 (29.90)	0 (.52)	1 (2.58)	5 (6.19)
Totals	66	15	1	58	1	5	12

Expected frequencies appear in parentheses.

Persisters N = 94

Nonpersisters N = 100

Chi<sup>2</sup> = 15.076, P < .05

Table 12  
 AMOUNT OF TIME SPENT BY MOTHERS READING TO THE  
 PERSISTERS AND NONPERSISTERS SUBJECTS

	No Answer	None	Little	Lot
Persisters	0 (1.63)	19 (24.99)	52 (36.40)	23 (30.97)
Nonpersisters	3 (1.37)	27 (21.01)	15 (30.60)	34 (26.03)
Totals	3	46	67	57

Expected frequencies appear in parentheses.

Persisters N = 94

Nonpersisters N = 79\*

$\chi^2 = 25.841, P < .01$

\*Responses in the "Do Not Remember" category were not included in the computation.

Table 13  
 FATHER'S INTERESTS FOR PERSISTENT AND NONPERSISTENT SUBJECTS

	Home	Religion	Education	Cultural	Good Behavior	Politics	Hobbies	Financial	Other
Persisters	29 (15.99)	2 (2.91)	20 (20.84)	4 (4.36)	10 (9.21)	5 (8.24)	1 (2.91)	9 (4.36)	14 (25.20)
Nonpersisters	4 (17.01)	4 (3.09)	23 (22.16)	5 (4.64)	9 (9.79)	12 (8.76)	5 (3.09)	0 (4.64)	38 (26.80)
Totals	33	6	43	9	19	17	6	9	52

Expected frequencies appear in parentheses.

Persisters N = 94

Nonpersisters N = 100

$\chi^2 = 45.463, p < 0.1$

Table 14  
 SUBJECTS' RESPONSES TO THE QUESTION  
 "DID YOU HAVE FUN WITH YOUR MOTHER?"

	Rarely	Some- times	Often	No Answer
Persisters	4 (11.63)	42 (36.82)	48 (43.12)	0 (2.42)
Nonpersisters	20 (12.37)	34 (39.18)	41 (45.88)	5 (2.58)
Totals	24	76	89	5

Expected frequencies appear in parentheses.

Persisters N = 94  
 Nonpersisters N = 100  
 $\chi^2 = 16.889, P < .01$

Table 15  
 PERSISTERS' AND NONPERSISTERS' REPORT AS TO  
 WHETHER THEY ENJOYED ATTENDING SCHOOL

	Very	Some	Little	No Answer
Persisters	73 (69.65)	19 (17.53)	2 (4.38)	0 (2.44)
Nonpersisters	70 (73.35)	17 (18.47)	7 (4.62)	6 (2.56)
Totals	143	36	9	5

Expected frequencies appear in parentheses.

Persisters N = 94  
 Nonpersisters N = 100  
 $\chi^2 = 7.827, P < .05$

Persisters report themselves as having been mainly involved with homework after school (Table 16). More nonpersisters than persisters reported spending time on religious education. Persisters report themselves to have many friends (Table 17). Persisters report that they spent their solitary time on homework whereas more non-persisters were involved with a hobby (Table 18).

## 2. Working Experience Prior to and During College

Large percentages of both persister and nonpersister groups worked before and during college. More frequently the nonpersisters took positions as camp counselor, and persisters report working in "other" jobs which included such jobs as baby-sitting (Tables 19, 20). Most of both groups report that they had some opportunity to work with children, and both groups recall that they enjoyed the experience of explaining things to children (Table 21).

## 3. Financial Pressures During College and Currently

It was more difficult financially for persisters to attend college than it was for nonpersisters (Table 22). When this is broken down to show persisters and nonpersisters with children under five and above the age of five, the patterning shows that persisters with older children report most financial difficulties, then, in order, non-persisters with older children, persisters with younger children, and nonpersisters with younger children (Table 23). More persisters than nonpersisters found it necessary to work while attending college (Table 24).

Persisters and nonpersisters can be differentiated to some extent on the basis of husbands' current income. Persisters' husbands have the lower incomes. Fifty per cent of both persisters and non-persisters report incomes in the range of \$10-15,000; 9 per cent of persisters report incomes above that; whereas 33 per cent of non-persisters do so (Table 25). Interestingly, analysis of the four subgroups of nonpersisters show them to be a stable group in regard to husbands' income (Table 26). Nonpersisters with young children report the highest income level (Table 27).

## 4. Guidance and Vocational Choice

Persisters and nonpersisters were asked when they decided to teach and who helped them make the decision. The decision to prepare for teaching was more usually made while in college, although a somewhat greater percentage of persisters than nonpersisters report making this decision at the elementary school level (Tables 28, 29). Both groups report that they did not attend assemblies where vocations were discussed and did not talk with a guidance counselor about their decision. Almost all of the "uncertain" nonpersister group report that they talked with a guidance counselor before selecting teaching (Table 30). However, significantly more persisters than non-persisters report that they had opportunity to find out about other

Table 16  
WHAT PERSISTERS AND NONPERSISTERS DID AFTER SCHOOL

	Homework	Play	Chores	Religious Instruction	Music Lessons	Other
Persisters	54 (42.64)	28 (28.59)	5 (5.30)	3 (9.69)	4 (6.30)	0 (.48)
Nonpersisters	34 (45.36)	31 (30.41)	8 (6.70)	17 (10.31)	9 (6.70)	1 (.52)
Totals	88	59	13	20	13	1

Expected frequencies appear in parentheses.

Persisters N = 94

Nonpersisters N = 100

Chi<sup>2</sup> = 17.945, P < .01



Table 17  
 NUMBER OF FRIENDS REPORTED BY  
 PERSISTERS AND NONPERSISTERS

	Single	A Few	Many
Persisters	0 (2.42)	38 (43.12)	56 (48.45)
Nonpersisters	5 (2.58)	51 (45.88)	44 (51.55)
Totals	5	89	100

Expected frequencies appear in parentheses.

Persisters N = 94

Nonpersisters N = 100

Chi<sup>2</sup> = 8.161, P < .05

Table 18  
WHAT PERSISTERS AND NONPERSISTERS DID AFTER SCHOOL BY THEMSELVES

	Homework	Read	Housework	Hobby	Thinking	Sleep	Other	No Answer
Persisters	35 (17.54)	40 (53.10)	3 (1.46)	7 (14.32)	6 (3.90)	2 (.97)	0 (1.46)	1 (1.95)
Nonpersisters	1 (18.46)	69 (55.90)	0 (1.54)	23 (15.38)	2 (4.10)	0 (1.03)	3 (1.54)	2 (2.05)
Totals	36	109	3	30	8	2	3	4

Expected frequencies appear in parentheses.

Persisters N = 94

Nonpersisters N = 100

Chi<sup>2</sup> = 58.56, P < .01

Table 19  
 TYPE OF WORK DONE BY PERSISTERS AND NONPERSISTERS BEFORE COLLEGE

	Did Not Work	Counselor	Office	Sales	Other
Persisters	43 (39.73)	6 (12.60)	14 (16.96)	13 (14.05)	18 (10.66)
Nonpersisters	39 (42.47)	20 (13.40)	21 (18.04)	16 (14.95)	4 (11.34)
Totals	82	26	35	29	22

Expected frequencies appear in parentheses.

Persisters N = 94

Nonpersisters N = 100

Chi<sup>2</sup> = 18.185, P < 0.1

Table 20  
 TYPE OF WORK DONE BY PERSISTERS AND NONPERSISTERS WHILE ATTENDING COLLEGE

	Did Not Work	Counselor	Office	Sales	Tutoring	Other
Persisters	16 (13.08)	12 (20.35)	17 (20.84)	19 (18.41)	1 (3.39)	29 (17.93)
Nonpersisters	11 (13.92)	30 (21.65)	26 (22.16)	19 (19.59)	6 (3.61)	8 (19.07)
Totals	27	42	43	38	7	37

Expected frequencies appear in parentheses.

Persisters N = 94

Nonpersisters N = 100

Chi<sup>2</sup> = 25.853, P < .01

**Table 21**  
**PERSISTERS' AND NONPERSISTERS' REPORT AS TO WHETHER**  
**WORK WITH CHILDREN WAS OR WAS NOT GRATIFYING**

	Positive Response	Negative Response	No Experience
Persisters	75 (67.84)	2 (4.36)	17 (21.80)
Nonpersisters	65 (72.16)	7 (4.64)	28 (23.20)
<b>Totals</b>	<b>140</b>	<b>9</b>	<b>45</b>

Expected frequencies appear in parentheses.

Persisters N = 94  
 Nonpersisters N = 100  
 Chi<sup>2</sup> = 6.001, P < .05

**Table 22**  
**PERSISTERS' AND NONPERSISTERS' REPORT ABOUT FINANCIAL**  
**DIFFICULTY WHILE ATTENDING COLLEGE**

	Yes	No
Persisters	39 (25.68)	55 (68.32)
Nonpersisters	14 (27.32)	86 (72.68)
<b>Totals</b>	<b>53</b>	<b>141</b>

Expected frequencies appear in parentheses.

Persisters N = 94  
 Nonpersisters N = 100  
 Chi<sup>2</sup> = 18.440, P < .01

Table 23

PERSISTERS' AND NONPERSISTERS' (WHOSE CHILDREN ARE OVER AND UNDER THE AGE OF FIVE YEARS) REPORT ABOUT FINANCIAL DIFFICULTY WHILE ATTENDING COLLEGE

	Yes	No
Persisters (children older than 5 years)	10 (4.40)	11 (16.60)
Nonpersisters (children older than 5 years)	3 (2.09)	7 (7.91)
Persisters (children younger than 5 years)	7 (6.28)	23 (23.72)
Nonpersisters (children younger than 5 years)	11 (18.22)	76 (68.78)
Totals	38	117

Expected frequencies appear in parentheses.

Persisters N = 51  
 Nonpersisters N = 97  
 $\text{Chi}^2 = 13.243, P < .01$

Table 24

NUMBER OF PERSISTERS AND NONPERSISTERS WHO HAD TO WORK WHILE ATTENDING COLLEGE

	Had To Work	Did Not Have To Work
Persisters	35 (28.59)	59 (65.41)
Nonpersisters	24 (30.41)	76 (69.59)
Totals	59	135

Expected frequencies appear in parentheses.

Persisters N = 94  
 Nonpersisters N = 100  
 $\text{Chi}^2 = 4.010, P < .05$

Table 25

HUSBANDS' INCOMES OF PERSISTERS AND NONPERSISTERS

	Under \$6,000	\$6,000-10,000	\$10,000-15,000	\$15,000+	No Answer
Persisters	3 (1.59)	22 (15.51)	29 (29.42)	6 (16.30)	6 (3.18)
Nonpersisters	1 (2.41)	17 (23.49)	45 (44.58)	35 (24.70)	2 (4.82)
Totals	4	39	74	41	8

Expected frequencies appear in parentheses.

Persisters N = 66

Nonpersisters N = 100

Chi<sup>2</sup> = 21.553, P < .01

Table 26  
HUSBANDS' INCOME FOR NONPERSISTER SUBGROUPS

	Under \$6,000	\$6,000- 10,000	\$10,000- 15,000	\$15,000+	No Answer
"Fuzzy" Nonpersisters	1 (.64)	11 (10.88)	31 (28.80)	20 (22.40)	1 (1.28)
"Uncertain" Nonpersisters	0 (.18)	2 (3.06)	8 (8.10)	8 (6.30)	0 (.36)
"Clear" Nonpersisters	0 (.11)	1 (1.87)	5 (4.95)	5 (3.85)	0 (.22)
"Never Taught" Group	0 (.07)	3 (1.19)	1 (3.15)	2 (2.45)	1 (.14)
Totals	1	17	45	35	2

Expected frequencies appear in parentheses.

Chi<sup>2</sup> = 12.7922, not significant



Table 27  
**HUSBANDS' INCOMES FOR PERSISTERS AND NONPERSISTERS WHOSE  
 CHILDREN ARE OVER OR UNDER 5 YEARS OF AGE**

	Under \$5,000	\$5,000- 10,000	\$10,000- 15,000	\$15,000+	No Answer
Persisters (children older than 5 years)	0 (.28)	4 (4.23)	12 (9.87)	2 (5.78)	3 (.85)
Nonpersisters (children older than 5 years)	0 (.13)	1 (2.01)	8 (4.70)	1 (2.75)	0 (.40)
Persisters (children younger than 5 years)	1 (.40)	10 (6.04)	13 (14.09)	4 (8.25)	2 (1.21)
Nonpersisters (children younger than 5 years)	1 (1.18)	15 (17.72)	37 (41.34)	34 (24.21)	1 (3.54)
Totals	2	30	70	41	6

Expected frequencies appear in parentheses.

Persisters N = 51  
 Nonpersisters N = 88  
 Chi<sup>2</sup> = 26.158, P < .05

Table 28  
 AGE AT WHICH PERSISTERS AND NONPERSISTERS DECIDED TO TEACH

	Elementary	High School	College	Do Not Remember	No Answer
Persisters	41 (37.31)	18 (20.84)	25 (31.01)	7 (3.39)	3 (1.45)
Nonpersisters	36 (39.59)	25 (22.16)	39 (32.99)	0 (3.61)	0 (1.55)
Totals	77	43	64	7	3

Expected frequencies appear in parentheses.

Persisters N = 94  
 Nonpersisters N = 100  
 $\chi^2 = 14.355, p < .01$

Table 29  
 AGE AT WHICH PERSISTERS AND NONPERSISTERS (WHOSE CHILDREN ARE  
 OLDER OR YOUNGER THAN 5 YEARS) DECIDED TO TEACH

	Elementary	Junior High School	High School	College	No Answer
Persisters (children older than 5 years)	8 (5.42)	0 (2.27)	4 (4.63)	2 (1.58)	0 (.10)
Nonpersisters (children older than 5 years)	2 (3.87)	0 (1.62)	4 (3.31)	4 (1.13)	0 (.07)
Persisters (children younger than 5 years)	11 (11.62)	2 (4.86)	6 (9.93)	10 (3.38)	1 (.21)
Nonpersisters (children younger than 5 years)	34 (34.08)	21 (14.25)	33 (29.13)	0 (9.92)	0 (.52)
Totals	55	23	47	16	1

Expected frequencies appear in parentheses.

Persisters N = 44\*  
 Nonpersisters N = 98\*  
 Chi<sup>2</sup> = 47.280, P < .01

\*Not all subgroups were included in the calculation of Chi<sup>2</sup>.

Table 30  
 NUMBER OF NONPERSISTERS WHO CONSULTED A GUIDANCE  
 COUNSELOR BEFORE CHOOSING TEACHING AS A CAREER

	Consulted Counselor	Did Not Consult Counselor	No Answer
"Fuzzy" Nonpersisters	8 (20.48)	54 (39.68)	2 (3.84)
"Undecided" Nonpersisters	17 (5.76)	0 (11.16)	1 (1.08)
"Clear" Nonpersisters	6 (3.52)	2 (6.82)	3 (.66)
"Never Taught" Group	1 (2.24)	6 (4.34)	0 (.42)
<b>Totals</b>	<b>32</b>	<b>62</b>	<b>6</b>

Expected frequencies appear in parentheses.

Nonpersisters N = 100

$\text{Chi}^2 = 61.946, P < .01$

professions before choosing to study in the educational sequence (Table 31). More nonpersisters were influenced to enter teaching by relatives (Table 32).

About 50 per cent of each group had considered an alternate profession to teaching. Nonpersisters tended to aim towards clerical or sales positions, whereas persisters show a slightly greater tendency to have considered the professional and managerial jobs. It is interesting to note that alternate careers (such as social work and medicine) were also oriented towards people (Table 33). Table 34 re-enforces this finding. Salary was the major attraction of the alternately considered job (Table 35).

##### 5. Reactions to Education Courses

Sections of the questions dealt with the respondents' reactions to their college preparation for teaching, their reactions to student teaching, and the differences they found between college training and actual working conditions. Both groups were strongly impressed by the differences between classroom instruction and their student teaching experience, and the differences between student teaching and the real teaching experience. Persisters felt that student teaching was not realistic preparation for going on your own into the classroom (Tables 36, 37, 38) and there is a tendency for persisters with older children to react most strongly to the effect that student teaching was not a realistic situation. However, persisters also appreciated the practice gained during student teaching, whereas non-persisters emphasized the differences between what they had learned in the classroom and experienced when teaching and tended to ignore the beneficial effects of student teaching. Different reactions to the student teaching experience became more pronounced when the group is divided into four subgroups; persisters and nonpersisters with children who are above and under the age of five (Table 39). Persisters with older children and nonpersisters with younger children responded most negatively to the student teaching experience.

Both groups report that during student teaching, school personnel tried to help them be competent, but they felt the need for more assistance than they were given. A few nonpersisters found the attitudes of the teachers with whom they worked unpalatable and also wanted greater freedom to try innovations. Both groups had an image of what a good teacher should be. This image focused on easy control of the students, comfortable rapport, and the ability to teach facts. More persisters than nonpersisters reported that it was important to teach the students to think and analyze problems (Table 40).

##### 6. Initial Teaching Experience

Questions were asked of both groups about their experience during their first year of teaching. In general, both groups found the first year difficult. They were given some help with general problems and had ample opportunity to discuss problems with other

Table 31  
**PERSISTERS' AND NONPERSISTERS' OPPORTUNITY TO OBTAIN  
 INFORMATION ABOUT OCCUPATIONS OTHER THAN TEACHING**

	Had Opportunity	Did Not Have Opportunity
Persisters	61 (52.00)	31 (40.00)
Nonpersisters	30 (39.00)	39 (30.00)
<b>Totals</b>	<b>91</b>	<b>70</b>

Expected frequencies appear in parentheses.

Persisters N = 92\*

Nonpersisters N = 69

Chi<sup>2</sup> = 8.359, P < .01

\*Numbers are reduced because responses in the "No Answer" category were not included in the computation of  $\chi^2$ .

Table 32  
**PEOPLE WHO HELPED PERSISTERS AND NONPERSISTERS MAKE THE DECISION TO BECOME A TEACHER**

	Teacher	Parent or Relative	School Counselor	Friend	Other	Self
Persisters	12 (8.28)	32 (33.96)	2 (1.24)	3 (3.73)	8 (4.14)	13 (18.64)
Nonpersisters	8 (11.72)	50 (48.04)	1 (1.76)	6 (5.27)	2 (5.86)	32 (26.36)
Totals	20	82	3	9	10	45

Expected frequencies appear in parentheses.

Persisters N = 70\*  
 Nonpersisters N = 99\*  
 $\chi^2 = 13.117, p < .05$

\*Numbers reduced because responses in the "No Answer" category were not included in the computations.

Table 33

OTHER CAREERS TOWARD WHICH PERSISTERS AND  
NONPERSISTERS CONSIDERED STUDYING

	Professional and Managerial	Clerical and Sales	Service
Persisters	33 (27.16)	11 (18.83)	9 (7.01)
Nonpersisters	29 (34.84)	32 (24.17)	7 (8.99)
Totals	62	43	16

Expected frequencies appear in parentheses.

Persisters N = 53\*

Nonpersisters N = 68\*

Chi<sup>2</sup> = 9.043, P < .05

\*Numbers reduced because "No Answer" category responses were not included in computation.



Table 34  
**OTHER CAREERS CONSIDERED BY PERSISTER AND NONPERSISTER  
 SUBGROUPS WHOSE CHILDREN ARE OLDER OR  
 YOUNGER THAN 5 YEARS**

	Professional	Sales	Service
Persister (children older than 5 years)	8 (5.87)	2 (4.30)	2 (1.83)
Nonpersister (children older than 5 years)	4 (4.40)	4 (3.23)	1 (1.37)
Persister (children younger than 5 years)	11 (7.83)	0 (5.74)	5 (2.43)
Nonpersister (children younger than 5 years)	22 (26.90)	27 (19.73)	6 (8.37)
<b>Totals</b>	<b>45</b>	<b>33</b>	<b>14</b>

Expected frequencies appear in parentheses.

Persisters N = 28\*

Nonpersisters N = 64\*

Chi<sup>2</sup> = 16.318, P < .05

\*Numbers reduced because "No Answer" responses were  
 not included in the calculation of Chi<sup>2</sup>.

Table 35  
**FACTORS THAT PERSISTERS AND NONPERSISTERS FOUND ATTRACTIVE IN  
 CAREERS OTHER THAN TEACHING**

	Salary	Interest	Prestige	Opportunity to Help People	Opportunity for Social Contacts	Like Children
Persisters	2 (.67)	15 (16.00)	1 (2.00)	7 (7.67)	0 (.67)	3 (1.00)
Nonpersisters	0 (1.33)	33 (32.00)	5 (4.00)	16 (15.33)	2 (1.33)	0 (2.00)
Totals	2	48	6	23	2	3

Expected frequencies appear in parentheses.

Persisters N = 28\*

Nonpersisters N = 56

Chi<sup>2</sup> = 11.93, P < .05

\*Responses in the "No Answer" category were not included in the calculation of X<sup>2</sup>.

Table 36

DEGREE OF DIFFERENCE PERSISTERS AND NONPERSISTERS FOUND  
BETWEEN WHAT THEY WERE TAUGHT IN CLASS AND THEIR  
ACTUAL TEACHING EXPERIENCE

	No Difference	Some Difference	Very Much Difference
Persisters	5 (7.79)	41 (32.72)	48 (53.49)
Nonpersisters	10 (7.21)	22 (30.28)	55 (49.51)
Totals	15	63	103

Expected frequencies appear in parentheses.

Persisters N = 94

Nonpersisters N = 87\*

Chi<sup>2</sup> = 7.613, P < .05

\*Subjects who "Never Taught" are not included in this calculation nor are those who did not answer the question.

Table 37

WAYS IN WHICH THE STUDENT TEACHING EXPERIENCE WAS REPORTED AS NOT HELPFUL TO PERSISTERS AND NONPERSISTERS

	Not Enough Opportunity	Not Realistic	Not Enough Help	Other	None
Persisters	17 (17.89)	28 (17.49)	3 (3.66)	9 (8.13)	4 (13.83)
Nonpersisters	27 (26.11)	15 (25.51)	6 (5.34)	11 (11.87)	30 (20.17)
Totals	44	43	9	20	34

Expected frequencies appear in parentheses.

Persisters N = 61\*  
 Nonpersisters N = 89\*  
 $\chi^2 = 22.855, P < .01$

\*Numbers are reduced because responses in the "No Answer" category were not included in the calculation.

Table 38

WAYS IN WHICH THE STUDENT TEACHING EXPERIENCE WAS REPORTED AS HELPFUL TO PERSISTERS AND NONPERSISTERS

	Practice	Live Situation	Self-Confidence	Supervision	Do Not Know	Was Not Helpful	No Answer
Persisters	50 (38.20)	18 (22.12)	3 (4.52)	8 (11.56)	2 (1.01)	3 (9.05)	10 (7.54)
Nonpersisters	26 (37.80)	26 (21.88)	6 (4.48)	15 (11.44)	0 (.99)	15 (8.95)	5 (7.46)
Totals	76	44	9	23	2	18	15

Expected frequencies appear in parentheses.

Persisters N = 94  
 Nonpersisters N = 93\*  
 $\chi^2 = 23.826, P < .01$

\*Seven "Never Taught" subjects are not included.

Table 39

WAYS IN WHICH THE STUDENT TEACHING EXPERIENCE WAS REPORTED AS NOT HELPFUL FOR PERSISTERS AND NONPERSISTERS, WITH CHILDREN OVER AND UNDER 5 YEARS OF AGE

	Not Enough Opportunity	Not Realistic	Not Enough Help	None
Persisters (children older than 5 years)	2 (2.69)	6 (2.29)	0 (.49)	0 (2.53)
Nonpersisters (children older than 5 years)	3 (2.36)	0 (2.00)	1 (.43)	3 (2.21)
Persisters (children younger than 5 years)	4 (4.71)	7 (4.00)	1 (.86)	2 (4.43)
Nonpersisters (children younger than 5 years)	24 (23.23)	15 (19.71)	4 (4.22)	26 (21.83)
Totals	33	28	6	31

Expected frequencies appear in parentheses.

Persisters N = 22\*

Nonpersisters N = 76\*

Chi<sup>2</sup> = 18.127, P < .05

\*Numbers are reduced because "No Answer" and "Other" categories were not included in the calculation.

Table 40  
**PERSISTERS AND NONPERSISTERS REPORT WHAT THEIR IMAGE OF A GOOD TEACHER INCLUDED**

	Report	Teach Facts	Teach Thinking	Easy Control	Socialization	Other	No Answer
Persisters	18 (22.67)	8 (8.50)	9 (3.64)	18 (13.76)	3 (1.21)	0 (6.48)	12 (11.74)
Nonpersisters	38 (33.33)	13 (12.50)	0 (5.36)	16 (20.24)	0 (1.79)	16 (9.52)	17 (17.26)
Totals	56	21	9	34	3	16	29

Expected frequencies appear in parentheses.

Persisters N = 68\*  
 Nonpersisters N = 100  
 $\chi^2 = 32.393, P < .01$

\*Twenty-six persisters responded "Self-Control" and "Respect Students."  
 No nonpersisters responded in these categories.

teachers although not with their principal. An equal number of persisters and nonpersisters were teaching in a school they classify as "difficult" and their class size was usually within the range of 20-40 pupils. Most taught in the curriculum area for which they had prepared.

As beginning teachers, the persisters and nonpersisters report that they knew their subject matter and were free to try out new ideas. Persisters tended to feel competent because they understood children. Nonpersisters tended to feel generally incompetent and especially uncertain of their ability to control the class (Table 41). Within the nonpersisters group, the subjects who are undecided about returning to teaching felt successful initially because they could control the class easily; the "fuzzy" nonpersister group considered themselves to have easy rapport with the class (Table 42). Initially a greater proportion of persisters than nonpersisters felt unaccepted by their colleagues (Table 43). More persisters than nonpersisters admit dislike of the classroom paperwork; nonpersisters state that they "got used to it" (Table 44). Nonpersisters resented the additional lunchroom duty.

#### 7. Involvement with Home and Community

Many questions were asked about the ways in which subjects spend their time at present. The two groups are essentially similar in many ways.

The married women are involved with home, family, and volunteer work. About half of the total group has help with the housework and care of the children. Nonpersisters enjoy the time they can spend with their children, the lack of pressure, and the time for themselves. Nonpersisters also report that they get bored with the home routine and chores but they accept this feeling as part of the "job of a homemaker."

Both persisters and nonpersisters belong to PTA, religious, political and other voluntary organizations. The members of both groups report that they enjoy this work because they can help other people and because it affords social contacts. As might be anticipated, significantly more nonpersisters than persisters are involved in community organizations at the officer level (Table 45).

Persisters tend to spend their spare time with their children, whereas nonpersisters are more involved with hobbies during their free time (Table 46).

#### 8. Attitudes

Persisters feel more of an obligation to make a financial contribution to family income than do nonpersisters. Unmarried persisters have been eliminated from this comparison so that the factor of self-support has been removed (Table 47).



Table 41

PERSISTERS' AND NONPERSISTERS' FEELING OF COMPETENCE AND  
NONCOMPETENCE AS BEGINNING TEACHERS

Subject Matter	Good Discipline	Report	Understand Children	Other	Not Competent	In All Ways Competent	No Answer
Persisters	30 (32.29)	18 (13.54)	32 (31.25)	8 (4.17)	8 (5.21)	0 (5.73)	4 (3.65)
Nonpersisters	32 (29.71)	8 (12.46)	28 (28.75)	0 (3.83)	2 (4.79)	11 (5.27)	3 (3.35)
Totals	62	26	60	8	10	11	8
							7

Expected frequencies appear in parentheses.

Persisters N = 100

Nonpersisters N = 92

Chi<sup>2</sup> = 34.647, P < .01

Table 42

NONPERSISTERS' FEELINGS OF COMPETENCE AS BEGINNING TEACHERS

	Taught Well	Good Discipline	Report	Paper Work	Do Not Know	Did Not Feel Competent	Competent In All Ways	No Answer
"Fuzzy" Nonpersisters	21 (22.02)	8 (11.70)	15 (13.08)	1 (.69)	2 (1.38)	8 (7.57)	8 (5.51)	1 (2.06)
Undecided Nonpersisters	5 (6.19)	9 (3.29)	0 (3.68)	0 (.19)	0 (.39)	3 (2.13)	0 (1.55)	1 (.58)
Clear Nonpersisters	6 (3.78)	0 (2.01)	4 (2.25)	0 (.12)	0 (.24)	0 (1.30)	0 (.95)	1 (.35)
Totals	32	17	19	1	2	11	8	3

Expected frequencies appear in parentheses.

Nonpersisters N = 93\*

Chi<sup>2</sup> = 28.681, P < .05

\*"Never Taught" group was not included.

Table 43

DEGREE TO WHICH PERSISTERS AND NONPERSISTERS FELT ACCEPTED BY  
THEIR COLLEAGUES AS BEGINNING TEACHERS

	Not Accepted (1)	(2)	(3)	(4)	Accepted (5)	No Answer
Persisters	10 (5.53)	2 (2.51)	19 (14.58)	18 (19.60)	43 (49.76)	2 (2.01)
Nonpersisters	1 (5.47)	3 (2.49)	10 (14.42)	21 (19.40)	56 (49.24)	2 (1.99)
Totals	11	5	29	39	99	4

Expected frequencies appear in parentheses.

Persisters N = 94

Nonpersisters N = 93\*

Chi<sup>2</sup> = 12.290, P < .05

\*Seven "Never Taught" subjects are not included.

Table 44

PERSISTERS' AND NONPERSISTERS' REACTIONS TO  
THE PAPER WORK AT SCHOOL

	Did Not Like It	Necessary	Used To It	Enjoyed
Persisters	30 (20.62)	46 (46.53)	12 (21.68)	4 (3.17)
Nonpersisters	9 (18.38)	42 (41.47)	29 (19.32)	2 (2.83)
Totals	39	88	41	6

Expected frequencies appear in parentheses.

Persisters N = 92\*

Nonpersisters N = 82\*

Chi<sup>2</sup> = 18.692, P < .01

\*The "No Answer" and "Never Taught" groups were not included in the calculation.

Table 45

NUMBER OF PERSISTERS AND NONPERSISTERS WHO ARE  
OFFICERS IN THE ORGANIZATIONS TO WHICH THEY BELONG

	Are Officers	Are Not Officers	No Answer
Persisters	13 (21.80)	42 (42.15)	39 (30.04)
Nonpersisters	32 (23.20)	45 (44.85)	23 (31.96)
Totals	45	87	62

Expected frequencies appear in parentheses.

Persisters N = 94

Nonpersisters N = 100

Chi<sup>2</sup> = 12.08, P < .01

Table 46

AS ADULTS, WAYS IN WHICH PERSISTERS AND NONPERSISTERS SPEND THEIR FREE TIME

	Read	Socialize	Play With Their Children	Hobby	Cultural Activities: Plays, Concerts, Lectures, etc.	Voluntary Activities	Think Other	No Answer
Persisters	28 (23.74)	13 (9.21)	12 (5.81)	3 (8.24)	1 (2.42)	3 (6.30)	9 (4.85)	25 (18.41)
Nonpersisters	21 (25.26)	6 (9.79)	0 (6.19)	14 (8.76)	4 (2.58)	10 (6.70)	1 (5.15)	13 (19.59)
Totals	49	19	12	17	5	13	10	38

Expected frequencies appear in parentheses.

Persisters N = 94

Nonpersisters N = 100

Chi<sup>2</sup> = 69.37, P < .01

Table 47

PERSISTERS' AND NONPERSISTERS' FEELINGS OF RESPONSIBILITY  
TOWARDS MAKING A FINANCIAL CONTRIBUTION TO THEIR FAMILY

	Feel Responsible	Do Not Feel Responsible	No Answer
Persisters	32 (21.19)	27 (41.15)	7 (3.67)
Nonpersisters	20 (30.81)	74 (59.85)	2 (5.33)
Totals	52	101	9

Expected frequencies appear in parentheses.

Persisters N = 66

Nonpersisters N = 96

Chi<sup>2</sup> = 22.639, P < .01

The persister wives report that their husbands are non-committal about their working and report that little active approval is given to the fact that the wife works (Table 48). Within the non-persister group, the husbands of women in the "fuzzy" and "undecided" groups are reported to feel most definitely that their wives should not work (Table 49). Comparing persisters and nonpersisters with children older and younger than five years, it again appears that husbands are noncommittal, especially so when children are younger (Table 50). However, on two other questions, an equal number of non-persister wives report that their husband has encouraged them to return to work (although not necessarily to teaching) and state that he does not want them to work. A third of the husbands suggest waiting until the children are older, but another third leave the decision entirely to the wife. The nonpersister wives themselves predominately shun the idea of working. Approximately a fifth of the nonpersister group will consider working when the children are older, whereas the others state they would need more help with their children, would want part-time work, would need to become licensed, or would work only if their husband became ill.

#### Factors in the Selection and Retention of Teaching as a Career

Two other sets of data were collected from persisters and nonpersisters. Both groups were asked to note, for each of 28 items on one list, whether that factor was of great, some, or no importance in their selection of teaching as a profession (Appendix G). Table 51 shows the rank order of these items as determined by the persisters on the left side of the table and the corresponding ranking for non-persisters is shown on the right side of the table. Observation of the table suggests that both groups respond to the same values within the teaching profession. Of greatest importance is the opportunity for creative self-expression contributing to the development and improvement of the students. Apparently neither persisters nor nonpersisters consider the teaching profession noncompetitive, the education requirements easy, or teaching an easy job. According to most of the respondents, they selected teaching because it is stimulating opportunity to work with children and help them to learn and develop.

Nonpersisters were questioned about factors that would bring them back into the classroom sooner. Table 52 shows the nonpersister responses to suggestions made by the investigators and Table 53 shows additional suggestions made by the nonpersisters themselves.

Finally the persisters and nonpersisters were compared for the variable of age (Table 54). The groups are significantly different. The persisters are older. Whereas one-half of the non-persister group are 30-32 years of age, only one-fourth of the persisters are this age. One-sixth of the persisters group are over the age of 42. Apparently a considerable number of the present persister sample achieved their college degree at the age of 30 or older--ten years older than the typical age for graduating college.

Table 48

HUSBANDS' REACTIONS TO WIVES WORKING

	Good Idea	Bad Idea	No Opinion	Non- Committal	Ambivalent	Necessary	No Answer
Persisters	18 (17.10)	7 (12.72)	1 (2.39)	21 (10.34)	6 (17.10)	4 (1.59)	9 (4.77)
Nonpersisters	25 (25.90)	25 (19.28)	5 (3.61)	5 (15.66)	37 (25.90)	0 (2.41)	3 (7.23)
Totals	43	32	6	26	43	4	12

Expected frequencies appear in parentheses.

Persisters N = 66

Nonpersisters N = 100

Chi<sup>2</sup> = 48.184, P < .01



Table 49  
**NONPERSISTER HUSBANDS' REACTION TO WIVES WORKING**

	Good Idea	Bad Idea	No Opinion	Non-Committal	Accepts
"Fuzzy" Nonpersisters	18 (16.07)	12 (16.71)	2 (3.21)	3 (5.21)	28 (23.79)
"Undecided" Nonpersisters	4 (4.59)	7 (4.78)	0 (1.92)	1 (.92)	6 (6.80)
"Clear" Nonpersisters	1 (2.81)	7 (2.92)	1 (.56)	1 (.55)	1 (4.15)
"Never Taught" Group	2 (1.53)	0 (1.59)	2 (.31)	0 (.31)	2 (2.27)
Totals	25	26	5	5	37

Expected frequencies appear in parentheses.

Nonpersisters N = 98\*

Chi<sup>2</sup> = 26.309, P < .01

\*"No Answer" category was not included in the calculations.

Table 50

HUSBANDS' REACTIONS TO WIVES WORKING FOR PERSISTERS AND NONPERSISTERS  
WHOSE CHILDREN ARE ABOVE AND UNDER THE AGE OF FIVE

	Good Idea	Bad Idea	No Opinion	Non- Committal	Accepts If No Interference With Home Life	Ambivalent	Necessity	No Answer
Persisters (children older than 5 years)	8 (5.64)	1 (4.09)	0 (.85)	3 (2.54)	2 (5.78)	2 (.70)	1 (.14)	4 (1.27)
Nonpersisters (children older than 5 years)	1 (2.68)	2 (1.95)	1 (.40)	1 (1.21)	5 (2.75)	0 (.34)	0 (.07)	0 (.60)
Persisters (children younger than 5 years)	8 (8.05)	3 (5.84)	1 (1.21)	10 (5.62)	2 (8.26)	3 (1.01)	0 (.20)	3 (1.81)
Nonpersisters (children younger than 5 years)	23 (23.62)	23 (17.13)	4 (3.54)	4 (10.63)	32 (24.21)	0 (2.95)	0 (.59)	2 (5.32)
Totals	40	29	6	18	41	5	1	9

Expected frequencies appear in parentheses.

Persisters N = 51  
Nonpersisters N = 98  
 $\chi^2 = 61.685, P < .01$

Table 51

**REASONS FOR SELECTING TEACHING AS A PROFESSION**  
(in rank order according to persisters)

Rank Order	Persisters			Item	Nonpersisters		
	Great	Some	No		Great	Some	No
	Importance				Importance		
	%	%	%		%	%	%
1	89.0	10.6	1.1	Teachers can get satisfaction from the development and improvement of their students.	89.0	10.0	1.0
2	75.5	20.2	3.2	Teaching is a creative job.	68.0	31.0	1.0
3	68.1	28.7	2.1	Teaching provides opportunities for self-expression and utilization of capabilities.	68.0	28.0	4.0
4	63.8	26.6	9.6	Teaching is one of the highest kinds of human endeavor.	62.0	30.0	8.0
5	55.3	36.2	8.5	Teachers have an opportunity to influence and change their students.	46.0	45.0	9.0
6	52.7	39.6	7.7	The teaching profession offers the satisfaction of being self-directive.	55.0	35.0	10.0
7	48.9	27.7	22.3	Teaching is a job one can "fall back on" after one's children are grown or in time of economic need.	40.0	49.0	11.0
8	47.9	22.3	27.7	For a married woman, teaching hours allow time to fulfill family obligations.	34.0	49.0	14.0
9	46.8	39.4	12.8	A teacher is needed by his (her) students.	36.0	54.0	10.0
10	45.8	46.8	6.4	A teacher is important to his (her) students.	45.0	45.0	7.0
11	42.6	39.4	18.1	Teachers can improve themselves academically.	39.0	41.0	20.0

Table 51 (continued)  
REASONS FOR SELECTING TEACHING AS A PROFESSION

Rank Order	Persisters			Item	Nonpersisters		
	Great	Some	No		Great	Some	No
	Importance				Importance		
	%	%	%		%	%	%
12	41.5	37.2	21.3	A teacher has the opportunity to pursue his interest in a favorite subject.	31.0	49.0	20.0
13	31.9	42.6	24.5	Teaching hours allow time to carry on avocational interests.	24.0	47.0	26.0
14	29.8	47.9	21.3	The teaching profession provides a relatively good salary.	28.0	62.0	10.0
15	27.7	58.5	13.8	The teaching profession has relatively high prestige and respect.	33.0	52.0	15.0
16	27.7	53.2	19.2	There are long vacations and many holidays.	19.0	59.0	22.0
17	24.2	53.8	22.0	Teachers can enjoy fellowship with interesting co-workers.	21.0	65.0	14.0
18	18.1	45.8	36.2	There is security against job loss through tenure.	18.0	43.0	39.0
19	11.7	53.2	36.3	There is an attractive environment in a school.	21.0	46.0	33.0
20	11.7	30.9	56.4	It is easy to find a position in the teaching profession.	22.0	35.0	43.0
21	4.3	20.2	74.5	Training for teaching does not require very much money.	9.0	31.0	60.0
22	4.3	22.3	73.4	There is a good provision for sick leave.	5.0	22.0	73.0
23	3.2	17.0	78.7	Teaching experience provides opportunities for the occupational advancement or entrance into other occupations.	3.0	19.0	78.0

Table 51 (continued)  
REASONS FOR SELECTING TEACHING AS A PROFESSION

Rank Order	Persisters			Item	Nonpersisters		
	Great Importance	Some	No		Great Importance	Some	No
24	2.3	8.5	88.3	In general, teaching does not require much physical strain.	4.0	16.0	80.0
25	2.1	16.0	81.9	In the teaching profession there is less competition than in other professions.	0.0	23.0	76.0
26	2.1	19.1	78.7	The educational requirements for entering the teaching profession are easy.	8.0	19.0	73.0
27	1.1	16.8	83.0	Teaching training provides an opportunity for contact with and entrance into other occupations.	3.0	19.0	77.0
28	1.1	6.4	90.4	The intellectual demands of the teaching profession are not high.	2.0	1.0	6.0

Table 52

SUGGESTIONS WHICH MIGHT, IF INSTITUTED, ENCOURAGE  
NONPERSISTERS TO RETURN TO TEACHING\*

Rank Order	Suggestions
1	Opportunities for part-time teaching programs.
2	Free courses to keep you up-to-date with current innovations.
3	Possibility of using permanent license for day-to-day substitute teaching.
4	Workshops in which you could actively participate and discuss questions of professional interest.
5	Day care centers for young children located near the school in which you would teach.
6	News and notes about your former colleagues.
7	Newsletter to keep you informed about research, materials and innovations in education.

\*Presented in rank order, from most important to less important.

Table 53

LIST OF NONPERSISTERS' SUGGESTIONS OF "OTHER CONDITIONS  
THAT WOULD ENCOURAGE YOU TO RETURN TO TEACHING"\*

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Rank Order	Suggestions
1	Less clerical work.
2	Stronger cooperation, support, and respect from principals, supervisors, and others in authority.
3	Smaller classes.
4	Better equipment and materials.
5	Would prefer to teach in a school near their home.
6	More freedom in choice of methods and materials.
7	Longer maternity leaves.

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\*Presented in rank order, from most important to less important.

Table 54  
AGE DISTRIBUTION OF PERSISTERS AND NONPERSISTERS IN 1966

		A G E							
		30-32	33-35	36-38	39-41	42-44	45-47	48-50	51-53
Persisters	24 (34.44)	45 (42.81)	3 (5.94)	3 (1.97)	3 (1.48)	10 (5.41)	3 (1.48)	2 (1.48)	
Nonpersisters	46 (35.56)	42 (44.19)	5 (4.06)	1 (2.03)	0 (1.52)	1 (5.59)	0 (1.52)	1 (1.52)	
Totals	70	87	8	4	3	11	3	3	

Expected frequencies appear in parentheses.

Persisters N = 93\*  
Nonpersisters N = 96\*  
Chi<sup>2</sup> = 22.173, P < .01

\*"No Answer" responses were not included in the calculation of Chi<sup>2</sup>.



### Qualitative Description of the Group

So far, this report has concerned itself with a description and discussion of the statistical findings. The interviewers and investigator who listened to the taped interviews had impressions of the nonpersister group which are worth reporting.

As the persister-teachers interviewed by Horn were reported as conscientious and dutiful as teachers (Horn, 1966), so the nonpersisters felt an obligation to their home duties, primarily to the nurturing care of their children. One nonpersister mother summed up her attitude, which is probably representative of many of the other mothers who were not so concrete: "I would rather be the one who makes the mistakes in bringing up my children, rather than submit to the mistakes of hired help." Many nonpersisters found home life too confining. They expressed an interest in part-time teaching positions or they were currently engaged in community work. But they experienced conflict associated with leaving home.

Other nonpersisters found just being at home satisfying enough. Being at home removes the pressure they associated with work. They are able to enjoy the opportunity to use the time freely to read and to be with their children, or they have found gratifying outlets in pursuit of expressive arts such as dancing and painting.

The nonpersisters did not engage in academic study, nor did they subscribe to intellectual periodicals or journals. They professed interest in cultural pursuits such as museum-going. A considerable number of nonpersisters mentioned television viewing in the roster of their preferred activities. Almost all identified reading as the activity most often engaged in during their leisure time. The impression the interviewer had was that reading material consisted mainly of popular women's magazines.

Teaching, for those who said they would return to the profession, represented a convenient outlet for their energies and allowed for a practical schedule to dovetail with home duties. For them, teaching is sufficiently close to what is satisfying about being home, i.e., care, concern, comfort with children; and it eliminates what is most irksome at home, i.e., routine housecleaning. Teaching as a creative, regenerative experience in terms of personal growth was perhaps minimally felt or consciously entertained. On the other hand, the social relationship with other teachers, and getting away from the over-involved relationship with their own children, were for others a lure to return to teaching.

The nonpersisters seemed conspicuously more matronly looking to the interviewer than were those of comparable age who were unmarried persisters and many nonpersisters seemed somewhat more fixed, staid, and bland in their life style orientation. These impressions of the nonpersisters re-enforce aspects of the statistical description.

The study was designed and has been somewhat confined to studying differences between total persister and nonpersister groups. However, it has been questioned whether these represent two discrete groups. Many of the nonpersisters turned out to be women who have taken extended maternity leaves to raise their children. The interviews of the "real" nonpersisters in the sample--those who said they would never return to teaching or who had never taught or were working in another profession--were listened to, and a description of this group follows. Although they represent a minority group in this sample, it is important that they be examined and understood as a discrete group.

The majority of the women who state that they will not return to teaching, taught for a short period after they completed college. In general, they stated that they found the experience unsatisfactory. The reasons that caused this dissatisfaction varied: some found the clerical work at school overwhelming; some felt that they were not able to control their classes, and that their teaching was not effective because of the discipline problems; others reported special problems as being, for example, assigned to a class for mentally retarded children without having had appropriate previous preparation to handle such a class. Most of them had experienced the classroom situation as threatening and/or frustrating.

With respect to future plans, most clear nonpersisters clearly stated that they did not want to teach in the future and that they would choose a different career if they decided to go back to work.

About 40 per cent of the women in the group never taught. Some of them did secretarial work, one was a personnel director, and one an employment interviewer. In general, these women stated that they preferred to work with adults rather than with children and that they had found their student teaching experience boring.

With respect to the adequacy of college preparation, almost all members of this small sample seemed to have the same impression that their college education did not provide them with adequate preparation in all areas. They felt that the emphasis had been too theoretical and not sufficiently practical and realistic. "They did not teach us how to cope with difficult children," said one teacher. "Everything sounded so idealistic," said another.

Most of the teachers in this group had considered a different career before they decided on teaching. Some of them dropped the alternative because studying toward it seemed too hard as in the cases of medicine or mathematics, or not practical, as in the case of creative writing or journalism. The opinions of their parents, and especially of their mothers, seem to have influenced them considerably in deciding on teaching as a career. Some emphasized practical reasons for selecting teaching, such as the steadiness of the job, vacations, money. Very few said that they had chosen teaching because they liked to work with children.

Their interests were relatively limited; they belonged to one or more organizations. Some of them seemed motivated by real interest, some by boredom. The majority were members of PTA. They stated that the main reason for their participation in the parents association was to help their children by knowing the faculty and by being aware of what goes on within the school.

The global impression one gets from this group can be summarized with respect to two aspects:

1. Their teaching experience was associated with feelings of discomfort and dissatisfaction rather than enjoyment. Some of them expressed this in a direct way. Statements like: "the experience was very frightening," "I felt constantly as being on display in front of the students," "that was a hard year for me," were very frequent.

2. Their interests seemed to be oriented either towards working with adults, or to spiritual or material goods, i.e., books, knowledge, prestige, money, security--but not to children. Most of them sounded as if they chose teaching as a career in spite of their true wishes.

Those two aspects are in sharp contrast with Horn's description of the persisting teacher. She writes: "Almost all impressed the interviewer as having a strong sense of caring about the children they teach. They enjoyed the times of pleasure that came when the children responded to their wishes for them. All of them wanted the children to enjoy learning...in general the teachers said one had to enjoy teaching as an ideal per se, because the immediate rewards were sparse, and recognition for their work was elusive." It is precisely the lack of "enjoyment of teaching as an ideal per se" that seemed to be lacking in the clear nonpersisting teachers.

## CHAPTER IV

### DISCUSSION

In the introduction to this paper, various questions were raised about why teachers leave teaching and how these nonpersisters might be drawn back into the classroom. It is possible, in light of the data obtained, to discuss these questions and to suggest possible pertinent answers.

#### Limitations of the Study

Before interpreting the findings, it is important to note some limitations inherent in the study. The population of this study is the graduating class of 1954 and there is no indication that these graduates are representative of all the student teachers graduated from The City University of New York in other years. Horn (1966) states about her group of persisters:

Before reviewing and discussing the results obtained, it should be noted at the outset that the teachers in this study represent a single graduating class of teachers from four municipal colleges of The City University of New York. In addition, although the interviewees represent an adequate sample (according to certain selected criteria) of the 210 persisters identified in the longitudinal questionnaire survey, they were also a self-selected group to a certain extent. They were, for instance, as much persisters in responding to the four questionnaire surveys and in willingness to keep their interview appointments, as they were persisters in teaching.

The degree to which results may be generalized to other "persisting" teachers is qualified by the age, and more specifically, the decade into which this sample was born and subsequently reared. Born in the depression years and educated through high school and college during a period of declining progressivism in political, social, and educational ideology, and reaching adulthood during a period of increasing economic and financial affluence, they may be different in aspects of life-style and life values from the generation of teachers that preceded them, or from those who may follow them. (Horn, 1966. p.34)

The same comments hold true for the present group of nonpersisters.

About two-thirds of the original graduating class was lost to the present sample. Impellitteri (1965) concluded that the respondents to the 1964 questionnaire adequately represented the original graduating

class, for the variable of sex. He stated that the 1954 group was a representative sample of the number of men and women in the original population. But does this represent the original population in terms of the factors of persistence and nonpersistence? This group of respondents was undoubtedly motivated to return the questionnaires by many factors. They were undoubtedly interested in education enough to cooperate with people who are doing research in the field of education. They were involved to some extent in their chosen field of study. And what is known of the group from whom questionnaires were not returned? Some of the questionnaires were never delivered because graduates moved without leaving forwarding addresses, or married and changed their names. But undoubtedly, some did not return the questionnaire because they were not interested and did not want to be involved with educational research. Of the group of nonrespondents, it is not possible to tell who were unmotivated and who were unable to be located because of changes of address.

The nonpersisters interviewed in the present study may possibly be less different from persisting teachers than the nonpersisters who have not responded to the several efforts to contact them by mail. However, the latter group have not been accessible and we can only report findings on those nonpersisters who have responded.

The method of data collection introduced two other limitations. First, two kinds of tools were used--an interview schedule and a mail questionnaire. The two measures approximate each other; they are not completely equivalent. But questionnaire was the only method available in this study to obtain data on a persister group comparable to the nonpersister interview data. The questionnaire was precoded so that the respondents were forced to choose one of a few pre-selected responses. The spontaneity of response that might be obtained from an interview was not available. A few people refused to answer the questionnaire because they found the questions too personal. No one who was interviewed refused to answer the same questions. This points to an advantage of interview over questionnaire method.

Second, although much qualitative data was obtained from the interviews with nonpersisters, the objective scoring needed to permit quantitative analysis of the interview and to enable comparison with the persister results obliterated some of this data. Qualitative descriptions of the nonpersister groups have been introduced in an attempt to overcome this limitation to some degree.

#### Discussion of Questions Raised During the Courses of This Study

No factors about early life experience have been tapped which differentiate between persisters and nonpersisters as children or adolescents, or correlate with the later pattern of persistence or nonpersistence. The two groups seem to have been similar in their early development in so far as it was examined. There are suggestions that nonpersisters may have had a more secure financial existence than the persisters, and may represent a slightly higher level of social-economic class. A higher percentage of nonpersistence fathers are described as working within the professional and managerial ranks.

The nonpersisters describe themselves as having poorer relationships with their mothers and as liking school less and finding extra-curricular activities more interesting than school. It is possible to speculate that they represent a somewhat "maverick" group. They may represent a more independent group less restricted by authoritarian fiats. The nonpersisters, perhaps more outward directed and secure about her ability to occupy herself, may shun the formal job situation and enjoy self-directed activities.

An apparent difference in financial status, both while attending college and at present, exists between the persister and nonpersister groups. Persisters' husbands are reported to be in the lower income groups. Nonpersisters with young children report the highest income level which, to some extent, reflects current economic prosperity, and also suggests that this nonpersister group waited to have a family, possibly worked while they waited, and helped their husband financially while he studied or worked towards higher professional (and economic) competence. The thought occurs that a college education assists men to attain a higher economic level and standard, and makes it possible for women, their wives, to devote their time to other pursuits than remunerative work.

Financial need may well be the greatest motivating factor that keeps persisters with young children at their jobs. Persisters, especially those who have young children, may need the financial security. To some extent this suggests a social class difference between persisters and nonpersisters and is reminiscent of a remark once made by Dr. Harry N. Rivlin to the effect that the teaching profession offers the lower social classes opportunity for upward mobility. The less wealthy subjects persist in an effort to raise their standard of living and to become economically secure. Persisters who returned to the classroom when their children were older may have had financial needs at least partially as their motivation. No longer needed for full time homemaking, the older mother can develop her own skills and interests and can then use these skills to ease any financial stresses by becoming a permanent wage earner.

More persisters than nonpersisters report that they feel an obligation to contribute to the family income. Approximately the same proportion of nonpersisters' mothers worked as did persisters' mothers, so the factor of example may be ruled out. But the factor of financial need may not. Would persisters hold the same attitude if their family income were higher or if they had come from economically secure and comfortable family background? Financial need asserts itself as a strong attitude-molding factor.

Another question can be asked: Do our persisting teachers represent middle class people with middle class values, or do they represent instead a group that has moved up into the middle class, whose value system is perhaps more rigid because they are less comfortable with it. Information about this question was not directly investigated.

Indeed definitive description of the term "middle class" would be hard to arrive at. Financial status is one way of differentiating between social classes and it appears that the persister group represents a less affluent group than the nonpersisters, and by extension, perhaps a group of lower social status. In common parlance, it is repeated that our teachers represent the middle class and that conflicts arise when the values of the middle class teacher clash with lower class values of pupils in the classroom.

Perhaps some reconsideration of this idea is needed. Teachers themselves may be struggling with class values, and conflict in the classroom may arise when the values held with certainty by the students come into opposition with other values held uncertainly by teachers. The uncertainty may lead to rigidity in teacher attitudes and behavior, and demands of the student. The rigidity may make it difficult for the teacher to appreciate her students and may effect a significant gulf between herself and her students.

Persisters and nonpersisters are more similar than dissimilar in the way they spend their time. Persisters report spending spare time with their children. This is understandable, since working cuts into the time available for children. Nonpersisters report involvement with hobbies during their spare time and this conforms to non-persisters' report that as children and adolescents they were involved with hobbies (persisters worked at homework). It would seem that the nonpersister, as well as having more time, is a more independent kind of person who can occupy herself satisfyingly outside of the routine a job imposes (or school imposed). It might also be true that the non-persister's report of greater activity at the administrative level of community organizations indicates that she needs more stimulation than home offers, but shies from taking a full-time teaching job because of the time restrictions. It is notable that many nonpersisters said they would like a part-time teaching position which they feel would fill their need for productive activity, would increase their income moderately, and would still allow them independence in their total life activity. The nonpersister is not solely involved with family relationships nor is she usually involved with study or skill development. She seems to be finding a niche for herself using her current abilities. But it is a more flexible niche than a teaching assignment would currently be.

For many within both persister and nonpersister groups, teaching seems to have been picked sometimes as a second choice, sometimes as a default decision. Some had considered teaching as a career since early youth and more of these people persist in the profession. Many stated that relatives, notably their mother, helped them make the choice to teach. Nonpersisters note that they did not relate too well with their mothers. It is possible to infer that nonpersisters have been in greater conflict with their mothers in the area of dependence-independence. They verbalize being more independent (are not as tied to their mothers' values); behave in a somewhat dependent manner when they accept mother's recommendation of teaching as a profession; and then, when the opportunity

presents itself (marriage, children, family responsibility) "rebel" against their mother's suggestion and their initial compliance. Non-persisters may be thought of as moving up the social ladder more easily than persisters and as being able to reject old values as it becomes feasible to do so.

Members of neither persister nor nonpersister group availed themselves of guidance facilities prior to deciding to study in the education sequence. Persisters seem to have more actively chosen teaching as a profession that would interest them and would fit reality needs of being a working homemaker. More nonpersisters seem to have fallen into the profession by default. One wonders whether we would have a different kind of teacher and a more persisting teacher if prospective teachers had to discuss with a guidance counselor their reasons for selecting the study of education, and had to confront in advance, with the help of a counselor, some of the realities of the teaching profession.

Both persisters and nonpersisters report having experienced a kind of reality shock when they began to teach. The actual teaching position was different from their anticipation and they were unprepared for this difference. Preparation in the education sequence may have been excellent, but it was sensed as unrealistic in terms of the actualities that had to be faced in the classroom. The nonpersisters interviewed stated that their student teaching experience was in many cases inappropriate. Their student teaching was done in schools in middle class neighborhoods, whereas their actual teaching experience was often done in more disadvantaged areas. They also commented upon the lack of training in methods appropriate to children of less ability. They reported that when they began to teach, they had to throw out techniques and expectations imbued in them in college, and revise their goals to suit their students' day-to-day needs rather than long term goals. They may be asking for two kinds of assistance for the future teacher: First, they want theory, but they need to have it presented in ways which show its concrete application. Second, they want "how to" hints and suggestions.

Both persisters and nonpersisters had difficulty in making the shift from theoretical classroom learning to practical classroom teaching. However, it appears that a kind of adjustment was achieved, and no one cited disillusionment as their reason for not persisting. Both groups found the first year difficult and there is an implied suggestion that they would have liked to have had greater assistance, such as principal interest, suggestions for handling specific problems, and greater opportunity to share concerns and ideas. Newman's (1965) description of the problems teachers face during their initial teaching job and suggestions for ways of handling them merits consideration. She suggests that "many unconscious, preconscious, sub-rosa or unverbilized needs may, and often do, become determinants affecting the course of the teaching-learning process." (Newman, 1965. p.1) She recommends that giving assistance to teachers in the areas of understanding and coping with these need patterns can have a promoting effect



on teachers' behavior in the classroom and subsequently on student learning and behavior.

It may be inferred that difficulties faced and inadequately handled during the first year would influence the teacher's decision to continue or not. However, no specifics related to this could be obtained. The reasons repeatedly given for leaving were those of marriage and pregnancy and family responsibility. We can only speculate how much affect first year discouragement had on subsequent decisions to teach, realizing that a teacher would be hesitant to admit that she had not reached her own expectation for teacher excellence.

Data about husband's attitude was obtained second-hand from their wives. It may be inaccurate. The report that husbands are non-committal may reflect an accurate statement of a husband's feelings or a misinterpretation by his wife. Wives feeling pressured by a job as well as by home responsibilities may feel, no matter how much assistance their husband offers, that it is inadequate. Present society is in a state of flux about the pros and cons of working mothers, and expressed attitudes may reflect confusion about the issues or the wish not to commit oneself. The wife may be, through the mechanism of projection, expressing her own conduct as a reflection of her husband's wish.

The sample examined during this study included a proportion of older women, those who prepared to teach after their children were old enough to attend school. These women have tended to persist as teachers. This fact may reflect the greater opportunity for part-time study and the encouragement that schools now offer the older student. From one point of view, this appears to be a good group to tap as teachers. Women who study in the education sequence when they are older tend to use their education in the elementary and high school classrooms and to remain in the classroom.

Lohman (1966) investigated the relationship between scores on the F scale and persistence in teaching. A high score on the F scale designates a tendency toward authoritarian, implicitly anti-democratic attitudes. The scale consists of thirty items. The respondent is asked to indicate the extent of his agreement with each item. The items are so phrased that agreement indicates an outlook characterized by little tolerance of ambiguity, unquestioned acceptance of authority figures, and a perception of the world as hostile and threatening. No statistically significant differences were noted among Lohman's groups. However, some interesting trends were noted. The "always taught" group was highest in overall authoritarian attitude while the "taught, left, intend not to return group" was lowest. This suggests, although it has not been supported statistically, that those women who entered teaching immediately after graduation and were still teaching ten years later indicate somewhat greater tendencies toward authoritarian attitudes than do those women who left teaching after a few years of service and report that they have no intention of returning. These women who are still

teaching in our schools, as compared with those that left, seem to have an outlook that is more readily characterized by conventionalism, little tolerance of ambiguity, submissive, unquestioned acceptance of authority figures, and a perception of the world as hostile and threatening. There is a tendency to ignore the social and psychological determinants of human characteristics and events and not to take into account possible inner sources of one's ideas and behavior. If the trend that Lohman noted were significant, one might anticipate certain behavior attributed to persisters and nonpersisters. Fewer persisters might have considered alternate careers to teaching. Interview findings suggest that persisters more than nonpersisters had opportunity to find out about other professions before selecting teaching. However, more persisters made the decision to teach at the elementary school level.

If persisters represent a more rigid, authoritarian group, one might expect them to report fewer discipline problems in the classroom. For our sample, persisters report feeling competent as a teacher because they have understood children and by extension, have used this understanding to run a comfortably controlled class.

However, even though present findings do not support the tendency noted by Lohman, further investigation might be important. If it should be substantiated that teachers who remain within our schools have stronger authoritarian attitudes than those who leave, then a focus of concern should perhaps shift from the shortage of teachers, to an investigation of the nature of the school environment and its apparent attraction to those people whose attitudes are considered less than fully desirable in education today.

#### Discussion of Factors in the Retention of Teachers

The final objective of this study was to question nonpersisters about factors that would bring them back into the classroom sooner. Table 52 shows the nonpersister responses to suggestions made by the investigators and Table 53 shows additional suggestions made by the nonpersisters themselves (pages 73 and 74). Foremost among these suggestions are "opportunity for part-time teaching," courses and workshops to help keep one up to date, and day care centers for young children. These ideas are not new. Rabinowitz (1958) mentioned them. Crane and Erviti (1955) suggested similar steps and also recommend increased salaries and more flexible teaching schedules. Currently some of them are being discussed and tried out in various school systems. Articles that have appeared in the London Times reflect the fact that a teacher shortage exists in Great Britain and the Ministry of Education is seeking ways to overcome it. Concern is not so much to train more teachers but with the "wastage" that occurs when teachers leave the classroom and do not return. In April 1965, Mr. Anthony Crosland, Secretary of State for Education and Science, in a speech to the National Union of Teachers (London Times, Educational Supplement, April 23, 1965) outlined a fourteen-point plan for improvement of British schools. Five of these points referred specifically to ways

of preventing "wastage." These points were:

1. Develop a national registry of teachers in which girls would be enrolled when they first left teaching. This would facilitate keeping in contact with them.

2. Aim to develop a five to ten per cent part-time teaching staff. All of these part-time jobs would be offered only to married women who had families.

3. Teachers would be welcomed by their local education society and attempts would be made to make them feel involved in the society and a member of the teaching profession even though they were not presently in the classroom.

4. Nursery schools would be provided where they would produce more teachers than they would consume.

5. Refresher courses would be given at convenient times and places to make the transition back to the classroom easier.

In May 1965, these ideas were expanded on and it was suggested that the conditions of service for part-time teachers be made similar to those for full-time teachers in terms of tenure, sick pay, and leave (London Times, May 21, 1965). Apparently, British educators believe that part-time teachers are essential to ease the shortage. A plea for a change in attitude about part-time teachers has been voiced. Miss Helen Simpson, Honorary Secretary, Association of Teachers in Colleges and Departments of Education, noted that there was no evidence that part-time teachers at the elementary level increased student insecurity or decreased the amount or quality of learning. She stated that a "change in the conditions for part-time appointments is essential if women are to return [to teaching] in large numbers. Moreover, it does justice to the professional woman anxious to exercise her skill and training." (London Times, Educational Supplement, April 9, 1965)

New York City also is facing the fact that part-time teachers might ease the shortage. Leonard Buder writes, "The field of education, with its persistent teachers shortages, would appear to be a natural area for the employment of housewives as part-time teachers. But this requires a radical change in thinking by many public school administrators and local school boards." (New York Times, November 7, 1965) And in 1966, the New York City school system "invited qualified persons to apply for part-time positions... The rate of pay [would] be proportionate to that of a full-time sub... The part-timers [would] also receive proportionately the same vacation pay and sick leave benefits now given to present day-to-day substitutes." (New York Times, February 9, 1966)

Within the United States, also, an attempt is being made to train more teachers. Some emphasis is being given to attracting (1) older women who have already raised their families since studies

have shown that these women seem to become persisters after they complete their training, (2) men who have reached retirement age and who wish to undertake a second profession, and (3) men and women who did not originally prepare themselves for a profession and who are now interested in becoming teachers.

Many people have considered the problem of nonpersisters and have conceived possible ways of reducing the amount of "wastage." Ideas are slowly being put into practice and the value of these changes will have to be evaluated over the course of the next few years.

## CHAPTER V

### CONCLUSIONS, AND IMPLICATIONS

It has been a fact that, although more and more college students have been preparing for the teaching profession, there are not enough fully qualified teachers to staff classrooms. Concerned with this shortage and the rate of attrition of teachers, the Research and Evaluation Division of The City University of New York undertook a long term study of one group of graduates of the municipal colleges. The longitudinal study began in 1954 and the graduates have been asked to respond to four follow-up questionnaires. These earlier studies have been described in Rabinowitz (1958), Medley (1959), Impellitteri (1965), Horn (1966), and Lohman (1966).

This present study represents the final one of the series. One hundred nonpersisters were interviewed and ninety-four persisters answered a comprehensive questionnaire. The data collected by using these tools was analyzed and comparisons between the persister and non-persister groups, within the nonpersister subgroups, and between some of the persister and nonpersister subgroups were made. Questions were raised and were discussed in the body of this report. In summary now, the objectives of the study will be restated, the questions that were raised and the major findings related to each will be reviewed, and implications of these findings for further study or action will be described. Recommendations for bringing nonpersisters back into the classroom will be restated.

The nonpersisting teacher has been the focus of many studies. Much information about the reasons for nonpersisters has already been gathered. The objective of this study has been to continue the search for reasons why teachers leave classroom service and for suggestions that might bring them back to teaching.

A number of questions were posed concerning reasons for non-persistence. Each will be discussed.

#### 1. Is financial status related to persistence?

It has been found that husbands of persisters have lower incomes than those of nonpersisters. Financial need may well be the greatest motivating factor that keeps persisters with young children at their jobs. It is possible that most persisting mothers with young children would leave teaching were it not for their financial need.

#### 2. Is the husband's attitude decisive in determining whether a wife and mother continues to teach?

The data, obtained secondhand, suggests that husbands are non-committal. They are reportedly willing to have their wives work as long as this work does not interfere with their own needs or with those

of the children. Very few of the husbands are reported as actively supporting the idea of a working wife.

3. Is a person's involvement with home and professional or community work related to nonpersistence?

Most of the women who left teaching did so because they felt it their responsibility to devote full time to their families. Many women return to teaching after their children are grown. For some this means that all children are in elementary school and for others that their adolescents are in college. Nonpersisters are more involved in community activities than are persisters. They have more spare time and it is probable that these organizations fill the nonpersister's need for stimulation while she is not working, rather than serve to deter her from working.

4. When did the nonpersister decide to teach? Did vocational guidance in high school or college affect their decisions?

Neither persisters nor nonpersisters took advantage of vocational guidance that may have been available to them at the high school or college level. The decision to teach seems to have been made early more often by persisters than by nonpersisters, and to have been made by default many times by college students who were encouraged by their families, who did not have any driving interests, or who felt they could not accomplish their real ambitions. It would seem, therefore, that many women enter teaching without maximum commitment to the profession. Although many stay with the profession and become satisfied, effective teachers, many others leave teaching after a few years giving family responsibilities as their major reason. It may be that lack of vocational guidance and redirection when necessary are also contributing to the attrition. These findings suggest that guidance and direction is needed for education students during the early stages of the education sequence. Students need a more realistic idea of what it means to be a teacher and what tasks are involved. Students need help to assess their interest in teaching and their ability to work with youth during their initial courses in the education sequence, and some of them need assistance to change their major fields of study and their vocational aims to areas in which they will find greater satisfaction. If students leave the sequence because they decide, having had vocational guidance, that they would really not enjoy the kinds of work involved in teaching or that their interest lay elsewhere, the effect, over the long term, might be fewer nonpersisters.

Many women appear to become teachers by default. One possible reason for this is the ease of entering teacher training and the financial subsidies offered to someone who takes this course of study. Stiles (1957) noted that perhaps it is too easy to become a teacher. By implication, perhaps the entrance requirements for teacher training courses should be raised, the standards made more stringent, and the whole process of becoming a teacher made more difficult. This idea merits consideration and perhaps study. What does happen to women in a

profession such as engineering or medicine where lack of financial subsidy makes it more difficult to study and where competition for the student's place in college is stronger? Does the raising of standards raise the prestige value of the position and serve to hold women and attract more men to the profession?

5. How do nonpersisters and persisters evaluate their training experience and initial teaching experience? Did the initial teaching experience contribute to the decision to remain in or to leave teaching? What dissatisfactions, e.g., school administration, student body, school assignment, distance from home, are contributive to teacher non-persistence?

Persisters and nonpersisters describe their college education as too theoretical and as somewhat unrealistic. They were trained in middle class schools and were then placed in schools to work with children who had different educational goals and values. The first year of teaching was experienced by both persisters and nonpersisters as a shock, as frightening, overwhelming, and very difficult. During this first year of teaching, the neophytes wanted more assistance than they were given and they wanted practical advice. The first year of teaching was experienced as most demanding and least satisfying. and it may well be this emotional set which makes many women leave the profession as soon as they can. Other researchers, as well as the population interviewed for this study, note the need for greater assistance during the first year of teaching. It would seem that certain revisions are needed in the education training process and in the handling of the new teacher. Certainly within the last ten years, some revisions in curriculum have been made, but perhaps other revisions are needed. Perhaps assistance to the new teacher should be the college's responsibility and some kind of continuation of supervision and training should be offered by the college after a student has graduated. Perhaps school systems must hire nonjudgmental helpers to work with new teachers. It seems vital that the beginning teacher be given adequate support and assistance. The BRIDGE project (1965) and Newman (1965) have described kinds of in-service assistance techniques.

No one cited initial difficulty in handling a class as a reason for leaving teaching. They found the first year very difficult and wanted more assistance than they received. We can only speculate how much these difficulties affected the decision made a year or so later.

Similarly many complaints were made about unsympathetic administrators, paper work, additional jobs in school unrelated to teaching (such as lunch room duty). However, these were not given as the reasons for leaving the profession.

Some of the facts and implications for reducing the number of nonpersisters have been cited in answer to the questions originally

posed. Two other facts not originally studied contributed some information about the problem as well as ideas for partially solving the problem of teacher shortage.

Teaching is primarily a woman's profession and is perceived as a sex-linked occupation. A majority of these women marry and stop working in order to fulfill responsibilities to their home and families. How can the profession be made more attractive to men? The problem of attracting men to elementary and secondary school teaching may be primarily one of size of salary. Men with equal training can make more money in other professions. But that problem is more a social problem than one for the school administrator. Occupations are conceived of as linked to one or the other of the sexes. Until these linkages are weakened, the problems of shortages in both masculine and feminine conceived professions cannot be satisfactorily solved.

Many women return to teaching after their children are grown. Women who have begun and completed their studies while their own children are attending school tend to persist as teachers after they achieve their degrees.

Most women leave teaching because they want to or must devote full time to family and child-rearing responsibilities. It seems unlikely that this situation will change until first, attitudes about working mothers change, and second, adequate and responsible child care at reasonable cost becomes available. It may be possible, as some nonpersisters have suggested, to lure teachers back by providing child care. But more likely (although change is occurring as the women suffragettes of this era speak out) social attitudes and the subtle pressures put on mothers to remain at home, will keep mothers from teaching at least until all children are in school all day.

Possible solutions might be: 1) To concentrate on training older women who have already raised their families, recognizing that it may be difficult to get them to accept modern psychological thinking and to train them in current education methodology. Older women, it has been found, become persisters. It would be desirable to evaluate their performance as teachers and then possibly to enlarge or modify their preparation so as to help them become effective teachers. In a utopian vein, it may be possible to eliminate from the training program experiences which come with age and to add areas of study and experience which would hopefully overcome some of the behaviors and prejudices which become ingrained with age. 2) To make the field attractive, both financially and in terms of prestige, for men. The implication here is that classroom teaching itself would be made attractive and that there would be no need for the teacher to look for satisfactions within the administrative ranks. Apparently teachers frequently feel impelled to work their way up the administrative hierarchy for economic and ego satisfactions. 3) To develop child care centers located within or near a school. Such facilities might encourage some young mothers to return to teaching. And, if economically feasible, that is, if enough young mothers made



use of them, they would represent one way to reduce the number of teacher dropouts.

Finally, the nonpersisters were asked what changes might bring them back into the teaching profession. The primary recommendation was to provide opportunity for part-time teaching. This would fill the nonpersisters' apparent need for stimulation outside of their home and would help fill the vacancies. Other suggestions were that the school system provide courses and workshops to help the teacher keep up to date with current innovations and maintain the feeling that she is still a member of the profession, more flexible use of licenses, and day care centers for young children of teachers. Some of these suggestions are already being put into practice.

This study concludes the longitudinal study of 1954 education graduates from the four colleges of The City University of New York. Some previously known facts have been re-enforced; some new facts about the group have been added. Although it is not possible to generalize to other specific groups of teachers, many of the things that have been found and written seem general enough to apply to other groups of teachers. Finally, the opinions of nonpersisting teachers about factors which would bring them back into the profession have been sought. These factors, plus other information gleaned from the interviews, lead to implications for action and to possible partial solutions for the problem of nonpersistence in teaching. Perhaps some of the suggestions made here, which have developed out of other researchers' ideas and suggestions of our respondents, can lead to greater holding power and less "wastage" of teacher manpower.

**SUMMARY**

## BACKGROUND

National and local concern about shortages in teacher personnel and high rates of leaving the classroom prompted the Division of Teacher Education of The City University of New York to undertake a longitudinal study of its teacher education graduates of the class of 1953-54. Four questionnaire studies and two interview studies have been spaced over a period of eleven years. The present study is a continuation and culmination of this longitudinal study. The study was planned to add data to the existing body of knowledge about the differences between the person who persists in teaching and the person who leaves teaching, and to emphasize possible solutions to the problem of the teacher dropout.

## OBJECTIVES

This study and report constitute the end point of a series of studies. When they were conceived originally, three main questions were raised: (1) who leaves teaching? (2) why do they leave? and (3) how can those nonpersisters be drawn back into the classroom? Earlier studies in this series provided an answer to the first question. In the main, it is the married women with young children who retire from teaching because of home responsibilities. In part this finding responds to the second question also. But to a larger extent, there has been no complete answer given to the second. Such questions as these can be raised:

1. Do many mothers fail to return because their family income is ample?
2. Is a person's involvement with home and professional or community work related to nonpersistence?
3. Do nonpersisters' husbands discourage them from handling the double job of teacher and homemaker and, conversely, do persisters' husbands encourage and assist them with the double load?
4. How does one's initial teaching experience contribute to the decision to remain in or to leave teaching?

5. Was the person's anticipation of what teaching would be like consonant with the real experience?

6. Does the type of guidance received in high school or college have an affect on job involvement and on the decision to remain in teaching?

With regard to the third question, one of the major objectives of this current study has been to question nonpersisters about factors that would bring them back into the classroom sooner. Further objectives of this study were to elucidate areas of practical as well as of personal concern to the nonpersister, such as: Are aspects of the teacher's early life experience related to persistence or non-persistence? When did nonpersisters first think of teaching as a vocational choice and what or who influenced this choice? Do non-persisters plan to return to teaching and, if so, are there factors which would make them return sooner?

#### PROCEDURE

In previous studies of the graduating class of 1954, data were collected by use of brief mail questionnaires. For this project, an extensive interview schedule was constructed since the intention was to probe many areas which might be related to nonpersistence.

It was originally planned to study the nonpersister interview results in an attempt to identify all reasons for nonpersistence and to compare them with the persisters interviewed for another study on as many variables as possible. It became apparent that many questions that would provide important information about nonpersistence had not been asked of the original persister group. It was therefore decided to amplify the aspect of the study dealing with comparisons between persisters and nonpersisters by developing a mail questionnaire for persisters which would be directly comparable to the nonpersister interview schedule.

From an original population of 1,628 graduates of the class of 1954, the sample available for longitudinal study in 1964 was 659 people. Of these some were working within the public school system

and some were not. These 659 people were classified as either persisters or nonpersisters and constitute the sample for the present study from which 100 nonpersisters and 94 persisters were chosen to be studied by interview and questionnaire. Subjects were identified as persisters if in the ten-year period, 1954-64, they had taught for seven to ten years and were teaching in 1964. Nonpersisters were defined for the present study as respondents who were not teaching at the time of the 1964 questionnaire. This group was divided into four subgroups:

1. Clear nonpersisters had left teaching and had stated that they did not want nor plan to return.
2. "Fuzzy" nonpersisters were on extended maternity leave. They stated that they did not know when they would return to teaching.
3. Undecided subjects were also on maternity leave but stated that they do not know whether or not they would ever return to teaching.
4. Those subjects in the "never taught" group never entered the teaching profession although they completed all necessary college courses including student teaching.

The groups of persister and nonpersister subjects were stratified according to sex, marital status, age of children, and grade level at which they prepared to teach. Based on the number of subjects in each subgroup, a proportional sample of 100 was chosen.

It was planned to interview the nonpersisters in New York City. To make this feasible, anyone who lived outside of a fifty-mile radius from New York City was eliminated from the sample. The remaining 280 subjects were sent a letter explaining the nature of this study and advising that they would receive a telephone call to arrange a convenient time for an interview.

In order to improve the willingness of these people to be interviewed, a stipend of \$10.00 was offered to each person who came to be interviewed. This reduced the frequency of refusals and broken appointments, and improved the degree to which those interviewed would be representative of the group. Persisters were contacted by mail.

Tools. In project S-333, the first part of this study, the interview schedule previously used with persisting teachers was modified to make it relevant to the nonpersister group. The interview schedule was tried out in a few interviews. These were recorded and studied with a view to improving the schedule. On the basis of this tryout, a revised interview schedule was developed. In order to obtain information about the extended persister group, a questionnaire, parallel in construction to the interview schedule, was written.

Data Collection. Interviews with the nonpersisters were conducted in booths made available in a guidance laboratory at one of the colleges of The City University of New York. Data were collected on tapes and in written notes for the nonpersisters and in the questionnaire returned by the persister group. Each interview and questionnaire was analyzed using similar precoded rating scales so that the persister and nonpersister groups could be compared. Persisters were contacted only by mail. A stamped addressed envelope was enclosed to facilitate their return of the completed questionnaire.

Statistical Treatment of the Data. After the questionnaire responses were coded, the coded results were transferred to IBM cards and tabulated. The  $\text{Chi}^2$  measure was used to compare two or more groups with respect to multiple responses and to test the general null hypothesis that the responses given by the two or more groups were independent.

### RESULTS AND CONCLUSIONS

A bulk of data was gathered from the persisters and nonpersisters on the interview schedule and questionnaire. Despite the fact that the interview had been revised after an initial tryout, as they continued interviewing, the psychologists became aware that some questions were repetitious, responses to others overlapped, some were found to deal with material far removed from the problem of persistence, or, for other questions, the subjects could not remember enough facts to give

meaningful answers. For the most part, it was found that the responses to two or three questions overlapped. The response was then coded only once. The Nonpersister Interview Schedule has 156 items. Approximately twenty questions on examination were found to yield data irrelevant for this study. Responses to approximately 45 other questions further elaborated each other, drew the same response as another item had, or in some other way overlapped. Approximately 95 questions were statistically analyzed.

In the paper, the statistical findings are presented in detail. The data were divided into the following eight major groupings:

1. Early life experience and self-image, friends, relationships with parents.
2. Working experience prior to and during college.
3. Financial pressures during college and currently.
4. Guidance and vocational choice.
5. Reactions to education courses.
6. Initial teaching experience.
7. Involvement with home and community or with study or another job--family relationships.
8. Attitudes of self and family toward the working mother.

The persister and nonpersister groups were found to be statistically significantly different in the following areas--in so far as these areas were tapped by the questionnaire:

1. There is a slight tendency noted for persisters' fathers to have had jobs towards the lower end of the occupational ratings and more nonpersisters describe their fathers' occupations as within the professional or managerial group.
2. Persisters' fathers are reported to have been more interested in their home than nonpersisters' fathers. However, both groups in general recall a close relationship with their parents and describe themselves as "getting along well" with parents.
3. Persisters report that they spent their solitary time on homework whereas more nonpersisters were involved with a hobby.

A tendency for nonpersisters to like school less than persisters is reported.

4. It was more difficult financially for persisters to attend college than it was for nonpersisters. The group of persisters and nonpersisters can be differentiated currently on the basis of husbands' income. Persisters' husbands have the lower incomes.

5. Although more members of both the persister and non-persister groups made their decision to teach while in college, a somewhat greater percentage of persisters than nonpersisters report making this decision at the elementary school level. Both groups report that they did not attend assemblies where vocations were discussed and did not talk with a guidance counselor about their decision.

6. Both groups were strongly impressed by the differences between classroom instruction and their student teaching experience, and the differences between student teaching and the real teaching experience. Persisters felt that student teaching was not realistic preparation for going on your own into the classroom. Persisters appreciated the practice gained during student teaching, whereas non-persisters emphasized the differences between what they had learned in the classroom and experienced when teaching and tended to ignore the beneficial effects of student teaching. Both groups reported that the first year of teaching was most difficult and stated a need for more assistance during this year.

7. Persisters feel more of an obligation to make a financial contribution to family income than do nonpersisters. However, persister wives report that their husbands are noncommittal about their working and report that little active approval is given to the fact that they work. Nonpersister wives themselves seem to shun the idea of working.

8. Both groups respond to the same values within the teaching profession. Of greatest importance is the opportunity for creative self expression, contributing to the development and improvement of the students. According to most of the respondents, they selected teaching because it is a stimulating opportunity to work with children and to help



them learn and develop.

9. The persisters and nonpersisters were compared for the variable of age. The groups are significantly different. A considerable number of the persister sample achieved their college degree at the age of 30 or older - ten years older than the typical age for graduating college.

10. The nonpersister group appears to be somewhat more independent and less restricted by authoritarian fiats than the persister group.

11. The financial differences between the persister and nonpersister groups seem to represent social class differences.

12. Both groups report the first year of teaching as a difficult one, involving a "reality shock" because of the differences between their preparation for teaching and what they experienced as beginning teachers.

The findings of this study reiterate the fact that most of the women who left teaching did so because they felt it their responsibility to devote full time to their families. Teaching is primarily a woman's profession and is perceived as a sex-linked occupation. The problem of attracting men to elementary and secondary school teaching may be one of salary. Men with equal training can make more money in other professions. But that problem is more a social problem than one for the school administrator. Occupations are conceived of as linked to one or the other of the sexes. Until these linkages are weakened, the problems of shortages in both masculine and feminine conceived professions cannot be satisfactorily solved.

The decision to teach seems to have been made early more often by persisters than by nonpersisters and to have been made by default many times by college students who were encouraged by their families, who did not have any driving interests, or who felt they could not accomplish their real ambition. It would seem, therefore, that many women enter teaching without maximum commitment to the profession.

It may be that lack of vocational guidance and redirection when necessary are also contributing to the attrition. This suggests that guidance and direction is needed for education students during the early stages of the education sequence.

Persisters and nonpersisters describe their college education as too theoretical and as unrealistic. They were trained in middle class schools and were then placed in schools to work with children who had different educational goals and values. The first year of teaching was experienced as a shock, overwhelming, and very difficult. Other researchers as well as the population interviewed for this study note the need for greater assistance during the first year of teaching. Various proposals about in-service assistance techniques have been made.

The nonpersisters were asked what changes might bring them back into the teaching profession. The primary recommendation was to provide opportunity for part-time teaching. Other suggestions were that the school system provide courses and workshops to help the teacher keep up to date with current innovations and maintain the feeling that she is still a member of the profession, more flexible use of licenses, and day care centers for the young children of teachers.

This study concludes the longitudinal study of 1954 education graduates from the four colleges of the City University of New York. Some previously known facts have been re-enforced; some new facts about the group have been added. Although it is not possible to generalize specifically to other groups of teachers, many of the findings seem general enough to apply to other groups of teachers. Finally, the opinions of nonpersisting teachers about factors which would bring them back into the profession have been sought. These factors, plus other information gleaned from the interviews lead to implications for action and to possible partial solutions for the problem of nonpersistence in teaching.

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APPENDIX A

LETTER TO NONPERSISTERS

The City University of New York  
Division of Teacher Education  
OFFICE OF RESEARCH AND EVALUATION

Dear

You have been most gracious in cooperating with us over the years by answering the questionnaires sent to you about your professional status. We are now attempting to carry on a more detailed study of a selected group of the 1954 class of Teacher Education graduates and we would like an opportunity to talk with you at length about facets of your professional life that would be most difficult to inquire into on a questionnaire. We are very interested in your opinions about teaching and hope that you will give us an opportunity to talk with you about them.

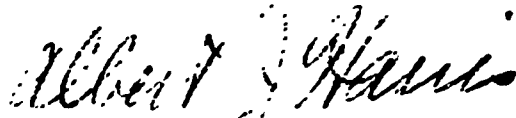
We will telephone you within the next month to arrange an appointment for an interview. We would like to meet you at:

921 Lexington Avenue (68th Street)  
3rd Floor, Guidance Laboratory

If this will be difficult, or, if you would prefer, we will try to come to your home. If you can come to Manhattan, we will arrange a token payment of \$10 in appreciation of your cooperation and travel expenses incurred.

This is the last part of the ten-year study in which you have been involved. The success of the project is in part dependent upon your cooperation. We hope that you will continue to help us. We look forward to speaking with you.

Sincerely yours,



Albert J. Harris, Director  
Office of Research and Evaluation

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**APPENDIX B**

**NONPERSISTENT INTERVIEW SCHEDULE**

The City University of New York  
Division of Teacher Education  
OFFICE OF RESEARCH AND EVALUATION

Name \_\_\_\_\_ Age \_\_\_\_\_ Number \_\_\_\_\_

Interview Schedule

I. Background information - first I would like to ask about your family:

A. Where were your parents born? Mother: USA \_\_\_\_\_  
Other \_\_\_\_\_

Father: USA \_\_\_\_\_  
Other \_\_\_\_\_

B. And you? USA - City \_\_\_\_\_  
Other \_\_\_\_\_

C. What was their general educational background?

Mother: self-taught (no formal school) yes \_\_\_ No \_\_\_  
elementary school graduate yes \_\_\_ No \_\_\_  
high school graduate yes \_\_\_ No \_\_\_  
college graduate yes \_\_\_ No \_\_\_  
beyond college yes \_\_\_ No \_\_\_

Father: self-taught yes \_\_\_ No \_\_\_  
elementary school graduate yes \_\_\_ No \_\_\_  
high school graduate yes \_\_\_ No \_\_\_  
college graduate yes \_\_\_ No \_\_\_  
beyond college yes \_\_\_ No \_\_\_

II. Schooling

A. For elementary school, what kind of school did you attend?

public \_\_\_\_\_  
private \_\_\_\_\_  
parochial \_\_\_\_\_  
other \_\_\_\_\_

B. For high school, what kind of school did you attend?

public \_\_\_\_\_  
private \_\_\_\_\_  
parochial \_\_\_\_\_  
other \_\_\_\_\_



III. School experience (referring to before college - get global impression)

- A. Tell me what you were like in school.
- B. What did you like best?
- C. What did you like least?
- D. What do you remember about your teachers?
- E. Describe an incident that stands out in your mind about school.
- F. Did you enjoy school? (global impression)  
very much \_\_\_ some \_\_\_ very little \_\_\_ don't know \_\_\_

IV. Relationships with parents (referring to before college get global impressions)

A. Mother:

1. What kinds of things did you do with your mother?
2. Did you have fun together?  
rarely \_\_\_ sometimes \_\_\_ often \_\_\_  
don't remember \_\_\_
3. Did she read to you?  
none \_\_\_ little \_\_\_ lot \_\_\_ don't remember \_\_\_
4. What did you talk about together?
5. How did you get along with your mother?  
Did you feel close to her? Help me make a rating on this.  
very close \_\_\_ some \_\_\_ not close \_\_\_  
can't remember \_\_\_
6. Did you fight?  
none \_\_\_ some \_\_\_ a lot \_\_\_ don't remember \_\_\_
7. Was there an area of interest or concern that you remember your mother feeling strongly about?

(Probe: for example, about getting an education, politics, about women working, about having a family.)

8. Did your mother work outside of the home?  
yes \_\_\_\_\_ no \_\_\_\_\_
9. What kind of work did your mother do when:
- all children were under 6  
housewife \_\_\_\_\_ other \_\_\_\_\_
  - children were 6-12 years  
housewife \_\_\_\_\_ other \_\_\_\_\_
  - children were 12 to 20 years  
housewife \_\_\_\_\_ other \_\_\_\_\_
10. When she worked, about how many days a week did she work?  
1 2 3 4 5 6
11. Who took care of you? self \_\_\_\_\_  
maid \_\_\_\_\_  
other siblings \_\_\_\_\_  
relative \_\_\_\_\_  
other \_\_\_\_\_
12. How did you feel about your mother working?

**B. Father:**

- What kind of work did your father do \_\_\_\_\_
- What kinds of things did you do with father?
- Did you have fun together?  
rarely \_\_\_\_\_ sometimes \_\_\_\_\_ often \_\_\_\_\_
- Did he read to you?  
none \_\_\_\_\_ little \_\_\_\_\_ lot \_\_\_\_\_ don't remember \_\_\_\_\_
- What did you talk about together?
- How did you get along with your father? Did you feel close to him? Help me make a rating on this.  
very close \_\_\_\_\_ some \_\_\_\_\_ not close \_\_\_\_\_  
can't remember \_\_\_\_\_

7. Did you fight?  
 none \_\_\_\_\_ some \_\_\_\_\_ a lot \_\_\_\_\_ don't remember \_\_\_\_\_
8. Was there an area of interest or concern that you remember your father feeling strongly about?
9. How did your father feel about your mother working?

V. Friends and self-activities:

A. Friends

1. Did you have any friends? (global memory)  
 single \_\_\_\_\_ few \_\_\_\_\_ many \_\_\_\_\_
2. What kinds of things did you do together?
3. Did your friends enjoy school?  
 very much \_\_\_\_\_ some \_\_\_\_\_ very little \_\_\_\_\_  
 don't know \_\_\_\_\_

B. Self activities

1. What did you do typically when you came home from school?  
 Rank from 1 to 5  
 homework \_\_\_\_\_  
 play \_\_\_\_\_  
 household chores \_\_\_\_\_  
 religious school \_\_\_\_\_  
 additional lessons  
 (non-academic areas-e.g.  
 dance, instrument, other) \_\_\_\_\_
2. What kinds of things did you do by yourself?
3. What books read?
4. What other hobbies did you have?

VI. What are you doing now? - ask all areas that are pertinent

A. Job - not teaching:

1. What is your job?
2. Is it an extra job? yes\_\_\_ no\_\_\_
3. What exactly do you do?
4. Do you enjoy it?
5. What do you enjoy about it?
6. Why did you stop teaching?

B. Family - (homemaker)

1. How old were you when you got married? \_\_\_\_\_
2. How long did you teach before you got married? \_\_\_\_\_
3. How long did you teach after you got married? \_\_\_\_\_
4. When and why did you stop teaching? (looking for immediate reason - not affective.)
5. Who is in your family?
6. Do you have help? yes\_\_\_ no\_\_\_
7. What do they help with?
8. Any free time? yes\_\_\_ no\_\_\_
9. About how much?
10. What do you do with this free time? (specifics)
11. Do you find you need time to be alone? yes\_\_\_ no\_\_\_  
sometimes\_\_\_\_\_
12. Do you have this time? yes\_\_\_ no\_\_\_ sometimes\_\_\_\_\_
13. What do you do during this time? (specifics)
14. What magazines do you subscribe to?
15. What trips have you made during the last 5 years?
16. How do you spend your time with your children?
17. What do your children enjoy most doing with you?

18. What do you enjoy most doing with them?
19. What qualities would you like your children to have as adults?
20. What do you do after your children are asleep?
21. What do you enjoy most about being home?
22. What is most frustrating?
23. How does your husband feel about working wives? or mothers?
24. Does he ever encourage you to return to work?
25. Under what circumstances do you think he might encourage you to return to work?
26. Some women feel they have a responsibility to make a financial contribution to their family. Do you?
27. If you worked, what would you use the money for? (If they say for essentials; how do they feel about this?)
28. Within what range is your husband's income?
- |               |       |
|---------------|-------|
| under \$6,000 | _____ |
| 6,000-10,000  | _____ |
| 10,000-15,000 | _____ |
| 15,000 plus   | _____ |
29. Is this comfortable for you to live on?    yes \_\_\_ no \_\_\_
30. Are there things you want or need that you cannot have on this income?
- |                 |    |             |                     |
|-----------------|----|-------------|---------------------|
| <u>hesitant</u> |    | <u>firm</u> | <u>won't answer</u> |
| yes             | no | yes         | no                  |
- (If hesitant or firm "yes": for example, what?)
31. Do you have married friends with children who are employed outside of their home?    yes \_\_\_ no \_\_\_
32. Are they teachers?    yes \_\_\_ no \_\_\_
33. What do they do?
34. How do you feel about staying home opposed to working?
35. Are there circumstances that would make you go back to work now? (get response aside from financial)

36. In how many years do you plan to return to teaching?

C. Study -

1. What are you studying?
2. What is your purpose? pleasure\_\_\_ retraining\_\_\_  
advance credit\_\_\_
3. Are you enjoying it? very much\_\_\_ some\_\_\_ not much\_\_\_
4. Will it have an effect on your salary? yes\_\_\_ no\_\_\_

D. Community work

1. What organizations do you belong to or work for?
2. Are you an officer? yes\_\_\_ no\_\_\_
3. Do you attend meetings? regularly\_\_\_ sporadically\_\_\_
4. Committee participation? yes\_\_\_ no\_\_\_
5. How much time a week do you give to these organizations?
6. What is satisfying about this work?

VII. Retrospect

A. You studied in the education curriculum in college. We would like you to think back to the time prior to this:

1. At what age did you decide to teach? \_\_\_\_\_
2. What were the influences that made you decide on teaching?
3. Was there any person who helped you make the decision? Who?
4. Did you ever consider studying towards some other career? yes\_\_\_ no\_\_\_
5. Which one?
6. What did you find attractive about it?
7. What made you finally decide on teaching?
8. Did you talk with a guidance counselor before choosing to be a teacher?









## D. Financial

1. Was it financially difficult for you to attend college?    yes \_\_\_\_\_ no \_\_\_\_\_
2. Did you have to work while attending college?  
yes \_\_\_\_\_ no \_\_\_\_\_
3. If yes: What was the money you earned used for?
4. Did you have a scholarship or other kind of financial aid while in college?    yes \_\_\_\_\_ no \_\_\_\_\_

dk  
12/10/65

APPENDIX C

NONPERSISTENT CODING SHEETS

CODE SHEET FOR NON-PERSISTENT INTERVIEW SCHEDULE

<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>
Ident. No. (omit first digit)		1-3	I B	You	
Sheet No. (1,2,3,4)		4		no answer, DK	- 0 16
Coded by		5		NYC	- 1
A - 1				other city, USA	- 2
B - 2				other	- 3
C - 3			I C	Mother	
D - 4				no answer, DK	- 0 17
Sub-group		6		self taught	- 1
A - 1				elem. School	- 2
B - 2				HS grad.	- 3
C - 3				college grad.	- 4
D - 4				beyond college	- 5
E - 5				Father	
F - 6				no answer, DK	- 0 18
G - 7				self-taught	- 1
H - 1		7		elem. school	- 2
J - 2				HS grad.	- 3
K - 3				college grad.	- 4
M - 4			II A	beyond college	- 5
N - 5				no answer, DK	- 0 19
<u>Reaction to being interviewed</u>		10-11		public	- 1
1 very interested	- 1			parochial	- 2
	- 2			other private	- 3
little interested	- 3			no answer, DK	- 0 20
2 openness during interview			III A	public	- 1
guarded only in				parochial	- 2
personal areas	- 1			other private	- 3
	- 2			no answer, don't-	- 0 21
guarded throughout	- 3			remember	
Age		12-13		behavior	- 1
I A Mother			B	learning	- 2
no answer, DK	- 0	14		both	- 3
USA	- 1			other	- 4
other	- 2			no answer, DK	- 0 22
Father				teachers	- 1
no answer, DK	- 0	15		subjects	- 2
USA	- 1			discipline	- 3
other	- 2			social	- 4
				other	- 5
				everything	- 1

CODE SHEET FOR NON-PERSISTENT INTERVIEW SCHEDULE

<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>
III C	no answer, DK	- 0	23	4	no answer	- 0	30
	teachers	- 1			day to day	- 1	
	subjects	- 2			events	- 2	
	discipline	- 3			personal prob.	- 3	
	social	- 4			cult.-intell.	- 4	
	other	- 5			friends	- 5	
	nothing	- 6			politics	- 6	
D	no answer, DK	- 0	24	5	other	- 7	31
	positive aspects	- 1			everything	- 8	
	negative aspects	- 2			can't remember	- 0	
	nothing	- 3			very close	- 1	
	neutral	- 4			some	- 2	
	mixed	- 5			not close	- 3	
					can't remember	- 4	
E	no answer, DK	- 0	25	6	no answer	- 0	32
	teachers	- 1			none	- 1	
	subjects	- 2			some	- 2	
	discipline	- 3			a lot	- 3	
	social	- 4			don't remember	- 4	
	other	- 5					
	nothing	- 6					
III F	no answer	- 0	26	7			
	very much	- 1			Choice-1st	2nd	
	some	- 2			home involve.	- 1 33 34	
	very little	- 3			religion	- 2	
	don't know	- 4			education	- 3	
IV A 1	no answer	- 0	27	8	cult.-intell.	- 4	35
	household tasks	- 1			good behavior	- 5	
	cult.-intell.	- 2			politics	- 6	
	recreation	- 3			hobbies and rec.	- 7	
	other	- 4			financial prob.	- 8	
	don't remember	- 5			other	- 9	
	very little	- 6			none	- 0	
2	no answer	- 0	28	9 a	no answer	- 0	36
	rarely	- 1			housewife	- 1	
	sometimes	- 2			other	- 2	
	often	- 3					
	don't remember	- 4					
3	no answer	- 0	29	b	no answer	- 0	37
	none	- 1			housewife	- 1	
	little	- 2			other	- 2	
	a lot	- 3					
	don't remember	- 4					
	told stories	- 5					
c	no answer	- 0	38	c	no answer	- 0	38
	housewife	- 1			housewife	- 1	
	other	- 2			other	- 2	

CODE SHEET FOR NON-PERSISTENT INTERVIEW SCHEDULE

<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>
IV A 10	no answer	- 0	39	IV B 5	no answer	- 0	46
	1 day	- 1			day-to-day events	- 1	
	2	- 2			personal prob.	- 2	
	3	- 3			cult.-intell.	- 3	
	4	- 4			friends	- 4	
	5	- 5			politics	- 5	
	6	- 6			other	- 6	
11	no answer	- 0	40		very little	- 7	
	self	- 1			everything	- 8	
	maid	- 2			don't remember	- 9	
	siblings	- 3		6	no answer	- 0	47
	relative	- 4			very close	- 1	
	other	- 5			some	- 2	
	mother was	- 6			not close	- 3	
	convenient to				can't remember	- 4	
	home			7	no answer	- 0	48
12	no answer	- 0	41		none	- 1	
	positive	- 1			some	- 2	
	negative	- 2			a lot	- 3	
	neutral	- 3			don't remember	- 4	
	ambivalent	- 4					
IV B 1	no answer	- 0	42	8	Choice-1st		2nd
	prof., manag.	- 1			home involment	- 1	49 50
	clerical,sales	- 2			religion	- 2	
	service	- 3			education	- 3	
	agric.	- 4			cult.-intell.	- 4	
	skilled	- 5			good behavior	- 5	
	semi-skilled	- 6			politics	- 6	
	unskilled	- 7			hobbies and rec.	- 7	
	other	- 8			financial prob.	- 8	
2	no answer	- 0	43		other	- 9	
	household	- 1			none	- 0	
	cult.-intell.	- 2		9	no answer	- 0	51
	recreation	- 3			necessary	- 1	
	other	- 4			proud	- 2	
	very little or				indifferent	- 3	
	nothing	- 5			didn't like	- 4	
3	no answer	- 1	44		DK	- 5	
	rarely	- 2		V A 1	didn't mind	- 6	
	sometimes	- 3			no answer	- 0	52
	often	- 4			single	- 1	
	don't remember	- 5			few	- 2	
4	no answer	- 0	45		many	- 3	
	none	- 1		2	no answer	- 0	53
	little	- 2			talking	- 1	
	a lot	- 3			study together	- 2	
	don't remember	- 4			social -rec.	- 3	
	told stories	- 5			don't remember	- 4	

CODE SHEET FOR NON-PERSISTENT INTERVIEW SCHEDULE

<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>
V A	3		VI A	2	
	no answer	- 0 54		no answer	- 0 66
	very much	- 1		yes	- 1
	some	- 2		no	- 2
	very little	- 3			
	DK	- 4	4	no answer	- 0 67
				yes	- 1
V B	1			no	- 2
	no answer	- 0 55 56 57		indifferent	- 3
	homework	- 1			
	play	- 2			
	household	- 3	5	no answer	- 0 68 69
	religious schl.	- 4		salary	- 1
	additional	- 5		social contacts	- 2
	worked	- 6		stim. work	- 3
				fringe benefits	- 4
				prestige	- 5
				other	- 6
2	homework	- 1 58 59 60			
	sleep	- 2			
	home-chores	- 3			
	read	- 4	6	no answer	- 0 70 71
	hobby	- 5		money	- 1
	music & art	- 6		working cond.	- 2
	thinking	- 7		dull work	- 3
	never alone	- 8		low prestige	- 4
	don't remember	- 9		too time consum.	- 5
	no answer	- 0		soc. contacts poor	- 6
				other	- 7
				pregnant	- 8
3	no answer	- 0 61 62			
	novels	- 1			
	biography	- 2			
	comics	- 3			
	newspaper	- 4			
	texts	- 5			
	school	- 6			
	other	- 7			
	don't remember	- 8			
	all kinds	- 9			
4	no answer	- 0 63 64			
	music & art	- 1			
	sports and out.	- 2			
	homemaking	- 3			
	collecting	- 4			
	sci. & photog.	- 5			
	other	- 6			
	none	- 7			
VI A	1				
	no answer	- 0 65			
	prof., manag.	- 1			
	clerical, sales	- 2			
	service	- 3			
	agric.	- 4			
	skilled	- 5			
	semi-skilled	- 6			
	unskilled	- 7			
	other	- 8			

BEGIN PAGE 2 OF CODING

Ident.	Ident. No.	1-3
	Sheet No. 2	4
	Coded by A - 1	5
	B - 2	
	C - 3	
	D - 4	
	Sub group A - 1	6
	B - 2	
	C - 3	
	D - 4	
	E - 5	
	F - 6	
	G - 7	
	H - 1	7
	J - 2	
	K - 3	
	M - 4	
	N - 5	





CODE SHEET FOR NON-PERSISTENT INTERVIEW SCHEDULE

<u>ITEM</u>	<u>CODE</u>	<u>CGL.</u>		<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>
		<u>Response</u>	<u>1st 2nd</u>			
VI B 19	social	- 1	30 31	VI B 25	no answer	- 0 38
	humanitarian	- 2			child. older	- 1
	ambitious	- 3			when I want to	- 2
	intellectual	- 4			financial need	- 3
	financial	- 5			have help in	
	self-respect	- 6			care of child	- 4
	religious	- 7			other	- 5
	other	- 8			never	- 6
	no answer	- 0				
20	no answer	- 0	32 33	26	no answer	- 0 39
	talk to husband	- 1			yes	- 1
	TV	- 2			no	- 2
	read	- 3			DK	- 3
	hobbies	- 4			mixed	- 4
	chores	- 5		27	no answer	- 0 40
	social	- 6			essentials	- 1
	study	- 7			luxuries	- 2
	voluntary	- 8			ed. for child.	- 3
	other	- 9			travel	- 4
					other	- 5
21	no answer	- 0	34		savings	- 6
	no pressure	- 1		28	no answer	- 0 41
	time with family	- 2			under \$6000	- 1
	time for self	- 3			6-10,000	- 2
	other	- 4			10-15,000	- 3
	don't	- 5			15,000	- 4
22	no answer	- 0	35	29	no answer	- 0 42
	too much work	- 1			yes	- 1
	boring	- 2			no	- 2
	diff. handl. child.	- 3		30	no answer	- 0 43
	other	- 4			hesitant yes	- 1
	nothing	- 5			" no	- 2
	chores	- 6			firm yes	- 3
23	no answer	- 0	36		" no	- 4
	good idea	- 1			won't answer	- 5
	bad idea	- 2		31	no answer	- 0 44
	no opinion	- 3			yes	- 1
	non-committal	- 4			no	- 2
	accepts it	- 5		32	no answer	- 0 45
24	no answer	- 0	37		yes	- 1
	yes	- 1			no	- 2
	no	- 2			some are	- 3
	other	- 3				

CODE SHEET FOR NON-PERSISTENT INTERVIEW SCHEDULE

<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>
34	no answer	- 0	47	VI D 1	Response-1st 2nd
	obligation	- 1			no answer - 0 54 55
	like it	- 2			PTA - 1
	don't like it	- 3			religious - 2
	neutral	- 4			political - 3
	DK	- 5			comm. health - 4
	mixed feelings	- 6			other - 5
					none - 6
35	no answer	- 0	48	2	no answer - 0 56
	child. older	- 1			yes - 1
	help in taking				no - 2
	care of child	- 2			
	bored at home	- 3			
	opp. for part-				
	time work	- 4		3	no answer - 0 57
	other	- 5			regularly - 1
	DK	- 6			sporadically - 2
	not to lose lic.	- 7			
	if husband ill	- 8		4	no answer - 0 58
	no	- 9			yes - 1
					no - 2
36	no answer	- 0	49	5	no answer - 0 59
	1-3	- 1			very much - 1
	4-6	- 2			some - 2
	7-9	- 3			little - 3
	10-12	- 4			
	13-15	- 5			
	over 15	- 6		6	no answer - 0 60
	never	- 7			social contacts - 1
	DK	- 8			opp. to help others - 2
					occupies time - 3
VI C 1	no answer	- 0	50		interesting - 4
	education	- 1			other - 5
	lib. arts	- 2			
	science	- 3		VII A 1	no answer - 0 62
	music, art	- 4			elem. - 1
	skill	- 5			JHS - 2
	other	- 6			HS - 3
					college - 4
2	no answer	- 0	51		don't remember - 5
	pleasure	- 1			
	retraining	- 2		3	no answer - 0 63
	advance credit	- 3			teacher - 1
					relative - 2
3	no answer	- 0	52		parent-sibling - 3
	very much	- 1			counsellor - 4
	some	- 2			friend - 5
	not much	- 3			no one - 6
					other - 7
4	no answer	- 0	53	4	no answer - 0 64
	yes	- 1			yes - 1
	no	- 2			no - 2

CODE SHEET FOR NON-PERSISTENT INTERVIEW SCHEDULE

<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>
VII A 5	no answer - 0	65
	job working with people-med., soc. work, nursing - 1	
	job working with ideas-research, lab. work, writing, clerical - 2	
	combination-law, acting - 3	
6	<u>Choice-1st 2nd</u>	
	no answer - 0 66 67	
	salary - 1	
	interesting wk. - 2	
	soc. contacts - 3	
	fringe benefits - 4	
	prestige - 5	
	help people - 6	
	enjoy children - 7	
	other - 8	
	DK - 9	
7	no answer - 0 68 69	
	easy preparation- 1	
	nothing else to do- 2	
	money - 3	
	fringe benefits - 4	
	enjoy children - 5	
	prestige - 6	
	help people - 7	
	other - 8	
	DK - 9	
8	no answer - 0	70
	yes - 1	
	no - 2	
	don't remember - 3	
9	no answer - 0	71
	yes - 1	
	no - 2	
	don't remember - 3	
10	no answer - 0	72
	yes - 1	
	no - 2	
	don't remember - 3	
	<u>didn't take</u>	
	advantage of it - 4	

BEGIN PAGE 3 OF CODING

<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>
	Ident. No.	1-3
	Sheet No. 3	4
	Coded by	5
	A - 1	
	B - 2	
	C - 3	
	D - 4	
	Sub-group A - 1	6
	B - 2	
	C - 3	
	D - 4	
	E - 5	
	F - 6	
	G - 7	
	H - 1	7
	J - 2	
	K - 3	
	M - 4	
	N - 5	
VII B 1	no answer - 0	8
	yes - 1	
	no - 2	
		1st 2nd
2	no answer - 0	9 10
	social - 1	
	athletic - 2	
	service - 3	
	newspaper - 4	
	drama & music - 5	
	religious - 6	
	other - 7	
	don't remember - 8	
3	Before	
	no answer - 0	11
	no - 1	
	child-care & counsellor - 2	
	office & typing - 3	
	sales - 4	
	tutoring - 5	
	other - 6	

CODE SHEET FOR NON-REGSISTER INTERVIEW SCHEDULE

<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>	
VII B	3 (cont.)		VII B	7		
	During			no answer	- 0 18	
	no answer	- 0 12		very much	- 1	
	no	- 1		some	- 2	
	child-care & counsellor	- 2		little	- 3	
	office & typing	- 3		very little	- 4	
	sales	- 4		don't know	- 5	
	tutoring	- 5	8	no answer	- 0 19	
	other	- 6		very easily	- 1	
	After			somewhat	- 2	
	no answer	- 0 13		with difficulty	- 3	
	prof., manag.	- 1		don't know	- 4	
	clerical, sales	- 2	VII C	1	no answer	- 0 20
	service	- 3		competent	- 1	
	agric.	- 4		insecure	- 2	
	skilled	- 5		frightened	- 3	
	semi-skilled	- 6		poor	- 4	
	unskilled	- 7		other	- 5	
	other	- 8	2	no answer	- 0 21	
4	Like			taught well	- 1	
	no answer	- 0 14		good discipline	- 2	
	convenient	- 1		good rapport	- 3	
	money	- 2		good paper work	- 4	
	liked people	- 3		DK	- 5	
	work interesting	- 4		didn't	- 6	
	other	- 5		all of above	- 7	
	nothing	- 6	3	no answer	- 0 22	
	Dislike			subj. matter	- 1	
	no answer	- 0 15		presentation	- 2	
	boring	- 1		discipline	- 3	
	didn't like	- 2		rapport	- 4	
	people	- 3		paperwork	- 5	
	inconvenient	- 4		other	- 6	
	too little money	- 5		none	- 7	
	other	- 6		DK	- 7	
	nothing	- 6	4	no answer	- 0 23	
5	no answer	- 0 16		helpful	- 1	
	yes	- 1		friendly	- 2	
	no	- 2		nothing	- 3	
6	no answer	- 0 17		other	- 4	
	rewarding	- 1	5	no answer	- 0 24	
	didn't like it	- 2		raw	- 1	
	too difficult	- 3		- 2	- 2	
	other	- 4		- 3	- 3	
	don't remember	- 5		- 4	- 4	
	very good	- 6		accepted	- 5	

CODE SHEET FOR NCGN-PERSISTENT INTERVIEW SCHEDULE

<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>
VII C 6	no answer	- 0	25	VII C 14	no answer	- 0	33
	hard - 1	- 1			necessary	- 1	
	- 2	- 2			didn't like	- 2	
	- 3	- 3			used to it	- 3	
	- 4	- 4			enjoyed it	- 4	
	easy - 5	- 5			don't remember	- 5	
7	no answer	- 0	26	15	no answer	- 0	34
	not free - 1	- 1			yes	- 1	
	- 2	- 2			no	- 2	
	- 3	- 3		16	no answer	- 0	35
	- 4	- 4			under 10	- 1	
	very free	- 5			10-20	- 2	
8	no answer	- 0	27		20-30	- 3	
	too busy	- 1			over 30	- 4	
	unfriendly	- 2			can't remember	- 5	
	not interested	- 3		17	no answer	- 0	36
	other	- 4			early childhood	- 1	
	DK	- 5			elem.	- 2	
9	no answer	- 0	28		JHS	- 3	
	not free - 1	- 1			HS	- 4	
	- 2	- 2			college	- 5	
	- 3	- 3		18	no answer	- 0	37
	- 4	- 4			yes	- 1	
	very free - 5	- 5			no	- 2	
10	no answer	- 0	29	19	no answer	- 0	38
	not free - 1	- 1			yes	- 1	
	- 2	- 2			no	- 2	
	- 3	- 3		20	no answer	- 0	39
	- 4	- 4			positive resp.	- 1	
	very free - 5	- 5			negative resp.	- 2	
11	no answer	- 0	30		neutral	- 3	
	a lot - 1	- 1			mixed	- 4	
	- 2	- 2		21	no answer	- 0	40
	- 3	- 3			important	- 1	
	- 4	- 4			"accept"	- 2	
	none - 5	- 5			not important	- 3	
12	no answer	- 0	31		DK	- 4	
	very free	- 1			mixed	- 5	
	some	- 2			other	- 6	
	not at all	- 3		22	no answer	- 0	41
13	no answer	- 0	32		lunch rm.-yard	- 1	
	curriculum	- 1			counseling	- 2	
	principal	- 2			admin-chrman.	- 3	
	self	- 3			tutoring	- 4	
	DK	- 4			other	- 5	
	other	- 5					

CODE SHEET FOR NON-PERSISTENT INTERVIEW SCHEDULE

<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>
VII C 23	no answer - 0	66	VII C 30	no answer - 0	50
	liked it - 1			practice - 1	
	didn't like - 2			live situation - 2	
	indifferent - 3			self confid. - 3	
	mixed feelings - 4			supervision - 4	
24	no answer - 0	42		DK - 5	
	yes - 1			wasn't - 6	
	no - 2			mixed - 7	
	if yes		31	no answer - 0	51
	liked it - 1	43		not enough opp. - 1	
	didn't like - 2			not realistic - 2	
	no answer - 0			not enough help - 3	
	mixed feelings - 3			other - 4	
	if no			none - 5	
	yes - 1	44			
	no - 2		32	no answer - 0	52
	don't care - 3			none - 1	
	no answer - 0			some - 2	
25	no answer - 0	45		very much - 3	
	yes - 1		33	no answer - 0	53
	no - 2			none - 1	
26	no answer - 0	46		some - 2	
	too lenient - 1			very much - 3	
	insecure - 2		34	no answer - 0	54
	child. too diff. - 3			none - 1	
	no help - 4			some - 2	
	DK - 5			very much - 3	
	other - 6		35	no answer - 0	55
	was able to			idealistic - 1	
	handle child. - 7			discipline - 2	
27	no answer - 0	47		teaching tech. - 3	
	yes - 1			diff. bet. theory	
	no - 2			and practice - 4	
	DK - 3			other - 6	
28	no answer - 0	48		don't remember - 5	
	social - 1			practice teach. - 7	
	assistance - 2			& teaching in	
	opp. for innova-			diff. types of	
	tion - 3			schools	
	DK - 4		36	no answer - 0	56
	other - 5			yes - 1	
	attitude of			no - 2	
	teachers - 6			don't remember - 3	
29	no answer - 0	49			
	yes - 1				
	no - 2				
	had none - 3				

CODE SHEET FOR NON-PERSISTENT INTERVIEW SCHEDULE

<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>
			1st 2nd				
VII C 37	no answer	- 0	57 58	VII D 4	no answer	- 0	65
	rapport	- 1			yes	- 1	
	teach facts	- 2			no	- 2	
	develop thinking	- 3					
	easy control	- 4			still at home	- 0	68
	help children				day-to-day sub.	- 1	
	socialize	- 5			part-time nursery	- 2	
	other	- 6			permanent sub.	- 3	
	knew her sub-				working elsewhere	- 4	
	ject matter	- 7					
38	no answer	- 0	59				
	yes	- 1					
	no	- 2					
39	no answer	- 0	60				
	helped	- 1					
		- 2					
	hindered	- 3					
40	qualitative - jot down						
	ideas on separate sheet						
41	no answer	- 0	61				
	change in philos.	- 1					
	respon. elsewhere	- 2					
	no patience	- 3					
	interests else-						
	where	- 4					
	other	- 5					
	DK	- 6					
	not up on modern						
	methods	- 7					
	no	- 8					
VII D 1	no answer	- 0	62				
	yes	- 1					
	no	- 2					
2	no answer	- 0	63				
	yes	- 1					
	no	- 2					
3	no answer	- 0	64				
	necessities	- 1					
	tuition	- 2					
	social expense	- 3					
	books	- 4					
	other	- 5					

APPENDIX D

LETTER TO PERSISTERS



The City University of New York

535 East Eightieth Street

New York, New York 10021

DIVISION OF TEACHER EDUCATION

Dear

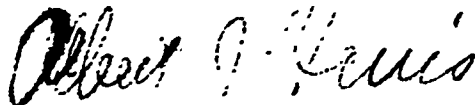
You have been most gracious in cooperating with us over the years by answering the questionnaires sent to you about your professional status. We are now attempting to carry on a more detailed study of a selected group of the 1954 class of Teacher Education graduates.

This past year you may have been interviewed by Mrs. Ethel Horn. Others of you were not interviewed. As a result of these interviews and other research, we have constructed the enclosed questionnaire. Would you please answer these questions and return the questionnaire to us in the enclosed stamped-addressed envelope as soon as possible.

This is the last part of the ten-year study in which you have been involved. The success of the project is in part dependent upon your cooperation. We hope that you will continue to help us and will return the questionnaire to us within the next week or so.

Thank you very much for your cooperation.

Sincerely yours,



Albert J. Harris, Director  
Office of Research and Evaluation

AJH:dk

APPENDIX E

PERSISTER QUESTIONNAIRE

The City University of New York  
Division of Teacher Education  
OFFICE OF RESEARCH AND EVALUATION

Name \_\_\_\_\_ Age \_\_\_\_\_

Questionnaire

Please respond to each question by checking one of the choices indicated. Where no appropriate choice is given, please write in your answer next to the item titled "other" or fill in your answer in the space provided.

I. Background information

A. Where were your parents born? Mother: USA \_\_\_\_\_  
Other \_\_\_\_\_

Father: USA \_\_\_\_\_  
Other \_\_\_\_\_

B. Where were you born? USA - City \_\_\_\_\_  
Other \_\_\_\_\_

C. Parents' general educational background:

Mother: self-taught (no formal school) yes \_\_\_ no \_\_\_  
elementary school graduate yes \_\_\_ no \_\_\_  
high school graduate yes \_\_\_ no \_\_\_  
college graduate yes \_\_\_ no \_\_\_  
beyond college yes \_\_\_ no \_\_\_

Father: self-taught yes \_\_\_ no \_\_\_  
elementary school graduate yes \_\_\_ no \_\_\_  
high school graduate yes \_\_\_ no \_\_\_  
college graduate yes \_\_\_ no \_\_\_  
beyond college yes \_\_\_ no \_\_\_

II. Schooling

A. For elementary school, what kind of school did you attend?

public \_\_\_\_\_  
private \_\_\_\_\_  
parochial \_\_\_\_\_  
other \_\_\_\_\_

B. For high school, what kind of school did you attend?

public \_\_\_\_\_  
private \_\_\_\_\_  
parochial \_\_\_\_\_  
other \_\_\_\_\_

C. Did you enjoy school? (global impression)

very much \_\_\_\_\_ some \_\_\_\_\_ very little \_\_\_\_\_

III. Relationships with parents (global impressions)

A. Mother:

1. Did you have fun with your mother?

rarely \_\_\_\_\_ sometimes \_\_\_\_\_ often \_\_\_\_\_

2. Did she read to you?

none \_\_\_\_\_ little \_\_\_\_\_ lot \_\_\_\_\_

3. How did you get along with your mother?

Did you feel close to her?

very close \_\_\_\_\_ some \_\_\_\_\_ not close \_\_\_\_\_

4. Did you fight?

none \_\_\_\_\_ some \_\_\_\_\_ a lot \_\_\_\_\_

5. Was there an area of interest or concern that you remember your mother feeling strongly about? Rate in order of 1, (most strongly), to 9, (least strongly).

home	_____
religion	_____
education	_____
cultural-intellectual	_____
good behavior	_____
politics	_____
hobbies and recreation	_____
financial problems	_____
other	_____

6. Did your mother work outside of the home?

yes \_\_\_\_\_ no \_\_\_\_\_

7. What kind of work did your mother do when:

a. one or more children in your family were under 6 years old

housewife \_\_\_\_\_

other \_\_\_\_\_

b. most of the children were 6-12 years

housewife \_\_\_\_\_

other \_\_\_\_\_

c. most of the children were 12-20 years

housewife \_\_\_\_\_

other \_\_\_\_\_

8. When your mother worked, about how many days a week did she work?

1    2    3    4    5    6    (please circle)

9. Who took care of you?    self \_\_\_\_\_  
                                       maid \_\_\_\_\_  
                                       other siblings \_\_\_\_\_  
                                       relative \_\_\_\_\_  
                                       other \_\_\_\_\_

B. Father:

1. What kind of work did your father do? \_\_\_\_\_
2. Did you have fun with your father ?  
     rarely \_\_\_\_\_ sometimes \_\_\_\_\_ often \_\_\_\_\_
3. Did he read to you?  
     none \_\_\_\_\_ little \_\_\_\_\_ a lot \_\_\_\_\_
4. How did you get along with your father? Did you feel close to him?  
     very close \_\_\_\_\_ some \_\_\_\_\_ not close \_\_\_\_\_
5. Did you fight?  
     none \_\_\_\_\_ some \_\_\_\_\_ a lot \_\_\_\_\_
6. Was there an area of interest or concern that you remember your father feeling strongly about? Rate in order of 1, (most strongly), to 9, (least strongly).

- home \_\_\_\_\_
- religion \_\_\_\_\_
- education \_\_\_\_\_
- cultural-intellectual \_\_\_\_\_
- good behavior \_\_\_\_\_
- politics \_\_\_\_\_
- hobbies and recreation \_\_\_\_\_
- financial problems \_\_\_\_\_
- other \_\_\_\_\_

7. How did your father feel about your mother working?

- It was necessary \_\_\_\_\_
- He was proud \_\_\_\_\_
- He was indifferent \_\_\_\_\_
- He didn't like it \_\_\_\_\_
- Other \_\_\_\_\_

IV. Friends and self-activities:

A. Friends

1. Did you have any friends? (global memory)  
     single \_\_\_\_\_ few \_\_\_\_\_ many \_\_\_\_\_
2. Did your friends enjoy school?  
     very much \_\_\_\_\_ some \_\_\_\_\_ very little \_\_\_\_\_

B. Self-activities

1. What did you do typically when you came home from school? Rank from 1, (most usual activity), to 5, (least usual).

- homework \_\_\_\_\_
- play \_\_\_\_\_
- household chores \_\_\_\_\_
- religious school \_\_\_\_\_
- additional lessons (non-academic areas, e.g. dance, instrument, other) \_\_\_\_\_

2. What kinds of things did you do by yourself? Rank in order of 1, (most often), to 9, (least often).

- homework \_\_\_\_\_
- clean house \_\_\_\_\_
- cooking and sewing \_\_\_\_\_
- read \_\_\_\_\_
- hobby \_\_\_\_\_
- music \_\_\_\_\_
- thinking \_\_\_\_\_
- sleep \_\_\_\_\_
- other \_\_\_\_\_

V. What are you doing now?

A. Family - (homenaker)

1. How old were you when you got married? \_\_\_\_\_ years (not married \_\_\_\_\_)
2. How long did you teach before you got married? \_\_\_\_\_ years
3. How long have you taught after marriage? \_\_\_\_\_ years
4. Have you taken any leaves of absence from teaching? yes \_\_\_\_\_ no \_\_\_\_\_
5. For how long? \_\_\_\_\_ years
6. For what reason(s)? \_\_\_\_\_
7. Do you have help at home? yes \_\_\_\_\_ no \_\_\_\_\_
8. What do they help with? Rank from 1, (what they do most), to 3, (what they do least).

- child care \_\_\_\_\_
- cleaning \_\_\_\_\_
- cooking \_\_\_\_\_
- other \_\_\_\_\_

9. Any free time? yes \_\_\_\_\_ no \_\_\_\_\_
10. What do you do with this free time? Rank 1, (most often) to 8, (least often).

- read \_\_\_\_\_
- social activities \_\_\_\_\_
- play with children \_\_\_\_\_
- hobby \_\_\_\_\_
- visit museums and attend plays \_\_\_\_\_
- work for voluntary organizations \_\_\_\_\_
- think \_\_\_\_\_
- other \_\_\_\_\_



20. Do you have married friends with children who are employed outside of their home? yes \_\_\_ no \_\_\_

21. Are they teachers? yes \_\_\_ no \_\_\_

B. Community work

1. What organizations do you belong to or work for?

2. Are you an officer? yes \_\_\_ no \_\_\_

3. Do you attend meetings? regularly \_\_\_ sporadically \_\_\_

4. Do you work on committees in these organizations? yes \_\_\_ no \_\_\_

5. How much time a week do you give to these organizations?

- under 1 hour \_\_\_\_\_
- 1-4 hours a week \_\_\_\_\_
- more than 4 hours \_\_\_\_\_

6. What is satisfying about this work? (Rank from 1, most satisfying, to 4, least satisfying.)

- social contacts \_\_\_\_\_
- opportunity to help others \_\_\_\_\_
- interesting work \_\_\_\_\_
- other \_\_\_\_\_

VI. Retrospect

A. You studied in the education curriculum in college. We would like you to think back to the time prior to that time.

1. At what age did you decide to teach? \_\_\_\_\_

2. Was there any person who helped you make the decision? Who?

- teacher \_\_\_\_\_
- relative \_\_\_\_\_
- parent or sibling \_\_\_\_\_
- school counsellor \_\_\_\_\_
- friend \_\_\_\_\_
- other \_\_\_\_\_

3. Did you ever consider studying towards some other career? yes \_\_\_ no \_\_\_

4. Which one? \_\_\_\_\_

5. What did you find attractive about it? (Rank from 1, most attractive, to 8, least attractive.)

- salary \_\_\_\_\_
- interesting work \_\_\_\_\_
- social contacts \_\_\_\_\_
- fringe benefits \_\_\_\_\_
- prestige \_\_\_\_\_
- help people \_\_\_\_\_
- enjoy children \_\_\_\_\_
- other \_\_\_\_\_



- 6. Did you talk with a guidance counsellor before choosing to be a teacher? yes \_\_\_ no \_\_\_
- 7. Did you attend assemblies where different vocations were discussed? yes \_\_\_ no \_\_\_
- 8. Did you have opportunity to obtain information about other vocations? yes \_\_\_ no \_\_\_

B. College

- 1. Did you participate in any extracurricular activities in college? yes \_\_\_ no \_\_\_
- 2. Did you ever work before, during or after college? What did you do?
  - before \_\_\_\_\_
  - during \_\_\_\_\_
  - after \_\_\_\_\_
- 3. Did you ever have an opportunity to tutor or work with children? yes \_\_\_ no \_\_\_
- 4. What kind of an experience was this for you?
  - a. gratifying \_\_\_\_\_ b. unsuccessful \_\_\_\_\_
  - .. not gratifying \_\_\_\_\_ successful \_\_\_\_\_
- 5. Have you found throughout your life that you enjoy explaining things or showing people how to do things?
  - very much \_\_\_\_\_ some \_\_\_\_\_ little \_\_\_\_\_ very little \_\_\_\_\_ don't know \_\_\_\_\_

C. Now, would you think back to your first teaching experience: Please answer these questions in terms of your first teaching experience.

- 1. In what ways did you feel competent as a beginning teacher? Rank from 1, most competent, to 5, least competent.
  - knew subject matter \_\_\_\_\_
  - could control class \_\_\_\_\_
  - children liked me \_\_\_\_\_
  - children understood what I told them \_\_\_\_\_
  - other \_\_\_\_\_
- 2. Did you feel accepted by your colleagues or did you feel "raw" and out of place? Please rate this.
  - raw 1 2 3 4 5 accepted
- 3. How did your first year of teaching go for you? Please rate this.
  - hard 1 2 3 4 5 easy
- 4. How free did you feel to discuss your problems with your principal? Please rate this.
  - not free 1 2 3 4 5 very free
- 5. How free did you feel to discuss your problems with your supervisor?
  - not free 1 2 3 4 5 very free

6. How free did you feel to discuss your problems with other teachers?  
 not free                      very free  
     1      2      3      4      5
7. In general, how much help did you get?  
 a lot                                  none  
     1      2      3      4      5
8. How free were you to try out your own ideas in the classroom?  
 very free \_\_\_\_\_ some \_\_\_\_\_ not at all \_\_\_\_\_
9. How do you feel about the paper work?  
 didn't like it \_\_\_\_\_ necessary \_\_\_\_\_ was used to it \_\_\_\_\_ enjoyed it \_\_\_\_\_
10. Was your school considered to be a "difficult" school? yes \_\_\_\_\_ no \_\_\_\_\_
11. How many students were in your class?  
 under 10 \_\_\_\_\_ 10 to 20 \_\_\_\_\_ 20 to 30 \_\_\_\_\_ over 30 \_\_\_\_\_
12. On your first teaching assignment, were you assigned to teach what you had prepared to teach in college? yes \_\_\_\_\_ no \_\_\_\_\_
13. Did you have a particular role in your school - either official or by reputation? yes \_\_\_\_\_ no \_\_\_\_\_
14. What was it? \_\_\_\_\_
15. Did you enjoy it? yes \_\_\_\_\_ no \_\_\_\_\_
16. Did you have difficulty maintaining an orderly classroom? yes \_\_\_\_\_ no \_\_\_\_\_
17. Do you remember your student teaching experience? yes \_\_\_\_\_ no \_\_\_\_\_
18. In what ways was it helpful? \_\_\_\_\_
19. In what ways was it not helpful? \_\_\_\_\_
20. Was there a difference between what you were taught in class and what you experienced as a student teacher?  
 none \_\_\_\_\_ some \_\_\_\_\_ very much \_\_\_\_\_
21. Was there a difference between what you experienced in student teaching and teaching?  
 none \_\_\_\_\_ some \_\_\_\_\_ very much \_\_\_\_\_
22. Was there a difference between what you were taught in class and your experience as a teacher?  
 none \_\_\_\_\_ some \_\_\_\_\_ very much \_\_\_\_\_
23. As a beginning teacher, did you have an image of a good teacher?  
 yes \_\_\_\_\_ no \_\_\_\_\_
24. What did it involve?
25. Has your image of a good teacher changed? yes \_\_\_\_\_ no \_\_\_\_\_

26. Did you feel that your school helped you to be the kind of teacher you wanted to be?

helped		hindered
1	2	3

D. Financial

1. Was it financially difficult for you to attend college? yes\_\_\_ no\_\_\_
2. Did you have to work while attending college? yes\_\_\_ no\_\_\_
3. Did you have a #scholarship or other kind of financial aid while in college? yes\_\_\_ no\_\_\_

VII. Please answer these questions in terms of your recent and present teaching experience.

1. Please rank from 1, most important, to 5, least importance, the factors which have kept you in teaching over the years.

- financial needs \_\_\_\_\_
- enjoy teaching and imparting knowledge \_\_\_\_\_
- don't have enough to occupy me satisfi-  
ingly at home \_\_\_\_\_
- enjoy the stimulation from children and  
other teachers \_\_\_\_\_
- other \_\_\_\_\_

2. Do you plan to continue in the teaching profession? yes\_\_\_ no\_\_\_

**APPENDIX F**

**PERSISTER CODING SHEETS**

CODE SHEET -- PERSISTENT QUESTIONNAIRE

<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>
	Ident. No. (omit first digit)	1-3	I C	Father	14
	Sheet No. 1	4		no answer, DK	- 0
	Coded by	5		self-taught	- 1
	A - 1			elem. school	- 2
	B - 2			HS grad.	- 3
	C - 3			college grad.	- 4
	D - 4			beyond coll.	- 5
				some college	- 6
	Sub-group	6	II A	no answer, DK	- 0
	a - 1			public	- 1
	b - 2			parochial	- 2
	c - 3			other private	- 3
	d - 4		B	no answer, DK	- 0
	e - 5			public	- 1
	f - 6			parochial	- 2
	g - 7			other private	- 3
	h - 8		C	no answer, DK	- 0
				very much	- 1
	j - 1	7		some	- 2
	k - 2			very little	- 3
	m - 3		III A	Mother	
	n - 4			1 no answer	- 0
	o - 5			rarely	- 1
	p - 6			sometimes	- 2
	q - 7			often	- 3
I A	Mother	10		2 no answer	- 0
	no answer, DK	- 0		none	- 1
	USA	- 1		little	- 2
	other	- 2		lot	- 3
	Father	11		3 no answer	- 0
	no answer, DK	- 0		very close	- 1
	USA	- 1		some	- 2
	other	- 2		not close	- 3
I B	You	12		4 no answer	- 0
	no answer, DK	- 0		none	- 1
	USA	- 1		some	- 2
	other	- 2		a lot	- 3
I C	Mother	13		5 no answer	- 0
	no answer, DK	- 0		home	- 1
	self-taught	- 1		religion	- 2
	elem. school	- 2		education	- 3
	HS grad.	- 3		cult. intell.	- 4
	college grad.	- 4		behavior	- 5
	beyond coll.	- 5		politics	- 6
	some college	- 6		hobbies-rec.	- 7
				financial prob.	- 8
				other	- 9

<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>
III A				III B			
6	no answer	- 0	24	4	no answer	- 0	33
	yes	- 1			very close	- 1	
	no	- 2			some	- 2	
					not close	- 3	
7 a	no answer	- 0	25	5	no answer	- 0	34
	housewife	- 1			none	- 1	
	other	- 2			some	- 2	
					a lot	- 3	
b	no answer	- 0	26	6	no answer	- 0	35-36
	housewife	- 1			home	- 1	
	other	- 2			religion	- 2	
					education	- 3	
c	no answer	- 0	27		cult.-intell.	- 4	
	housewife	- 1			behavior	- 5	
	other	- 2			politics	- 6	
					hobbies-rec.	- 7	
8	no answer	- 0	28		financial prob.	- 8	
	1	- 1			other	- 9	
	2	- 2		7	no answer	- 0	37
	3	- 3			necessary	- 1	
	4	- 4			proud	- 2	
	5	- 5			indifferent	- 3	
	6	- 6			didn't like	- 4	
					other	- 5	
9	no answer	- 0	29	IV A 1	no answer	- 0	38
	self	- 1			single	- 1	
	maid	- 2			few	- 2	
	other siblings	- 3			many	- 3	
	relative	- 4					
	other	- 5		2	no answer	- 0	39
	combination	- 6			very much	- 1	
					some	- 2	
III B	Father				very little	- 3	
1	no answer	- 0	30	B 1	no answer	- 0	40-41
	prof., manag.	- 1			homework	- 1	
	cler., sales	- 2			play	- 2	
	service	- 3			household	- 3	
	agric.	- 4			relig. school	- 4	
	skilled	- 5			add. lessons	- 5	
	semi-skilled	- 6					
	unskilled	- 7					
	other	- 8					
2	no answer	- 0	31				
	rarely	- 1					
	sometimes	- 2					
	often	- 3					
3	no answer	- 0	32				
	none	- 1					
	little	- 2					
	a lot	- 3					

<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>
IV B 2	no answer	- 0	42-43	10	no answer	- 0	53-54
	homework	- 1			read	- 1	
	clean house	- 2			soc. act.	- 2	
	cook.-sew.	- 3			play with child.	- 3	
	read	- 4			hobby	- 4	
	hobby	- 5			museums, etc.	- 5	
	music	- 6			vol. organ.	- 6	
	thinking	- 7			think	- 7	
	sleep	- 8			other	- 8	
	other	- 9					
V A 1 (Omitted)				11	no answer	- 0	55-56
2	no answer	- 0	44		play	- 1	
	none	- 1			read	- 2	
	1-7	- 2			trips	- 3	
	8 plus	- 3			museums, plays	- 4	
3	no answer	- 0	45		talking	- 5	
	none	- 1			visiting	- 6	
	1-7	- 2			other	- 7	
	8 plus	- 3					
4	no answer	- 0	46	12	no answer	- 0	57-58
	yes	- 1			play	- 1	
	no	- 2			read	- 2	
					trips	- 3	
5	no answer	- 0	47		museums, plays	- 4	
	none	- 1			talking	- 5	
	1-7	- 2			visiting	- 6	
	8 plus	- 3			other	- 7	
6	no answer	- 0	48	13	no answer	- 0	59-60
	maternity	- 1			talk to husband	- 1	
	study	- 2			TV	- 2	
	other work	- 3			read	- 3	
7	no answer	- 0	49		hobbies	- 4	
	yes	- 1			chores	- 5	
	no	- 2			social act.	- 6	
					study	- 7	
8	no answer	- 0	50-51		voluntary work	- 8	
	child care	- 1			other	- 9	
	cleaning	- 2					
	cooking	- 3					
	other	- 4					
9	no answer	- 0	52	14	no answer	- 0	61
	yes	- 1			good idea	- 1	
	no	- 2			bad idea	- 2	
					no opinion	- 3	
					non-committal	- 4	
					ambivalent	- 5	
					ok if doesn't		
					interfere with		
					home	- 6	
					necessary for		
					decent standard		
					of living	- 7	

CODE SHEET -- PERSISTENT QUESTIONNAIRE

<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>
V A 15	no answer	- 0	62	4	no answer	- 0	72
	yes	- 1			yes	- 1	
	no	- 2			no	- 2	
16	(Omitted)			5	no answer	- 0	73
17	no answer	- 0	63		under 1 hour	- 1	
	yes	- 1			1-4 hrs. week	- 2	
	no	- 2			more than 4 hrs.	- 3	
18	no answer	- 0	64	6	no answer	- 0	74
	essentials	- 1			social contacts	- 1	
	educ. for child.	- 2			opportunity to		
	travel	- 3			help others	- 2	
	luxuries	- 4			interesting work	- 3	
	live better	- 5			other	- 4	
	house. help	- 6					
	other	- 7					
19	no answer	- 0	65				
	under \$6000	- 1			Ident. No. (omit first	1-3	
	\$6000-10,000	- 2			digit)		
	\$10,000-15,000	- 3			Sheet No.    2	4	
	\$15,000 plus	- 4					
20	no answer	- 0	66		Coded by	5	
	yes	- 1			A - 1		
	no	- 2			B - 2		
					C - 3		
					D - 4		
21	no answer	- 0	67		Sub-group	6	
	yes	- 1			a - 1		
	no	- 2			b - 2		
V B 1	no ans., none	- 0	68-69		c - 3		
	PTA	- 1			d - 4		
	Religious	- 2			e - 5		
	Political	- 3			f - 6		
	Community Hlth.	- 4			g - 7		
	other	- 5			h - 8		
	Social	- 6			j - 1	7	
	Professional.	- 7			k - 2		
2	no answer	- 0	70		m - 3		
	yes	- 1			n - 4		
	no	- 2			o - 5		
3	no answer	- 0	71		p - 6		
	regularly	- 1			q - 7		
	sporadically	- 2					

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<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>	
VI A 1	no answer	- 0	10	VI B 1	no answer	- 0	19	
	elem.	- 1			yes	- 1		
	JHS	- 2			no	- 2		
	HS	- 3						
	College	- 4						
	after coll.	- 5		2	Before			
					no answer	- 0	20	
2	no answer	- 0	11		no	- 1		
	teacher	- 1			child-care &			
	relative	- 2			counselor	- 2		
	parent or sibling	- 3			office & typing	- 3		
	sch. counsel.	- 4			sales	- 4		
	friend	- 5			tutoring	- 5		
	other	- 6			other	- 6		
	combination	- 7			During			
				no answer	- 0	21		
3	no answer	- 0	12		no		- 1	
	yes	- 1			child-care &			
	no	- 2			counselor		- 2	
4	no answer	- 0	13		office & typing		- 3	
	work with people	- 1			sales	- 4		
	work with ideas	- 2			tutoring	- 5		
	combination	- 3			other	- 6		
5	no answer	- 0	14-15	After				
	salary	- 1			no answer	- 0	22	
	interest: work	- 2			prof., manag.	- 1		
	soc. contacts	- 3			clerical, sales	- 2		
	fringe benefits	- 4			service	- 3		
	prestige	- 5			agriculture	- 4		
	help people	- 6			skilled	- 5		
	enjoy children	- 7			semi-skilled	- 6		
	other	- 8			unskilled	- 7		
				other	- 8			
6	no answer	- 0	16	3	no answer	- 0	23	
	yes	- 1			yes	- 1		
	no	- 2			no	- 2		
7	no answer	- 0	17	4 a.	no answer	- 0	24	
	yes	- 1			gratifying	- 1		
	no	- 2			not gratifying	- 2		
8	no answer	- 0	18	4 b.	no answer	- 0	25	
	yes	- 1			unsuccessful	- 1		
	no	- 2			successful	- 2		
				5	no answer	- 0	26	
					very much	- 1		
					some	- 2		
					little	- 3		
					very little	- 4		
					don't know	- 5		

CODE SHEET -- PERSISTENT QUESTIONNAIRE

<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>		<u>COL.</u>				
VI C 1	no answer	- 0	27	8	no answer	- 0	34				
	knew sub. mat.	- 1			very free	- 1					
	could control				some	- 2					
	class	- 2			not at all	- 3					
	child. liked me	- 3			9	no answer		- 0	35		
	child. understood					didn't like it		- 1			
	what I told them	- 4				necessary		- 2			
	other	- 5				was used to it		- 3			
	combination	- 6				enjoyed it		- 4			
	2	no answer				- 0		28		10	no answer
raw		1 - 1	yes	- 1							
		2 - 2	no	- 2							
		3 - 3	11	no answer		- 0	37				
		4 - 4		under 10		- 1					
accepted		5 - 5		10-20	- 2						
3	no answer	- 0		29	20-30	- 3					
	hard	1 - 1			over 30	- 4					
		2 - 2			12	no answer			- 0	38	
		3 - 3	yes			- 1					
		4 - 4	no			- 2					
easy	5 - 5	13	no answer	- 0		39					
4	no answer		- 0	30			yes	- 1			
	not free		1 - 1		no		- 2				
			2 - 2		14 (Omitted)		15	no answer	- 0	40	
			3 - 3					yes	- 1		
	4 - 4	no	- 2								
very free	5 - 5	16	no answer	- 0		41					
5	no answer		- 0	31				yes	- 1		
	not free		1 - 1		no		- 2				
			2 - 2		17		no answer	- 0	42		
			3 - 3				yes	- 1			
		4 - 4	no			- 2					
very free	5 - 5	18	no answer	- 0		43					
6	no answer		- 0	32			practice, exper.	- 1			
	not free		1 - 1		observation		- 2				
			2 - 2		self confidence;		- 3				
			3 - 3		like to teach						
	4 - 4	7	33	supervision	- 4						
very free	5 - 5			other, e.g.,	- 5						
7	no answer			- 0	33	teachers answered					
	a lot			1 - 1		questions					
				2 - 2		none	- 6				
		3 - 3									
		4 - 4									
none	5 - 5										

CODE SHEET -- PERSISTENT QUESTIONNAIRE

<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>	<u>ITEM</u>	<u>CODE</u>	<u>COL.</u>
19	no answer - 0 not enough opportunity, too short exper. - 1 not realistic - 2 not enough super. - 3 other, e.g., used to run errands - 4 none - 5	44	26	no answer - 0 helped 1 - 1 2 - 2 hindered 3 - 3	52
20	no answer - 0 none - 1 some - 2 very much - 3	45	VI D 1	no answer - 0 yes - 1 no - 2	53
21	no answer - 0 none - 1 some - 2 very much - 3	46	2	no answer - 0 yes - 1 no - 2	54
22	no answer - 0 none - 1 some - 2 very much - 3	47	3	no answer - 0 yes - 1 no - 2	55
23	no answer - 0 yes - 1 no - 2	48	VII 1	no answer - 0 financial needs - 1 enjoy teaching & imparting knowledge - 2 don't have enough to occupy me at home - 3 enjoy stimulation from children & other teachers - 4 other - 5	56-57
24	no answer - 0 get along well with pupils, rapport - 1 teach the facts, know sub. mat. - 2 develop thinking - 3 discipline - 4 socialize - 5 other - 6 self control & effective, dedicated teacher - 7 respect & understand students - 8	49-50	2	no answer - 0 yes - 1 no - 2 uncertain, DK - 3	58
25	no answer - 0 yes - 1 no - 2	51			

APPENDIX G

LIST OF FACTORS WHICH MADE PERSISTERS AND NONPERSISTERS  
CONSIDER THE TEACHING PROFESSION

Name \_\_\_\_\_ No. \_\_\_\_\_

Various reasons have been proposed as to why people select teaching as a career. Here is a list of some of these reasons. Please think about yourself and check, for each item, whether this reason was of great, some or no importance to you in your decision to become a teacher.

	<u>Great</u>	<u>Some</u>	<u>No</u>
1. It is easy to find a position in the teaching profession.	_____	_____	_____
2. In general, teaching does not require much physical strain.	_____	_____	_____
3. There is an attractive environment in a school.	_____	_____	_____
4. There are long vacations and many holidays.	_____	_____	_____
5. Training for teaching does not require very much money.	_____	_____	_____
6. There is a good provision for sick leave.	_____	_____	_____
7. There is security against job loss thru tenure.	_____	_____	_____
8. The teaching profession provides a relatively good salary.	_____	_____	_____
9. Teaching training provides an opportunity for contact with and entrance into other occupations.	_____	_____	_____
10. Teaching experience provides opportunities for the occupational advancement or entrance into other occupations.	_____	_____	_____
11. The teaching profession has relatively high prestige and respect.	_____	_____	_____
12. In the teaching profession there is less competition than in other professions.	_____	_____	_____

	<u>Great</u>	<u>Some</u>	<u>No</u>
13. Teachers can enjoy fellowship with interesting co-workers.	_____	_____	_____
14. The teaching profession offers the satisfaction of being self-directive.	_____	_____	_____
15. The educational requirements for entering the teaching profession are easy.	_____	_____	_____
16. The intellectual demands of the teaching profession are not high.	_____	_____	_____
17. A teacher has the opportunity to pursue his interest in a favorite subject.	_____	_____	_____
18. Teaching provides opportunities for self-expression and utilization of capabilities.	_____	_____	_____
19. Teachers can get satisfaction from the development and improvement of their students.	_____	_____	_____
20. Teaching is one of the highest kinds of human endeavor.	_____	_____	_____
21. Teachers can improve themselves academically.	_____	_____	_____
22. Teaching is a creative job.	_____	_____	_____
23. Teaching is a job one can "fall back on" after one's children are grown or in time of economic need.	_____	_____	_____
24. Teachers have an opportunity to influence and change their students.	_____	_____	_____
25. A teacher is needed by his (her) students.	_____	_____	_____

-3-

	<u>Great</u>	<u>Some</u>	<u>No</u>
26. A teacher is important to his (her) students.	_____	_____	_____
27. For a married woman, teaching hours allow time to fulfill family obligations.	_____	_____	_____
28. Teaching hours allow time to carry on avocational interests.	_____	_____	_____

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**APPENDIX H**

**LIST OF SUGGESTIONS FOR BRINGING NONPERSISTERS**  
**BACK INTO TEACHING**



Name \_\_\_\_\_ No. \_\_\_\_\_

It has been suggested that people would return to or stay in teaching if some things in the system were different. Below is a list of some of these suggestions. Which among these suggestions, if instituted, would encourage you to return? (Please rank these in order of most (1) to least (7) importance.)

- \_\_\_\_\_ Newsletter to keep you informed about research, materials and innovations in education.
- \_\_\_\_\_ News and notes about your former colleagues.
- \_\_\_\_\_ Workshops in which you could actively participate and discuss questions of professional interest.
- \_\_\_\_\_ Free courses to keep you up to date with current innovations.
- \_\_\_\_\_ Opportunities for part-time teaching programs.
- \_\_\_\_\_ Day care centers for young children located near the school in which you would teach.
- \_\_\_\_\_ Possibility of using permanent license for day-to-day substitute teaching.

Please list other conditions that would encourage you to return.