DOCUMENT RESUME

ED 293 798 SP 030 087

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TITLE Cognitive, Affective, and Personal Characteristics Associated with Motives for Entering Teacher Training.
PUB DATE Apr 88
NOTE 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Choice; Family Characteristics; Higher Education; *Individual Characteristics; *Motivation; Predictor Variables; Student Attitudes; *Teaching (Occupation); Teaching Experience
IDENTIFIERS *Teacher Candidates

ABSTRACT

The primary purpose of this investigation was to ascertain for a group of prospective teachers (N=563) the extent to which selected measurements of their cognitive, affective, and personal characteristics accounted for or explained the variance of the "scores" associated with 15 of their motives or reasons for becoming teachers. From a set of 36 predictors of the various reasons the prospective teachers gave for becoming teachers were their parents' occupations and levels of education, whether or not there were teachers in their families, their gender, the extent of teaching-like experiences in their background, and their attitude toward teaching as a career. (Author)

Cognitive, Affective, and Personal Characteristics Associated with Motives for Entering Teacher Training

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A paper presented at the Annual Meeting of the
American Educational Research Association
New Orleans, LA
April 5-9, 1988

Running Head: Motives Entering Teachers

Abstract

The primary purpose of this investigation was to ascertain for a group of prospective teachers (N = 563) the extent to which selected measurements of their cognitive, affective, and personal characteristics accounted for or explained the variance of the "scores" associated with 15 of their motives or reasons for becoming teachers. From a set of 36 independent or predictor variables (16 academic or cognitive, six affective, and 14 student characteristics), it was found that the strongest and most consistent predictors of the various reasons the prospective teachers gave for becoming teachers were their parents' occupations and levels of education, whether or not there were teachers in their families, their gender, the extent of teaching-like experiences in their background, and their attitude toward teaching as a career.

Cognitive, Affective, and Personal Characteristics Associated with Motives for Entering Teacher Training

Several studies conducted over a period of three decades have investigated the characteristics of individuals and the reasons they gave for choosing to become teachers. Additionally, several reviews of this literature have been completed which provide both a number of generalizations about motives for entering teacher training and criticisms related to the limitations of this research (Levine, 1971; Roberson, Keith, & Page, 1983; Ryan & Phillips, 1982; Turner, 1975).

The reviews of the literature on characteristics of and reasons given by those entering the teaching profession suggest that: changing economic and cultural value patterns impact upon both the recruitment and selection of teachers (Cebula & Lopes, 1982; Koch, 1972; Regan & Roland, 1982); reasons given for entering teacher training vary over time (Jantzen, 1981; Levine, 1971; NEA, 1977; Wood, 1978); reasons given for the selection of the teaching profession vary by individual characteristics such as gender and teaching major (Fox, 1961; Levine, 1971); parents and high school guidance counselors, especially in larger communities, are less likely to encourage males than females to become teachers (Pounds & Hawkins, 1969; Turner, 1975); students who are more academically capable and secondary majors tend to decide later in their life to enter teacher training (Fielstra, 1955; Ryan & Phillips, 1981; Willcox & Beigel, 1953); males are more likely to see teaching as a stepping stone to other careers, and females are more likely to see teaching as a supplement to rearing a family (Lortie, 1975); first generation college graduates are more likely to become teachers than second or later generations of college graduates (Haubrich, 1960; Levine, 1971; Ryan & Phillips, 1982); personalities of teachers as a group are diverse (Levine, 1971); and the influences most frequently checked by prospective teachers for deciding to become teachers are likely to be the influence of others (family, former teachers, or friends), liking of and experiences with children, a desirable work schedule, and/or love of a subject field (Jantzen, 1981).

Robinson, Keith and Page (1983) presented several limitations of the available research literature regarding the reasons given by individuals for entering the teaching profession: most of the studies were conducted a decade or more ago; most of the studies were of relatively small samples of prospective teachers; typically these studies examined only a limited number of the possible salient personal characteristics which might likely be associated with reasons given for becoming a teacher; and commonly only marginal tabulation or single variable statistical procedures were used to analyze the collected data.

Most teacher educators, especially those charged with recruiting capable teacher candidates, would agree that more needs to be understood about the personal characteristics and influencing experiences which may be associated with the various reasons that individuals cite for entering teacher training, and it is also uncertain as to whether or not the reasons given by prospective teachers for entering teacher training in the mid-1980's have changed from those given in earlier decades. The present study, by incorporating several variables not heretofore specifically used in this manner, was designed to add to the current knowledge of the motives or reasons individuals cite for choosing teaching as a career.

Within the present study, three sets of independent or predictive variables were used in attempting to explain or account for the variance associated with each of the reasons a large group of college students gave for becoming prospective teachers. These three sets of predictor variables were the students' (a) academic or cognitive characteristics (American College Test and Comprehensive Test of Basic Skills), (b) affective characteristics (attitude, anxiety, and concerns about teaching), and (c) personal characteristics (family and schooling characteristics, gender, proposed teaching field, prior experience with children, etc.).

The following general hypothesis primarily guided the analyses for this study: None of the students' cognitive, affective, or personal characteristics, either singularly or collectively, will account for or explain a significant proportion (R^2 values of .15 or higher) of the score variance associated with any of the 15 reasons or motives given for becoming teachers.

Methods

The subjects for the study consisted of 563 prospective teachers registered for a required orientation to the field of education course at Bowling Green State University during the spring 1984-85 and fall 1985-86 semesters. In terms of selected demographics, these prospective teachers were primarily females (75%) and classified as freshmen or sophomores (80%). Eighty percent of these future teachers came from high schools of less than 500; 87% classified their high schools as rural or suburban; approximately one percent were minorities; 35% had one or both parents who were college graduates; 68% had two or more siblings; 59% had teachers in present or past family generations; 84% were "almost" or "very" certain that they would teach; and 70% decided prior to high school graduation that they wanted to teach.

The subjects were administered: a) the Comprehensive Test of Basic Skills (CTBS), b) the Attitude Toward Teaching as a Career Scale, c) the Teaching Anxiety Scale, d) a questionnaire requesting various types of demographic information and providing a checklist of 15 reasons for or influences in deciding to become a teacher. Scores on the American College Test (ACT) were obtained from their student admission records. The attitude scale was developed by Merwin and DiVesta (1959) as a situation specific scale providing a single score from eleven items responded to on a six-point continuum from strongly disagree (1) to strongly agree (6) with a score of 11 representing the least positive and a score of 66 representing the most positive attitude toward teaching.

The anxiety scale was developed by Parsons (1973) and is also a situation specific scale providing a single score from 29 items. The items are responded to on a continuum from never (1) to always (5) with 29 representing very little anxiety and 145 representing extreme anxiety about teaching. George (1978) developed the concerns scale based on Fuller's (1969) theory of teacher developmental stages of concerns. This scale provides four concerns scores (self-survival, teaching task, impact upon pupils and total concerns about teaching). The fifteen items comprising the concerns scale are answered on a continuum from not concerned (1) to extremely concerned (5) with a total concerns score of 15 indicating a very low level and a score of 75 indicating a very high level of concern about teaching.

The demographic information collected included the students' selected teaching field (elementary, secondary, special education, and specialized areas), birth order in their family, number of siblings, extent of prior teaching-type experiences, when they decided to become teachers (elementary grades, high school, or after high school), anticipated grade level of teaching (elementary or secondary grades), assurance of their decision to teach (a single item responded to on a five-point continuum from very certain [1] to very doubtful [5] about actually teaching), and their expected effectiveness as a future teacher (a single item with a seven-point response continuum from not effective at all [1] to truly exceptional [7] in fulfilling the functions of a teacher). Fifteen possible reasons that might have influenced the individuals to become a teachers were also presented on this questionnaire; the prospective teachers were asked to check as many of these 15 reasons as they felt appropriate. Many of these items were identical to or similar to motives or reasons identified from prior research studies. The 15 reasons are presented on Table 1; it should be noted that the order of their appearance on the checklist is indicated on the left margin of this table.

Statistically, the step-wise multiple regression procedure was used to analyze the data collected relative to the stated general hypothesis. Each of the 15 reasons or influences was used as a dichotomous dependent or criterion variable with '1' coded for each checked response by a prospective teacher and a '0' coded for each unchecked reason. The independent or predictor variables in the multiple regression procedures consisted of: a) the five ACT scores, b) the 11 CTBS scores, c) the four concerns scores, d) the anxiety score, e) the attitude score, and f) the 14 personal characteristics from the demographic questionnaire. Each of these 36 variables (22 test or scale scores and 14 personal characteristics--see Table 2) was looked upon as a possible predictor (or variance explanatory agent) of the "scores" related to each reason, i.e., an attempt was made to ascertain, from these 36 variables, the probable characteristics of students who were likely to have checked or not checked each particular reason for becoming a teacher.

The stepwise analysis procedure first selected the best single predictor or variance explanatory variable for the "scores" emanating from each reason, then selected the best team of two predictors, then the best team of three predictors, etc. Only variables which added significantly to the prediction or variance explanation (i.e., had F's with p's $\leq .05$) were of concern (and subsequently reported on Table 4).

Results

The rank-order listing of the 15 reasons with the percentage of the sample of prospective teachers who checked each reason is presented on Table 1. The reason or influence, liking children/want to help them/work with them, was ranked number one with 80% of the prospective teachers having checked this item as a reason or influence for their entering teacher training. The second ranked reason, former teacher(s), and the third ranked reason, prior experience with youth, were also checked by one-half or more of the prospective teachers; whereas all other items were checked by approximately one-third or fewer of the prospective teachers. Data on Table 2, as previously indicated, present a short descriptive summary of the 36 variables and their codes that were used as possible predictors or variance explanatory agents for the students' reason scores.

Insert Tables 1 and 2 about here

Table 3 presents the significant ($p \leq .05$) point biserial correlations that were found between the reasons for becoming teachers and the students' academic, personal, and affective characteristics. It may be noted that the correlations involving the ACT predictors are not shown as these scores were not available for a large segment of the transfer students in the sample, as ACT scores entered in later stepwise multiple correlation procedures only for three reasons (newspaper articles, professional standing, and to change society), and as the ACT score predictors in the multiple regression procedures did not meet the minimal criterion for percent of variance accounted for (none of the ACT scores contributed greater than 3% of the variance accounted for in the regression procedures).

Insert Table 3 about here

Point-biserial Relationships: Academic Scores and Reasons

One or more of the 11 scores provided by the CTBS were found to correlate significantly ($p \leq .05$) with seven of the 15 reasons or influences given for wishing to become a teacher (see Table 3). The magnitude of these statistically significant point-biserial correlations were low with a range from .09 to .17 (with determination indices [r^2] merely ranging between 1% and 3%). These correlations were all in the positive direction indicating that students with higher CTBS scores were somewhat more likely to have checked these seven reasons than were their lower performing peers. The CTBS total battery score appeared not to provide a better predictor of those students likely to select or not select a particular reason as it was found to be correlated with only four of these seven reasons and as the magnitudes of these four correlations were not the largest among the CTBS scores related to these four reasons.

As data in Table 3 indicate, the seven reasons or influences found to be significantly correlated with one or more of the CTBS scores were: former teachers, peers or friends, job security, love of a subject area, work schedule, stepping stone, and to change society. Of the 26 significant CTBS subtest correlations with these seven reasons, 24 of the relationships were with either the language or the reading scores; therefore, it is evident that the verbal-type scores were much more frequently related to students' reasons for becoming teachers than were the quantitative CTBS scores.

Point-biserial Relationships: Affective Scores and Reasons

Four of the six affective measures were found to be significantly correlated with nine of the 15 reasons or influences for choosing to become a teacher (see Table 3). The absolute values of these 13 significant point biserial correlations were low with a range of .08 to .13 (r^2 values from 1% to 2%). Six of these correlations were in the positive direction, and seven were in the negative direction. Neither the self-concerns scores nor the total concerns scores correlated significantly with any of the 15 reasons; whereas the attitude toward teaching measure was the most frequent "correlator" as it was

significantly related to eight of the 15 reasons while the other measures were correlated with only one or two of the reasons. The nine reasons or influences found to be correlated with one or more of the four affective measures were: parents, former teachers, job security, professional standing, liking children, love of a subject, stepping stone, no other major, and prior experiences with youth.

Point-biserial Relationships: Personal Characteristics and Reasons

The 14 selected personal characteristics were found to be significantly correlated ($p < .05$) with 12 of the 15 listed reasons or influences which supposedly and primarily described why the individuals chose teaching as a career (see Table 3). The absolute values of these 45 significant correlations were rather low but generally higher than the correlations found between the reasons and the affective and academic variables; the values ranged from .08 to .35 (r^2 values from 1% to 12%). Twenty-seven of these correlations were in the negative direction while 18 were in the positive direction.

In order to meaningfully interpret the signs of the personal characteristics correlations presented in Table 3, the reader should review how the various characteristics were coded (see Table 2). For example, gender and the reason professional status of the teaching profession was correlated -.19; gender and the reason liking kids was correlated +.26. In these calculations, gender was coded 1 (low) for males and 2 (high) for females, a student's nonselected reason was coded 0 (low) and a selected reason was coded 1 (high). The +.26 correlation between gender and reason "liking kids" then indicates that there was a tendency for highs to go with highs and for lows to go with lows, i.e., for females to check "liking kids" and for males not to check this reason. Similarly, the -.19 correlation indicates that there was a tendency for lows to go with highs, or commutatively, highs to go with lows. That is, there was a tendency for females (highs) not to check professional status (lows) but for males (lows) to check (highs) this reason.

Two more interpretations of these correlations are given: The +.23 correlation between the reason love of a subject and teaching field indicates that there was a tendency for individuals in fields coded higher (such as secondary = 2 and specialized = 4) to choose this reason than it was for individuals in fields coded lower (elementary = 1). The -.35 correlation between mother's occupation and the reason parents indicates that there was a tendency for students whose mothers were teachers or in some way occupationally related to education (coded 1 and low) to cite parents as a reason for their becoming teachers than it was for students whose mothers' occupations were coded higher (such as 7's for safety workers).

It is interesting (and probably significant) to note that approximately one-half (22) of the 45 statistically significant personal characteristic correlations were derived from just three reasons: parents (10), liking kids (7), and prior experiences with kids (5). Two other reasons, former teachers and using teaching as a stepping stone to other careers, each had four significant correlations; whereas three reasons, peers, teachers' work schedule, and social prestige of the teaching profession, were not significantly correlated with any of the students' personal characteristics.

Multiple Correlations: Three Sets of Predictors and Reasons

Three groups of prospective teachers were used in the multiple correlation analyses, the total group (N = 563), students who planned to teach in the elementary grades (n = 163), and those who planned to teach in the secondary subject areas (n = 140). The students who were specialized or special education majors were omitted and not used as subgroups in any of the multiple regression analyses. Further, as it is doubtful whether sets of predictor variables have practical or educational value when the variance they account for is less than say 15%, the investigators arbitrarily chose to report the analyses only for reasons with attached multiple correlations which met or exceeded the following criteria: F's for entrance into the model at p's $\leq$ .05, accumulative R values of approximately .40 and accumulative R^2 values $\geq$ .15.

The application of multiple regression with one or more of the three subject groups and with the stated criteria resulted in the identification of five reasons for which at least 15% of the variance of the reasons "scores" could be explained. These five reasons were: parents, other family or close relatives, love of a teaching field or subject area, stepping stone to another career, prior experiences of working with youth.

The remaining 10 reasons (former teachers, peers or friends, newspapers or other publications, job security, professional status or standing of the teaching profession, liking children, attractive teachers' work schedules, teachers' social prestige, did not know what else to major in, and to change society) did not meet the stated criteria and thus are not discussed here nor presented on Table 4.

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Insert Table 4 about here
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The five reasons that had at least 15% of their variance accounted for are presented on Table 4 and will now be discussed. A more complete discussion will be given for the first reason than for the subsequent four.

Influence of Parents: The single best predictor of why the total sample of students marked "parents" as a reason or influence for becoming teachers is mother's occupation with an R value of .34 and an R^2 value of 11%. This correlation, which was also presented in Table 3 and previously discussed, was in a negative direction.

The best set of two predictors for students marking parents as having an influence upon their decision to teach is their mother's occupation and whether or not there were teachers in their families in the current or past generations. Using this second predictor along with mother's occupation increased the R^2 value from .11 to .16 which added 5% to the total variance accounted for. This latter predictor also correlated with the parents reason in a negative direction (i.e., lows went with highs or vice-versa) indicating that students marking yes (yes = 1, no = 2) to having teachers in their families were more likely to have marked parents (no = 0, yes = 1) as an influence or reason for them deciding to teach. (Actually the signs presented in Table 4 are the signs of the regression beta weights; these signs are controlled, however, by the direction of the correlation coefficients.)

The best set of three predictors for students marking parents as an influence in deciding to teach is mother's occupation, teachers in the family, and the extent of father's education. This latter predictor increased the R^2 value from .16 to .18 which added 2% to total variance accounted for. This correlation was in the positive direction indicating that students whose fathers had more education were more likely to mark parents as an influence or reason for their decision to become teachers.

Two additional predictors, attitude toward teaching and time of their decision to become teachers, each added 1% to the total variance accounted for and increased R to .45 and the R^2 value to .20. The attitude predictor was positively correlated with the reason titled "parents" and indicated that those students with a more positive attitude toward teaching as a career had a somewhat greater tendency to mark parents as an influence in choosing to become teachers as compared to students with a less positive attitude toward teaching. Time of decision to teach (elementary school = 1, high school = 2, and after high school = 3) was negatively correlated with marking parents as an influence in making their decision to teach indicating those deciding to teach in their earlier school years were more likely to indicate that their parents influenced their decision to teach. None of the other 31 possible predictors met the criterion of adding significantly to the prediction of parents as a reason, that is, their F-ratios had associated p's > .05.

When the subjects were classified by intended grade level of teaching, only one predictor "teachers in the family" was found in common between the sets of predictors for the elementary and secondary groups of subjects (see Table 4). Four significant "parent" predictors for prospective elementary teachers were identified (mother's occupation, teachers in the family, number of siblings, and math concepts and applications scores) resulting in an R value of .50 and an R^2 value of .25. The directions (signs) of the correlations indicated that having a lower number of siblings, having teachers in the family, having mothers in education related jobs, and scoring higher on the CTBS math concepts and applications subtest were significant predictors of elementary majors denoting parents as an influence on their becoming teachers. Conversely, six predictors were identified for the secondary majors resulting in a cumulative R value of .58 and a cumulative R^2 value of .33. In considering the signs of these correlations (beta weights), it may be concluded that students who desired to teach secondary grades and who had mothers with more education, who had higher self survival teaching concerns, who had fathers in education-related occupations, who had teachers in their families, who had lower total concerns about teaching, and who had higher self ratings of their future effectiveness as teachers were more likely to mark parents as an influence on their becoming teachers.

Influence of Other Family or Close Relative: Only for the elementary majors did the analyses result in cumulative R^2 values of at least .15 between the predictors and whether or not the students marked "other family or close relatives" as an influence or reason for them to become teachers. Four significant predictors were identified for these elementary majors with a cumulative R value of .39 and a cumulative R^2 value of .15. The single best predictor for this group was whether or not there were teachers in the family. The signs of the correlations (beta weights) indicate that elementary majors were more likely to mark other family or close relatives as an influence on their decision to teach if they had teachers in their family, were female, had lower

CTBS vocabulary scores, and had rated themselves higher as effective future teachers.

Influence of Love of Subject or Field: The data analysis procedures for the love of subject influence identified predictor variables meeting the stated criteria only for the secondary majors. The set of predictors for the secondary majors consisted of six measurements (mother's education, self-survival concerns, father's occupation, teachers in the family, total teaching concerns, and perceived effectiveness as a future teacher [from first to last entry]) resulting in a cumulative R value of .57 and a cumulative R^2 value of .33. No other predictors met the criterion of an associated F-ratio with its p value $\leq .05$. The signs of these correlations (betas) indicate that secondary majors are more likely to identify love of a subject area or field as an influence on their decision to teach if their mothers' have more education, if they have a higher level of concern about their self-survival as a teacher, if their fathers' are in education-related occupations, if they have teachers in their past or present families, if they have lower level of total concern about teaching, and if they rate themselves higher as effective future teachers.

Influence of Education As a Stepping Stone: The data analysis procedures for the stepping stone career influence resulted in a set of predictors meeting the stated criteria only for the elementary majors. Five significant predictors were identified (time of decision to teach, gender, extent of teaching-like experience, task concerns, and CTBS language mechanics [first to last entry]) resulting in a cumulative R value of .38 and a cumulative R^2 value of .15. The signs of these correlations (betas) indicate that those elementary majors deciding to become teachers in high school or after high school rather than in the elementary grades, males rather than females, and those with more teaching-like experience, those with a higher level of concern about the teaching task, and those with higher CTBS language mechanics scores were more likely to have cited teaching as a stepping stone to other careers as an influence in making their decision to become teachers.

Influence of Prior Experiences With Youth: The data analyses identified sets of significant predictors for this reason or influence for the total group of subjects, the elementary majors, and the secondary majors. The first and most powerful predictor (for each of the three groups of subjects) for students choosing "prior experiences with youth" as a reason for their becoming teachers was the amount of teaching-like experience that they had reported.

Teaching-like experience, gender, and attitude toward teaching (first to third entry in the stepwise procedures) were the predictors selected for the total sample yielding a cumulative R value of .38 and a cumulative R^2 value of .15. This set of variables suggests that in addition to a greater amount of teaching-like experience, female students and those students with a more positive attitude toward teaching were more likely to mark prior experiences with youth as having influenced their decision to teach than were males and those with a less positive attitude.

In addition to the first predictor, a greater amount of teaching-like experiences, the elementary majors whose mothers had more education and elementary majors who were female were more likely than students at the other end of the respective continuums or scales to mark prior experiences with youth as an

influence in their decision to become teachers. These three predictors yielded a cumulative R value of .46 and a cumulative R^2 value of .21.

The secondary majors who indicated that prior experiences with youth was a reason for them selecting teaching as a career, had a tendency to have a greater amount of teaching-like experiences, to have earned lower CTBS total battery scores, to be more assured about becoming a teacher, and to rate themselves as comparatively less effective as future teachers than were the secondary majors who did not cite this reason for deciding to become a teacher. These four predictors yielded a cumulative R value of .48 and a cumulative R^2 value of .23.

Summary and Discussion

The correlational analyses for this study indicated that various academic, affective, and personal characteristics of the prospective teachers significantly contributed to the proportion of explained score variance for several of the reasons the students noted for becoming teachers. These findings thus prompted the rejection of the stated general hypothesis of the study, namely that none of the students' cognitive, affective or personal characteristics, either singularly or collectively, would account for or explain a significant proportion (R^2 values of .15 or higher) of the score variance associated with any of the 15 reasons or motives given for becoming teachers.

The absolute magnitudes of the identified significant bivariant relationships between the 15 reasons cited for becoming a teacher and the 36 predictor variables ranged between .08 and .35 and the highest multiple correlation coefficient was .58. The academic predictors, ACT and CTBS scores, contributed very little to the proportion of variance accounted for. Only in two of the 45 step-wise regression analyses did either the ACT or the CTBS scores enter into the first or second step, and in no instance did these sets of scores contribute more than 6% of the variance accounted for. Of the 30 significant correlations between the CTBS scores and the reasons cited for becoming teachers, 27 of them were with just four of the stated reasons or motives for becoming teachers.

Similarly, the group of affective characteristics contributed very little to the explained (accounted for) variance of the reasons given for choosing to become teachers. In no instance did the set of affective scores contribute more than 8% of the variance accounted for in the correlational procedures. The anxiety scores were found to be significantly related to two, impact concerns to two, and the attitude scores to eight of the 15 stated reasons for becoming teachers.

The students' personal characteristics contributed most to the prediction (or explained variance) of the reasons that were denoted by the prospective teachers as having influenced their decision to become teachers. Several of the personal characteristics were found to be significantly related to five of the 15 reasons for becoming teachers (10 with parents, 4 with former teachers, 7 with liking children, 4 with stepping stone, and 5 with prior experience with youth). The personal characteristics which were significantly correlated with five or more reasons were gender, teaching field, teachers in the family, self-rating of assurance about their decision to teach, and when their decision to teach was made. Personal characteristics were the first and second entry for most of the stepwise multiple correlation procedures. Frequently, personal characteristics

accounted for up to 10-15% of the score variance associated with students' reasons for becoming teachers.

Only for two reasons (parents and prior experience with youth) did the total combined set of predictors (academic or cognitive, affective, and personal) account for at least 15% of the variance for the total group of subjects and for each of the two subgroup classifications, i.e., secondary subject area and elementary level prospective teachers. For an additional two reasons (other family or close friends and stepping stone) the combined set of predictors accounted for at least 15% of the variance just for the elementary classification of teachers, and for another reason (love of subject area) the set of predictors accounted for at least 15% of the variance just for the secondary majors. For 10 of the 15 reasons, the measures and the correlational procedures used in this study accounted for or explained less than the criterion amount of variation which was agreed upon in an aprori manner ($R^2 \geq .15$) for any of the three classifications of subjects (total, elementary, secondary).

For the conclusion of this paper, a set of rather specifically stated findings or possible implications will be presented. The reader is cautioned that in many instances the data of the study merely hinted at or tentatively pointed toward the likelihood that the findings on which these summary statements are based could actually be replicated or validated by other similar studies (i.e., some of the statements are based on statistically significant but low correlations). With this caveat, these statements are offered: a) Higher achieving students on the CTBS were more likely than the lower achievers to cite former teachers, love of subject, teachers' attractive work schedule, and to change society as influences in their deciding to become teachers. b) Male prospective teachers seemed more likely than females to have been influenced in their decision to become teachers by the professional standing of educators, love of subject, and by viewing teaching as a stepping stone to other careers; whereas female prospective teachers were more likely than males to have been influenced by prior experience with youth and liking of children. c) Those students with teachers in their family, compared to those without teachers in their families, were somewhat more likely to cite other family members, parents, and liking of children but were less likely to cite former teachers and love of subject as influences in their deciding to become teachers. d) Those students deciding in their early years to teach (in elementary or high school grades compared to after high school) were more influenced by parents, former teachers, liking children, and experiences with youth; whereas those deciding later seemed to be more influenced in their decision to teach by job security and viewing education as a stepping stone to other careers. e) Students who were less assured of their decision to teach compared to those who were very certain that they were going to become teachers were more likely to have been influenced by job security and by viewing teaching as a stepping stone to other careers, but they were less likely to have been influenced by parents and former teachers in deciding to become teachers. f) Students with a more positive attitude about teaching as a career were more likely to cite parents, former teachers, and liking children as influences in making their decision to become teachers; whereas those with a less positive attitude toward teaching were more likely to denote job security, love of a subject, teaching as a stepping stone to other careers, and not knowing what else to major in. g) Parents employed in education, parents with more education, and teachers in the extended family all were cited as reasons for becoming teachers. h) Students encouraged by former teachers to enter the field of education compared to those who did not cite former teachers tended to have a

more positive attitude about teaching, had higher CTBS scores, and reported more concern about their impact upon pupils.

And summarily, the strongest and most consistent predictors of the various reasons the prospective teachers gave for becoming teachers were parental occupation and level of education, presence of teachers in family, gender, extent of teaching-like experiences, and attitude toward teaching.

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Table 1

Rank-Order Listing of the Reasons for Choosing Teaching

Order*	Reason or Influence	Rank	%
8	Liking children/help/work with	1	80
3	Former teacher(s)	2	62
15	Prior experience with youth	3	50
10	Work schedule (short days, etc.)	4	36
9	Love of subject matter/field	5	36
1	Parents	6	35
2	Other family or close relatives	7	20
4	Peers or friends	8	17
12	Stepping stone to another career	9	14
6	Job security	10	11
7	Professional standing of teachers	11	6
14	Change society	12	5
5	Newspaper articles/other publications	13	5
13	Did not know what else to major in	14	3
11	Social prestige	15	3

* Order appearing on instrument

** Percent of students (N=563) checking this reason or influence. Students were directed to check as many reasons as were considered applicable.

Table 2
Predictor (Independent) Variables

A. Academic Characteristics

Comprehensive Test of Basic Skills

1. Vocabulary
2. Comprehension
3. Total reading
4. Spelling
5. Language mechanics
6. Language expression
7. Total language
8. Math computations
9. Math concepts/ applications
10. Total math
11. Total battery

American College Test

12. English
13. Math
14. Social studies
15. Natural science
16. Composite

B. Student Characteristics

17. Gender: coded 1 = M, 2 = F
18. Proposed teaching field: 1 = elementary, 2 = secondary, 3 = special education, and 4 = specialized majors
19. Father's educational level: 1 = less than high school, 2 = high school, 3 = some college, 4 = 4-year college degree, 5 = more than 1 college degree
20. Mother's education level: 1 = less than high school, to 5 = more than 1 college degree
21. Father's occupation: 1 = education-related, to 7 = Safety/Transportation/ Postal Workers (unrelated to education)
22. Mother's occupation: 1 = education-related, to 7 = Safety/Transportation/ Postal Workers (unrelated to education)
23. Teachers in family: 1 = Yes, 2 = No
24. Number of siblings: 1, 2, etc.
25. Which number born were you: 1, 2, 3, or 4th+
26. High school type: 1 = rural, 2 = suburban, 3 = urban
27. How much teaching (like) experience: 1 = very little to 4 = classroom observation, aid to teacher, etc.
28. How assured are you that you want to teach: 1 = very certain to 5 = very doubtful
29. When did you decide to become a teacher: 1 = elem. school, 2 = high school, 3 = after high school
30. How effective (as a teacher) do you think you'll be: 1 = not effective to 7 = truly exceptional

C. Affective Characteristics

31. Self Concerns
32. Task Concerns
33. Impact Concerns
34. Total Concerns
35. Attitude Toward Teaching
36. Anxiety About Teaching

Table 3

Point Biserial Correlations Between Reasons and Academic, Personal and Affective Characteristics

		Academic Scores (CTBS)											Personal Characteristics												Affective Scores					
		Vocabulary	Composition	Reading	Spelling	Lang. Mech.	Lang. Expr.	Lang. Total	Math Comp.	Math C & A	Math Total	Total Battery	Gender	Teach Field	Father Educ.	Mother Educ.	Father Occ.	Mother Occ.	Family Teachers	No. Siblings	Birth Order	High School	Teach Exp.	Assurance	First Interest	Effectiveness	Task Concerns	Impact Concerns	Attitude	Anxiety	Self Concerns	Total Concerns
Parents	1.	-	-	-	-	-	-	-	-	-	-	-	-	-11	+23	+29	-14	-35	-26	-15	-	-	-	-10	-09	+09	-	-	+12	-	-	-
Other family	2.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-28	-	+14	-	-	-	-	-	-	-	-	-	-	-
Former teacher	3.	+09	+13	+12	-	-	-	-	-	-	-	+11	-	-	-	-14	-	-	+09	-	-	-	-	-13	-23	-	-	+09	+12	-	-	-
Peers	4.	-	-	-	-	+09	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Newspaper art.	5.	-	-	-	-	-	-	-	-	-	-	-	-	-11	-	-	-	+09	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Job security	6.	-	-	-	+10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-08	-	-	+09	-	-	-	-09	-	-	-
Prof. status	7.	-	-	-	-	-	-	-	-	-	-	-	-19	-	-	-	-	-	-	-	-	-	-	-10	-	-	-	-	-	-10	-	-
Liking kids	8.	-	-	-	-	-	-	-	-	-	-	-	+26	-17	-	-	-	-11	-10	-	-	-	+15	-18	-09	-	-10	+10	+13	-	-	-
Love subject	9.	+17	+13	+16	+09	+10	-	+09	-	-	-	+13	-10	+23	-	-	-	-	+09	-	-	-	-	-	-	-	-	-	-08	-10	-	-
Work schedule	10.	-	+12	+10	+09	+11	-	+10	-	-	-	+11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Social prestige	11.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stepping stone	12.	+09	-	-	-	-	-	-	-	-	-	-	-19	+15	-	-	-	-	-	-	-	-	+09	+13	-	-	-	-	-13	-	-	-
No other major	13.	-	-	-	-	-	-	-	-	-	-	-	-09	-	-	-	-	-	-	-	-	-	-	+16	-	-	-	-	-08	-	-	-
Change society	14.	+14	+14	+15	+11	+11	+09	+11	+09	-	+09	+14	-08	-	-	-	-	-	-	-	-	-	-	-	-	+08	-	-	-	-	-	-
Prior exp. kids	15.	-	-	-	-	-	-	-	-	-	-	-	+19	-09	-	-	-	-	-	-	-	-	+34	-14	-14	-	-	-	+11	-	-	-

*Decimals not shown in table, only correlations significant at $p \leq .05$ shown

Table 4

Stepwise Multiple Correlations Between Reasons for Entering Teacher Training and Academic, Personal, and Affective Characteristics

Reason*	Group	Predictor Variables	d**	R	R^2	I ***	F	p
1. Parents	Total	1. Mother's occupation	-	.34	.11	.11	56.47	.001
		2. Teachers in family	-	.40	.16	.05	25.28	.001
		3. Father's education	+	.42	.18	.02	8.93	.01
		4. Attitude teaching	+	.44	.19	.01	6.51	.02
		5. Time of decision teach	-	.45	.20	.01	4.34	.04
	Elementary	1. Mother's occupation	-	.36	.13	.13	23.98	.001
		2. Teachers in family	-	.45	.20	.07	14.40	01
		3. Number siblings	-	.48	.23	.03	5.43	.03
		4. Math C & A, CTBS	+	.50	.25	.02	4.35	.04
	Secondary	1. Mother's education	+	.40	.16	.16	26.72	.001
		2. Self concerns	+	.46	.21	.05	8.34	.01
		3. Father's occupation	-	.50	.25	.04	7.35	.01
		4. Teachers in family	-	.53	.28	.03	5.44	.02
		5. Total concerns	-	.55	.30	.02	4.11	.05
		6. Effectiveness teaching	+	.58	.33	.03	5.52	.03
2. Other family or close relatives	Elementary	1. Teachers in family	-	.25	.06	.06	11.20	.001
		2. Gender	+	.33	.11	.04	7.57	.01
		3. Vocabulary CTBS	-	.36	.13	.03	4.88	.03
		4. Effectiveness teaching	+	.39	.15	.02	3.96	.05

*Criterion for listing: Cumulative $R^2 \geq .15$ and $p \leq .05$.

**d = direction of relationship, see Table 3.

***Incremental percent of variance accounted for by the addition of this variable.

(table continues)

Reason: Stepping Stone Career

Reason*	Group	Predictor Variables	d**	R	R^2	I ***	F	p
9. Love of subject or field	Secondary	1. Mother's education	+	.40	.16	.16	26.72	.001
		2. Self concerns	+	.46	.21	.05	8.34	.01
		3. Father's occupation	-	.50	.25	.04	7.35	.01
		4. Teachers in family	-	.53	.28	.03	5.44	.02
		5. Total concerns	-	.55	.30	.02	4.11	.05
		6. Effectiveness teaching	+	.57	.33	.03	5.52	.03
12. Stepping stone	Elementary	1. Time of decision teach	+	.22	.05	.05	8.49	.01
		2. Gender	-	.28	.08	.03	4.83	.03
		3. Teaching-like experience	+	.32	.10	.02	4.42	.04
		4. Task concerns	+	.36	.13	.02	4.42	.04
		5. Language mech. CTBS	+	.38	.15	.02	3.75	.05
15. Prior experience with youth	Total	1. Teaching-like experience	+	.34	.11	.11	55.98	.001
		2. Gender	+	.37	.14	.02	12.33	.001
		3. Attitude teaching	+	.38	.15	.01	5.09	.03
	Elementary	1. Teaching-like experience	+	.41	.17	.17	32.46	.001
		2. Mother's education	+	.44	.19	.02	4.88	.03
		3. Gender	+	.46	.21	.02	4.64	.04
	Secondary	1. Teaching-like experience	+	.37	.14	.14	22.65	.001
		2. Total score CTBS	-	.42	.18	.04	6.28	.02
		3. Assurance teaching	-	.45	.20	.03	4.30	.04
		4. Effectiveness teaching	-	.48	.23	.02	4.36	.04

*Criterion for listing: Cumulative $R^2 \geq .15$ and $p \leq .05$.

**d = direction of relationship, see Table 3.

***Incremental percent of variance accounted for by the addition of this variable.