

RELATIONSHIPS OF STATUS CHARACTERISTICS AND CHOICES OF
WORKING ENVIRONMENT AS PERCEIVED BY STUDENTS IN THE
TEACHER EDUCATION PROGRAM AT THE UNIVERSITY OF HOUSTON

A Dissertation

Presented to

The Research Committee

Dr. William O. Nesbitt, Chairman

Dr. John A. Cox

Dr. J. Milton Muse

Dr. Marvin D. Sterrett

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Edward C. Taylor

May 1969

ACKNOWLEDGEMENTS

The investigator extends inadequate recognition to those who guided, assisted, and encouraged him in his formal education.

Recognition is due to a family who did not experience nor understand all of the trials of academia at the higher levels, but who stood by, ready to aid and assist as best it could. My father, who did not live to see this document nor the completion of my formal education, is remembered especially for his interest and contributions to my education during earlier years. Among the many others are Dr. Esther Marion Nelson, Professor Emerita, who encouraged the writer as an undergraduate to enter a career of education; Dr. Arvin R. Donner, Dean Emeritus of the College of Education, for his good counsel and friendship; the late Dr. Harold R. Bottrell, who will be remembered for his teachings, encouragement of this study, and friendship; Mrs. Jewell Harper, Mrs. Tommy Rodgers, and Mrs. Lola Dudley, all of whom contributed to the completion of my doctoral studies with demonstrations of their thoroughly human understanding.

Special mention is made here of the friendship and professional assistance given by Dr. Elise Blankenship and of the encouragement and admonitions given by Dr. David A. Knickel, who also read and reacted to the manuscript. More than a decade of students also figure importantly into their teacher's achievements to date for they have had a profound affect upon the investigator's search for a deeper understanding of the course of study and of the student as the object of his professional efforts.

The investigator is gratefully indebted to the Chairman of the Research Committee, Professor William O. Nesbitt, for his guidance, goading, and gentile understanding of the doctoral candidate. Without his encouragement and insight of the personal and scholarly ingredients involved, this study would not have been completed. Professor John A. Cox is recognized for his patience, understanding, and genuine willingness to spend long hours with a recalcitrant student of numbers on the statistical aspects of this study. Professor J. Milton Muse will be remembered for his words of encouragement and cheerfulness, and Professor Marvin D. Sterrett for his contributions of experience and valuable insight into studies linking sociology and education, as well as his regard for the investigator as a gentleman and colleague developing in the fraternity of educators.

There are others who influence a candidate's determination to seek higher levels of performance, although they may not be prominent in immediate memory. Those mentioned above are meritorious of more than what has been stated here. For all errors and mistakes, the writer naturally takes credit and promises to continue in the fascinating study of social determinants of occupational choices of our students.

RELATIONSHIPS OF STATUS CHARACTERISTICS AND CHOICES OF
WORKING ENVIRONMENT AS PERCEIVED BY STUDENTS IN THE
TEACHER EDUCATION PROGRAM AT THE UNIVERSITY OF HOUSTON

An Abstract of
A Dissertation
Presented to
The Faculty of the College of Education
The University of Houston

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Edward C. Taylor
May 1969

Edward C. Taylor, "Relationships of Status Characteristics and Choices of Working Environment as Perceived by Students in the Teacher Education Program at the University of Houston," Houston: University of Houston, May 1969. (Dissertation.)

This study focused on the social status of beginning students in teacher education at the University of Houston, an urban institution, in the fall of 1968 as it related to their choices of working environments. Purposes were (1) to develop an instrument appropriate for periodic use in identifying social orientations of students beginning teacher education and to what extent their choices of working environments reflected their social orientations, (2) to ascertain statistically significant relationships, if any, between social orientation and choices of working environments, (3) to ascertain statistically significant relationships, if any, between size and type of schools attended and choices of working environments, and (4) to ascertain the nature of high school curricular experiences and preferred curricular patterns for teaching.

Data were collected from 399 students on a 34-item questionnaire, administered in teacher education classes. Tabulations and computations for each questionnaire item were reported, including means and standard deviations, Pearson product-moment correlations, chi square, and an analysis of variance.

The profile of respondents revealed that age and marital status were the same as revealed in a study of a similar population at the University in 1962 and that the present group was slightly older than were respondents to a national study conducted in 1961.

Correlations above statistically significant correlations were found between childhood house styles and respondents' sex, family home communities, and family incomes and between childhood house styles and family home communities. House styles, home communities, and sources of family incomes correlated highly with fathers' occupations. An especially high correlation existed between sources of family incomes and fathers' self employment. Sources of family income, fathers' occupations, and self-employment of fathers all correlated highly with mothers' occupations.

Respondents' house styles, home communities, fathers' occupations and mothers' occupations all correlated highly with respondents' fathers' education. Fathers' occupations, mothers' occupations, and fathers' education all correlated highly with sex of respondents. High correlations existed between size of communities in which respondents were born and sizes of communities in which respondents attended high school.

Occupational choices of teaching level correlated with sex of respondents and with respondents' source of family income. Choices of size of community in which to teach correlated with sizes of communities in which respondents had attended high school, respondents' birth places, and the education and occupation of respondents' fathers.

Significant differences were found between responses regarding kind of high school program and choices of size of community in which respondents wanted to teach. Preferred social orientation of students to teach were found to have a significant difference with items regarding

house styles in which respondents lived as children, the community in which the family house was located, respondents' fathers' education, and respondents' mothers' education. Neither male nor female respondents selected to teach students with an upper social orientation and respondents from different kinds of high school background chose to teach different age groups.

As a group, respondents fell somewhere below lower-upper and above lower-low social orientations with the greater number falling into the middle of these categories. A link between education of respondents' parents and the economic position of the students' parents was found. Thus, a consistent relationship between social orientations and preference for future work environments of these respondents existed. The study also revealed that the instrument was appropriate for gathering useful data for answering the questions proposed by the study.

TABLE OF CONTENTS

CHAPTER	PAGE
ACKNOWLEDGEMENTS	i
ABSTRACT	iii
 I. INTRODUCTION	 1
The Problem	1
Background and Rationale of the Problem	2
Need for the Study	6
Research Procedures	9
Subjects and collection of data	9
Instrument	9
Handling of data and reporting	10
 II. REVIEW OF THE LITERATURE	 11
Social Status Defined	11
Social Background of Teachers	15
Family background	17
Age and marital status	19
Teaching level and type of school district	20
Vocational orientations	20
Decision to enter teaching	21
Social Status as a Determiner of Working Environment	21
Social Status as Seen in the Cognitive Domain	29
Summary	30
 III. RESEARCH PROCEDURES	 33
Subjects	33
Instrument	33
Collecting and Handling of Data	35
Presentation of Findings	37

TABLE OF CONTENTS CONTINUED

CHAPTER	PAGE
IV. FINDINGS AND DISCUSSION	40
Distribution of Responses	40
Respondent's personal background	40
Respondent's family background	43
Respondents' occupational choices	50
Relationships Between Certain Responses	57
Results	57
Summary	62
Chi Square	63
Results	64
Summary	71
Analysis of Variance	72
Results	72
Summary	81
V. RECOMMENDATIONS AND CONCLUSIONS	87
Problem, Purposes, and Objectives	87
Research Procedure	88
Findings	89
Conclusion	94
Recommendations for Further Study	100
APPENDICES	103
Appendix A	103
Appendix B	113
BIBLIOGRAPHY	114
VITA	117

LIST OF TABLES

TABLE	PAGE
I. MEANS AND STANDARD DEVIATIONS FOR THE VARIABLES RELATED TO THE COMPOSITION OF THE RESPONDENTS (N = 399)	39
II. FREQUENCY AND PER CENT IN EACH OF THE CATEGORIES ON THE RESPONDENT'S BACKGROUND	40
III. FREQUENCY AND PER CENT IN EACH OF THE CATEGORIES ON THE RESPONDENT'S FAMILY BACKGROUND	44
IV. FREQUENCY AND PER CENT IN EACH OF THE CATEGORIES ON THE RESPONDENT'S OCCUPATIONAL CHOICES	51
V. INTERCORRELATION MATRIX OF THE VARIABLES (N = 399) . . .	58
VI. CHI SQUARE ANALYSIS OF QUESTIONS TEN AND TWENTY-SEVEN .	65
VII. CHI SQUARE ANALYSIS OF QUESTIONS THIRTEEN AND TWENTY-SIX	66
VIII. CHI SQUARE ANALYSIS OF QUESTIONS TWENTY-EIGHT AND TWENTY-NINE.	67
IX. SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS THIRTEEN AND TWENTY-SIX (N = 377)	73
X. SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS THIRTEEN AND THIRTY-FOUR (N = 377)	74
XI. SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS THIRTEEN AND THIRTY-THREE (N = 377)	76
XII. SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS THIRTEEN AND THIRTY-TWO (N = 377)	77
XIII. SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS TWENTY-SEVEN AND FIFTEEN (N = 377)	78
XIV. SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS TWENTY-SEVEN AND SIXTEEN (N = 377)	79
XV. SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS TWENTY-SEVEN AND SEVENTEEN (N = 377)	80

LIST OF TABLES CONTINUED

TABLE	PAGE
XVI. SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS TWENTY-SEVEN AND EIGHTEEN (N = 377)	82
XVII. SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS TWENTY-SEVEN AND TWENTY-TWO (N = 377)	83
XVIII. SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS TWENTY-SEVEN AND TWENTY-FOUR (N = 377)	84
XIX. SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS TWENTY-SEVEN AND TWENTY-FIVE (N = 377)	85

RELATIONSHIPS OF STATUS CHARACTERISTICS AND CHOICES OF WORKING ENVIRONMENT AS PERCEIVED BY STUDENTS IN THE TEACHER EDUCATION PROGRAM AT THE UNIVERSITY OF HOUSTON

I. THE PROBLEM

In the fall of 1968, there was no information available to faculty at the University of Houston on the social status of beginning students in teacher education as it relates to their choices of working environment.¹ Two central questions were explored in this study: (1) what was the social orientation of students beginning the teacher education sequence at the University of Houston? (2) to what extent were the choices of working environment a reflection of the social orientations of these students?

Exploration of these questions served the following purposes: (1) to develop an instrument appropriate for periodic use in answering the first two questions stated above; (2) to describe the social status and choices of working environment of students in teacher education; (3) to ascertain statistically significant relationships, if any, between social status and choice of working environment of respondents; and (4) to ascertain statistically significant relationships, if any, between the size and type of schools respondents attended and choices of working environments chosen by respondents. This study also provided insight which will (1) aid in identifying relations among social status characteristics,

¹Working environment choices refer to the level and the size and type of school the respondent would prefer.

working environment choices, and selection of students for teacher education; (2) identify certain types of information which might be helpful in counseling the student in his teaching field; (3) help ascertain elements of the curriculum which are related to social orientation which appear, either implicitly or explicitly, to be appropriate for developing experiences in the teacher education program in the years ahead.

Warner's Index of Status Characteristics was used to ascertain social status. Data were collected reflecting the respondents' categorical identity, social status, and choices of working environments. Correlations between students' social status and their choices of working environments were analyzed. A composite portrait of students presently enrolled in teacher education was constructed.

II. BACKGROUND AND RATIONAL OF THE PROBLEM

A college instructor usually prepares for his teaching assignments on the basis of certain beliefs about his students. These beliefs may be called stereotypes and usually represent a maze of information derived from many sources, both subjective and objective. The potential products of stereotyping are that the stereotype may be accurate, the stereotype may be partially accurate or the stereotype may be grossly inaccurate. Moreover, the stereotype may be static or dynamic. For optimal value in

professional teaching, one would expect that the instructor's stereotypes should periodically be tested against other relevant information.

A familiar kind of stereotype relates to the social orientation of the individual. For the instructor, this may be gained from (1) observation, (2) introspection and projection, or (3) simply borrowed in toto from an external source, such as a book, mentor or colleague. A reasonable expectation would be that each professional educator would construct his own beliefs about his students on the basis of the best available data, objectively analyzed and applied to the specific teaching situation.

Interest has been expressed locally and nationally as to the nature and relationships of social status and choices of working environments of students in teacher education. Periodic reports emanating from the University Registrar and from the Office of Counseling and Testing at the University of Houston were not addressed to the questions explored in the present study. The formal Application for Admission to Teacher Education required by the College of Education of all applicants to the program was in narrative, biographical form and lent itself more to the studying of cases than to group indexing. A socio-economic study of all College of Education students was conducted in 1962 when the University was private and the College of Education was under different leadership and organization.² There was no information which related social

²Richard D. Strahan, "Socio-Economic Characteristics of College of Education Students at the University of Houston," Houston: Bureau of Education Research, University of Houston, 1962. (mimeographed.)

status and working environment on the undergraduate students in teacher education at the University of Houston. When applicable information of this type is available, it can serve to help guide prospective teacher education students, and as one reference for the rationale and evaluation of curricular offerings.

Warner's Index of Status Characteristics was used as a model for the research instrument. With only seven items designed to ascertain social status, the college instructor has a simple instrument with which to study his students' social status. Although there has been criticism of Warner's research design, criteria and methodology used for preparing his instruments, few socio-anthropologists have more than thirty years of experience in studying the classification of social status.

Barber stated,

Warner's six social classes have indeed proved useful; however, because he seems to assume that there are always and only six social classes in American society, he has been criticized by some social scientists for not seeing that some other number of social classes might be useful for some other purpose Warner has also been criticized by some who have the ideological purpose of minimizing social class differences in American society. They claim that it is mere snobbishness to discriminate six different social classes in 'classless' America.³

Kallenbach has the following to say about Warner's work on social stratification:

Warner's studies demonstrate that in the modern American community there is a consensus as to who is at the top of the

³Bernard Barber, Social Stratification A Comparative Analysis of Structure and Process (New York: Harcourt, Brace and Company, 1957), p. 79.

social scale, who is just below this, who is further down. . . . When he studies the people at the top of the scale he finds that money is not the thing that differentiates them from the people just below them. Rather, the basic criteria are membership in a family which has had money for several generations, living in a certain section of the community, belonging to certain exclusive clubs, and related by marriage to other high status families.

.

Warner and his colleagues developed a short-cut method, using several indices of social status which can be obtained fairly easily. Their composite indices correlates very high with the method of evaluated social participation, which is Warner's basic method.⁴

According to Kallenbach, when comparisons must be made between social classes in divergent cities or states, the criterion of social participation can hardly be used, and the general method is to use one or more socio-economic indices, such as occupational rating, amount of education and amount of income.⁵ Kallenbach suggests that knowledge of social class is on the whole piecemeal and fragmentary. "To date, for example, there had been no comprehensive investigation of the American class structure on a national scale."⁶ Kallenbach names Hollingshead and Warner as the two researchers having treated the question of social stratification on the level of the local community.⁷

⁴W. Warren Kallenbach (ed.), Education and Society (Columbus: Charles E. Merrill Books, Inc., 1963), p. 382-3.

⁵Ibid., p. 383.

⁶Ibid.

⁷Ibid.

III. NEED FOR THE STUDY

The present study supplied a simplified instrument for the measurement of social status and choices of working environment of beginning education students at the University of Houston, descriptive information on these factors, and those relationships among which ultimately factors were found to be statistically significant. This information may be useful in current curriculum development and for selecting and counseling education students. In addition, the student will find this information valuable when selecting courses outside the teacher education sequence and when making choices of a working environment.

A review of the literature revealed a number of studies in social orientation of teachers. Lipset and Bendix observed that positions of leadership and social responsibility in any society usually are ranked at the top in a hierarchy of prestige, with positions requiring long training and superior intelligence ranked just below.⁸ Their study suggests that teachers often improve their status through educational attainment.⁹ Mason found a relationship between the education achieved by the beginning teacher and his social origin.¹⁰ In the same study, Mason reported

⁸Seymour M. Lipset, and Reinhard Bendix, Social Mobility in Industrial Society (Berkeley: University of California, 1959.)

⁹Ibid.

¹⁰Ward S. Mason, The Beginning Teacher: Status and Career Orientations (U. S. Department of Health, Education, and Welfare, Office of Education, Circular no. 644. Washington, D. C.: Government Printing Office, 1961.)

that fathers of beginning teachers, to a slightly greater extent than those of all teachers, were white collar workers.¹¹

The National Education Association, Research Division, reported on the occupational background of teachers' fathers and showed that teachers entering the profession in five time periods--before 1905, 1905-14, 1915-24, 1925-34, and after 1934--tended to reflect, in paternal status, the changes in occupational distribution of the male labor force through the fifty-year period.¹²

The report concluded that a larger proportion of teachers come from the managerial and professional class and a smaller proportion come from skilled and unskilled labor than from the labor force as a whole.¹³ Carlson, reporting on a sample from the San Francisco area, found that teachers had origins at all levels of the social class continuum, but the proportion of teachers who were in the upper half of the social class exceeded by far the proportion from the lower half.¹⁴ In the same study it was reported that male secondary school teachers were lowest in terms of social class origin, and female elementary school teachers were highest.¹⁵

¹¹Ibid.

¹²National Education Association, Research Division, The American Public-School Teacher (Research Monograph 1963-M2. Washington, D. C.: the Association, 1963. a)

¹³Ibid.

¹⁴Richard O. Carlson, "Variation and Myth in the Social Status of Teachers." Journal of Educational Sociology 35: 104-18; November 1961.

¹⁵Ibid.

One aspect of teacher social status is reflected by their self-images, as well as by those involved in a choice of career, and by the general public. Furness reported a study of the teacher and his image and found distorted stereotypes of high school teachers.¹⁶ He observed that these distorted stereotypes represented a dangerous cultural lag. Kuhlen and Dipboye attempted to discover ways in which prospective members of certain other occupations were classified.¹⁷ They found that public school teaching was perceived as offering very low potential for substantial economic gain; that those selecting teaching had higher needs for nurturance, deference, self-abasement, order, and affiliation than those choosing other professions; but that they exhibited lower needs of achievement, autonomy, and change than other professionally directed groups.¹⁸ Groff reviewed research on social status of teachers since 1925 and found that it was difficult to fit teachers into widely accepted social status scales and that teachers might be classified best as "middle-class professionals."¹⁹

¹⁶Edna Lee Furness, "The Image of the High School Teacher in American Literature." Educational Forum 24: 457-64; May 1960.

¹⁷Raymond G. Kuhlen and Wilbert J. Dipboye, Motivational and Personality Factors in the Selection of Elementary and Secondary School Teaching as a Career. U. S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Project No. 047. Syracuse, N. Y.: Syracuse University, 1959.

¹⁸Ibid.

¹⁹J. Patrick Groff, "The Social Status of Teachers." Journal of Educational Sociology 36: 20-25; September 1962.

These studies and many others support the fact that social stratification and choices of working environment by students in teacher education is of interest to current researchers. In July, 1968, The National Academy of Sciences and The National Academy of Education authorized an announcement by their joint committee, The Committee on Basic Research in Education. In suggesting the range of research investigations that their new program is designed stimulate and support, several fall in the area of social orientation. Two examples of those listed by the announcement were (1) "Studies of social and cultural influences on patterns and strategies of learning," and (2) "Studies of age-grading of roles in society, and its relation to the formal structure of education."²⁰

IV. RESEARCH PROCEDURES

Subjects and collection of data. University of Houston undergraduates beginning the sequence in teacher education in the fall of 1968 were given a questionnaire in their education classes. Some 400-500 students matriculated in this program. The cooperation of the College of Education faculty was solicited for the administration of the instrument.

Instrument. A special instrument was constructed for this study which followed Warner's model. This instrument was useful

²⁰The National Academy of Sciences and The National Academy of Education, A New Program of Basic Research In Education, Washington, D. C.: July 1968.

for describing social status, choices of working environment and categorical identity of College of Education students at the University of Houston. Multiple-choice items solicited responses within, approximately, a twenty minute period. (See Appendix A). Within each part of the questionnaire, the construct validity of the various questions was examined by correlating each item with every other item in that part. Inter-item coefficients above .40 were interpreted to indicate adequate construct validity.

Handling of data and reporting. Completed questionnaires were checked for clarity and coded data were transferred to punch cards for processing in the Computing Center at the University of Houston. Descriptive statistics were tabulated or computed for each questionnaire response. Data cards were used for computation of Pearson product-moment correlation coefficient, means, and standard deviations. The investigator analyzed and reported the results.

CHAPTER II

REVIEW OF THE LITERATURE

This study was concerned with two aspects of beginning students in teacher education at the University of Houston: (1) their social orientation, and (2) how this social orientation related to their choices of working environments. This review of the literature is presented in the following order:

- I. Social status defined
- II. Social background of teachers
- III. Social status as a determiner of working environment
- IV. Social status as seen in the cognitive domain

A critique of the literature and summary will conclude this chapter.

I. SOCIAL STATUS DEFINED

Gordon suggests that social stratification in social order is a concept which refers to a vertical arrangement of persons -- a hierarchy -- a system of higher and lower, greater and lesser, superior and inferior.¹

. . . this stratification rests on one or the other of two categories: power -- a behavioral system in which some persons directly or indirectly manipulate the lives of other persons, or obtain greater rewards from the society by virtue of differential possession

¹Milton M. Gordon, Social Class in American Sociology (New York: McGraw-Hill Book Company, Inc., 1963), p. 238.

of economic goods or institutional authority -- and status -- by which we mean a psychological system of attitudes in which superiority and inferiority are reciprocally ascribed.²

Gordon further reports that in America there is a close correlation between occupation and economic power.³

Warner, writing on status and role, says the following:

Social institutions in all societies . . . contain memberships to which their people belong and are assigned by the social system; these institutional memberships are automatically created positions which are basic kinds of status.⁴

Warner also says, "each membership has its rights and duties, its privileges and obligations, as do the other memberships related to it."⁵ For Warner, status is a socially-defined "position located in a social universe."⁶

Societies differ in the degree to which they evaluate social roles, and they differ as well in the extent to which they permit individuals to leave one role for another. Eulau points out that social roles and social orientations must be cognized if they are to give rise to relevant behavior.⁷ Some idea of class awareness is necessary if class roles are to affect behavior.

²Ibid.

³Ibid., p. 239.

⁴W. Lloyd Warner (ed), Yankee City (New Haven: Yale University Press, 1963), p. 157.

⁵Ibid.

⁶Ibid.

⁷Heinz Eulau, Class and Party in the Eisenhower Years (Stanford: The Macmillan Company, 1962), p. 37.

Opinion varies as to the appropriate unit for stratification analysis. Some writers stress positions, others roles, other memberships, other individuals, others groups, or social categories; all agree that stratification consists in status rankings. Smelser says, "each of the statuses ranked has an absolute value, that is, its constitutive rights and powers; each also has a relative value in comparison to some or all others."⁸

Each member of a society views that society as more or less organized. He has an idea -- sometimes conscious, sometimes unconscious -- of the relationships that exist between himself and the social world about him and among the other members of society He understands who people are and what they are expected to do on the basis of his idea of social organization.⁹

Cuber and Kerkel define as ". . . the obvious and omnipresent fact that persons and groups in a society -- even a democratic one -- are assigned or allowed to achieve statuses which differentiate them."¹⁰

Barber's definition is similar to the others but he adds:

"The system of social stratification does not necessarily correspond

⁸Neil J. Smelser and Seymour Martin Lipset (eds.), Social Structure and Mobility in Economic Development (Chicago: Aldine Publishing Company, 1966), p. 166.

⁹Thomas E. Lasswell, Class and Stratum and Introduction to Concepts and Research (Dallas: Houghton Mifflin Company, 1965), p. 15.

¹⁰John F. Cuber and William F. Kenkel, Social Stratification in the United States (New York: Appleton, Century, Crofts, Inc., 1954), p. 4.

to the various systems of legal categorization sometimes applied to the members of a society."¹¹

Hodgess sees social status or levels as:

. . . the blended product of shared and analogous occupational orientations, educational backgrounds, economic wherewithal, and life experiences. Persons occupying a given level need not be conscious of their class identity. But because of their approximately uniform backgrounds and experiences, and because they grew up perceiving or 'looking at things' in similar ways they will share comparable values, attitudes, and life styles.¹²

Most social writers agree that there is social stratification in the United States, but there is not universal agreement upon the various levels. Orth, in a study conducted at Harvard, reports "every classroom becomes a different social experience and all classrooms are populated by students from a number of different social systems."¹³

Warner suggests, "when the individual moves from status to status and from place to place he must, sometime from moment to moment, redefine who he is and what he does primarily on his own initiative."¹⁴

¹¹Bernard Barber, Social Stratification: A Comparative Analysis of Structure and Process (New York: Harcourt, Brace and Company, 1957), p. 54.

¹²Harold M. Hodgess, Jr., Social Stratification Class in America (Cambridge: Schenkman Publishing Company, Inc., 1964), p. 13.

¹³Charles D. Orth, III, Social Structure and Learning Climate: The First Year at the Harvard Business School (Boston: Division of Research, Graduate School of Business Administration, Harvard University, 1963), p. 3.

¹⁴W. Lloyd Warner, The Corporation in the Emergent American Society (New York: Harper and Brothers Publishers, 1962), p. 59.

Packard has suggested two reasons for the study of social status: (1) to promote more understanding between people of the various class groupings, and (2) "to make certain that people of real talent are discovered and encouraged to fulfill their potential regardless of their station in life."¹⁵

II. SOCIAL BACKGROUND OF TEACHERS

The reviewer of the literature is made aware of the consensus among sociologists regarding the existence of socially-defined social stratifications in America. Moreover, although there is not universal agreement upon criteria of various levels, most writers concur on the presence of social class influence upon the individuals' behavior. A number of studies within the past four decades have focused upon the teacher.

Stiles found that teachers came from a variety of backgrounds although the time-honored belief has been that teachers are of middle-class origin.¹⁶ "Economically, their families had moderately adequate incomes."¹⁷ It was found that many had received an early experience with part-time work.¹⁸ "There has been no census which tells us the

¹⁵Vance Packard, The Status Seekers (New York: David McKay Company, Inc., 1959), p. 330.

¹⁶Lindley J. Stiles, Jr., The Teacher's Role in American Society (New York: Harper and Brothers Publishers, 1957), p. 8.

¹⁷Ibid.

¹⁸Ibid.

socio-economic background of all teachers."¹⁹ Corwin states that "the exact status of public school teachers in American society is presently indeterminate. The teacher's status is apparently somewhere between the highest and the lowest occupations."²⁰

McGuire and White, in reference to teachers in Texas, report:

More than half the individuals in the study . . . were born in small towns or cities of less than 20,000 people. Although two of every five were employed in small cities (20,000 to 100,000) and in the larger centers of population, only one in four was born in the more populous communities. Another quarter of the individuals was from families living on farms and ranches in the country. Migration to the cities, however, is not surprising in the light of other data gathered in community studies. In Textown, for instance, nearly half the youth who graduate or leave high school move away -- the majority to larger centers.²¹

Bell reports that the correlation between the three variables of education, occupation, and income often determines general social status.²² He says, "the teacher represents an obvious exception."²³ "Regardless of social class origins, most teachers in America participate with other middle-class persons and fit into the social structure of their communities as middle-class people."²⁴

¹⁹Ibid., p. 6.

²⁰Ronald G. Corwin, A Sociology of Education: Emerging Patterns of Class, Status, and Power in the Public Schools (New York: Appleton, Century, Crofts, 1965), p. 217.

²¹Stiles, p. 33.

²²Robert R. Bell, "Social Class Values and the Teacher," The Bulletin of the National Association Secondary School Principals (43: 122-126, December 1959), p. 122.

²³Ibid.

²⁴Ibid.

Dixon states that there are limitations to the upward social mobility of teachers, that is,

. . . some states forbid teachers to engage in activities which are open to those in other professions . . . teachers cannot seek and hold public office while teaching . . . tradition and expectancy limit the extent to which teachers may seek to gain upward social mobility.²⁵

"For teachers . . . there is social stratification within the educational establishment . . . not only in power, but salaries paid . . . and (social stratification) in the community."²⁶

Herriott states,

. . . we still do not know whether teachers in one type of school are very different in background from teachers in other types of schools. It is tacitly assumed that the origin of the average teacher is identical from school to school, regardless of the social class composition of the school in which he works. But this may not be true.²⁷

The national survey of the status of the American teacher revealed certain characteristics of social background of teachers.²⁸

Family background. Almost half (46 per cent) of beginning teachers came from families in which the father had a white-collar

²⁵N. R. Dixon, "Teachers' Social Mobility," Educational Leadership (22: 564-566, 603, May, 1965), p. 565.

²⁶Ibid.

²⁷Robert E. Herriott and Nancy Hoyt St. John, Social Class and the Urban School (New York: John Wiley and Sons, Inc., 1966), p. 8.

²⁸Ward S. Mason, The Beginning Teacher: Status and Career Orientations (U. S. Department of Health, Education, and Welfare No. OE-23009. Washington. United States Government Printing Office, 1961).

occupation, 36 per cent from families in which the father had a blue-collar occupation and 18 per cent from families in which the father was a farmer.²⁹ Of all beginning teachers, one-third were employed and two-thirds were homemakers.³⁰ There was little difference between those on the elementary and secondary levels as far as mothers' occupations were concerned.³¹ A greater proportion of women than men had mothers who were teachers or other educators.³²

Fifteen per cent of the teachers in the sample came from families in which one or both parents were teachers or other educators. Occupational inheritance is greater among the women than the men . . . 33
15 per cent of women, and 11 per cent of the men . . .

An important indicator of social origin is the education of parents. "Almost half the beginning teachers came from families in which the father had completed high school or gone to college" ³⁴

In a socio-economic study completed in 1962, of all teacher education students at the University of Houston, the family background revealed that "61 per cent of the fathers of women students completed a high school education or better, while only 51 per cent of the fathers of men students had this amount of schooling." ³⁵

²⁹Ibid., p. 12.

³⁰Ibid., p. 13.

³¹Ibid., p. 15.

³²Ibid., p. 14.

³³Ibid., p. 15.

³⁴Ibid., p. 16.

³⁵Richard D. Strahan, "Socio-Economic Characteristics of College of Education Students at the University of Houston," Houston: Bureau of Education Research, University of Houston, 1962, p. 13. (mimeographed.)

The increasing urbanization of the nation is reflected in the social origin of the beginning teacher, according to a report dated 1961.

Almost one-half of the beginning teachers who grew up in areas of over 100,000 population began teaching in a larger urban district; about two-fifths of those who grew up in areas of between 10,000 and 99,999 population began teaching in a medium urban district; 31 percent of those who grew up in an area of between 2,500 and 9,000 began teaching in a small urban district; and 39 percent of those who grew up in communities of less than 2,500 began teaching in a rural district.³⁶

The national study revealed that only 18 percent of the teachers lived in the community in which they were born.³⁷

Strahan found that 83 percent of the students attending the College of Education at the University of Houston lived in metropolitan Houston.³⁸

Age and Marital Status. The national survey reported that the median age of American teachers was 23.7 years; the median age for men was 25.9 and that for women was 22.8.³⁹ The study also revealed that "of the men, 63 percent were married and of the women, 43 percent."⁴⁰

³⁶Mason, p. 19.

³⁷Ibid.

³⁸Socio-Economic Study of College of Education Students University of Houston, p. 13.

³⁹Mason, p. 5.

⁴⁰Ibid.

According to Strahan, the median age of teacher education students was men 22-23, and women 20-21.⁴¹ "Forty percent of the men were married while 50 percent of the women were, or have been, married."⁴²

Teaching Level and Type of School District. The national survey found that 57 percent of the beginning teachers were teaching in elementary schools and 43 percent in secondary schools.⁴³ As to the type of school district, there was a tendency for elementary teachers more than for secondary teachers to begin in the larger districts.⁴⁴ One reason given for this is the fact that the teacher shortage has been more acute at the elementary level, and experience requirements for hiring new teachers were probably discarded earlier for elementary than for secondary teachers by the larger districts.⁴⁵

Vocational orientations. Six percent of the beginning teachers in the national study stated that their assignment did not match their qualifications, and 31 percent stated that their assignments matched their qualifications only partly.⁴⁶

. . . among secondary teachers, the percentage replying that they were entirely satisfied with their assignment was lowest for science and mathematics teachers (47 percent), higher for teachers of other academic subjects

⁴¹Socio-Economic Study of College of Education Students University of Houston, p. 6.

⁴²Ibid., p. 8.

⁴³Mason, p. 6.

⁴⁴Ibid.

⁴⁵Ibid.

⁴⁶Ibid., p. 50.

(52 percent), and highest for those in nonacademic subjects (71 percent).⁴⁷

In the national study, "men were less satisfied with their assignment than women, particularly on the elementary level."⁴⁸

Decision to Enter Teaching. The national survey found that 60 percent of the beginning teachers made their decision to become a teacher at some time between the junior year of high school and the sophomore year of college, while 16 percent decided earlier and 24 percent at a later time.⁴⁹ Women tended to make an earlier decision than did men, and beginning elementary teachers made earlier decisions than beginning secondary teachers.⁵⁰

III. SOCIAL STATUS AS A DETERMINER OF WORKING ENVIRONMENT

To understand the impact of one's occupation upon the inner man is an important task of the social sciences.⁵¹ "Teaching is by no means the only occupation which whittles its followers to convenient size and seasons them to its tastes."⁵²

⁴⁷Ibid.

⁴⁸Ibid., p. 42.

⁴⁹Ibid., p. 96.

⁵⁰Ibid., p. 97

⁵¹Willard Waller, The Sociology of Teaching (New York: Russell and Russell, 1961), p. 375.

⁵²Ibid.

Those who follow certain occupations are continually thrown into certain kinds of social situations. These social situations call for . . . a certain kind of reaction on the part of the professional.⁵³

Waller reports,

The social situation surrounding the practice of any occupation is set to inflict upon the individual whose occupational behavior is eccentric, certain shocks, or traumas. From the viewpoint of social organization, these shocks or penalties are means of enforcing conformity to social codes.⁵⁴

It is difficult to determine the type of person who elects to follow a given occupation.⁵⁵ One factor determining the selective pattern is the economic standing of the vocation,

. . . the matter of financial return, immediate and future, the opportunity for advancement, and economic security.⁵⁶

The social standing of the occupation is also important.

. . . what social circles those in the occupation move in, and what stereotyped ideas the community has concerning the profession; for women, the question of marriage opportunities is not a slight one.⁵⁷

The recruitment pattern which teaching presents to prospective teachers has never been adequately described.

. . . the financial rewards of teaching are not great; the pay low, the opportunity for advancement, for most teachers, slight; and economic security little.⁵⁸

⁵³Ibid., p. 376.

⁵⁴Ibid., p. 377.

⁵⁵Ibid.

⁵⁶Ibid.

⁵⁷Ibid.

⁵⁸Ibid., p. 379.

"The social standing . . . is unfortunately low, and this excludes more capable than incapable persons."⁵⁹

Waller concludes,

. . . often it is the social experiences of the individual which give him a push into teaching that he cannot resist and the advantages and disadvantages of teaching remain unconsidered.⁶⁰

"The weightiest social relationship of the teacher is his relationship to his students; it is this relationship which is teaching."⁶¹

According to Caplow the principal device for the limitation of occupational choice is the educational system.⁶² The educational system limits occupational choice in two ways:

. . . by forcing the student who embarks upon a long course of training to renounce other careers which also require extensive training; . . . and by excluding from training and eventually from the occupations themselves those students who lack either the intellectual qualities . . . or the social characteristics . . . which happen to be required.⁶³

.

Indeed, education cannot serve as a channel of vertical mobility unless it also serves to exclude those who are not educated in the appropriate way.⁶⁴

⁵⁹Ibid.

⁶⁰Ibid.

⁶¹Ibid., p. 383.

⁶²Theodore Caplow, The Sociology of Work (Minneapolis: University of Minnesota Press, 1954), p. 216.

⁶³Ibid.

⁶⁴Ibid.

Selvin found that the kind of group in which a student associates and lives while attending college has a decided effect on changes in his career plans as he goes through college.⁶⁵

Jackson and Moscovici suggest at least two general hypotheses concerning the process by which people become teachers and the psychological qualities that distinguish these people from those who have chosen other careers.⁶⁶

First, the evidence indicates that the teacher-to-be, even at the beginning of his preparation, has begun to identify on a covert level with his future professional role.

Second, the findings give some indication of one of the central psychological problems facing the teacher-to-be: that of knowing how to maintain a pleasant interpersonal environment while performing in that environment as an authority figure.⁶⁷

Wallace found "that the level of desire to attend graduate or professional school after college was related to three factors: previous academic achievement, socio-economic ambition and peer group attitude climate."⁶⁸ In the same study it was revealed that

⁶⁵Hanan C. Selvin, "The Impact of University Experiences on Occupational Plans," The School Review (Chicago: The University of Chicago Press, 71: No. 2, Autumn 1963), p. 328.

⁶⁶Philip W. Jackson and Fela Moscovici, "The Teacher-To-Be: A Study of Embryonic Identification With a Professional Role," The School Review (Chicago: The University of Chicago Press, 71: No. 1, Spring, 1963), p. 59.

⁶⁷Ibid.

⁶⁸Walter L. Wallace, "Peer Influences and Undergraduates' Aspirations for Graduate Study," Sociology of Education (38: No. 5, Fall 1965), p. 375.

peer group attitude climate has greatest positive influence where previous academic achievement is low and where socio-economic ambition is low.⁶⁹

Werts replicated Davis' study of 1963 and found "a considerable area of agreement."⁷⁰ In both studies, "engineer and teacher were overchosen by low socio-economic groups."⁷¹ Werts also discovered that "chemist, accountant, clergyman and farmer should be added to the list of careers favored by men of lower social economic status background."⁷² And to the list should be added lab technician and nurse, for women, in addition to teacher.⁷³ "The most significant overchoice for this group was teacher."⁷⁴ Lawyer and physician were overchosen by higher social economic status groups in both studies.⁷⁵ The findings of Werts, also, "indicate that higher social economic status men also favor college professor, while higher social economic status women overchose social worker, psychologist and foreign service in addition to physician."⁷⁶ These data correspond with the idea that it is

⁶⁹Ibid.

⁷⁰Charles E. Werts, "Social Class and Initial Career Choice of College Freshmen," Sociology of Education (39: No. 1, Winter 1966), p. 77.

⁷¹Ibid.

⁷²Ibid.

⁷³Ibid., p. 82.

⁷⁴Ibid.

⁷⁵Ibid.

⁷⁶Ibid., p. 84.

difficult to take more than one step up the social ladder without special advantages, which are financial, personality, or intellectual. "

Werts suggests "that it can be useful to obtain a father's specific occupation rather than getting merely a general classification (e.g., professional) when studying college students."⁷⁷ "Such information allows the separation of general social class effects from father-model effects (i.e., the desire of sons to follow their fathers' occupations)."⁷⁸

Werts furnishes the following reasons for analyzing male and female data separately on occupational choice related to social economic status:

- (1) Social class effects are not as clear-cut for women as for men.
- (2) The same professions cannot be assumed to have the same prestige for both men and women. (Thus, it was noted that foreign service, which is overchosen by females of high social economic status background, is overchosen by males of intermediate social economic status background.)
- (3) Female career choices are probably based on a more difficult value orientation than are those of men. (This is suggested by the overchoice by high social economic status females of service-oriented fields such as social worker, psychologist, physician and foreign service.)
- (4) The major career of men and women rarely overlap.
- (5) The father-model effect is not generally applicable to women.⁷⁹

⁷⁷ Ibid.

⁷⁸ Ibid.

⁷⁹ Ibid., p. 85.

White found women professionals in teaching significantly different on the criterion of career commitment due to the following factors: mother's work orientation, social class background, source of financial support in college and current marital status. The type of college attended was not a significantly discriminating factor.⁸⁰

Holland and Lutz found

. . . that interest inventories may be useful for characterizing the poles of a student's conflicts about vocations, but it was more predictive to rely upon a person's vocational choice and history of such choices than upon interest inventories.⁸¹

Brookover proposes that the school should seek to maintain a fluid social structure by providing a wide variety of teacher models from all social classes and that teachers should be selected in so far as possible for their "non-shock" reaction to the behavior of children of all social classes.⁸²

Gottlieb, in a detailed review of the literature, found two consistent patterns:

. . . first, there is a high degree of harmony among authors as to the role played by social classes in educational experiences; second, most discussion is based on, or at least has some referent support in,

⁸⁰Kinnard White, "Social Background Variables Related to Career Commitment of Women Teachers," The Personnel and Guidance Journal (45: No. 7, March 1967), p. 648.

⁸¹John L. Holland and Sandra W. Lutz, "The Predictive Value of a Student's Choice of Vocation," The Personnel and Guidance Journal (46: No. 5, January 1968), p. 434.

⁸²W. B. Brookover, "Teachers and The Stratification of American Society," The Harvard Educational Review (23: No. 4, Fall 1953), p. 267.

three sociological classics: Elmstown's Youth, Who Shall Be Educated? and Middletown: A Study in American Culture.⁸³

Warner states,

The principles of birth, still important and of real significance, do not operate as easily as previously. The basic values of our society, including that nebulous but all important belief in the American Dream, are more real now and less the stuff of legend and fiction than a generation ago.⁸⁴

According to Warner, ". . . higher education has had at least two fundamental functions in our contemporary society and in the emergence of the great community."⁸⁵ "It has transformed men for occupational mobility."⁸⁶ "The institutions of higher education also have been instruments of cultural conservation and rapid emergent change."⁸⁷

Warner does not stop with occupational choice but speaks of "the increasing regional circulation with the need to fit not only one's immediate community and region but other regions too is beginning to be a part of the social structure of the total United States."⁸⁸

Regarding the role of the teacher in the United States, Gore says, "the teacher is more important in the United States than in European countries; besides imparting knowledge, the teacher is the

⁸³David Gottlieb, "Social Class, Achievement, and the College-Going Experience," The School Review (10: No. 3, Autumn 1962), p. 273.

⁸⁴W. Lloyd Warner, The Corporation in the Emergent American Society (New York: Harper and Brothers Publishers, 1962), p. 57.

⁸⁵Ibid., p. 58.

⁸⁶Ibid.

⁸⁷Ibid.

⁸⁸Ibid., p. 22.

arbiter of disputes and the guide and emblem of proper American conduct."⁸⁹

IV. SOCIAL STATUS AS SEEN IN THE COGNITIVE DOMAIN

Within the current decade, certain social scientists have attempted to review and recast the writings of earlier sociological writers according to popular models of research and reporting. An example of this is the compendium edited by Abelson and others.⁹⁰ The student finds that social scientists who direct their attentions to such exercises (1) are not sociologists nor anthropologists, (2) compare the methods and findings of social - anthropologists to the methods of other disciplines more familiar and appropriate to those disciplines, (3) present no new models which are appropriate for social-anthropological research, and ultimately (4) settle for speculation about how others ought to go about their research. Thus, although others have been critical of the methods of sociologists and still others have been critical of the findings, social - anthropologists appear to be doing the substantive work and generally report their findings with appropriate methodological restraint. It may very well be that this cognitive approach will open new fields of study in educational - sociology. Recognition of a systems approach may be

⁸⁹Geoffrey Gore, The American People, A Study in National Character (New York: W. W. Norton and Company, Inc., 1948), p. 58.

⁹⁰Robert P. Abelson, and others (eds.), Theories of Cognitive Consistency: A Sourcebook (Chicago: Rand McNally and Company, 1968), p. 545.

accepted by all researchers in applying their findings to the cognitive domain, but a closer liaison will be required between systems protagonists and sociologists and anthropologists if such a marriage is to take place.

SUMMARY

A review of the literature revealed a continuous interest among sociologists and educators for more than four decades in measuring social status and its relation to occupations. Reiss observed, "George Count's study [1929] of the social status of occupations is generally regarded as the first major attempt to measure the prestige of occupation" ⁹¹

In studying American social status, it should be understood that the preponderance of major studies have been conducted in a specific community and that at present there is no universally accepted national nor regional study. The caution for proclaiming generalizations according to geography, therefore, is implicit. According to Warner, "community studies give only part of the evidence about the vast superstructure of American life." ⁹²

The great extended economic and political hierarchies, for example, whose centers of decision are in New York and Washington, can be only partly understood by these [community] studies. However . . . when related to what is known about our national economic life, [these give]

⁹¹Albert J. Riess, Jr., Occupations and Social Status (New York: The Free Press of Glencoe, Inc., 1961), p. 2.

⁹²W. Lloyd Warner, American Life Dream and Reality (Chicago: The University of Chicago Press, 1962), p. 43.

great insight and sound knowledge about the processes at work throughout the system.⁹³

Therefore, community studies -- though fragmented when compared to the national scene -- do reveal certain patterns and insights about social status in the United States.

The extent of change in social status among American teachers and other groups since the national study of 1961 and the use of teachers as subjects did not allow literal comparison to earlier studies, in toto. Yet, the study of 1961, when compared to even more recent local studies, holds certain relevant and helpful information for the present. The reviewer concluded that new studies are needed to assess status of beginning teachers in the later 1960's.

The numerous and primarily local studies made to determine occupational choice patterns of college students may in the future prove to be more meaningful for educators as more studies are reported. More recently, however, it has been found that motives developed in the work environment may have greater effect upon vocational choice than do traditionally-defined social status or economic potential or occupations as described in the literature of earlier decades. Thus, with each succeeding generation, the impetus to advance in the social system and the reasons for the choice of a specific career apparently change.

The importance of social determinants on individual behavior underscores the need to study social status as related to occupational choice of preparatory students. This review of the literature suggested

the relevance of the exercise for others in the social sciences as well as for curriculum designers in teacher education.

CHAPTER III

RESEARCH PROCEDURES

This study was concerned with certain University of Houston College of Education undergraduate students of the fall 1968 term. The study included those undergraduates who were present and responded to a questionnaire on the two days designated for data collection (see Appendix A). This chapter sets forth in procedural sequence the research, analysis, and interpretation procedures employed in this study.

I. SUBJECTS

All undergraduate teacher education students enrolled in two large sections of the beginning course sequence at the University of Houston during the fall of 1968 were asked to complete the questionnaire for this study. Subjects were asked to designate their answer sheets with their identification number. The questionnaire took approximately twenty-five minutes to answer. Two class sessions were used in collecting the data because of the scheduling of sections for seating students.

II. INSTRUMENT

Construction of the instrument for collecting data on social orientation and choice of working environment involved the following procedures:

1. Responses 1 through 6 were used for student identification numbers. The research committee decided that the identification numbers were adequate for identifying and screening subjects.

2. The research committee suggested that instructions for taking the questionnaire be brief. This suggestion was followed by the researcher.

3. The questionnaire was divided into three parts: the first included some general information which was used for purposes of grouping respondents, i.e., class standing, sex, marital status, military status, type of high school, and type of high school program.

4. The second part of the questionnaire was similar, but not identical, to items used in the Social Status Index by Warner.¹

5. The third part of the instrument included questions concerning choice of working environment. Question 34 was a joint endeavor of the researcher and the chairman of the research committee. Question 27 is similar, but not identical, to a question written by the late Dr. Harold R. Bottrell, University of Houston (Dr. Bottrell had endorsed the use of this question and had seen the present version of the question).

6. The first draft of this questionnaire was presented to the chairman of the research committee and subsequently revised.

¹W. Lloyd Warner, et al., Social Class in America (Chicago: Science Research Associates, 1949).

7. The questionnaire was approved by the research committee; for obtaining data, the questionnaire was prepared in the form of a ten-page booklet.

8. Answers to the questionnaire were recorded by respondents on IBM 555 answer sheets (see Appendix B).

The questionnaire was administered to the students in two sessions under the supervision of a qualified test administrator and one assistant.

III. COLLECTING AND HANDLING OF DATA

The completed answer sheets were taken to the Texas Southern University data processing center for transcription of responses to data cards. An IBM 1340 Optical Scanner read the answer sheets and punched cards. Thirty-two of the cards were judged invalid by the investigator because of double answers entered for certain questions. Thus, 399 student responses were used for the tabulations and calculations reported here.

Data cards were sent through the University of Houston Computer Center for tabulation of frequencies of responses for each item. Since one objective of this study was to obtain a description of the population in terms of the socio-economic status of the home in which the respondents grew up, the data were submitted to a frequency count that included the computation of percentages of response in the several categories. In addition, the means and standard deviations of the socio-economic status (items 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, and 25) were computed (see Table I).

Another objective of this study was to ascertain relationships between the respondent's background, respondent's family background, and type of school in which the respondent wished to teach, and to estimate the strength of these relationships. Using a program furnished by the University of Houston Computer Center and the SDS Sigma 7 computer, a matrix of Pearson product-moment correlation coefficients was computed, along with means and standard deviations for each variable (see Table I).

Several of the questionnaire items gathered data in a categorical format rather than in the format of a logical continuum. For categorical data (when there were more than two categories under the variable) the usual correlational techniques were judged as inappropriate by the investigator. However, chi square analysis of the frequency of response patterns was judged appropriate for categorical data. Therefore, a chi-square test of combined probabilities was conducted between items 13 (kind of high school program) and 27 (description of respondents' socio-economic levels). A chi-square test of combined probabilities was conducted between items 27 and 10 (sex of respondents). A chi-square test of combined probabilities was conducted between items 28 (person who most influenced choice for teaching) and 29 (decision of teacher education major).

Certain of the variables were used to collect categorical data while others collected continuous variables. Analysis of variance treatment was used. Therefore, data cards were sorted and counted for item 13 (kind of high school program) and an analysis of variance

was run with this item and items 34 (choice of school program), 26 (teaching level or age group you would prefer), 32 (size of community in which you hope to teach), and 33 (size of student body in the school where you would like to work).

The cards were then sorted and counted for item 27 (description of socio-economic status) and an analysis of variance was run with this item and items 15 (house style you lived in as a child), 16 (source of family income), 17 (location of family home in community), 18 (father's occupation), 22 (mother's occupation), 24 (father's education), and 25 (mother's education).

IV. PRESENTATION OF FINDINGS

The 399 students who constituted the subjects of this study are described in Chapter IV. Information is also presented on distributions of responses with reference to social orientation, choice of working environment and pertinent background information.

Data are presented in tabular form with accompanying commentary. Chapter IV divides the findings into (1) respondent's background, (2) respondent's family background, (3) respondent's occupational choices, (4) a composite profile.

Chapter V summarizes the information revealed by the study. Conclusions and suggestions for further study complete Chapter V.

CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of this chapter is to present the findings. To organize the data more meaningfully, the findings were discussed in the same sequence as were the questions in the statement of the problem: (1) respondent's personal background, questionnaire items 9-14; (2) respondent's family background, questionnaire items 15-25; and (3) respondent's occupational choices, questionnaire items 26-34.

Various statistical procedures were used to analyze the findings. Means and standard deviations were computed for each item; frequencies and percentages of responses were tabulated; Pearson's product-moment correlations were computed for the relationships between certain responses; chi square was computed for the combination of probabilities between questionnaire items 13 and 27, 27 and 10, and 28 and 29; and an analysis of variance was computed to ascertain the degree of relationship of the respondent's background, social orientation, and occupational choice. Findings were presented under the statistical procedures used.

I. DISTRIBUTION OF RESPONSES

Respondent's personal background

Table I presents the means and standard deviations of the variables related to the composite of the respondents. Table II

TABLE I
MEANS AND STANDARD DEVIATIONS FOR THE VARIABLES RELATED TO THE
COMPOSITION OF THE RESPONDENTS (N = 399)

Variable	Mean	Standard Deviation
Age	22.481	4.903
Class Standing	1.591	1.326
Sex	1.863	0.352
Marital Status	2.582	1.377
High School Program	1.404	0.931
House Style	2.887	1.179
Source of Family Income	3.745	0.913
Home Community Class	3.522	0.859
Father's Occupation	5.135	2.025
Father's Employment	1.736	0.510
Mother's Employment	1.635	0.487
Comparison of Family's Economic Position to What it was Ten Years Ago	1.978	0.895
Father's Education	5.050	2.117
Mother's Education	4.577	1.712
Teaching Level Preferred	4.363	1.492
Size of Community (Born)	3.207	2.258
Size of Community (High School)	2.783	2.119
Size of Community (hope to teach)	2.522	1.631
Size of Student Body (hope to teach)	5.071	1.999
Teaching Situation (School Program)	2.283	0.620

TABLE II
FREQUENCY AND PERCENT IN EACH OF THE CATEGORIES ON THE
RESPONDENT'S BACKGROUND

Respondent's Background	Frequency	Per Cent
Student Class Standing		
Junior	305	77.4
Senior	31	7.9
Post-Baccalaureate	7	1.8
Graduate	2	0.5
Other	49	12.4
Total Responding	394	
Sex		
Male	56	14.1
Female	341	85.9
Total Responding	397	
Marital Status		
Single	136	34.9
Going Steady	34	8.7
Engaged to be Married	63	16.2
Married	149	38.2
Divorced, Separated	6	1.5
Widowed	2	0.5
Total Responding	390	
High School Program		
Academic, College Prep	308	79.0
Vocational, technical	9	2.3
General	72	18.5
Other	1	0.3
Total Responding	390	
Description of High School Program		
Pre-planned Content	310	78.3
Teacher-Student Planning	30	7.6
Student's Needs, Teacher Assisted	19	4.8
Other	37	9.3
Total Responding	396	

presents the frequency and percentage of responses to each questionnaire item related to the respondents' backgrounds. The mean age of the respondents was 22.48 years and the standard deviation was 4.90. Of the group that reported their class standing, 305 or 77.4 per cent were juniors and the remaining 89 or 32.6 per cent were above the junior classification. Of those who identified their sex, 341 or 85.9 per cent were females and 56 or 14.1 per cent were males. The marital status item disclosed that 149 or 38.2 per cent were married and 136 or 34.9 per cent were single. Less frequent responses indicated that 63 or 16.2 per cent were engaged to be married and 34 or 8.7 per cent indicated that they were "going steady."

In response to the question on high school, 308 or 79 per cent indicated that they had attended an academic, college preparatory school, and nine or 2.3 per cent attended a vocational or technical program. Individual responses to abbreviated descriptions of high school programs indicated that 310 or 78.3 per cent of the respondents had a course of study which was planned in detail by the teacher, 30 or 7.6 per cent followed a program which the teachers and students planned together, and 19 or 4.8 per cent had a course of study designed by the student with assistance by the teacher.

In summary, the profile of the responses indicated that the majority of the group were females of more than 22 years of age. There were approximately as many single as there were married respondents. Most of the respondents had attended an academic, college preparatory high school where the course of study was planned in detail and each

teacher knew what content was to be covered at the beginning of the year.

Respondent's family background

Table III presents the frequency and per cent of responses to each questionnaire item related to the respondent's family background. In response to the item about house style in which the student lived as a child, 123 or 31.1 per cent evaluated their house as being good, 97 or 24.6 per cent checked average house, 91 or 23.0 per cent checked very good house, and 54 or 13.7 checked excellent house. Twenty-seven respondents or 6.8 per cent evaluated their house style as fair and three respondents appraised their house style as poor.

Responses revealed that 241 or 61.0 per cent had a source of family income from salary, 57 or 14.4 per cent indicated that wages were earned, 53 or 13.4 per cent reported earned wealth, 39 or 9.9 per cent derived family incomes from profits and fees, four or 1.0 per cent reported inherited wealth, and one responded to the category of private relief.

In identifying the kind of community in which the family home was located, data revealed that seven respondents or 1.8 per cent had the most expensive house with elaborate furnishings in the community, 36 or 9.2 per cent checked better suburbs and apartment house area and house with spacious yards, and 120 or 30.5 per cent checked an all-residential with larger-than-average space around the houses and apartments and these in good condition. The largest number of responses, 205 or 52.2 per cent, appraised their home community as an average residential

neighborhood with no deterioration, 23 or 5.9 per cent indicated below average, and two respondents appraised their home areas as low or semi-slum with considerable deterioration.

Description of father's occupation revealed that the category of unskilled worker was chosen by 16 or 4.0 per cent of the respondents, 40 or 10.0 per cent chose semi-skilled worker, 17 or 4.3 per cent chose service worker, 81 or 20.4 per cent chose skilled worker, and 49 or 12.3 per cent chose office worker. The largest number of responses in this category were 104 or 26.2 per cent for small business ownership or partnerships, 49 or 12.3 per cent for professionals requiring a baccalaureate degree, 19 or 4.8 per cent for executive of a large business, and 22 or 5.5 per cent for professionals requiring a graduate degree.

Of those responding about the father's trade union affiliation, 297 or 77.7 per cent indicated that the father did not belong to a trade union; of those belonging to a trade union, only 39 or 10.2 per cent indicated that the father was an active member.

Responses to the item on mother's employment indicated that 252 or 64.8 per cent of the mothers were, at some time in their married lives, employed. For other categories, 148 or 53.2 per cent selected sales-lady or office worker, 20 or 7.2 per cent selected small business owner or partnership, 42 or 15.1 per cent were professionals requiring a baccalaureate degree, and six or 2.2 per cent were professionals requiring graduate degrees. The category of unskilled worker as the mother's occupation was selected by ten or 3.6 per cent of the respondents and 18 or 6.5 per cent chose skilled worker as the mother's occupation.

TABLE III
FREQUENCY AND PER CENT IN EACH OF THE CATEGORIES ON THE
RESPONDENT'S FAMILY BACKGROUND

Respondent's Family Background	Frequency	Per Cent
Style of House (Lived in as a child)		
Excellent House	54	13.7
Very Good House	91	23.0
Good House	123	31.1
Average House	97	24.6
Fair House	27	6.8
Poor House	3	0.8
Very Poor House	0	0.0
Total Responding	395	
Source of Family's Income		
Inherited Wealth	4	1.0
Earned Wealth	53	13.4
Profits and Fees	39	9.9
Salary	241	61.0
Wages	57	14.4
Private Relief	1	0.3
Public Relief	0	0.0
Total Responding	395	
Community of Family Home		
Very High	7	1.8
High	36	9.2
Above Average	120	30.5
Average	205	52.2
Below Average	23	5.9
Low	2	0.5
Very Low	0	0.0
Total Responding	393	

TABLE III CONTINUED
 FREQUENCY AND PER CENT IN EACH OF THE CATEGORIES ON THE
 RESPONDENT'S FAMILY BACKGROUND

Respondent's Family Background	Frequency	Per Cent
Father's Occupation		
Unskilled Worker	16	4.0
Semiskilled Worker	40	10.1
Service Worker	17	4.3
Skilled Worker	81	20.4
Office Worker	49	12.3
Small Business	104	26.2
Profession, Bachelor's Degree	49	12.3
Executive, Large Business	19	4.8
Profession, Advanced Degree	22	5.5
Total Responding	397	
Father's Employment		
Worked for Himself	114	29.0
Worked for Someone Else	266	67.7
Other	13	3.3
Total Responding	393	
Trade Union (Father)		
No	297	77.7
Yes, Quite Active Member	39	10.2
Yes, Not Very Active Member	46	12.0
Total Responding	382	
Mother's Employment		
No	136	35.0
Yes	252	64.8
Total Responding	388	

TABLE III CONTINUED
 FREQUENCY AND PER CENT IN EACH OF THE CATEGORIES ON THE
 RESPONDENT'S FAMILY BACKGROUND

Respondent's Family Background	Frequency	Per Cent
Mother's Occupation		
Unskilled Worker	10	3.6
Semiskilled Worker	18	6.5
Service Worker	16	5.8
Skilled Worker	18	6.5
Saleslady, Office Worker	148	53.2
Small Business	20	7.2
Profession, Bachelor's Degree	42	15.1
Executive, Large Business	0	0.0
Profession, Advanced Degree	6	2.2
Total Responding	278	
Comparison of Family's Economic Position		
Considerably Higher Now	110	28.6
Somewhat Higher Now	195	50.6
About The Same	58	15.1
Somewhat Lower Now	15	3.9
Considerably Lower Now	7	1.8
Total Responding	385	
Father's Education		
No Formal Schooling, Some Grade School	23	5.9
Finished Grade School	24	6.1
Some High School	40	10.2
Finished High School	94	23.9
Business or Trade School	33	8.4
Some College	87	22.1
Finished College	46	11.7
Attended Graduate, Professional School	15	3.8
Attained a Graduate, Professional Degree	31	7.9
Total Responding	393	

TABLE III CONTINUED
 FREQUENCY AND PER CENT IN EACH OF THE CATEGORIES ON THE
 RESPONDENT'S FAMILY BACKGROUND

Respondent's Family Background	Frequency	Per Cent
Mother's Education		
No Formal Schooling, Some Grade School	13	3.3
Finished Grade School	21	5.3
Some High School	52	13.2
Finished High School	142	35.9
Business or Trade School	48	12.2
Some College	69	17.5
Finished College	31	7.8
Attended Graduate, Professional School	10	2.5
Attained a Graduate, Professional Degree	9	2.3
Total Responding	395	

Of the group that compared their family's economic position now to ten years ago, 110 or 28.6 per cent rated their family's position as considerably higher now than at that time, 195 or 50.6 per cent indicated that it was somewhat higher now than it was ten years ago, 58 or 15.1 per cent indicated that family income was about the same, 15 or 3.9 per cent indicated that the income was somewhat lower now, and seven or 1.8 per cent indicated that family income was considerably lower than it was ten years ago.

Responses to the categories under father's education indicated that 23 or 5.9 per cent had no formal schooling or some grade school only, 24 or 6.1 per cent indicated that the father had completed grade school, 40 or 10.2 per cent indicated that the father had some high school, 94 or 23.9 per cent indicated that the father had completed high school. Business or trade school was selected by 33 or 8.4 per cent, and 87 or 22.1 per cent indicated some college attendance by the father. Other responses indicated that 46 or 11.7 per cent of the fathers finished college, 15 or 3.8 per cent attended graduate or professional school, and 31 or 7.9 per cent attained a graduate or professional degree.

Responses to the categories under mother's education indicated that 13 or 3.3 per cent of the mothers had no formal schooling or some grade school only, 21 or 5.3 per cent indicated that the mother had completed grade school, 52 or 13.2 per cent indicated that the mother had some high school, 142 or 35.9 per cent indicated that the mother had completed high school. Business or trade school was selected

by 48 or 12.2 per cent, and 69 or 17.5 per cent indicated that their mothers had some college experience. Under the same item, 31 or 7.8 per cent finished college, 10 or 2.5 per cent attended graduate or professional school, and 9 or 2.3 per cent attained a graduate or professional degree.

In summary, the profile of respondents' family backgrounds indicated that the house style was above average for the majority and the family income was usually obtained through a salary. Most of the respondents rated their community in which their family home was located as average or above. There was considerable variety among the fathers' occupations. The four most popular categories were owner of a small business, skilled worker, office worker, and professional requiring a baccalaureate degree. Approximately two-thirds of the fathers worked for someone else. The majority of the fathers did not belong to a trade union. More than one-half of the mothers were, at some time in their married lives, employed and of that group, slightly more than one-half were salesladies and the next most popular sub-group were in occupations requiring a baccalaureate degree. Almost four-fifths of the respondents indicated that the family income was somewhat higher or considerably higher now than it was ten years ago. There was no predominance in the categories of the father's education. Those who had some high school almost equalled those who had finished college while those who finished high school almost equalled those who had some college. The item pertaining to the mothers' education indicated a tendency toward higher levels of education than did the fathers'.

Respondents' occupational choices

Table IV presents the frequency and per cent of responses to each questionnaire item related to the respondents' occupational choices. Responses to the teaching level or age group item indicated that 146 or 36.7 per cent chose to teach 14 to 18 year olds, 36 or 9.0 per cent chose 11 to 13 year olds, and 86 or 21.6 per cent chose eight to 11 year olds. In the same item, 95 or 23.9 per cent chose six to eight year olds, and 19 or 4.8 per cent chose to teach four to five year olds. Only 16 or 4.0 per cent were undecided about teaching level or age group.

Responses to the item on the socio-economic preference for future students indicated that ten or 2.5 per cent looked forward to students with an upper social orientation, 58 or 14.7 per cent indicated a preference to teach students with an upper-middle social orientation, 163 or 41.3 per cent indicated a preference to teach students with a lower-middle social orientation, 52 or 13.2 per cent indicated a preference to teach students with an upper-lower social orientation, and 112 or 28.4 per cent indicated a preference for students with a low social orientation.

Responses to the item about those who influenced the occupational choice of teaching as a career indicated that 59 or 14.9 per cent of the group designated a member of the family, 13 or 3.3 per cent designated a close friend, 34 or 8.6 per cent designated an elementary teacher, 33 or 8.4 per cent designated a high school teacher, 13 or 3.3 percent designated a college professor, 5 or 1.3 per cent designated a minister or clergyman, two or 0.5 percent designated a high

TABLE IV
FREQUENCY AND PER CENT IN EACH OF THE CATEGORIES ON THE
RESPONDENT'S OCCUPATIONAL CHOICES

Respondent's Occupational Choices	Frequency	Per Cent
Teaching Level or Age Group		
Undecided	16	4.0
4-5 Year Olds	19	4.8
6-8 Year Olds	95	23.9
8-11 Year Olds	86	21.6
11-13 Year Olds	36	9.0
14-18 Year Olds	146	36.7
Total Responding	398	
Social Orientation of Future Student		
Upper Social Orientation	10	2.5
Lower-Middle Social Orientation	163	41.3
Low Social Orientation	112	28.4
Upper-Lower Social Orientation	52	13.2
Upper-Middle Social Orientation	58	14.7
Total Responding	395	
Influenced Choice of Teaching		
Do Not Know	9	2.3
Member of Family	59	14.9
Close Friend	13	3.3
Elementary Teacher	34	8.6
High School Teacher	33	8.4
High School Counselor	2	0.5
College Professor	13	3.3
Minister, Clergyman	5	1.3
Own Independent Choice	227	57.5
Total Responding	395	

TABLE IV CONTINUED
FREQUENCY AND PER CENT IN EACH OF THE CATEGORIES ON THE
RESPONDENT'S OCCUPATIONAL CHOICES

Respondent's Occupational Choices	Frequency	Per Cent
When Decided Upon Teacher Education		
Always Assumed, Go To College	47	11.9
Do Not Know, Undecided	11	2.8
While In Grades 1-8	61	15.5
While in Grade 12	57	14.5
After High School Graduation	20	5.1
Between High School and College	26	6.6
While a Freshman in College	51	12.9
Beyond Freshman Year, Before Graduate	104	26.4
After Military Service, Other Position	17	4.3
Total Responding	394	
Size of Community (Born)		
Metropolis (500,000 and More)	146	37.2
Big City (100,000 to 499,999)	37	9.4
Large City (30,000 to 99,999)	36	9.2
Medium City (10,000 to 29,999)	54	13.7
Small City (5,000 to 9,999)	39	9.9
Town (2,500 to 4,999)	36	9.2
Village, Small Town (1,000 to 2,499)	23	5.9
Farm, Hamlet (Less than 1,000)	22	5.6
Total Responding	393	
Size of Community (Attended High School)		
Metropolis (500,000 and More)	175	45.2
Big City (100,000 to 499,999)	32	8.3
Large City (30,000 to 99,999)	42	10.9
Medium City (10,000 to 29,999)	51	13.2
Small City (5,000 to 9,999)	33	8.5
Town (2,500 to 9,999)	22	5.7
Village, Small Town (1,000 to 2,499)	14	3.6
Farm, Hamlet (Less than 1,000)	18	4.7
Total Responding	387	

TABLE IV CONTINUED
FREQUENCY AND PER CENT IN EACH OF THE CATEGORIES ON THE
RESPONDENT'S OCCUPATIONAL CHOICES

Respondent's Occupational Choices	Frequency	Per Cent
Size of Community (Hope to Teach)		
Metropolis (500,000 and More)	169	43.3
Big City (100,000 to 499,999)	42	10.8
Large City (30,000 to 99,999)	53	13.6
Medium City (10,000 to 29,999)	73	18.7
Small City (5,000 to 9,999)	32	8.2
Town (2,500 to 9,999)	16	4.1
Village, Small Town (1,000 to 2,499)	5	1.3
Farm, Hamlet (Less than 1,000)	0	0.0
Total Responding	390	
Size of Student Body (Hope to Teach)		
100 - 249	12	3.1
250 - 399	26	6.7
400 - 549	53	13.6
550 - 699	77	19.8
700 - 849	48	12.3
850 - 999	37	9.5
1,000 - 1,149	81	20.8
1,150 - 2,000	55	14.1
Total Responding	389	
School Program (Teaching Situation)		
Textbook Syllabi Planned	32	8.1
Social Need Related To Course	210	53.3
Planning By Teacher and Students (Only)	152	38.6
Total Responding	394	

school counselor, and nine or 2.3 per cent did not know who influenced them in their career choice. The largest number of responses, 227 or 57.5 per cent, reported that the occupational choice of teaching as a career was made independently from the influence of others.

Responses to the item on the timing of the decision to teach indicated that 61 or 15.5 per cent decided to teach while in grades one to eight, 57 or 14.5 per cent decided while in grade 12, 20 or 5.1 per cent decided after high school graduation, 26 or 6.6 per cent decided between high school and college, 51 or 12.9 per cent decided while in the freshman year of college, 104 or 26.4 per cent decided after the freshman year, 17 or 4.3 per cent indicated that the decision was made after military service or while serving in another kind of position, and 47 or 11.9 per cent indicated that they had always assumed that they would go to college to prepare for a teaching career.

Responses to the item on the size of community in which you were born indicated that 146 or 37.2 per cent designated the community as metropolitan, 54 or 13.7 percent designated medium size city, 37 or 9.4 per cent designated big city, 36 or 9.2 per cent indicated town, and 23 or 5.9 per cent indicated village or small town. Only 22 or 5.6 per cent indicated that the size of the community where they were born was a farm or hamlet.

For the size of community in which they lived while attending high school, 175 or 45.2 per cent indicated metropolitan, 51 or 13.2 per cent indicated medium size city, 42 or 10.9 per cent indicated large city, 32 or 8.3 per cent indicated big city, 33 or 8.5 per cent

indicated small city, 22 or 5.7 per cent indicated town, 14 or 3.6 per cent indicated village or small town, and 18 or 4.7 per cent indicated farm or hamlet.

For the size of community in which you hope to teach, 169 or 43.3 per cent of the respondents chose metropolitan, 73 or 18.3 per cent chose medium size city, 53 or 13.6 per cent chose large city, 42 or 10.8 per cent chose big city, 32 or 8.2 per cent chose small city, 16 or 4.1 per cent chose town, and five or 1.3 per cent chose village or small town. No respondents chose hamlet or an area of less than 1,000 population in which to teach.

For the size of student body where you would like to work, 81 or 20.8 per cent indicated 1,000 to 1,149 students, 77 or 19.8 per cent indicated 550 to 699 students, 55 or 14.1 per cent indicated 1,150 to 2,000 students, 53 or 13.6 per cent indicated 400 to 549 students, 48 or 12.3 per cent indicated 700 to 849 students, 37 or 9.5 per cent indicated 850 to 999 students, 26 or 6.7 per cent indicated 250 to 399 students, and 12 or 3.1 per cent indicated 100 to 249 students.

In response to the final question in this section, 210 or 53.3 per cent indicated that the kind of school program in which they would like to teach would be one in which social needs and problems could be related to subject matter. This program would be planned largely by the teacher. To the same item, 152 or 38.6 per cent of the respondents indicated that they would prefer the type of teaching situation in which the choice of learning activities would be determined by the teacher and his students together. In such a program, the criteria as to what would

constitute a satisfactory unit of work would be decided cooperatively by teacher and students. Only 32 or 8.1 per cent indicated that they would prefer a teaching situation where the teacher followed an adopted textbook or syllabus. In such a program, each required course would be taught by a teacher who had special preparation and posed as an expert in that field.

In summary of this section of questionnaire responses, the profile of the respondents' occupational choice indicated that the largest sub-group preferred to teach 14 to 18 year olds and that the second and third largest sub-groups preferred to teach six to eight and eight to 11 year olds, respectively. The most popular response was that the teacher education students would prefer to teach future students with a lower-middle social orientation and the second most popular response was for the low social orientation student. More than one-half of the respondents indicated that the decision to enter teacher education was their own choice, made independently from any other single and identifiable person. The decision to enter teacher education was made at various times during the respondents' lives but slightly more than one-quarter, the largest single sub-group, made the decision after the freshman year in college.

The metropolis was the kind of community of birth most frequently designated by the respondents although less than two-fifths chose this category. The medium city was the next most frequent designation for more than one-seventh of the students. Almost one-half of the students indicated that the metropolis was the kind of community in which they

lived while attending high school. The medium city and the large city followed next in order. Again, the metropolis was the most popular kind of community chosen for future teaching assignments and then medium and large city followed in similar order. Little contrast appeared in responses to the size of student body preferred for teaching. Almost all of the student respondents preferred to teach in a school program where social needs and problems could be related to subject matter or where learning activities could be determined by the teacher and his students. Thus, the authoritarian classroom where the teacher was expert appeared to be least popular.

II. RELATIONSHIPS BETWEEN CERTAIN RESPONSES

Although a positive correlation between any questionnaire item category and the total group response was assured, this study examined the statistical strength of various relationships among certain questionnaire responses. Product-moment correlations were computed to express relationships statistically, and a correlation of $\pm .128$ is statistically significant at the .01 level when $N = 399$.¹ Table V presents the results of correlations computed.

Results

There was a $-.13$ correlation between the sex of the respondents and the house style in which the respondents lived as children. A correlation of $-.19$ also existed between the respondents' sources of family incomes and the sex of the respondents. Sources of family incomes correlated at $.41$ with the house styles respondents lived in as children.

¹J.P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill Book Company, 1965), p. 581.

TABLE V
INTERCORRELATION MATRIX OF THE VARIABLES (N = 399)

	10	11	13	15	16	17	18	19	21	22	23	24	25	26	30	31	32	33	34*
10 Sex	01	-02	-13	-19	-06	14	-13	-05	06	-07	-09	10	-33	-03	-08	-05	-16	-05	
11 Marital Status		-03	02	04	02	09	02	00	07	-01	05	00	-06	18	10	11	-04	-03	
13 High School Program			06	-04	04	-08	09	03	09	-07	-03	-13	00	02	05	01	-12	09	
15 House Style				41	61	-41	16	07	-08	17	-34	-24	06	10	20	07	03	03	
16 Source of Family Income					38	-39	41	23	-30	06	-19	-15	13	04	10	09	11	00	
17 Home Community Class						-40	14	08	-23	06	-33	-19	00	00	09	04	04	03	
18 Father's Occupation							-29	00	-33	-10	63	35	-09	-09	-19	-18	04	09	
19 Father (Self-employment)								12	41	-10	-07	-09	02	-08	-07	07	03	05	
21 Does Mother work									-15	05	07	20	05	-04	-12	02	09	01	
**22 Mother's Occupation										-05	41	67	00	-14	-15	-04	04	04	
23 Comparison of Family's Economic Position (10 years)											-12	02	03	04	12	08	-09	-01	
24 Father's Education													47	-05	-16	-23	-14	02	06
25 Mother's Education														-04	-15	-14	-05	06	01
26 Teaching Level Preferred															08	-01	10	38	-07
30 Size of Community (Born)																56	39	-04	-04
31 Size of Community (High school)																	52	-10	00
32 Size of Community (To Teach)																		-26	-03
33 Size of Student Body (School to Teach)																			-01
34 Teaching Situation (School program)																			

*Decimals omitted

**N = 255

P = .128 sign at .01 level

The communities where the respondents' family homes were located correlated at .61 with the styles of houses respondents lived in as children. A correlation of .38 was found between home communities and the sources of family incomes.

Respondents' fathers' occupations were found to correlate at .14 with the sex of respondents. Childhood house styles correlated at -.14 with fathers' occupations. A correlation of -.39 was found between the respondents' fathers' occupations and the source of respondents' family incomes. The respondents' fathers' occupations correlated at -.40 with the home communities in which the respondents lived as children.

Those respondents whose fathers were self-employed correlated at -.13 with sex of respondents. The self-employment status of the respondents' fathers correlated at .16 with house styles in which the respondents lived as children. A correlation of .41 was found between the self-employment status of the respondents' fathers and the respondents' sources of family incomes. Respondents' fathers' self-employment correlated at .14 with the communities in which the respondents lived as children. A correlation of -.29 was found between self-employment of the respondents' fathers and the respondents' family incomes.

Employment of respondents' mothers and the source of family income correlated at .23. Occupation of respondents' mothers correlated at -.30 with sources of family incomes. The occupations of respondents' mothers correlated with home communities in which the respondents lived as children at -.23. There was a correlation of -.33 between the occupation of respondents' mothers and the occupation

of respondents' fathers. A correlation of .41 was found between those respondents whose fathers were self-employed and respondents' mothers' occupations. A correlation of -.15 was found between the employment of respondents' mothers and the occupations of respondents' mothers.

In comparing the economic positions of respondents' families ten years ago to childhood house styles, a correlation of .17 was noted.

Respondents' fathers' education correlated at -.34 with the house styles in which the respondents lived as children. A correlation of -.19 was found between respondents' fathers' education and source of respondents' family incomes. Respondents' fathers' education and the communities in which the respondents lived as children correlated at -.33. There was a correlation of .63 between the respondents' fathers' education and respondents' fathers' occupations. A correlation of .41 was found between the respondents' fathers' education and respondents' mothers' occupations.

Respondents' mothers' education correlated at -.13 with the type of high school programs which the respondents had attended. The style of house in which the respondents had lived as children correlated with the education of the respondents' mothers at -.24. The education of respondents' mothers correlated at -.15 with source of respondents' family incomes. Education of respondents' mothers was found to correlate at -.19 with the community in which the respondents lived as children. Education of respondents' mothers correlated also, with the

occupations of respondents' fathers at .35. Education of respondents' mothers correlated with employment of respondents' mothers at .20. Education of respondents' mothers correlated at .67 with the occupation of respondents' mothers. Respondents' mothers' education was found to correlate at .47 with respondents' fathers' education.

The preferred teaching levels of respondents correlated at -.33 with the sex. Preferred teaching levels and sources of respondents' family incomes correlated at .13.

The sizes of communities in which respondents' were born correlated at .18 with marital status. The sizes of communities in which respondents' were born and mothers' occupations correlated at -.14. A correlation of -.16 was found between sizes of communities in which respondents were born and education of respondents' fathers. Sizes of communities of birth and education of respondents' mothers was found to correlate at -.15.

Sizes of communities in which respondents attended high school were found to correlate at .20 with childhood house styles. A correlation of -.18 was found between the sizes of communities in which respondents attended high school and occupations of respondents' fathers. A correlation of -.15 was found between sizes of communities in which respondents' attended high school and occupations of respondents' mothers. Sizes of high school communities and fathers' education correlated at -.23. A correlation of -.14 was found between sizes of high school communities and mothers' education. The sizes of high school communities also correlated significantly with the sizes of communities in which the respondents were born.

Sizes of communities in which respondents preferred to teach showed a correlation of .18 with the occupations of respondents' fathers. Sizes of communities preferred for teaching showed a correlation of -.14 with the education of respondents' fathers. Sizes of communities preferred for teaching correlated at .39 with the sizes of communities of birth. This same item also correlated at .52 with the sizes of communities in which the respondents attended high school.

The sizes of student bodies in which the respondents preferred to teach correlated at -.16 with the sex of respondents. A correlation of .38 was found between sizes of student bodies in which respondents preferred to teach and the teaching levels preferred. Sizes of student bodies in which respondents preferred to teach and the sizes of communities in which respondents preferred to teach correlated at -.26.

No statistically significant correlation was found between the type of school program respondents preferred and other questionnaire responses.

Summary

In this summary, variables that produced correlation coefficients of .30 or higher were discussed. While coefficients above .128 are statistically significant, the proportion of variance overlap represented by small coefficients is very small: r^2 is the proportion of variance overlap; when $r = .30$, $r^2 = .09$ or 9 per cent of the variances of the two scores overlap. Therefore, this summary was concerned only with the relationships that were both statistically significant as well as practically significant in that they represent at least 9 per cent overlap. These will be summarized in the following paragraphs.

High correlations were found between childhood house styles and respondents' sex, family home communities, respondents' family incomes, childhood house styles, and family home communities. Respondents' house styles, home communities, and sources of family incomes correlated highly with fathers' occupations.

There was an especially high correlation between sources of family incomes and fathers' self-employment. Sources of family incomes, fathers' occupations, and self-employment of fathers all correlated highly with mothers' occupations.

Respondents' house styles, home communities, fathers' occupations, and mothers' occupations all correlated highly with respondents' fathers' education. Fathers' occupations, mothers' occupations, and fathers' education all correlated highly with mothers' education. Choices of teaching levels correlated highly with sex of respondents. High correlations existed between sizes of communities in which the respondents were born and sizes of communities in which respondents' attended high school.

III. CHI SQUARE

Chi square was employed to test the difference which existed between sex of respondents and social orientation of students the respondents chose to teach. Chi square was also computed to determine the difference between the individuals who influenced the respondents toward teacher education and the time when respondents decided upon teacher education.

Results

Table VI reveals that male respondents over-selected to teach the student of lower-middle social orientation and under-selected to teach students of upper and upper-lower social orientation. Female respondents over-selected students of lower-middle and low social orientations; they under-selected students of upper and upper-lower social orientation.

Chi square was computed to test the differences which existed between kinds of high school programs respondents attended and choices of teaching level. Table VII indicates that those respondents who had attended an academic, college preparatory-type high school program tended to over-choose to teach 14 to 18 year olds, six to eight year olds, and eight to 11 year olds and under-chose to teach 11 to 13 year olds, four to five year olds, and the category, "undecided as to age group."

The respondents who attended vocational, technical-type high schools over-chose to teach eight to 11 year olds and 14 to 18 year olds and under-chose four to five year olds, 11 to 13 year olds, and the category, "undecided as to age group."

Respondents who had attended a general-type high school tended to over-choose to teach 14 to 18 year olds and under-chose to teach 11 to 13 year olds, six to eight year olds, and the category, "undecided as to age group."

Chi square was employed to determine the differences between the individual who influenced the respondents toward teacher education and the time when respondents decided upon teacher education. Respondents who chose no one or were undecided as to who influenced their choices

TABLE VI
CHI SQUARE ANALYSIS OF QUESTIONS TEN AND TWENTY-SEVEN^{a,b}

		Question 27						
		1	2	3	4	5	Total	
Question 10	1 Male	o	2	26	10	10	3	51
		e	10.2	10.2	10.2	10.2	10.2	
	2 Female	o	6	129	95	38	51	319
		e	63.8	63.8	63.8	63.8	63.8	
		$\chi^2 = 18.467$ sign at .001 level						df = 4

^aSex 1. Male; 2. Female.

^bFive students have been described on the following pages. Select the one which best meets the type of student you would most want to teach. 1. John (upper social orientation); 2. Dave (lower-middle social orientation); 3. Mary (low social orientation); 4. Joe (upper-lower social orientation); 5. Alice (upper-middle social orientation).

TABLE VII
CHI SQUARE ANALYSIS OF QUESTIONS THIRTEEN AND TWENTY-SIX^{a,b}

		Question 26							
		1	2	3	4	5	6	Total	
Question 13	1	o	12	16	72	66	27	105	299
		e	49.8	49.8	49.8	49.8	49.8	49.8	
	2	o	0	0	2	4	0	3	0
		e	1.3	1.3	1.3	1.3	1.3	1.3	
	3	o	3	3	11	10	7	29	63
		e	10.5	10.5	10.5	10.5	10.5	10.5	
		$\chi^2 = 29.588$ sign at .001 level df = 10							

^aKind of high school program 1. Academic, college preparatory; 2. Vocational, technical; 3. General; 4. Other.

^bTeaching level or age group you would prefer. 1. Do not know, undecided; 2. 4 to 5 year olds; 3. 6 to 8 year olds; 4. 8 to 11 year olds; 5. 11 to 13 year olds; 6. 14 to 18 year olds.

TABLE VIII
CHI SQUARE ANALYSIS OF QUESTIONS TWENTY-EIGHT AND TWENTY-NINE^{a,b}

		Question 29									
		1	2	3	4	5	6	7	8	9	Total
Question 28	1	o 2	1	1	0	0	0	1	3	1	9
		e 1	1	1	1	1	1	1	1	1	
	2	o 12	0	4	7	5	7	12	9	1	57
		e 6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	
	3	o 1	0	1	1	2	0	2	4	0	11
		e 1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	
	4	o 4	0	16	2	1	3	1	5	0	32
		e 3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	
	5	o 5	0	6	8	0	2	2	5	1	29
	e 3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2		
	6	o 0	0	0	0	0	1	0	1	0	2
		e .22	.22	.22	.22	.22	.22	.22	.22	.22	
	7	o 0	0	0	1	0	0	5	6	0	12
		e 1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	
	8	o 0	0	1	2	0	0	0	0	2	5
		e .5	.5	.5	.5	.5	.5	.5	.5	.5	
	9	o 17	9	27	21	12	12	26	63	9	196
		e 21.8	21.8	21.8	21.8	21.8	21.8	21.8	21.8	21.8	

$$\chi^2 = 280.1064 \text{ sign at .001 level} \quad df = 64$$

TABLE VIII CONTINUED

CHI SQUARE ANALYSIS OF QUESTIONS TWENTY-EIGHT AND TWENTY-NINE^{a,b}

^aWhich of the following most influenced you in your choice of teaching as a career? 1. Do not know, undecided, no one; 2. Member of family; 3. Close friend; 4. Elementary teacher; 5. High school teacher; 6. High school counselor; 7. College professor; 8. Minister or clergyman; 9. Own independent choice.

^bWhen did you decide upon teacher education? 1. It was always assumed that I would go to college; 2. Do not know, undecided; 3. While in grades 1 to 8; 4. While in grade 12; 5. After high school graduation; 6. Between high school and college; 7. While a freshman in college; 8. Beyond the freshman year and before graduate school; 9. After serving in the military or being in another kind of position.

of teacher education over-selected the categories, "beyond the freshman year," and "it was always assumed I would go to college." These same respondents under-selected "while in grade 12," "after high school graduation," and "between high school and college."

Respondents who chose a member of the family as having influenced their choice of teacher education over-selected "always assumed I would go to college," "while a freshman in college," "beyond the freshman year and before graduate school," "between high school and college," and "while in grade 12." The same category of respondents under-selected "after serving in the military," "do not know or undecided," and "while in grades 1 to 8."

Respondents who indicated that a close friend had influenced their decision for teacher education over-selected "beyond the freshman year and before graduate school," "while a freshman in college," and "after high school graduation." The same group under-selected "do not know or undecided," "between high school and college," and "after serving in the military."

Those who indicated that an elementary teacher influenced their choice of teacher education over-selected "while in grades 1 to 8," "beyond the freshman year and before graduate school," and "it was always assumed I would go to college." This group under-selected the categories "do not know or undecided," "while in grade 12," "after high school graduation," "while a freshman in college," and "after serving in the military."

Respondents who designated that a high school teacher influenced their choice of teacher education over-selected "while in grade 12,"

"beyond the freshman year and before graduate school," "it was always assumed I would go to college," "while in grades 1 to 8," and under-selected "do not know or undecided," "after high school graduation," "between high school and college," "while a freshman in college," and "after serving in the military."

The group who designated that a high school counselor influenced their choice of teacher education under-selected all categories.

Those respondents who chose a college professor as the individual who influenced their choice of teacher education over-selected the categories "while a freshman in college," and "beyond the freshman year and before graduate school"; they under-selected all of the rest of the categories.

Respondents who selected minister or clergyman as having influenced their choice of teacher education over-selected "while in grades 1 to 8," "while in grade 12," "after having served in the military"; they under-selected all other categories.

Those who indicated that they chose the teacher education program on their own independent choice over-selected "while in grade school," "while a freshman in college," and "beyond the freshman year and before graduate school"; they under-selected "it was always assumed that I would go to college," "do not know or undecided," "while in grade 12," "after high school graduation," "between high school and college," and "after serving in the military."

Summary

Neither the male nor female respondents selected to teach students with an upper social orientation, both male and female selected the lower-middle students, and female respondents also selected students of low social orientation.

Respondents from an academic, college-preparatory high school over-selected both primary and senior high school-aged students and under-selected the pre-school aged students. They also under-selected the "do not know or undecided" category. Respondents from the vocational, technical high school background over-selected only one age-group, the eight to 11 year olds, and under-selected the pre-school and junior high school aged group and the category, "do not know or undecided." Respondents from general high schools over-selected the senior high school aged students and under-selected the pre-school aged group and the category, "do not know or undecided."

Those respondents who indicated that a member of the family influenced their choice of teacher education tended to over-select "while a freshman in college," and "it was always assumed that I would go to college." Respondents who indicated that an elementary teacher was influential in their going into teacher education over-selected "while in grades 1 to 8," and under-selected "do not know or undecided," and "after serving in the military."

Those who indicated that a high school teacher had an influence on their decision over-selected "while in grade 12," and under-selected "do not know or undecided," and "after high school graduation."

Respondents who indicated that teacher education was their own independent choice over-selected "beyond the freshman year and before graduate school," and under-selected "after serving in the military," and "do not know or undecided."

IV. ANALYSIS OF VARIANCE

In order to determine whether or not there were statistically significant differences among respondents' choices to categories of the kind of high school program and the respondents' occupational choices to categories of teaching level, type of school program, size of student body, and size of community, an analysis of variance was computed. An analysis of variance was also employed to determine whether or not there were statistically significant differences among the respondents' choices to categories of the type of socio-economic students to teach and respondents' house style, source of family income, home community class, fathers' occupation, and mothers' occupation.

Results

Examination of Table IX reveals that there were no significant differences $>.05$ level among respondents' choices of categories in question 13, kind of high school program, and question 26, preference for teaching level.

Examination of Table X reveals that there were no significant differences $>.05$ level among respondents' choices on question 13, kind of high school program, and question 34, choice of different school programs.

TABLE IX
SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS
THIRTEEN AND TWENTY-SIX^{a,b} (N = 377)

Source of Variation	df	SS	MS	F	P
Between groups	2	5.11	2.55	1.11	>.05
Within groups	374	860.11	2.30		
Total	376	865.22	2.30		

TABLE OF MEANS

13 x 26

1	2	3
4.31	4.44	4.62

^aKind of high school program. 1. Academic, college preparatory; 2. Vocational, technical; 3. General; 4. Other.

^bTeaching level or age group you would prefer. 1. Do not know, undecided; 2. 4 to 5 year olds; 3. 6 to 8 year olds; 4. 8 to 11 year olds; 5. 11 to 13 year olds; 6. 14 to 18 year olds.

TABLE X
SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS
THIRTEEN AND THIRTY-FOUR^{a,b} (N = 377)

Source of Variation	df	SS	MS	F	P
Between groups	2	1.01	.51	1.06	>.05
Within groups	374	178.54	.47		
Total	376	179.55	.47		

TABLE OF MEANS

13 x 34		
1	2	3
2.23	2.33	2.37

^aKind of high school program. 1. Academic, college preparatory; 2. Vocational, technical; 3. General; 4. Other.

^bBelow, three different school programs have been described. Select the one which best meets your choice of a teaching situation.

1. Each required course is usually taught by a teacher who has had special preparation in that field. The teacher usually follows an adopted text book or a syllabus provided for him.
2. A central theme on each level unifies several subjects and provides the framework upon which the teacher may plan activities and learning experiences in a number of areas. An example might include history, geography and civics in the social studies area; and listening, speaking, reading, writing, spelling, and literature in the English Language Arts. This program permits subject matter to be more closely related to social needs and problems.
3. The choice of learning activities is left entirely to the teacher and his group of students. The criteria as to what constitutes a satisfactory unit of work is decided cooperatively. The group process of determining problems, goals, and ways of working is more important than the actual subject matter that makes up the program.

Study of Table XI reveals that there were no significant differences $>.05$ level among respondents' choices on question 13, kind of high school program, and question 33, size of student body preferred for teaching.

Table XII reveals that there was a significant difference $<.05$ level among respondents' choices on question 13, kind of high school program, and question 32, size of community in which you prefer to teach. Thus, if the study were repeated, a statistically significant difference could be expected among respondents' choices between the categories of questions 13 and 32.

Table XIII reveals that there was a significant difference $<.01$ level among respondents' choices of categories in question 27, preferred social orientation of students to teach, and of categories in question 15, relating to house style. Thus, if the study were repeated, a statistically significant difference could be expected between questions 27 and 15.

Examination of Table XIV reveals that there were no significant differences $>.05$ level among respondents' choices to categories in question 27, preferred social orientation of students to teach, and categories in question 16, sources of family income.

Table XV reveals that there was a difference $<.05$ among respondents' choices in question 27, preferred social orientation of students to teach, and question 17, community in which family home was located. Thus, if the study were repeated, a statistically significant difference could be expected between questions 27 and 17.

TABLE XI
SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS
THIRTEEN AND THIRTY-THREE^{a,b} (N = 377)

Source of Variation	df	SS	MS	F	P
Between groups	2	3.88	1.94	.42	>.05
Within groups	374	1724.91	4.61		
Total	376	1728.80	4.60		

TABLE OF MEANS

13 x 33

1	2	3
5.06	4.44	4.94

^aKind of high school program. 1. Academic, college preparatory; 2. Vocational; technical; 3. General; 4. Other.

^bSize of student body in the school where you would like to work.
1. 100 to 249; 2. 250 to 399; 3. 400 to 549; 4. 550 to 699;
5. 700 to 849; 6. 850 to 999; 7. 1,000 to 1,149; 8. 1,150 to 2,000+.

TABLE XII
SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS
THIRTEEN AND THIRTY-TWO^{a,b} (N = 377)

Source of Variation	df	SS	MS	F	P
Between groups	2	20.86	10.43	3.71	<.05
Within groups	374	1051.20	2.81		
Total	376	1072.06	2.85		

TABLE OF MEANS

13 x 32

1	2	3
2.38	2.22	3.00

^aKind of high school program. 1. Academic, college preparatory; 2. Vocational, technical; 3. General; 4. Other.

^bSize of community in which you hope to teach. 1. Metropolis; 2. Big City; 3. Large City; 4. Medium City; 5. Small City; 6. Town or small city; 7. Village or small town; 8. Farm or hamlet.

TABLE XIII
SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS
TWENTY-SEVEN AND FIFTEEN^{a,b} (N = 377)

Source of Variation	df	SS	MS	F	P
Between groups	4	27.99	6.99	5.10	<.01
Within groups	366	502.54	1.37		
Total	370	530.53	1.43		

TABLE OF MEANS

27 x 15

1	2	3	4	5
2.50	2.97	3.12	2.63	2.33

^aFive students have been described on the following pages. Select the one which best meets the type of student you would most want to teach. 1. John (upper social orientation); 2. Dave (low-middle social orientation); 3. Mary (low social orientation); 4. Joe (upper-lower social orientation); 5. Alice (upper-middle social orientation).

^bWhich of the following best describes the style of house you lived in as a child? 1. Excellent house; 2. Very good house; 3. Good house; 4. Average house; 5. Fair house; 6. Poor house; 7. Very poor house.

TABLE XIV
SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS
TWENTY-SEVEN AND SIXTEEN^{a,b} (N = 377)

Source of Variation	df	SS	MS	F	P
Between groups	4	5.24	1.31	1.45	>.05
Within groups	366	330.88	.90		
Total	370	336.12	.91		

TABLE OF MEANS

27 x 16

1	2	3	4	5
3.75	3.80	3.80	3.69	3.46

^aFive students have been described on the following pages. Select the one which best meets the type of student you would most want to teach. 1. John (upper social orientation); 2. Dave (lower-middle social orientation); 3. Mary (low social orientation); 4. Joe (upper-lower social orientation); 5. Alice (upper-middle social orientation).

^bWhat was the source of your family's income? 1. Inherited wealth; 2. Earned wealth; 3. Profits and fees; 4. Salary; 5. Wages; 6. Private relief; 7. Public relief and non-respectable income.

TABLE XV
SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS
TWENTY-SEVEN AND SEVENTEEN^{a,b} (N = 377)

Source of Variance	df	SS	MS	F	P
Between groups	4	7.57	1.89	2.23	<.05
Within groups	366	310.76	.85		
Total	370	318.33	.86		

TABLE OF MEANS

27 x 17

1	2	3	4	5
3.25	3.56	3.55	3.33	3.19

^aFive students have been described on the following pages. Select the one which best meets the type of student you would most want to teach. 1. John (upper social orientation); 2. Dave (lower-middle social orientation); 3. Mary (low social orientation); 4. Joe (upper-lower social orientation); 5. Alice (upper- middle social orientation).

^bHow would you classify the community in which your family home was located? 1. Very high, the most expensive house with elaborate furnishings; 2. High, the better suburbs and apartment house areas, houses with spacious yards; 3. Above average, areas all residential, larger than average; space around houses, apartment areas in good condition; 4. Average, residential neighborhoods, no deterioration in the areas; 5. Below average, area not quite holding its own, beginning to deteriorate, business entering; 6. Low, considerable deteriorated, rundown and semi-slum; 7. Very low, slum.

Table XVI reveals that there were no significant differences $>.05$ level among respondents' choices in question 27, preferred social orientation of students to teach, and question 18, respondents' fathers' occupations.

Table XVII reveals that there were no significant differences $>.05$ level among respondents' choices on question 27, preferred social orientation of students to teach, and question 22, respondents' mothers' occupations.

Examination of Table XVIII reveals that there were significant differences $<.05$ level among respondents' choices in question 27, preferred social orientation of students to teach, and question 24, respondents' fathers' education. If the study were to be repeated, then, statistically significant differences could be expected between these two questions.

Table XIX reveals that a significant difference $<.05$ level among respondents' choices exists between question 27, preferred social orientation of students to teach, and question 25, respondents' mothers' education. If the study were repeated, statistically significant differences could be anticipated between these two questions.

Summary

Statistically significant differences were found to exist between responses to questions regarding kind of high school program (13) and choice of the size of community in which the respondents' want to teach (32). Responses to the item regarding preferred social orientation of students to teach (27) was found to have a statistically

TABLE XVI
SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS
TWENTY-SEVEN AND EIGHTEEN^{a,b} (N = 377)

Source of Variation	df	SS	MS	F	P
Between groups	4	15.89	3.97	.99	>.05
Within groups	366	1461.79	3.99		
Total	370	1477.69	3.99		

TABLE OF MEANS

27 x 18

1	2	3	4	5
5.25	5.14	5.06	4.69	5.46

^aFive students have been described on the following pages. Select the one which best meets the type of student you would most want to teach. 1. John (upper social orientation); 2. Dave (lower-middle social orientation); 3. Mary (low social orientation); Joe (upper-lower social orientation); 5. Alice (upper-middle social orientation).

^bWhich of the following categories comes closest to your father's occupation? If your father is retired, deceased, or unemployed, indicate his former or customary occupation. (Mark only one.) 1. Unskilled worker, laborer, farm worker; 2. Semiskilled worker (e.g., machine operator); 3. Service worker (policeman, fireman, barber, military non-commissioned officer, etc.); 4. Skilled worker or craftsman (carpenter, electrician, plumber, etc.); 5. Salesman, bookkeeper, secretary, office worker, etc.; 6. Owner, manager, partner of a small business, lower level governmental official, military commissioned officer; 7. Profession requiring a bachelor's degree (engineer, elementary or secondary teacher, etc.); 8. Owner, high-level executive--large business or high-level government agency; 9. Professional requiring an advanced college degree (doctor, lawyer, college professor, etc.).

TABLE XVII
SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS
TWENTY-SEVEN AND TWENTY-TWO^{a,b} (N = 377)

Source of Variance	df	SS	MS	F	P
Between groups	4	57.79	14.45	2.09	>.05
Within groups	366	2532.32	6.92		
Total	370	2590.11	7		

TABLE OF MEANS

27 x 22

1	2	3	4	5
3.63	3.71	3.43	2.48	3.65

^aFive students have been described on the following pages. Select the one which best meets the type of student you would most want to teach. 1. John (upper social orientation); 2. Dave (lower-middle social orientation); 3. Mary (low social orientation); 4. Joe (upper-lower social orientation); 5. Alice (upper-middle social orientation).

^bWhich of the following categories comes closest to your mother's occupation? If your mother is retired, deceased, or unemployed, indicate her former or customary occupation. (Mark only one.) 1. Unskilled worker, laborer, farm worker; 2. Semiskilled worker; 3. Service worker; 4. Skilled worker; 5. Saleslady, secretary, office worker; 6. Owner, manager, partner of a small business, lower level governmental official; 7. Profession requiring a bachelor's degree; 8. Owner, high-level executive--large business or high-level governmental agency; 9. Professional requiring an advanced college degree (doctor, lawyer, college professor, etc.).

TABLE XVIII
SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS
TWENTY-SEVEN AND TWENTY-FOUR^{a,b} (N = 377)

Source of Variance	df	SS	MS	F	P
Between groups	4	44.25	11.06	2.44	<.05
Within groups	366	1658.42	4.53		
Total	370	1702.68	4.60		

TABLE OF MEANS

27 x 24

1	2	3	4	5
4.88	4.93	4.72	4.75	5.78

^aFive students have been described on the following pages. Select the one which best meets the type of student you would most want to teach. 1. John (upper social orientation); 2. Dave (lower-middle social orientation); 3. Mary (low social orientation); 4. Joe (upper-lower social orientation); 5. Alice (upper-middle social orientation).

^bIndicate the highest level of education attained by your father (i.e., mark only one of the nine alternatives). 1. No formal schooling or some grade school only; 2. Finished grade school; 3. Some high (secondary) school; 4. Finished high school; 5. Business or trade school; 6. Some college; 7. Finished college (four years); 8. Attended graduate or professional school (e.g., law or medical school) but did not attain a graduate or professional degree; 9. Attained a graduate or professional degree (e.g., M.A., Ph.D., M.D.).

TABLE XIX
SUMMARY OF ANALYSIS OF VARIANCE FOR QUESTIONS
TWENTY-SEVEN AND TWENTY-FIVE^{a,b} (N = 377)

Source of Variance	df	SS	MS	F	P
Between groups	4	38.77	9.69	3.35	<.05
Within groups	366	1058.50	2.89		
Total	370	1097.27	2.97		

TABLE OF MEANS

27 x 25

1	2	3	4	5
4.38	4.68	4.11	4.60	5.09

^aFive students have been described on the following pages. Select the one which best meets the type of student you would most want to teach. 1. John (upper social orientation); 2. Dave (lower-middle social orientation); 3. Mary (low social orientation); 4. Joe (upper-lower social orientation); 5. Alice (upper-middle social orientation).

^bIndicate the highest level of education attained by your mother. (Mark only one.) 1. No formal schooling or some grade school only; 2. Finished grade school; 3. Some high (secondary) school; 4. Finished high school; 5. Business or trade school; 6. Some college; 7. Finished college (four years); 8. Attended graduate or professional school (e.g., law or medical school) but did not attain a graduate or professional degree; 9. Attained a graduate or professional degree (e.g., M.A., Ph.D., M.D.).

significant difference with items regarding house style in which the respondents lived as children (15), the community in which the family house was located (17), respondents' fathers' education (24) and respondents' mothers' education (25).

CHAPTER V

RECOMMENDATIONS AND CONCLUSIONS

Problem, Purposes, and Objectives

This study focused on the social status of beginning students in teacher education at the University of Houston in the fall of 1968 as it related to their choices of working environments. Two central questions were explored: (1) what was the social orientation of students beginning the teacher education program? and (2) to what extent were the choices of working environments a reflection of the social orientations of these students?

Exploration of these questions served the following purposes: (1) to develop an instrument appropriate for periodic use in answering the first two questions stated above; (2) to describe the social status and choices of working environments of students in teacher education; (3) to ascertain statistically significant relationships, if any, between social status and choice of working environments of respondents; and (4) to ascertain statistically significant relationships, if any, between the size and type of schools which respondents attended and choices of working environments chosen by respondents.

Objectives of the study were to provide insights which could (1) aid in identifying relations among social status characteristics, working environment choices, and selection of students for teacher education; (2) identify certain types of information which might be

helpful in counseling the student in his teaching field; and (3) help ascertain elements of the curriculum which are related to social orientation and which appear, either implicitly or explicitly, to be appropriate for developing experiences in the teacher education program in the years ahead.

Research Procedure

Data were collected with a ten-page multiple choice instrument. Warner's Index of Status Characteristics was referred to as a framework for ascertaining social status characteristics.¹ Other questionnaire items were constructed to identify and categorize sub-groups of respondents and to describe various kinds of curricula found in schools today. Responses from 399 teacher education students were obtained during two regularly scheduled class sessions in the fall 1968 term at the University of Houston (see Appendices A and B). The N varied slightly because certain students did not respond to all items. Answer sheets were checked for clarity and coded data were transferred to punch cards for processing in the Computing Center at the University of Houston. Tabulations and computations for each questionnaire item were reported, including means and standard deviations, Pearson product-moment correlations, chi square for certain items, and an analysis of variance. The investigator discussed and analyzed the results and made appropriate recommendations.

¹W. Lloyd Warner, et al., Social Class in America (Chicago: Science Research Associates, 1949).

Findings

The profile of respondents in this study revealed that the majority were females and over 22 years of age. There were approximately as many single as there were married respondents. The national survey reported that the median age of beginning American teachers was 23.7 years; and for marital status, 63 per cent of the men and 43 per cent of the women were married.² Strahan found that the median age of teacher education students at the University of Houston in 1962 was between 22-23 years for the men and between 20-21 for the women; and that 40 per cent of the men were married while 50 per cent of the women were then or had been married.³ Thus, the observer of teacher education students at the University of Houston will recognize that, compared to the national survey, beginning students at the University were older, and the median age of the present respondents did not differ greatly from those described in the 1962 study.

One question raised by these statistics is: What experiences have a majority of the University of Houston students had between high school and their teacher education experience? These experiences might serve to supplement or modify experiences planned for students entering the teacher education sequence at the University.

²Ward S. Mason, The Beginning Teacher: Status and Career Orientation (U. S. Department of Health, Education, and Welfare No. OE-23009. Washington: The United States Printing Office, 1961).

³Richard D. Strahan, "Socio-Economic Characteristics of College of Education Students at the University of Houston," Houston: Bureau of Education Research, University of Houston, 1962, p. 13. (Mimeographed.)

The metropolis was the kind of community of birth most frequently designated by respondents although less than two-fifths chose this category. The medium city was second most popular for more than one-seventh of the teacher education students. Almost one-half of the students indicated that the metropolis was the kind of community in which they lived while attending high school. The medium city and large city followed in that order. Thus, the respondents were largely city-oriented, from the medium city up to the largest metropolis. Since the University is an urban institution and predominantly non-residential, this finding was not surprising. The implications for teacher education curriculum planning are, however, fundamental: should curricula be developed to afford the graduate breadth of experience in view of current mobility of the population, or should the urban institution specialize in depth experiences which are indigenous to its location, characteristic of its clientele, and readily accessible for teaching.

Several items contributed to the description of the social orientation of teacher education students at the University of Houston in the fall of 1968. It was found that four-fifths of the respondents indicated that the family income was somewhat higher or considerably higher now than it was ten years ago. The family income was usually obtained through a salary. The four most popular categories of fathers' occupations were owner of a small business, skilled worker, office worker, and profession requiring a baccalaureate degree. Approximately two-thirds of the fathers worked for someone else. The majority of

the fathers did not belong to a trade union. In the category of the fathers' education, no one educational level was predominant. Those who had some high school almost equalled those who had finished college while those who finished high school almost equalled those who had some college.

More than one-half of the mothers were, at some time in their married lives, employed, and of that group, slightly more than one-half were salesladies and the next most popular sub-group were in occupations requiring a baccalaureate degree. The study revealed a tendency toward higher levels of education for the respondents' mothers than for the respondents' fathers. A majority of the respondents indicated that the house in which they lived as children was above average. These respondents rated the community in which their family had been located as average or better.

The profile of occupational choices indicated that more than one-half of the respondents' decisions to enter teacher education was their own choice, made independently from any other single and identifiable person. The information derived from the respondents' decisions to enter teacher education does not show very active participation on anyone's part in teacher education recruitment. The decision to enter teacher education was made at various times during the respondents' lives but slightly more than one-quarter, the largest single sub-group, made the decision after the freshman year in college. Apparently, then, high school guidance programs, with or without classroom teacher participation, were not especially helpful in ascertaining occupational goals

reported. Moreover, as some educators prefer to believe, the first two years of college may be no more than ritual with reference to screening and identifying occupational goals. Thus, the parents' occupations, the economic standing of the respondents' families, and the parents educational backgrounds all proved to be related to the social orientation of the respondents. These findings suggested that the beginning teacher education student viewed his occupational goals in terms of his previous social orientation and not, as educational philosophies might assert, in terms of diversity, spontaneity, or curiosity. Such trends have been delineated by Warner and others in works previously cited.

The most popular response was that the teacher education students would prefer to teach future students with a lower-middle social orientation and the second most popular response was for the low social orientation student. The largest sub-group preferred to teach 14 to 18 year olds, and the second and third largest sub-group preferred to teach six to eight and eight to 11 year olds, respectively. The metropolis was the most popular kind of community chosen for future teaching assignments and medium and large city followed in that order. Little contrast appeared in responses to the size of student body preferred for teaching. Almost all of the student respondents preferred to teach in a school program where social needs and problems could be related to subject matter or where learning activities could be determined by the teacher and his students. Thus, the authoritarian classroom where the teacher was expert emerged as least popular.

High correlations, above statistical significance, were found between childhood house styles and respondents' sex, family home communities, and respondents' family incomes and between childhood house styles, and family home communities. Respondents' house styles, home communities, and sources of family incomes correlated highly with fathers' occupations. There was an especially high correlation between sources of family incomes and fathers' self-employment. Sources of family incomes, fathers' occupation, and self-employment of fathers all correlated highly with mothers' occupations. Thus, the homogeneous relationship between items in the social orientation index delineated by Warner and others from studies of communities in other sections of the country and choices of working environments reported by University of Houston students studied here held constant.

Respondents' house styles, home communities, fathers' occupations, and mothers' occupations all correlated highly with respondents' fathers' education. Fathers' occupations, mothers' occupations, and fathers' education all correlated highly with sex of respondents. High correlations existed between sizes of communities in which the respondents were born and sizes of communities in which respondents attended high school.

Occupational choices of teaching level correlated with the sex of the respondents and with the respondents' source of family income. Choices of size of community in which to teach correlated with the sizes of communities in which the respondents had attended high school,

the respondents' birth place, and the education and occupations of respondents' fathers.

It was noted that neither the male nor female respondents selected to teach students with an upper social orientation. The study indicated that respondents from a vocational, technical high school background over-selected to teach only one age-group, the eight to 11 year olds, a group, moreover, not selected by the other two categories of respondents. Respondents from general high schools over-selected to teach the senior high school aged student. Respondents from academic, college preparatory high schools over-selected to teach the primary school and senior high school aged students.

Statistically significant differences were found between responses to questions regarding kind of high school program and choices of size of community in which respondents wanted to teach. Responses to the item regarding preferred social orientation of students to teach were found to have a statistically significant difference with items regarding house styles in which respondents lived as children, the community in which the family house was located, respondents' fathers' education, and respondents' mothers' education.

Conclusion

The student of educational sociology is reminded by Kallenbach and others that no comprehensive investigation of American class structure has been undertaken.⁴ Other writers have asserted that the

⁴W. Warren Kallenbach (ed.), Education and Society (Columbus: Charles E. Merrill Books, Inc., 1963), p. 382-3.

origins of American society coupled with the geographical and economic mobility of current American society render American culture classless. Warner is one of a number of sociologists who is known to have found recurrent and locally-identified social classes in particular communities studied by him.⁵ The instrument used in this study was found to be appropriate for identifying social orientation of teacher education students. Moreover, patterns of relationships of social orientation to occupational choices as reported were found to be similar to those discussed in the literature.

The beginning students in teacher education at the University of Houston in the fall of 1968 were treated as a local and geographically homogeneous community. Since national norms do not exist, no such comparison could be made. Data supplied by the respondents, however, did form noticeable and, in some instances, previously described, statistically significant patterns.

As a group, the teacher education respondents fell somewhere below lower-upper and above lower-low social orientations with the greater number falling into the middle of these categories. More than one-half of the students came from homes where the mother, some time in her married life, was employed. These students saw their families' economic position as improving within the past decade. House style, home community, source of family income, father's occupation, self-employment of the father, and mother's employment all had close relationship to the education of the students' parents. It was concluded

⁵W. Lloyd Warner, Social Class in America (New York: Harper and Row, 1960), p. 23.

that a link between the education of the respondent's parents and the economic position of the student's parents did exist.

The parents' education was found to relate significantly with the size of the community in which the student was born and the size of the community in which the student attended high school. The occupational choice of the student as to the size of school in which to teach was found to relate to the size of community of birth and to the size of community in which he attended high school. It was concluded, then, that the parents' education related to their social-economic status. This, in turn, related to the community and then to the occupational choices of the students.

The investigator concluded that in selecting students for teacher education it would be helpful to know something about the parents' educational background and the community in which the prospective teacher education student lived as a child. Such information would be useful for predicting certain occupational goals for groups of teacher education students.

The education of the respondent's mother related to the type of high school program, house style, source of family income, home community class, father's occupation, mother's employment, and mother's occupation. A statistically significant relationship existed between teaching level preference and source of family income as well as of sex of respondent. In counseling prospective teacher education students, therefore, it would be helpful to recognize that source of family income, occupation of parents, type of high school program, house style, and sex relates to the teaching level preference.

Information about the type of high school the prospective teacher education student graduated from, such as academic, vocational-technical, or general, would be helpful in predicting the ages that the teacher education groups would probably prefer to teach. It was also noted that few of the respondents in this study chose to teach students who were characterized as of upper and upper-middle social orientation.

A statistically significant relationship between preference of teaching level and the size of student body in which respondents preferred to teach was found. More than one-half of the students indicated that teacher education was an independent choice and the largest group decided upon this choice after the freshman year in college. The investigator concluded that it would be helpful for instructors of beginning teacher education students to know that almost all of the students who responded to this study preferred teaching situations other than the traditional, authoritarian type.

The results of this study indicated that the respondents preferred to teach in a non-authoritarian classroom and where current social issues were related to content. The motivation for such responses were beyond the scope of and not identified in the present study.

In order to answer the questions raised in the present study, a great deal of descriptive data about the beginning teacher-education students at the University of Houston were required. In addition to simply describing the student, it was necessary to identify, at least

tentatively, variables relating to the study. It was not within the scope of this study to identify all variables, nor to conduct experimental analyses of the inter-relationships among those variables. Therefore, additional studies are required before the findings indicated in this study can be applied reliably to student selection, curriculum development, and occupational guidance.

A brief descriptive summary of subjects' responses appeared as follows. They are compared to previous studies cited in the body of this report.

1. The respondents were of middle class orientation.
(This is in agreement with the national study.)
2. The respondents' fathers were salaried or owners of small businesses.
(This does not agree with the national study.)
3. More than half of the respondents' mothers had at one time during their marriage been employed.
(This agrees with the national study.)
4. The respondents' family's economic position was improving.
(This was not included in the previous studies cited.)
5. House style, home community, source of family income, father's occupation, and mother's occupation all correlated highly with the respondents' parents' education.
(This, in some aspects, agrees with the national study.)
6. The respondents' parents' education was found to be related to the parents' economic position.
(This is in agreement with other studies cited.)

7. Parents' education related to size of community in which the respondent was born and the size of community in which the respondent attended high school.
(This is in agreement with other studies cited.)
8. Occupational choice of student correlated highly with size of community of birth and size of community in which the student attended high school.
(This information was not specifically included in other studies.)
9. The education of respondents' mothers correlated highly with type of high school program, house style, source of family income, home community, father's occupation, mother's employment, and mother's occupation.
(Other studies did not relate mother's education to type of high school program.)
10. A statistically significant relationship was found to exist between preference of teaching level and source of family income.
(Other studies did not relate these two variables).
11. The sex of the respondents' were found to be related to preference of teaching level.
(This has been reported similarly in other studies.)
12. Few of the respondents chose to teach students of upper and upper-middle social orientation.
(This does not agree with the other studies cited.)

13. A statistically significant relationship was found to exist between preference of teaching level and size of student body the respondent chose to teach.
(This had been assumed in certain previous studies.)
14. More than one-half of the respondents indicated that the teacher education college major was an independent choice.
(This was not specifically found in other studies.)
15. Most of the respondents chose to teach in a non-authoritarian setting regardless of the type of high school they had attended.
(This was not found in other studies.)

Recommendations for Further Study

Several questions appeared to be appropriate for further study both to test the reliability of the social orientation-occupational choice relationship and of the demographic findings of the present study. In the event of replication of the present study, it is recommended that the instrument be revised to delete the item relating to military status (12) since this is applicable predominantly to males and was found to cause some confusion among female respondents. An item pertaining to either elementary or secondary school teaching would furnish additional information on occupational preferences which would be informative for grouping and comparing responses.

The instrument, with appropriate minor changes, could be administered to students in other colleges at the University of Houston to ascertain the nature and extent of relationships of social orientation

with occupational choices. Comparisons between student populations of the various colleges could then be made and a university-wide profile drawn.

The instrument might be administered to all beginning teacher education students at the University over a five-year period. A profile from this study, accompanied by a longitudinal study on the present respondents to ascertain reliability of occupational choice, would reflect upon the reliability of social orientations upon occupational choices of teacher education students. Moreover, reliability statistics might be studied in relation to the reported impact of the University experience on social orientations and occupational goals.

Further study of the social orientations of University teacher education students appeared to be in order to investigate the college curricular choices of respondents preparing for elementary and secondary teaching. Such a study should take into consideration choices of broad fields of study to determine whether those students from a known background were inclined to select one academic area over another.

It was found that regardless of the type of high school program the respondents experienced personally, they preferred to teach in a freer classroom as opposed to the authoritarian. Relevant research would be concerned with evaluating previous experiences to find what the pivotal factors were that augured for change. Moreover, the question, why do these students anticipate change in their classroom teaching, while at the same time they want to go back to the same

size and social orientation of community in which they attended high school, is an apparent reversal of homeostasis that intrigues this investigator.

It would be helpful in counseling students to know whether certain social orientations are identifiable which indicate why a choice for a specific academic field was chosen, or if such choices stem from purely cognitive orientations.

A replication of the present study should be conducted at other places and kinds of teacher education institutions. Results would reflect upon the reliability of social orientations upon occupational choices for the Houston area and for various kinds of student populations.

Finally, the geographical backgrounds of students might have influenced the results of this study considerably. Houston is a fast-growing community with a phenomenal influx of residents from elsewhere. A study relating length of family residence in Houston to occupational goals would give further information about the geographic stability of the teacher education student group and the reliability of the social-occupational relationship. Obviously, current mailing addresses of students at an urban university do not truly represent the geographical stability of the population to the satisfaction of educational sociologists.

APPENDICES

APPENDIX A

QUESTIONNAIRE FOR EDUCATION STUDENTS

You have been selected to participate in a research project pertaining to teacher education. You can do this by responding to this questionnaire as accurately and sincerely as possible.

Responses will be regarded confidentially.

Do not ponder each question but give your best answer after reading the entire question and all alternatives.

DIRECTIONS

In blanks (1) through (6), enter the digits of your student ID number in the proper order, one digit per answer line. Thus, your ID number will take the first six (6) answer lines.

In answer lines (7) and (8) enter the two digits of your age.

Now proceed with the questions on the following pages starting with question (9) in answer line (9).

NOTE: For each question, black out thoroughly the ONE answer on the answer sheet that best represents your experience or belief.

PART I: ABOUT YOURSELF

9) Your student class standing

- 1 - Junior
- 2 - Senior
- 3 - Post-Baccalaureate
- 4 - Graduate
- 5 - Other

10) Sex

- 1 - Male
- 2 - Female

11) Marital status

- 1 - Single
- 2 - Going steady
- 3 - Engaged to be married
- 4 - Married
- 5 - Divorced, separated
- 6 - Widowed

12) Military status

- 1 - Veteran
- 2 - 1-A
- 3 - Delayed classification
- 4 - Exempt from military service
- 5 - Female; not applicable
- 6 - Peace Corps
- 7 - Other

13) Kind of high school program

- 1 - Academic; college prep
- 2 - Vocational; technical
- 3 - General
- 4 - Other

14) Which of the following best describes your high school program?

- 1 - The course of study was planned in detail and each teacher knew exactly what content was to be covered at the beginning of the school year.
- 2 - Planning the course of study was done by the teacher and the students in terms of the demands of the social and community needs.
- 3 - The teacher helped the students use subject matter in the process of studying problems that grew out of the students' own needs and concerns.
- 4 - Other

PART II: ABOUT YOUR FAMILY

15) Which of the following best describes the style of house you lived in as a child:

- 1 - Excellent house
- 2 - Very good house
- 3 - Good house
- 4 - Average house
- 5 - Fair house
- 6 - Poor house
- 7 - Very poor house

16) What was the source of your family's income?

- 1 - Inherited wealth
- 2 - Earned wealth
- 3 - Profits and fees
- 4 - Salary
- 5 - Wages
- 6 - Private relief
- 7 - Public relief and non-respectable income

- 17) How would you classify the community in which your family home was located?
- 1 - Very high; the most expensive house with elaborate furnishings
 - 2 - High; the better suburbs and apartment house areas, houses with spacious yards
 - 3 - Above average; areas all residential, larger than average space around houses; apartment areas in good condition
 - 4 - Average; residential neighborhoods, no deterioration in the areas
 - 5 - Below average; area not quite holding its own, beginning to deteriorate, business entering
 - 6 - Low; considerably deteriorated, rundown and semi-slum
 - 7 - Very low; slum
- 18) Which of the following categories comes closest to your father's occupation? If your father is retired, deceased, or unemployed, indicate his former or customary occupation. (Mark only one).
- 1 - Unskilled worker, laborer, farm worker
 - 2 - Semiskilled worker (e.g., machine operator)
 - 3 - Service worker (policeman, fireman, barber, military non-commissioned officer, etc.)
 - 4 - Skilled worker or craftsman (carpenter, electrician, plumber, etc.)
 - 5 - Salesman, bookkeeper, secretary, office worker, etc.
 - 6 - Owner, manager, partner of a small business; lower level governmental official; military commissioned officer
 - 7 - Profession requiring a bachelor's degree (engineer, elementary or secondary teacher, etc.)
 - 8 - Owner, high-level executive -- large business or high-level government agency
 - 9 - Professional requiring an advanced college degree (doctor, lawyer, college professor, etc.)
- 19) Does (did) your father usually work for himself or for someone else?
- 1 - For himself
 - 2 - For someone else
 - 3 - Other

20) Does (did) your father belong to a trade union?

- 1 - No
- 2 - Yes, and he is (was) quite active in union activities
- 3 - Yes, but he is (was) not very active in union activities

21) Has your mother worked for a salary any time since you were born?

- 1 - No (skip to question 23)
- 2 - Yes (answer question 22)

22) Which of the following categories comes closest to your mother's occupation? If your mother is retired, deceased, or unemployed, indicate her former or customary occupation. (Mark only one.)

- 1 - Unskilled worker, laborer, farm worker
- 2 - Semiskilled worker
- 3 - Service worker
- 4 - Skilled worker
- 5 - Saleslady, secretary, office worker
- 6 - Owner, manager, partner of a small business; lower level governmental official
- 7 - Profession requiring a bachelor's degree
- 8 - Owner, high-level executive -- large business or high-level governmental agency
- 9 - Professional requiring an advanced college degree (doctor, lawyer, college professor, etc.)

23) How does your parental family's economic position now compare with what it was ten years ago?

- 1 - Considerably higher now
- 2 - Somewhat higher now
- 3 - About the same
- 4 - Somewhat lower now
- 5 - Considerably lower now

24) Indicate the highest level of education attained by your father (i.e., mark only one of the nine alternatives).

- 1 - No formal schooling or some grade school only
- 2 - Finished grade school
- 3 - Some high (secondary) school
- 4 - Finished high school
- 5 - Business or trade school
- 6 - Some college
- 7 - Finished college (four years)
- 8 - Attended graduate or professional school (e.g., law or medical school) but did not attain a graduate or professional degree
- 9 - Attained a graduate or professional degree (e.g., M.A., Ph.D., M.D.)

25) Indicate the highest level of education attained by your mother. (Mark only one).

- 1 - No formal schooling or some grade school only
- 2 - Finished grade school
- 3 - Some high (secondary) school
- 4 - Finished high school
- 5 - Business or trade school
- 6 - Some college
- 7 - Finished college (four years)
- 8 - Attended graduate or professional school (e.g., law or medical school) but did not attain a graduate or professional degree
- 9 - Attained a graduate or professional degree (e.g., M.A., Ph.D., M.D.)

PART III: ABOUT YOUR FUTURE

26) Teaching level or age group you would prefer.

- 1 - Do not know, undecided
- 2 - 4-5 year olds
- 3 - 6-8 year olds
- 4 - 8-11 year olds
- 5 - 11-13 year olds
- 6 - 14-18 year olds

27) Five students have been described on the following pages. Select the one which best meets the type of student you would most want to teach.

- 1 - John (some of the fellas call him Jack, but his mother never does) lives "up there on the hill" in a house that was built by his grandfather. His parents talk sometimes about building "another place" but can't bring themselves around to giving up "this marvelous old house." His father is chairman of the board of the oldest and largest bank in the city, in addition to which he spends quite a lot of time supervising several farms and the considerable timber holdings he inherited from his father. John is planning to go to law school at one of the better Eastern universities, after which he will become junior partner and legal advisor to his father. John sometimes feels a little lonely in his constant association with adults, but he gets around and has a pretty full life.
- 2 - Dave lives in a medium-sized home in generally good condition in what was considered a good residential area ten years ago. His father is manager of a super-market, having moved up steadily since he began working in a grocery store when he graduated from high school. He married his high school sweetheart when he got his first promotion. Dave is a middle child, having an older sister and a younger brother. He is an active boy and is athletically inclined. Dave has not decided if he will attend college. If he does he will have to get a scholarship or pay for some of the cost himself.
- 3 - Mary lives "below the hill" in an old house which the landlord refuses to keep in good repair and which is much too small for her family, especially now that her grandmother is getting frail and her uncle has come to "board" with them. Her father is a hard worker and has always been able to keep enough coming in through his work at the lumber mill and odd jobs. Her mother has never had "to go out to work," chiefly because the boys have carried papers and worked at Saturday jobs. Mary is planning on being a stenographer which means she has to finish high school. Mary wishes she could have more fun, like some of the other kids, but two younger sisters and all the work around the house that she has to do take up just about all the time she has, especially if she studies as hard as she should.

27) (continued)

- 4 - Joe lives on a farm four miles from town, which his father has rented from John's father for the last four years and has done so well that he can "stay on as long as he wants to." His father grew up on a nearby farm, one of a large family most of whom still live in the neighborhood. One uncle is employed in a local factory and has moved "off the farm." Joe is the oldest of four children, but the only boy in the family. He is real handy at chores. He is really needed to help out on the farm, but this far his parents have insisted that he stay in school and get more education than they were able to get.
- 5 - Alice lives in a large modern house in the better residential area of the community. Her father is a very successful physician; her mother is a college graduate. Alice is considered to be quite talented as a musician and is also the ranking junior tennis player at the Town and Country Club. She has thought of becoming a teacher, but her mother has not encouraged her, though neither has she actually disapproved. Her brother is attending the state university because it has an outstanding reputation in chemical engineering.

28) Which of the following most influenced you in your choice of teaching as a career?

- 1 - Do not know, undecided, no one
- 2 - Member of family
- 3 - Close friend
- 4 - Elementary teacher
- 5 - High school teacher
- 6 - High school counselor
- 7 - College professor
- 8 - Minister or clergyman
- 9 - Own independent choice

29) When did you decide upon teacher education?

- 1 - It was always assumed that I would go to college
- 2 - Do not know, undecided
- 3 - While in grades 1 - 8
- 4 - While in grade 12
- 5 - After high school graduation
- 6 - Between high school and college
- 7 - While a freshman in college
- 8 - Beyond the freshman year and before graduate school
- 9 - After serving in the military; being in another kind of position

30) Size of community in which you were born.

- 1 - Metropolis (500,000 and more)
- 2 - Big city (100,000 to 499,999)
- 3 - Large city (30,000 to 99,999)
- 4 - Medium city (10,000 to 29,999)
- 5 - Small city (5,000 to 9,999)
- 6 - Town or small city (2,500 to 4,999)
- 7 - Village or small town (1,000 to 2,499)
- 8 - Farm or hamlet (less than 1,000)

31) Size of community in which you lived while attending high school.
(If more than one, check community size in which you lived longest.)

- 1 - Metropolis (500,000 and more)
- 2 - Big city (100,000 to 499,999)
- 3 - Large city (30,000 to 99,999)
- 4 - Medium city (10,000 to 29,999)
- 5 - Small city (5,000 to 9,999)
- 6 - Town or small city (2,500 to 4,999)
- 7 - Village or small town (1,000 to 2,499)
- 8 - Farm or hamlet (less than 1,000)

32) Size of community in which you hope to teach.

- 1 - Metropolis (500,000 and more)
- 2 - Big city (100,000 to 499,999)
- 3 - Large city (30,000 to 99,999)
- 4 - Medium city (10,000 to 29,999)
- 5 - Small city (5,000 to 9,999)
- 6 - Town or small city (2,500 to 4,999)
- 7 - Village or small town (1,000 to 2,499)
- 8 - Farm or hamlet (less than 1,000)

33) Size of student body in the school where you would like to work.

Student body

- 1 - 100-249
- 2 - 250-399
- 3 - 300-549
- 4 - 550-699
- 5 - 700-849
- 6 - 850-999
- 7 - 1000-1149
- 8 - 1150-2000+

34) Below three different school programs have been described. Select the one which best meets your choice of a teaching situation.

- 1 - Each required course is usually taught by a teacher who has had special preparation in that field. The teacher usually follows an adopted textbook or a syllabus provided for him.
- 2 - A central theme on each grade level unifies several subjects and provides the framework upon which the teacher may plan activities and learning experiences in a number of areas. An example might include history, geography and civics in the social studies area; and listening, speaking, reading, writing, spelling, and literature in the English Language Arts. This program permits subject matter to be more closely related to social needs and problems.
- 3 - The choice of learning activities is left entirely to the teacher and his group of students. The criteria as to what constitutes a satisfactory unit of work is decided cooperatively. The group process of determining problems, goals, and ways of working is more important than the actual subject matter that makes up the program.

APPENDIX B

0	1	2	3	4	5	6	7	8	9	2	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	4	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	6	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	8	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	12	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	14	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	16	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	18	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	20	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	22	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	24	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	26	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	28	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	30	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	32	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	34	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	36	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	38	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	40	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	42	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	44	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	46	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	48	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	50	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	52	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	54	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	56	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	58	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	60	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	62	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	64	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	66	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	68	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	70	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	72	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	74	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	76	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	78	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	80	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	82	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	84	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	86	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	88	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	90	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	92	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	94	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	96	0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9	98	0	1	2	3	4	5	6	7	8	9
										100										

BIBLIOGRAPHY

A. BOOKS

- Abelson, Robert P., and others (eds). Theories of Cognitive Consistency: A Sourcebook. Chicago: Rand McNally and Company, 1968. 901 pp.
- Barber, Bernard. Social Stratification: A Comparative Analysis of Structure and Process. New York: Harcourt, Brace and Company, 1957. 540 pp.
- Caplow, Theodore. The Sociology of Work. Minneapolis: University of Minnesota Press, 1954. 330 pp.
- Corwin, Ronald G. A Sociology of Education: Emerging Patterns of Class, Status, and Power in the Public Schools. New York: Appleton, Century, Crofts, 1965. 454 pp.
- Cuber, John F., and William F. Kenkel. Social Stratification in the United States. New York: Appleton, Century, Crofts, 1954. 359 pp.
- Eulau, Heinz. Class and Party in the Eisenhower Years. Stanford: The Macmillan Company, 1962. 162 pp.
- Gore, Geoffrey. The American People, A Study in National Character. New York: W. W. Norton and Company, Inc., 1948. 246 pp.
- Gordon, Milton M. Social Class in American Sociology. New York: McGraw-Hill Book Company, Inc., 1963. 280 pp.
- Guilford, J. P. Fundamental Statistics in Psychology and Education. New York: McGraw-Hill Book Company, Inc., 1965. 605 pp.
- Herriott, Robert E. and Nancy Hoyt St. John. Social Class and the Urban School. New York: John Wiley and Sons., Inc., 1966. 289 pp.
- Hodgess, Harold M. Jr.. Social Stratification Class in America. Cambridge: Schenkman Publishing Co., Inc., 1964. 307 pp.
- Kallenbach, W. Warren (ed.). Education and Society. Columbus: Charles E. Merrill Books, Inc., 1963. 474 pp.
- Lipset, Seymour Martin and Neil J. Smelser (eds.). Social Structure and Mobility in Economic Development. Chicago: Aldine Publishing Company, 1966. 339 pp.

- National Education Association, Research Division. The American Public-School Teacher. Research Monograph 1963-M2. Washington, D. C.: The Association, 1963. 63 pp.
- Orth, Charles D. III. Social Structure and Learning Climate: The First Year at the Harvard Business School. Boston: Division of Research, Graduate School of Business Administration, Harvard University, 1963. 236 pp.
- Packard, Vance. The Status Seekers. New York: David McKay Company, 1959. 376 pp.
- Riess, Albert J. Jr.. Occupations and Social Status. New York: The Free Press of Glencoe, Inc., 1961. 305 pp.
- Stiles, Lindley J. Jr.. The Teacher's Role in American Society. New York: Harper and Brothers Publishers, 1957. 298 pp.
- Waller, Willard. The Sociology of Teaching. New York: Russell and Russell, 1961. 467 pp.
- Warner, W. Lloyd. American Life. Dream and Reality. Chicago: The University of Chicago Press, 1962. 293 pp.
- _____. The Corporation in the Emergent American Society. New York: Harper and Brothers Publishers, 1962. 64 pp.
- _____. Social Class in America. Chicago: Science Research Associates, 1949. 297 pp.
- _____. Yankee City. New Haven: Yale University Press, 1963. 432 pp.

B. GOVERNMENT DOCUMENTS

- Mason, Ward S. The Beginning Teacher: Status and Career Orientations. U. S. Department of Health, Education, and Welfare, Office of Education, Circular No. 644. Washington D. C.: Government Printing Office, 1961.
- National Academy of Sciences and The National Academy of Education. A New Program of Basic Research in Education. Washington, D. C.: Government Printing Office, 1968.

C. PERIODICALS

- Bell, Robert R. "Social Class Values and the Teacher," The Bulletin of the National Association of Secondary School Principals, 43: 122-126, December, 1959.
- Brookover, W. B. "Teachers and the Stratification of American Society," The Harvard Educational Review, 23: 257-267, Fall, 1953.
- Carlson, Richard O. "Variation and Myth in the Social Status of Teachers," Journal of Educational Sociology, 35: 104-118, November, 196.
- Gottlieb, David. "Social Class, Achievement, and the College-Going Experience," The School Review, 10: 273-286, Autumn, 1962.
- Holland, John L. and Sandra W. Lutz, "The Predictive Value of a Student's Choice of Vocation," The Personnel and Guidance Journal, 46: 428-434, January, 1968.
- Jackson Philip W. and Fela Moscovici. "The Teacher-To-Be: A Study of Embryonic Identification With a Professional Role," The School Review, 71: 41-65, Spring, 1963.
- Selvin, Hanan C. "The Impact of University Experiences on Occupational Plans," The School Review, 71: 317-329, Autumn, 1963.
- Wallace, Walter L. "Peer Influences and Undergraduates' Aspirations for Graduate Study," Sociology of Education, 38: 375-392, Fall, 1965.
- Werts, Charles E. "Social Class and Initial Career Choice of College Freshmen," Sociology of Education, 39: 74-85, Winter, 1966.
- White, Kinnard. "Social Background Variables Related to Career Commitment of Women Teachers," The Personnel and Guidance Journal, 45: 648-652, January, 1968.

D. UNPUBLISHED MATERIAL

- Strahan, Richard D. "Socio-Economic Characteristics of College of Education Students at the University of Houston," Houston: Bureau of Education Research, University of Houston, 1962. (Mimeographed.)