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**ABSTRACT**

Four problems were investigated in a study of factors contributing to teacher shortages: (1) to identify the perceptions of high school seniors, preservice teachers, and inservice teachers toward the teaching profession as a career opportunity; (2) to determine differences in perceptions of these groups categorized on the basis of background information variables; (3) to identify factors which significantly discriminate between students who are considering teaching and those who are not; and (4) to determine discriminating factors associated with groups of preservice and inservice teachers categorized on the basis of whether or not they would encourage others to enter the profession. Data was collected from the responses to questionnaires by 2,478 high school seniors, 387 preservice teachers, and 315 inservice teachers in ten southeastern states. Among the major findings were that 40 percent of the high school seniors interested in teaching made the decision prior to age 15. Thirty-four percent of the preservice teachers did not become interested in teaching until after they entered college. Seventy-one percent of the inservice teachers would encourage a capable student to enter teaching. All respondents perceived salary, discipline problems, and working conditions as discouraging factors. Some aspects of teaching were perceived more positively by females than males, and blacks generally perceived teaching in a more positive manner than whites. The factor that best independently discriminated whether students would consider teaching was whether or not other individuals had discussed the possibility with them. Specific findings of the study are displayed in 23 tables. (JD)

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THE TEACHING PROFESSION AS A CAREER OPPORTUNITY:  
PERCEPTIONS OF HIGH SCHOOL SENIORS, PRE-SERVICE TEACHERS,  
AND IN-SERVICE TEACHERS

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THE TEACHING PROFESSION AS A CAREER OPPORTUNITY:  
PERCEPTIONS OF HIGH SCHOOL SENIORS, PRE-SERVICE TEACHERS, AND IN-SERVICE TEACHERS

Statement of the Problem

The problem of the study is four-fold: (1) to identify high school senior, pre-service teacher, and in-service teacher perceptions of the teaching profession as a career opportunity; (2) to determine differences in perceptions of groups of high school seniors, pre-service teachers, and in-service teachers categorized on the basis of background information variables; (3) to identify factors which significantly discriminate between students who are considering teaching and those who are not; and (4) to determine discriminating factors associated with groups of pre-service and in-service teachers categorized on the basis of whether or not they would encourage others to enter the teaching profession.

Perspective

Teacher availability deficits are becoming a national concern. Based on a National Education Association study, 37 states reported teacher shortages, either within geographical confines or within curriculum limitations, for the 1980-81 academic year. Some areas of the Southeast are experiencing intense teacher availability deficits. For example, the shortage of teachers in Georgia is of such a critical nature that a state recruiter has been employed to reduce the number of teacher vacancies.

Current conditions do not provide encouraging factors for the future. The addition of new programs, coupled with an increase in school-age population beginning in 1985, demonstrate the anticipated need for an increased number of teachers. Additionally, this anticipated need is significantly increased with the consideration of the exodus of teachers from the profession and the decline of teacher education enrollments.

Teacher educators, facing this dilemma, have speculated contributing factors. To determine which of these factors are indeed contributing to teacher shortages,

high school seniors, pre-service teachers, and in-service teachers were surveyed to identify their perceptions of the teaching profession as a career opportunity.

### Data Source and Methods

Ten southeastern states provided the population source for this study. A letter of inquiry was mailed to superintendents and deans in these states to determine their willingness to allow individuals within their jurisdiction to participate in the study. Following receipt of appropriate approval, questionnaires were mailed to designated data collectors in the institutions for distribution, collection, and return to the researchers. There were 2,478 high school seniors, 387 pre-service teachers, and 315 in-service teachers that responded to controlled-choice item instruments developed for each group by the researchers.

Frequency distributions were calculated in the identification of the perceptions of the various groups. Analyses of variance were utilized to determine differences between groups categorized on the basis of background information variables. The Wilks' Lambda discriminant analysis statistic was computed to determine factors which discriminated between groups of high school seniors categorized on the basis of whether or not they would consider teaching. Discriminant analyses were also computed to determine discriminating factors between groups of pre-service and in-service teachers categorized on the basis of whether or not they would encourage others to enter the teaching profession.

### Results

Specific findings of the study are identified on tables I through XXIII.

Some of the major findings of the study include:

1. Forty percent of high school seniors interested in teaching made that decision prior to age 15. However, 34 percent of pre-service teachers did not become interested in teaching until after they entered college.

2. Seventy-one percent of the in-service teachers stated that they would encourage a capable student to enter teaching. However, only 49 percent indicated that they would encourage an interested daughter and only 28 percent stated that they would encourage an interested son.

3. Salary was perceived as a discouraging factor by 83 percent of high school seniors, 95 percent of pre-service teachers, and 97 percent of in-service teachers. Discipline problems and working conditions were also perceived as discouraging.

4. Analyses of variance and Scheffe tests identified items that revealed significant differences at the .05 level between perceptions of male and female subjects. These aspects of teaching were generally perceived more positively by females than by males.

5. Significant differences between perceptions of groups of subjects categorized according to race indicated that blacks generally perceived teaching in a more positive manner than whites.

6. A major finding of the study was that the factor that best independently discriminates whether students will consider teaching is simply whether or not other individuals have discussed this possibility with them. Revealing to educators is that a majority of high school students (74%) had never had anyone talk with them about the teaching profession. Parents and teachers were the individuals that more than likely discussed teaching with the remaining minority. Only one percent of the students reported that the school counselor had presented the teaching profession as a possibility for consideration to them.

7. Discriminant analysis indicated that nineteen items combined to predict with an 81.63 percent accuracy whether or not high school seniors were considering teaching as a future opportunity.

8. On the instrument administered to pre-service teachers, 25 of the factors

combined to predict with an 84.03 percent accuracy whether or not these students would encourage others to enter teaching. Highly discriminating factors included their perceptions of whether teaching is a good profession for women and men and whether they would encourage their sister to enter teaching.

9. On the instrument administered to in-service teachers, 19 items combined to predict with an 84.16 percent accuracy whether or not teachers would encourage students to consider teaching. The most discriminating factor was whether or not the teachers themselves would choose teaching again if they had the opportunity. Other discriminating items included those related to teachers' attitudes concerning salary and job security.

#### Educational Importance

The results of this study will be beneficial to teacher-educators and government officials in their attempts to ameliorate problems which contribute to teacher shortages. One of the major problems is related to economics. Government officials in states with teacher shortages need to become aware that low salaries are indeed contributing to their teacher deficit and adopt appropriate measures.

The results of this study will also be beneficial in generating an awareness among teacher educators and school personnel of the need for intense recruiting, since communication about the profession was a major factor in the career choice of students planning to teach. Recruitment by educators should include efforts at grade levels much earlier than the senior year in high school and should continue on college campuses among undecided majors. The availability of positions for teachers should be published and clarified since many respondents in areas of shortages perceived job availability as a discouraging factor. Also, factors that were perceived as encouraging, such as the teaching profession's contribution to humanity and job security, need to be emphasized.

The continued positive contributions of the teaching profession to our society are contingent upon the availability of an adequate supply of teachers. Equipped with supporting data, such as information from this study, educators can initiate activities that will be beneficial in increasing the availability of teachers.

TABLE I  
HIGH SCHOOL SENIORS  
BACKGROUND INFORMATION: FREQUENCY STATISTICS

ITEMS	RESPONSES	PERCENTAGES
SEX	MALE	49
	FEMALE	51
RACE	BLACK	16
	WHITE	84
	OTHER	
AFTER HIGH SCHOOL GRADUATION I PLAN TO:	BEGIN FULL TIME WORK	22
	ENTER COLLEGE	63
	ENTER VOCATIONAL SCHOOL	6
	JOIN ARMED SERVICES	4
	OTHER	5
HAS ANYONE EVER TALKED TO YOU ABOUT BECOMING A TEACHER?	YES	26
	NO	74
		% OF TOTAL/% OF YES
IF SOMEONE HAS TALKED WITH YOU ABOUT BECOMING A TEACHER, PLEASE INDICATE THE RELATIONSHIP OF THE PERSON(S).	PARENT	6 25
	TEACHER	5 22
	COUNSELOR	1 4
	FRIENDS	2 10
	OTHERS	1 6
	COMBINATIONS	8 33
ARE YOU CONSIDERING TEACHING AS A FUTURE JOB OPPORTUNITY?	YES	12
	NO	88
IF YOU ARE TEACHING, . . . DID YOU BECOME IN TEACHING?	PRIOR TO AGE 15	40
	AGE 15 - 16	40
	AGE 17 - 18	20
IF YOU ARE CONSIDERING TEACHING, WHAT GRADE DO YOU THINK YOU WOULD LIKE TO TEACH?	PRIMARY (K-3)	45
	MIDDLE (4-8)	20
	SECONDARY (9-12)	35



TABLE II

## HIGH SCHOOL SENIORS

PERCEPTIONS OF THE TEACHING PROFESSION  
AS A FUTURE CAREER OPPORTUNITY:  
FREQUENCY STATISTICS

ITEMS	RESPONSES AND PERCENTAGES	
<b>WOULD THESE INDIVIDUALS ENCOURAGE YOU?</b>		
PARENTS	YES - 67	NO - 33
TEACHERS	YES - 71	NO - 29
PRINCIPAL	YES - 57	NO - 43
COUNSELOR	YES - 69	NO - 31
FRIENDS	YES - 38	NO - 62
<b>WOULD THESE FACTORS <u>ENCOURAGE</u> YOU?</b>		
SALARY	YES - 24	NO - 76
FRINGE BENEFITS	YES - 55	NO - 45
WORKING CONDITIONS	YES - 53	NO - 47
CONTRIBUTIONS TO HUMANITY	YES - 69	NO - 31
SOCIETAL STATUS	YES - 36	NO - 64
JOB SECURITY	YES - 24	NO - 76
JOB AVAILABILITY	YES - 43	NO - 57
OTHERS	YES - 7	NO - 93
<b>WOULD THESE FACTORS <u>DISCOURAGE</u> YOU?</b>		
SALARY	YES - 83	NO - 17
WORKING CONDITIONS	YES - 55	NO - 45
DISCIPLINE PROBLEMS	YES - 76	NO - 24
SOCIETAL STATUS	YES - 40	NO - 60
JOB AVAILABILITY	YES - 61	NO - 39
JOB SECURITY	YES - 51	NO - 49
OTHERS	YES - 10	NO - 90
TEACHERS ENJOY THEIR WORK MOST OF THE TIME	YES - 52	NO - 48

TABLE III  
HIGH SCHOOL SENIORS  
VARIABLES SHOWING SIGNIFICANT DIFFERENCES  
BETWEEN GROUPS CATEGORIZED ON THE BASIS  
OF SEX

VARIABLE	F. PROB.	* DIRECTION OF SIGNIFICANCE
FUTURE PLANS	.0292	MALES WERE MORE LIKELY TO RESPOND THAT THEY WOULD ENTER VOC. SCHOOL OR JOIN ARMED SERVICES.
SOMEONE TALKED	.0000	F > M
WHO TALKED	.0000	F > M
CONSIDERING TEACHING	.0000	F > M
PARENTS WOULD ENCOURAGE	.0004	F > M
TEACHERS WOULD ENCOURAGE	.0000	F > M
COUNSELOR WOULD ENCOURAGE	.0007	F > M
FRIENDS WOULD ENCOURAGE	.0000	F > M
FRINGE BENEFITS WOULD ENCOURAGE	.0024	F > M
SOCIETAL STATUS WOULD ENCOURAGE	.0338	F > M
JOB AVAILABILITY WOULD ENCOURAGE	.0402	M > F
OTHER FACTORS WOULD ENCOURAGE	.0014	M > F
DISCIPLINE PROBLEMS WOULD DISCOURAGE	.0284	F > M
OTHER FACTORS WOULD DISCOURAGE	.0049	M > F
GOOD PROFESSION FOR MEN	.0000	F > M

\* THE SYMBOL ">" (GREATER THAN) IS UTILIZED TO SEPARATE GROUPS, WITH THOSE RESPONDING "YES" A SIGNIFICANTLY GREATER NUMBER OF TIMES ON THE LEFT.

F - FEMALE  
M - MALE

TABLE IV  
HIGH SCHOOL SENIORS  
VARIABLES SHOWING SIGNIFICANT DIFFERENCES  
BETWEEN GROUPS CATEGORIZED ON THE BASIS  
OF RACE

VARIABLE	F PROB.	* DIRECTION OF SIGNIFICANCE
SOMEONE TALKED	.0500	B > W
PARENTS WOULD ENCOURAGE	.0229	B > W
PRINCIPAL WOULD ENCOURAGE	.0012	B > W
SALARY WOULD ENCOURAGE	.0000	B > W
CONTRIBUTION TO HUMANITY WOULD ENCOURAGE	.0000	W > B
SOCIAL STATUS WOULD ENCOURAGE	.0000	B > W
JOB SECURITY WOULD ENCOURAGE	.0000	B > W
JOB AVAILABILITY WOULD ENCOURAGE	.0000	B > W
SALARY WOULD DISCOURAGE	.0000	W > B
JOB AVAILABILITY WOULD DISCOURAGE	.0000	W > B
JOB SECURITY WOULD DISCOURAGE	.0133	W > B

\* THE SYMBOL ">" (GREATER THAN) IS UTILIZED TO SEPARATE GROUPS, WITH THOSE RESPONDING "YES" A SIGNIFICANTLY GREATER NUMBER OF TIMES ON THE LEFT.

B - BLACK  
W - WHITE

TABLE V

HIGH SCHOOL SENIORS

VARIABLES WHICH INDEPENDENTLY DISCRIMINATE BETWEEN  
THOSE WHO ARE CONSIDERING TEACHING AND THOSE  
WHO ARE NOT

SIGNIFICANT VARIABLES	LEVEL OF SIGNIFICANCE
<b>BACKGROUND INFORMATION</b>	
SEX	.0000
SOMEONE TALKED	0
WHO TALKED	0
<b>PERCEPTIONS OF POSSIBLE ENCOURAGEMENT FROM INDIVIDUALS</b>	
PARENTS	.0000
PRINCIPAL	.0375
FRIENDS	.0000
<b>PERCEPTIONS OF FACTORS THAT ENCOURAGE OR DISCOURAGE</b>	
FRINGE BENEFITS	.0102
WORKING CONDITIONS	.0128
CONTRIBUTION TO HUMANITY	.0003
JOB SECURITY	.0002
SOCIETAL STATUS	.0306
OTHERS	.0154
<b>PERCEPTIONS OF HOW MUCH TEACHERS ENJOY THEIR WORK</b>	.0000
<b>PERCEPTIONS OF WHETHER TEACHING IS A GOOD PROFESSION:</b>	
FOR WOMEN TO ENTER	.0000
FOR MEN TO ENTER	.0000

TABLE VI  
HIGH SCHOOL SENIORS  
DISCRIMINANT ANALYSIS  
SUMMARY TABLE

STEP	ENTERED	ACTION REMOVED	VAR IN	WILKS' LAMBDA	SIG.
1	WHO TALKED ABOUT TEACHING		1	.858010	0
2	TEACHING IS GOOD FOR WOMEN		2	.844518	.0000
3	FRIENDS WOULD ENCOURAGE		3	.837777	.0000
4	SOMEONE TALKED ABOUT TEACHING		4	.831685	.0000
5	TEACHERS ENJOY THEIR WORK		5	.828475	.0000
6	RACE		6	.826249	.0000
7	JOB SECURITY WOULD ENCOURAGE		7	.823660	.0000
8	SOCIAL STATUS WOULD ENCOURAGE		8	.821384	.0000
9	PARENTS WOULD ENCOURAGE		9	.819327	.0000
10	COUNSELOR WOULD ENCOURAGE		10	.817867	.0000
11	CONTRIBUTION TO HUMANITY WOULD ENCOURAGE		11	.816320	.0000
12	SEX		12	.815069	.0000
13	SOCIAL STATUS WOULD DISCOURAGE		13	.814009	.0000
14	OTHER FACTORS WOULD ENCOURAGE		14	.813251	.0000
15	TEACHING IS GOOD FOR MEN		15	.812575	.0000
16	TEACHERS WOULD ENCOURAGE		16	.811853	.0000
17	PRINCIPAL WOULD ENCOURAGE		17	.811237	.0000
18	JOB AVAILABILITY WOULD DISCOURAGE		18	.810679	.0000
19	JOB AVAILABILITY WOULD ENCOURAGE		19	.809436	.0000

TABLE VII  
 HIGH SCHOOL SENIORS  
 DISCRIMINANT ANALYSIS  
 CLASSIFICATION RESULTS

GROUPS	PREDICTED GROUP MEMBERSHIP	
	TEACHING	NON-TEACHING
PROSPECTIVE TEACHERS	66.27	33.87
NON-PROSPECTIVE TEACHERS	16.37	83.77

PERCENT OF GROUPED CASES CORRECTLY CLASSIFIED - 81.63

TABLE VIII  
 PRE-SERVICE  
 FREQUENCY DISTRIBUTION  
 BACKGROUND INFORMATION

VARIABLE	PERCENTAGE
<b>1. Sex</b>	
Female	86
Male	14
<b>2. Race</b>	
Black	11
White	88
Other	1
<b>3. Certification</b>	
Elementary	59
Secondary	18
K-12	23
<b>4. Prior to entering college did anyone talk to you about becoming a teacher?</b>	
Yes	55
No	45
<b>5. Age you became interested in teaching:</b>	
prior to age 12	18
age 13-14	10
age 15-16	17
age 17-18	21
above age 18	34
<b>6. Plans after graduation:</b>	
a. teach	48
b. enter graduate school	14
c. teach and work on graduate degree	23
d. seek other employment	6
e. other	9

TABLE IX  
PRE-SERVICE  
FREQUENCY DISTRIBUTIONS  
PERCEPTIONS

VARIABLE	PERCENTAGE	
<b>Do the individuals listed below encourage your interest in teaching:</b>		
Parents	Yes	81
	No	19
College Teachers	Yes	79
	No	21
Former High School Principals	Yes	31
	No	69
Former High School Teachers	Yes	55
	No	45
Former High School Counselors	Yes	33
	No	67
Friends	Yes	66
	No	34
<b>Do you think teachers enjoy their work?</b>		
Most of the time		71
Some or little		29
<b>Do you think the following aspects ENCOURAGE students to consider teaching?</b>		
Salary	Yes	14
	No	86
Fringe Benefits	Yes	76
	No	24
Working Conditions	Yes	72
	No	28
Contribution to Humanity	Yes	90
	No	10
Social Status	Yes	54
	No	46
Job Security	Yes	67
	No	33
Job Availability	Yes	45
	No	55
<b>Do you think the following aspects discourage?</b>		
Salary	Yes	95
	No	5
Working Conditions	Yes	66
	No	34
Disciplinary Problems	Yes	49
	No	51
Social Status	Yes	48
	No	52



**TABLE IX**  
**(CONTINUED)**

VARIABLE	PERCENTAGE	
<b>Do you think the following aspects discourage</b> <b>(Continued)</b>		
Job Availability	Yes	73
	No	27
Job Security	Yes	54
	No	46
Fringe Benefits	Yes	31
	No	69
 <b>Do you consider teaching a good profession:</b>		
for women to enter	Yes	98
	No	2
for men to enter	Yes	40
	No	60
 <b>Would you encourage a capable student to</b> <b>consider teaching?</b>		
	Yes	89
	No	11
 <b>Would you encourage an interested brother?</b>		
	Yes	54
	No	46
 <b>Would you encourage an interested sister?</b>		
	Yes	70
	No	30
 <b>Are any of your relatives educators?</b>		
	Yes	66
	No	34

**TABLE X**  
**RESULTS OF SCHEFFE TESTS**  
**FOR ITEMS SHOWING SIGNIFICANT DIFFERENCES**  
**IN RESPONSES OF MALE (M) AND FEMALE (F) PRE-SERVICE TEACHERS**

VARIABLE	DIFFERENCE*	LEVEL OF SIGNIFICANCE
• Fringe Benefits	F > M	.01
Working Conditions	F > M	.01
Discipline	F > M	.00
Good Profession for Women	F > M	.00
Respondents Would Encourage a Capable Student to Consider Teaching	F > M	.00

\*Symbol on the left side of the greater than symbol (>) represents the group that responded more positively.

TABLE XI  
 RESULTS OF THE SCHEFFE TESTS  
 FOR ITEMS SHOWING SIGNIFICANT DIFFERENCES  
 BETWEEN RESPONSES OF GROUPS OF PRE-SERVICE TEACHERS  
 CATEGORIZED ON THE BASIS OF RACE

VARIABLE	DIFFERENCES*	LEVEL OF SIGNIFICANCE
College Teachers Would Encourage	W > B	.01
Salary	O, B > W	.00
Social Status	B > W, O	.00
Contribution to Humanity	O, W > B	.02
Fringe Benefits	W > B, O	.02
Good Profession for Men	B > O	.03
Respondents Would Encourage a Capable Student to Consider Teaching	B, W > O	.03
Respondents Would Encourage an Interested Brother to Consider Teaching	B > O	.05

\*B - Black  
 W - White  
 O - Other

Symbols on the left side of the greater than symbol ( > ) the groups that responded more positively.

TABLE XII

RESULTS OF THE SCHEFFE TESTS  
FOR ITEMS SHOWING SIGNIFICANT DIFFERENCES  
BETWEEN GROUPS OF PRE-SERVICE TEACHERS  
CATEGORIZED ON THE BASIS OF GRADE LEVEL CERTIFICATION  
(K-4, 4-8, 7-12 or K-12)

VARIABLE	DIFFERENCES*	LEVEL OF SIGNIFICANCE
Did anyone talk to you about teaching prior to entering college?	4-8, K-12 > K-4, 7-12	.03
Parents Encourage	4-8 > 7-12, K-12	.04
College Teachers Encourage	4-8, K-4 > K-12	.03
High School Principal Encourage	4-8 > K-12	.05
Salary	K-4, 4-8 > 7-12, K-12	.01
Social Status	K-4 > 7-12	.01
Job Security	7-12 > K-12	.05
Good Profession for Women	4-8 > 7-12	.00
Respondents Would Encourage a Capable Student to Consider Teaching	K-4 > 7-12	.00
Respondents Would Encourage an Interested Sister to Consider Teaching	4-8, K-4 > 7-12, K-12	.00
Are Any Relatives Educators?	4-8 > K-12, 7-12	.01

\*Grade level representations on the left side of the greater than symbol (>) represent groups that responded more positively.

TABLE XIII

PRE-SERVICE TEACHERS  
 VARIABLES WHICH INDEPENDENTLY DISCRIMINATE  
 BETWEEN THOSE WHO WOULD ENCOURAGE  
 OTHERS TO ENTER THE TEACHING  
 PROFESSION AND THOSE WHO WOULD NOT

SIGNIFICANT VARIABLES	LEVEL OF SIGNIFICANCE
<b>BACKGROUND INFORMATION</b>	
Sex	.0137
Certification	.0001
Age Interested in Teaching	.0004
Plans After Graduation	.0002
<b>PERCEPTIONS OF ENCOURAGEMENT FROM INDIVIDUALS</b>	
Parents	.0000
College Teachers	.0000
High School Teachers	.0345
Friends	.0010
<b>PERCEPTIONS OF FACTORS THAT ENCOURAGE OR DISCOURAGE</b>	
Contribution to Humanity	.0473
Social Status	.0022
Job Availability	.0242

TABLE XIV

PRE-SERVICE TEACHERS  
DISCRIMINANT ANALYSIS  
SUMMARY TABLE

STEP	ACTION	VARs IN	WILKS' LAMBDA	SIG.
1	TEACHING IS GOOD FOR WOMEN	1	.746719	.0000
2	WOULD ENCOURAGE SISTER	2	.669548	.0000
3	FRIENDS WOULD ENCOURAGE	3	.641982	0
4	TEACHING IS GOOD FOR MEN	4	.621084	.0000
5	WOULD ENCOURAGE BROTHER	5	.601029	.0000
6	AREA OF CERTIFICATION	6	.578343	.0000
7	AGE INTERESTED IN TEACHING	7	.564769	.0000
8	SALARY WOULD ENCOURAGE	8	.552257	.0000
9	FRINGE BENEFITS DISCOURAGE	9	.538522	.0000
10	RELATIVES ARE EDUCATORS	10	.527214	.0000
11	SOCIAL STATUS WOULD ENCOURAGE	11	.515400	.0000
12	JOB SECURITY WOULD ENCOURAGE	12	.505683	.0000
13	WHICH RELATIVES ARE EDUCATORS	13	.495385	.0000
14	JOB SECURITY WOULD DISCOURAGE	14	.485306	.0000
15	OTHER ASPECTS WOULD DISCOURAGE	15	.477477	.0000
16	OTHER ASPECTS WOULD ENCOURAGE	16	.463878	.0000
17	PLANS AFTER GRADUATION	17	.456806	.0000
18	HIGH SCHOOL COUNSELOR WOULD ENCOURAGE	18	.450121	.0000
19	COLLEGE TEACHERS WOULD ENCOURAGE	19	.444051	.0000
20	WORKING CONDITIONS WOULD DISCOURAGE	20	.438762	.0000
21	JOB OF RELATIVE IN EDUCATION	21	.434188	.0000
22	TEACHERS ENJOY THEIR WORK	22	.429825	.0000
23	SOCIAL STATUS WOULD DISCOURAGE	23	.425501	.0000
24	RACE	24	.421441	.0000
25	SALARY WOULD DISCOURAGE	25	.417400	.0000

TABLE XV

PRE-SERVICE TEACHERS  
DISCRIMINANT ANALYSIS  
CLASSIFICATION RESULTS

GROUPS	PREDICTED GROUP ENCOURAGE STUDENTS	MEMBERSHIP DISCOURAGE STUDENTS
ENCOURAGE STUDENTS TO ENTER TEACHING	88.4%	11.6%
DISCOURAGE STUDENTS FROM ENTERING TEACHING	14.6%	85.4%

PERCENT OF GROUPED CASES CORRECTLY CLASSIFIED - 87.9%

**TABLE XVI**  
**IN-SERVICE**  
**FREQUENCY DISTRIBUTION**  
**BACKGROUND INFORMATION**

VARIABLE	PERCENTAGE
<b>1. Sex</b>	
Female	78
Male	22
<b>2. Race</b>	
Black	14
White	85
Other	1
<b>3. Certification</b>	
Elementary	30
Secondary	56
K-12	14
<b>4. Degree</b>	
B.S.	40
M.Ed.	50
Ed.S.	10
<b>5. Future Plans:</b>	
Teach until retirement	56
Teach then change professions	14
Teach then become a homemaker	14
Teach then move to another field of Education	16
<b>6. How long have you been a teacher?</b>	
1 - 3 years	13
4 - 7 years	24
8 -11 years	25
12 -15 years	16
More than 15 years	22



TABLE XVII  
 IN-SERVICE  
 FREQUENCY DISTRIBUTION  
 PERCEPTIONS

VARIABLE	PERCENTAGE
Would you choose teaching again if you had the opportunity to reconsider?	Yes 68 No 32
Would these individuals encourage:	
Parents	Yes 66 No 34
College Teachers	Yes 75 No 25
High School Principals	Yes 59 No 41
Teachers	Yes 82 No 18
Counselors	Yes 74 No 26
Friends	Yes 51 No 49
Do Teachers enjoy their work?	
Yes-Most of the time	59
Some of the time or very little	41
Would these factors encourage students to consider teaching:	
Salary	Yes 16 No 84
Fringe Benefits	Yes 73 No 27
Working Conditions	Yes 49 No 51
Contribution to Humanity	Yes 85 No 15
Social Status	Yes 44 No 56
Job Security	Yes 72 No 28
Job Availability	Yes 53 No 47
Teaching is a good profession:	
For women to enter	Yes 88 No 12
For men to enter	Yes 48 No 52

TABLE XVII

(CONTINUED)

VARIABLE	PERCENTAGE
Would you encourage a capable student?	Yes 71 No 29
Would you encourage an interested daughter?	Yes 49 No 51
Would you encourage an interested son?	Yes 28 No 72
Would the following factors discourage?	
Salary	Yes 97 No 3
Working Conditions	Yes 79 No 21
Disciplinary Problems	Yes 95 No 5
Social Status	Yes 50 No 50
Job Availability	Yes 61 No 39
Job Security	Yes 45 No 55
Fringe Benefits	Yes 40 No 60
Are any of your relatives educators?	Yes 80 No 20

TABLE XVIII

RESULTS OF SCHEFFE TESTS  
FOR ITEMS SHOWING SIGNIFICANT DIFFERENCES  
IN RESPONSES OF MALE (M) AND FEMALE (F) IN-SERVICE TEACHERS

VARIABLE	DIFFERENCE*	LEVEL OF SIGNIFICANCE
Plans to Continue Teaching	F > M	.02
Would Choose Teaching Again	F > M	.02
Teachers Enjoy Work	F > M	.01
Good Profession for Men	M > F	.01
Respondents Would Encourage an Interested Son	M > F	.01

\*Symbol on the left side of the greater than symbol (>) represents the group that responded more positively.

TABLE XIX

RESULTS OF SCHEFFE TESTS  
FOR ITEMS SHOWING SIGNIFICANT DIFFERENCES  
BETWEEN RESPONSES OF GROUPS OF IN-SERVICE TEACHERS  
CATEGORIZED ON THE BASIS OF RACE

VARIABLE	DIFFERENCES*	LEVEL OF SIGNIFICANCE
Years Taught	O, B > W	.03
High School Principal Encourages	B > W, O	.00
School Counselor Encourages	B > W	.02
Salary	B > W	.00
Working Conditions	B > W	.00
Contribution to Humanity	B > O	.02
Good Profession for Men	O, B > W	.00

\*B = Black

W = White

O = Other

Symbols on the left side of the greater than symbol (>) represent the groups that responded positively..

TABLE XX

RESULTS OF THE SCHEFFE TESTS  
FOR ITEMS SHOWING SIGNIFICANT DIFFERENCES  
BETWEEN GROUPS OF IN-SERVICE TEACHERS  
CATEGORIZED ON THE BASIS OF GRADE LEVEL CERTIFICATION  
(K-4, 4-8, 7-12 or K-12)

VARIABLE	DIFFERENCES*	LEVEL OF SIGNIFICANCE
Contribution to Humanity	7-12, K-4 > 4-8	.04

\*Grade level representations on the left side of the greater than symbol ( > ) represent groups that responded more positively.

**TABLE VIII**  
**IN-SERVICE TEACHERS**  
**VARIABLES WHICH INDEPENDENTLY**  
**DISCRIMINATE BETWEEN THOSE WHO WOULD**  
**ENCOURAGE OTHERS TO ENTER THE**  
**TEACHING PROFESSION AND THOSE WHO WOULD NOT**

SIGNIFICANT VARIABLES	LEVEL OF SIGNIFICANCE
<b>PERCEPTIONS OF ENCOURAGEMENT FROM INDIVIDUALS</b>	
Parents	.0101
College Teachers	.0001
High School Principals	.0003
Teachers	.0000
School Counselor	.0000
Friends	.0000
<b>PERCEPTIONS OF FACTORS THAT ENCOURAGE OR DISCOURAGE</b>	
Salary	.0000
Fringe Benefits	.0000
Working Conditions	.0000
Contribution to Humanity	.0327
Social Status	.0001
Job Security	.0000
Job Availability	.0248
Discipline	.0009
<b>PERCEPTIONS OF TEACHERS' ENJOYMENT OF WORK</b>	<b>.0000</b>
<b>PERCEPTION OF TEACHING AS:</b>	
A Good Profession for Women	.0000
A Good Profession for Men	.0000
<b>RELATIVES ARE EDUCATORS</b>	<b>.0000</b>

TABLE XXII

IN-S VICE TEACHERS  
 DISC MINANT ANALYSIS  
 SUMMARY TABLE

STEP	ENTERED	ACTION	REMOVED	VARs IN	WILKS' LAMBDA	SIG.
1		WOULD CHOOSE TEACHING AGAIN		1	.672107	.0000
2		TEACHERS WOULD ENCOURAGE		2	.560234	.0000
3		SALARY WOULD DISCOURAGE		3	.484979	.0000
4		TEACHING IS GOOD FOR WOMEN		4	.451017	.0000
5		JOB SECURITY WOULD ENCOURAGE		5	.424377	.0000
6		JOB SECURITY WOULD DISCOURAGE		6	.406986	.0000
7		TEACHING IS GOOD FOR MEN		7	.394990	.0000
8		RELATIVES ARE EDUCATORS		8	.381004	.0000
9		DISCIPLINE WOULD DISCOURAGE		9	.374086	0
10		HIGH SCHOOL PRINCIPALS WOULD ENCOURAGE		10	.367505	.0000
11		COLLEGE TEACHERS WOULD ENCOURAGE		11	.359916	0
12		OTHER ASPECTS WOULD ENCOURAGE		12	.354106	.0000
13		WORKING CONDITIONS WOULD ENCOURAGE		13	.348453	0
14		FUTURE PLANS		14	.343293	.0000
15		WOULD ENCOURAGE SON TO TEACH		15	.338039	.0000
16		OTHER FACTORS WOULD DISCOURAGE		16	.333137	.0000
17		JOB SECURITY WOULD DISCOURAGE		17	.328797	.0000
18		SEX		18	.324532	.0000
19		SALARY WOULD ENCOURAGE		19	.320158	.0000

TABLE XXIII

IN-SERVICE TEACHERS  
DISCRIMINANT ANALYSIS  
CLASSIFICATION RESULTS

GROUPS	PREDICTED GROUP ENCOURAGE STUDENTS	MEMBERSHIP DISCOURAGE STUDENTS
ENCOURAGE STUDENT TO ENTER TEACHING	89.6%	11.6%
DISCOURAGE STUDENTS FROM ENTERING TEACHING	14.6%	85.4%

PERCENT OF GROUPED CASES CORRECTLY CLASSIFIED - 86.45%