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AN EXPLORATION OF CERTAIN PSYCHOLOGICAL COMPONENTS RELATED TO THE SELECTION OR REJECTION OF ELEMENTARY TEACHING BY COLLEGE WOMEN

by

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ABSTRACT

AN EXPLORATION OF CERTAIN PSYCHOLOGICAL COMPONENTS RELATED TO THE SELECTION OR REJECTION OF ELEMENTARY TEACHING BY COLLEGE WOMEN

By Meryl E. Englander

This study examined the proposition that individuals select a vocation which they perceive as a means of implementing their self concept.

A preliminary investigation had identified four factors which seemed to be important aspects of women's vocational plans. These factors were (1) the individual's personal characteristics, (2) the features of particular occupations, (3) the desire for opportunities for achievement or affiliation, and (4) the approval of one's family or friends. Each of these factors suggested a hypothesis which could be tested within the framework of self-psychology.

The subjects for this study were 126 white college-age women in their junior year of college at Sacramento State College and College of the Pacific.

The task of the study was to measure the congruency between an individual's concept of the self in employment and her perception of elementary teaching and to relate this congruency to the selection or rejection of elementary teaching. Several different techniques were employed to identify the subject's respective perceptions.

A form of Q-sort was used to determine the subject's

perception of personal characteristics for the self and for elementary teachers. A statistical index denoted the congruency between these perceptions.

A similar form of Q-sort was used to determine the subject's perception of occupational features desired for the self and found in elementary teaching. A statistical index denoted the congruency between these perceptions.

Thematic apperception was used to measure the subject's perception of elementary teaching as an opportunity to satisfy her need for achievement or affiliation. The n Achievement or n Affiliation for each subject was ascertained from imaginative stories written in response to three pictures of a general nature. The subject's perception of elementary teaching as a source of satisfaction for her respective needs was ascertained from imaginative stories written in response to three pictures of elementary teaching situations.

The subject's perception of others' attitudes toward elementary teaching was ascertained by having the subject indicate on a checklist those attitudes with which she thought the respective other group would be in agreement. An index of the subject's perception of others' attitudes toward elementary teaching was found by summing the scale values of these items.

The proposition that an individual selects a vocation which is perceived as a means of implementing the self concept was generally supported by the data. Elementary majors did tend to perceive elementary teaching as an appropriate vocation for their respective selves.

Other education majors, as contrasted to the noneducation majors, also perceived elementary teaching as an appropriate occupation. In effect the elementary majors and other education majors were not differentiated in the data and could be considered to be one population. It was suggested that both groups perceived the teaching situations as being within their chosen field.

The results of this exploratory study give impetus to further study of vocational choice from within the structure of self-psychology. Furthermore, there would seem to be some important implications for the recruitment of teachers.

The encouragement of persons to enter teaching would seem to be an individual process. Inasmuch as each person has a different self concept, teaching must be presented to each in terms of the variables of this self concept. Two of the most prominent variables to be considered are the individual's perceptions of personal characteristics and occupational features.

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CHAPTER I

PERSPECTIVE OF THE PROBLEM

This is an investigation of the effect of certain psychological factors upon the selection or rejection of the profession of elementary teaching by college women.

Rationale for a Study of the Selection and Rejection of Teaching

The serious shortage of capable, qualified teachers has become one of education's most crucial problems. Many school systems have been forced to resort to half-day sessions, enlarged class sizes, and elimination of portions of their program in an effort to operate with the available teaching staff (17, 34, 38, 40, 50, 70, 109).

The seriousness is underlined by the attention given to this matter in the professional literature, by the special recruitment and training programs suggested by lay and professional organizations, and by the concern expressed by governmental agencies.

Perhaps the critical nature of the situation can best be appraised in terms of the supply and demand of teachers as it existed in 1955. The Fund for the Advancement of Education (38) estimated that the minimal need for new teachers for 1955 was: (1) For increased enrollment, 73,293 teachers; (2) for the replacement of teacher

attrition, 120,180 teachers. Thus, 193,473 new teachers were needed to fill empty classrooms. Additional teachers were also needed for the so-called peripheral demand. This includes those teachers needed for the reduction of class size, for the relief of untrained teachers, for the elimination of double sessions, and for the supplementation of the basic program with special services as required of modern schools.

To meet this 1955 need of over 193,475 teachers, only 86,686 persons graduated from college with certificates to teach in the public schools. Furthermore, for one reason or another, only 56,800 actually accepted teaching positions (70). It is apparent that the supply was grossly inadequate.

The situation promises to be even more critical in the future. It is estimated that within the next ten years three new teachers will be needed for every two now in service. If the colleges were to provide all of the teachers needed, over one-half of all the college graduates for the next ten years would have to be employed as teachers. In recent years less than one-fifth of the college graduates have become teachers (60).

In the face of this imbalance between the supply and demand for teachers, it is most probable that an increasing amount of energy and money will be expended in an effort to encourage more persons to enter the teaching profession. A major obstacle to any such effort is the lack of

understanding of how and why persons select or reject teaching as a vocation.

There have been many suggestions for initiating or improving recruitment practices. These suggestions, which have been summarized by Jordan and Evans (50), involve two primary considerations. First, make teaching more attractive by such inducements as better salaries. Second, improve attitudes toward teaching through such means as affording young people an opportunity to become better acquainted with the teaching profession.

Unfortunately, efforts in these directions have not been too rewarding. Despite the publicity, increased salaries, and other measures to stimulate the choice of teaching as a vocation, the National Education Association (70) reported that the number of persons graduating from college with a teacher's certificate has been steadily decreasing in recent years.[1] Richey and Fox (80) found that more than one-half of the freshmen questioned at Indiana University had given little or no consideration to teaching as a vocation. This was equally true of men and women. It is worthy of note that 63 per cent of the high school seniors interviewed by Nutting (76) indicated that they had never had an opportunity to learn of the vocational possibilities of elementary teaching. Apparently, the task is broader

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[1]In 1956 the number of graduates with teacher's certificates exceeded the number in 1955 by 2-1/2 per cent. However, this is a reversal of a trend in which the number of graduates with teacher's certificates decreased by 24.9 per cent from 1950 to 1955.

than simply making teaching more attractive.

The Future Teachers of America was organized for the purpose of acquainting potential teachers with the purposes and activities of public school teaching (69). It was expected that through the experiences and associations in this organization, members would be better able to evaluate themselves as prospective teachers. Faust (35) reported that, in 1956, 2,440 high schools had Future Teachers of America clubs with a membership of 62,000. Yet Fielstra (36) found in a recent study that only 4 per cent of the students in the introductory educational courses at the University of California at Los Angeles had ever belonged to Future Teachers of America. The limitations of this approach to the overall problem of interesting young people in teaching are evident.

Byers (23) contacted seventy-five selected colleges and universities to inquire about the organizations and procedures employed to encourage young people to select teaching as a vocation. Her analysis indicated that there were a variety of approaches to the problem, with no universal or significant pattern. Most of the institutions indicated a dissatisfaction with present programs and a desire for more effective means of recruitment.

The futility of efforts and the absence of a concerted campaign should not be construed as a lack of concern. The literature is voluminous on analyses of teacher needs and proposals for relieving the situation. The

difficulty seems to be that there has not been found a workable, acceptable approach which can be used to encourage young people to teach. This reflects the need for a better understanding of the process of selecting or rejecting teaching as a vocation.

An Overview of Research Concerning the Selection and Rejection of Teaching

Self-report personality tests have been frequently employed in attempts to identify traits differentiating persons who select teaching from persons selecting other vocations. Typical of such studies is one by Blum (18), who used as subjects 125 male students at the University of Wisconsin: groups of 25 each were preparing for careers in medicine, law, journalism, mechanical engineering, and teaching. He hypothesized that there would be certain uniformities in the personalities of persons which cause them to enter one profession rather than another. He was unable to find any significant differences in personality traits from one of these groups to another to support this hypothesis. A similar study by Lough (57) compared women students in liberal arts, nursing, and teaching curriculums on the Minnesota Multiphasic Personality Inventory. Here again, no statistically significant differences in personality traits could be identified which differentiated these groups of women. Super (99) expressed the belief that personality structure is more related to adjustment problems on the job than the choice of vocations. In any case, current

self-report personality scales do not seem to be sufficiently refined to be used for the identification of vocational personality types, if such types exist.

There have been many questionnaire-type studies which attempted to identify factors which differentiate those persons who select teaching from those persons who do not select teaching as a vocation. Some of these studies have been successful in detecting mean differences in such factors as socio-economic background, size of home towns, and past experiences with teachers. This information has been helpful in that it has illuminated certain aspects of the problem heretofore overlooked. However, these studies have neglected the dynamics of vocational choice and thus have not denoted those factors which cause certain persons to select teaching while others reject it.

Other studies delineated certain factors which are thought to influence decisions regarding teaching as a vocation. Such influences are: counsel by friends, teachers, and parents; identification with an admired adult; past experiences; and particular occupational features such as security, prestige, salary, and working conditions (7, 15, 50, 54, 76, 80, 91, 107, 108).

Despite these studies, the question of how and why these factors operate to influence the choice of teaching is still unanswered. Although some persons who have chosen to teach indicated that these factors were important in their selection of teaching, others with similar exposure made

alternative choices. Admittedly, before one selects teaching he must be exposed to it in some sense; however, it seems questionable to conceive of this exposure as a determinant. There would seem to be a predilection to respond one way or the other. This suggests that there are other underlying variables to be considered.

Additional evidence of the individuality in the selection or rejection of teaching is found in a study of attitudes toward teaching by Richey and Fox (80). In analyzing the attitudes of 969 Indiana University freshmen toward teaching as a vocation, it was established that, on the whole, attitudes toward teaching, both desirable and undesirable, are equally prevalent among those selecting and those rejecting teaching. For instance, 39 per cent of those planning to teach and 30 per cent of those not planning to teach indicated that they felt it was a poor paying vocation.

Although not mentioned, it may be that in many instances the same characteristics are perceived quite differently by different individuals. For example, working conditions were mentioned both as desirable features and as undesirable features by persons who planned to teach as well as by persons who did not plan to teach. Likewise, personal prestige was listed as a desirable feature of teaching while lack of personal prestige was listed as an undesirable feature of teaching by both groups. Here again, there is the implication that there are underlying variables which are

the real impetus to choice.

It might be said that, though certain factors have been found to be related to the selection or rejection of teaching as a vocation, it has not been possible to integrate this information into a functional program to encourage persons to consider the teaching profession. The information is general and descriptive. It would seem that the more dynamic determinants involved in the selection and rejection of teaching need to be investigated.

A Theoretical Framework for Investigating Vocational Choice

There has been an abundance of research concerned with factors which seem to influence, limit, and otherwise control the choice of vocations. Unfortunately, this information is only available in the form of dispersed and conflicting theories, data, and hunches (39, 50, 65, 105). It has not, as yet, been integrated into an encompassing theory which can be employed to understand or predict the selection and rejection of a given vocation (54).

In the absence of a comprehensive theory, we are presented with the choice of either attempting to synthesize that which is known of vocational choice or exploring the problem from within the framework of a promising but untried theory. Recent literature (44, 65, 79, 82) has emphasized the desirability of investigating this problem from within a unitary theoretical construct.

Several such theories have been proposed (18, 26, 37,

39, 65, 79, 82, 90, 93, 97, 100). There will not be an effort here to enumerate these theories. However, Super's notion (100) of vocational choice as a means of implementing a self concept seems worthy of exploration.

Chapter II presents evidence in support of Super's contention that the concept of the self is an important component in vocational choice. The theoretical framework of the present study is also defined.

CHAPTER II

THEORETICAL ORIENTATION

The purpose of this study is to obtain a better understanding of the selection or rejection of teaching as a vocation. Chapter I has suggested that this could be done most advantageously within the framework of an encompassing theoretical construct.

The Self Concept as a Basis of Vocational Choice

Super has proposed the following view of the process of vocational choice:

> In choosing an occupation one is, in effect, choosing a means of implementing a self-concept. . . . The choice of an occupation is one of the points in life at which a young person is called upon to state rather explicitly his concept of himself, to say definitely, I am this or that type of person (100, p. 88).

With this self-understanding the individual then seeks out and explores various occupations which are perceived as allowing him to live a role commensurate to this self concept.

Although there seemingly has not been any research directly validating this proposition, it has empirical support from several independent sources. For instance, Super pointed out that a review of the literature provides "objective basis for the theory that childhood and adolescent

identification play a part in shaping vocational interest and provide role models which facilitate the development and implementation of a self-concept" (101, p. 188).

Bordin has proposed: "In answering a Strong Vocational Interest Test an individual is expressing his acceptance of a particular view or concept of himself in terms of occupational stereotypes" (19, p. 53).

This view is at least partially confirmed in the report of a study by Wilson in which it was shown that modifications in self concept as a result of reality testing are accompanied by a like change in measured vocational interest. The discussion of this study is concluded by noting: "The results of this study provide unequivocal support for the assumption that inventoried vocational interests are dynamic phenomena reflecting changes in the individual's perceptions of himself" (20, p. 305).

Segal (90) gave support to Super's concept of vocational choice from a somewhat different frame of reference. Through the use of projective techniques he investigated the role of personality dynamics in the choice of vocations. It was postulated that the activity involved and the type of person found in a particular occupation had been stereotyped to the extent that they act as selective factors in attracting persons. Specifically, he hypothesized that the vocations of accounting and creative writing, being very different in activity, would attract persons differing in personality composition. It was shown in the case of accounting

students:

> A great deal of their general reactivity seems to be based upon the adoption of an ego ideal which has characteristics of self-control, conformity, and fulfilling a well defined social role. The business world, and particularly the field of accounting, seems to allow for the gratification of these needs (90, p. 107).

On the other hand, the protocols of student creative writers were characterized by "needs for affective expression, the seeking of identifications, and the rejection of certain social norms which seem to find expression in their vocational role as writers"(90, p. 108). The differences as found between these two groups were attributed to the selective attraction of the two occupations based upon popular stereotype.

If it is true, as Segal suggested, that individuals select vocations to satisfy personal needs and desires, then the individual must, first, have perceptions of these needs and desires as part of his self concept and, second, have perceptions of the respective vocations as possible means of fulfilling these needs and desires. Thus, the selection of an occupation could be thought of as a process of seeking a means of gratifying the self as perceived in the self concept. Presumably, such perceptions could be an expression of the conscious, unconscious, or both.

An exploratory study by Dillon (32) was designed to investigate the following hypothesis: "The profession which an individual selects is one that, according to his concept of it and as he sees himself in it, seems to him to satisfy most adequately the needs that he feels the strongest

pressure to fulfill" (32, p. 6). The subjects for this investigation were 25 persons preparing for the teaching profession. It was felt that the data support this hypothesis inasmuch as

> . . . there was a definite relationship between a subject's motivational pressure and his concept of himself as a teacher, for the picture he appeared to have of himself as a teacher was one that would provide opportunity for the satisfaction of these pressures. Furthermore, the amount of opportunity so provided was related to the degree of certainty of his desire to teach (32, p. 257).

Vernon reported from a study of the drives involved in the choice of vocations of 47 university women:

> . . . from the records given it appears that different drives could operate in different individuals to produce the choice of one and the same career. Also, the same, or very similar, drives could result in different individuals in the choice of very different careers. To determine any causal relationship between drive and career, far more knowledge of individual characteristics is necessary (105, p. 14).

One could explain this incongruity if it were assumed, as concluded from Segal's study, that individuals act upon their perceptions. Thus, individuals who desire the same thing could perceive entirely different vocations as a means of attaining these desires and act accordingly. Likewise, different individuals, with different desires, might well perceive the same vocation differently and each in such a way as to be a means of attaining his respective desires.

Two additional studies which seem to be relevant will be mentioned. Bugental and Zelen examined the self concepts of 71 women and 63 men through the records obtained by The W-A-Y Technique. It was noted: "'Occupation' also appeared

very frequently (in over 61 per cent of the reports) seemingly an indication of the importance of this percept in the Self-Concept" (22, p. 497). It would seem logical to assume, since the self concept embodies the occupational role, that this self concept would be consulted in time of occupational choice.

Berg (12) found the individual's perceptions of the occupation to be important. He reports from a study of 110 student nurses that those who voluntarily dropped training "had expected to manipulate various gleaming, complicated instruments while assisting in operations. Instead, they made beds and rubbed patients' backs" (12, p. 392). It might be supposed that these persons selected nursing as a vocation under the influence of particular perceptions. When reality differed from these perceptions, they changed vocations.

The individual apparently seeks out vocations which are perceived as being within the orbit of what is wanted and what is expected for the self. Vocations which are perceived as not offering what is wanted or expected for the self will be rejected.

Studies of the self as a factor in personal adjustment (16, 21, 30, 47, 63, 83, 84, 87) give additional impetus to the idea of employing this concept in the study of vocational choice. Perhaps these studies can best be summarized by noting the observations of Rogers:

> We find in therapy that as the perception of self

> alters, behavior alters. . . . The crucial element in the determination of behavior is the perceptual field which determines behavior. . . . If it is the perceptual field which determines behavior, then the primary object of study for psychologists would be the person and his world as viewed by the person himself (83, p. 362).

The views of Super and Rogers are consistent with the theoretical framework of self-psychology. Combs noted:

> Many psychologists have come to feel that the concept of the self gives consistency to behavior and lies at the very core of personality. A great deal, if not all, of our behavior appears to be governed by self-concepts in the myriad life-situations in which we find ourselves (30, p. 31).

The manner in which the concept of the self is employed to account for the integration, organization, and strivings of the individual is illustrated by Lecky:

> The mind or personality is an organization of ideas which are consistent with one another. Behavior expresses the effort to maintain the integrity and unity of the organization; the preservation of the organization is essential. . . . The nucleus of the system, around which the rest of the system revolves is the individual's idea or concept of himself (55, p. 150).

It is apparent that within the framework of self-psychology individuals actively seek to maintain and enhance the perceived self.

Our interest is not in the self concept per se, but in its applicability for the investigation of the problem of occupational choice. A theoretical structure is needed which will give insight into the adjustment between an individual's interests, values, capacities, and opportunities as necessitated in vocational choice. Independent studies of the dynamics of this problem have indicated that the perceptions of the individual, of himself and of the occupation,

are of paramount importance and consequently should be recognized in the formation of any theoretical approach. The theoretical framework of self-psychology seems appropriate in these respects.

The basic premise of self-psychology is that an individual behaves in such a manner as to perpetuate and preserve his self concept. Newcomb (73) maintained that this is accomplished by the individual when he assumes roles which will enable him to maintain this self concept. With respect to the selection of a vocation, this means that an occupation will be chosen which is perceived as being consistent with the self concept.

There seems to be sufficient evidence in support of Super's proposition to warrant its use as a meaningful approach to a better understanding of the selection or rejection of teaching.

Framework of the Present Study

Super neglected to define or limit the concept of the self as used in the context of vocational choice. In order that we may better be able to interpret the results of this study, it would seem desirable to operate within a definite framework. Jersild (47) noted that the self has been described in many ways by many people. However, McClelland (61) pointed out that much which has been written about the self is in the nature of speculations which cannot easily be proven or disproven. Thus, operational definitions are limited.

The most inclusive and relevant definition of the self would seem to be in terms of the phenomenological frame of reference as proposed by Snygg and Combs (94). In this respect the phenomenological self includes "those parts of the phenomenological field [the universe as it appears to the individual at any moment] which the individual experiences as part or characteristic of himself" (94, p. 58). With reference to the present problem, Snygg and Combs suggested: "Depending upon the concept of self possessed by the individual, he will choose this goal or that as appropriate for such a person as he regards himself to be" (94, p. 101). Furthermore: "These things toward which he [the individual] aspires will in the final analysis, be dependent upon his phenomenal self, and the degree to which he perceives the goal as contributing to the maintenance and enhancement of the self" (94, p. 102).

This concept of the self seems to be consistent with Super's proposal that the choice of a vocation is a means of implementing the self concept.

We are still without a notion of what facets of the phenomenological field are in operation in the selection of a vocation. Let us look at a preliminary study of this problem which was undertaken for the purpose of finding out what is included in the perceptions of individuals when they are free associating about their vocational plans.

This preliminary investigation consisted of (1) individual interviews with 17 women students and (2) a group

discussion which involved six women living in adjacent dormitory rooms. All of the subjects were students at the University of Michigan.

The 17 women for the individual interviews were contacted by telephone and informed that the University Bureau of Appointments wished to obtain their perceptions of the kind of employment which they would seek upon graduation. Appointments were made. The interviews were structured as follows: Each of us wants certain things for himself out of life. For most of us, these will include marriage, having a family, finding a particular kind of job, and so on. Would you indicate the kind of vocational position you hope to achieve. What would you like to be doing in a year, five, or ten years from now? Individual questions were answered by repeating all or part of the instructions. At the conclusion of the interview the subject was asked to record her perceptions of (1) the most desirable and (2) the least desirable features of each of fifteen listed vocations.

The six women who participated in the discussion group came from different backgrounds but were congenial inasmuch as they had lived in adjacent rooms for two years and participated in many informal discussions.

The discussion was structured as follows: Each of us wants certain things for himself out of life. For most of us, these will include marriage, having a family, finding a particular kind of job, and so on. We would like you to discuss the kind of vocational position you hope to achieve.

What would you like to be doing in a year, five, or ten years from now? The recorder then withdrew to the background and the subjects discussed their plans and desires. After the subjects finished the discussion, each was asked to record her perceptions of (1) the most desirable and (2) the least desirable features of each of fifteen listed vocations.

The analysis of the records from these interviews indicated that at least four seemingly independent factors were of importance to these subjects. The factors were (1) the individual's personal characteristics, (2) the features of particular vocations, (3) the desire for opportunities to accomplish something or to be around people, and (4) the approval or disapproval by one's family or friends. Each of these factors suggests a hypothesis which may be tested within the scope of this study. These hypotheses will be discussed in more detail in Chapter III, Design and Instrumentation, on page 22.

Previously, studies of the selection and rejection of teaching have been based upon the assumption that there is a homogeneity of traits, interests, backgrounds, or desires among the persons selecting a given occupation. Accordingly, they have attempted to isolate and identify these generic elements.

The theoretical structure of self-psychology suggests a different approach. A basic postulate in self-psychology is that each individual seeks situations or otherwise behaves in such a manner as to verify, preserve, and otherwise

fortify his self concept. There is ample evidence to the effect that the selection of one's vocation is one of the situations in which the individual has opportunity to maintain and enhance the self by choosing a vocation which is perceived as being consistent with the self concept. This is the position investigated by this study.

This study does not attempt to find any homogeneity of traits among persons who have selected teaching but, rather, the emphasis is to ascertain whether there is a significant congruency between an individual's perceptions of himself in employment and his perceptions of persons and situations in teaching.

The complexity of this problem is such that it is improbable that all of its many facets would be fully explored within the limits of a single research design. Certain assumptions and limitations are necessary.

The choice of one's vocation, as defined and exemplified in this study, is assumed to be a free choice consistent with the individual's will and free of duress from such external factors as undue parental pressure.

There are undoubtedly individual differences with respect to tolerance for the discrepancy between the perceptions of the self in employment and employees in particular vocations which may affect vocational decisions. However, no effort is made in this study to take these differences into account.

No provision is made in this study for a hierarchy of

factors within the phenomenological field. For instance, all of the components of the perceived personal characteristics are given equal weight although it is highly probable that individuals value certain characteristics more than others.

Additional limitations are placed upon the population for this study. These limitations will be discussed in more detail in Chapter III under the heading of The Collection of Data, page 43.

Chapter III presents the development of hypotheses and instruments for the study. The technique for the collection of data is also discussed.

CHAPTER III

DESIGN AND INSTRUMENTATION

There is considerable evidence to support the proposition that an individual chooses an occupation which is perceived as an opportunity to enhance the self. It is the purpose of this study to explore this proposition further in an effort to obtain a better understanding of the selection or rejection of teaching as a vocation.

Development of Hypotheses

A preliminary investigation was undertaken for the purpose of identifying those factors which women perceive as being important in their occupational plans. The subjects were found to be concerned primarily with four particular factors in the selection and adjustment to vocations. Each of these factors suggests a hypothesis for further study within the framework of self-psychology. The resulting hypotheses are given below, preceded by justification in terms of the findings of the preliminary investigation, the findings of other studies concerned with the choice of vocations, and the theoretical framework of self-psychology.

Perception of personal characteristics. The importance of the individual's perception of personal characteristics became manifested in the interviews in terms of the individual's feeling of personal adequacy to meet the

requirements as perceived for particular occupations. Subjects frequently mentioned this as a deterrent. Certain occupations were avoided because the individual felt that she did not possess particular aptitudes required.

Nutting (76) reported that this was a very crucial factor for many persons who rejected elementary teaching. Thirty per cent of the college sophomores he interviewed indicated that they did not feel personally qualified to teach in the elementary schools.

Personal characteristics are frequently mentioned as an integral part of the self concept (2, 16, 94, 95). An important postulate of Super's percept of vocational choice is that the individual sees himself as "this" or "that" type of person. It seems appropriate in view of these factors that perception of personal characteristics be a pertinent variable for investigation. Therefore, it is predicted:

Hypothesis I. Those persons who have selected elementary teaching as a vocation will perceive elementary teachers as possessing personal characteristics similar to the personal characteristics of the self, while those persons who reject elementary teaching will perceive elementary teachers as possessing personal characteristics unlike those personal characteristics perceived for the self.

The What Am I Like Scale, used to test this hypothesis, is a forced choice scale of personal characteristics. It is discussed more completely under the heading, Development of Instruments, page 29.

Perception of occupational features. The subjects in the preliminary study frequently denoted an interest in particular occupations because they offered opportunities to

satisfy certain desires. These desires are representative of the goals and values of the individual. It appeared that the subjects were seeking vocations which they perceived as possessing desired features or opportunities for desired activities. Other vocations were rejected as not affording these things.

Raylesberg (79) found a number of significant relationships between individual value patterns and perceptions of engineering for those who selected engineering as a vocation. In a broader sense, Ginzberg et al. (39) noted that the foundation of effective vocational choice lies in the individual's clarifying the goals and values which are associated with the satisfactions he seeks in work. Ginzberg et al. concluded that "this clarification is an essential part of his occupational decision-making, for he cannot make a choice without determining, at least preliminarily, what he wants to get out of work" (39, p. 222). Thus, there is an indication that the goals and values of the individual are important in the choice of vocations. The features of the vocation seem to be perceived as the means of attaining these goals and values.

Snygg and Combs (94) have devoted extensive effort to incorporate the values and goals of the individual as a basis of behavior into the framework of the phenomenal self. They suggest that the attainment of specific goals is the means by which the individual preserves and enhances the phenomenal self.

It would seem likely that the more one sees the features of an occupation as embodying opportunity for the realization of one's goals, the more he will be attracted to that occupation. Conversely, the more one sees a given occupation as being alien to his goals and desires, the more he will tend to reject it as a vocation. Therefore, it is predicted:

Hypothesis II. Those persons who accept elementary teaching as a vocation will tend to perceive elementary teaching as possessing those features desired in an occupation for the self, while those persons who reject elementary teaching as a vocation will tend to perceive elementary teaching as possessing features unlike those desired in an occupation for the self.

The Occupational Feature Scale, which was used to test this hypothesis, is a forced choice scale of occupational features. It is discussed in more detail under the heading, Development of Instruments, page 29.

Perception of need for achievement and need for affiliation. Two particular occupational specifications were repeatedly mentioned by the subjects in the preliminary study. These were (1) the opportunity to accomplish something and to gain recognition, and (2) the opportunity to work with people. These specifications suggest the achievement and affiliation needs (hereafter referred to as n Achievement and n Affiliation respectively) as defined by Murray (68).

There is some evidence to the effect that vocations are utilized for the satisfaction of needs. Centers (29) related the differences in vocational desires of persons in

various socio-economic levels to the hierarchy of motivational needs as defined by Maslow (59). It was found that persons from the lower socio-economic levels were concerned primarily with the basic needs of salary and security, while persons from the higher socio-economic levels manifested needs of self-realization. It will be recalled that the studies of Dillon (32) and Segal (90) gave impetus to the thought that deeper psychological motives are in operation in the selection of vocations.

Symonds (102) found n Achievement and n Affiliation to be prominent among the motivational needs of fifty women teachers.

Hilgard (42) stressed the interdependence of motives and the concept of the self and the fact that neither could be fully understood without considering the other. Martire (58) has also contended that a meaningful relationship exists between the self concept and the individual's motivational needs.

On the basis of these implications, the following predictions are made:

Hypothesis III_a. Persons with high n Achievement who accept elementary teaching as a vocation will perceive elementary teaching as affording satisfaction for n Achievement, while those persons with high n Achievement who do not accept elementary teaching as a vocation will not perceive elementary teaching as affording satisfaction for n Achievement.

Likewise:

Hypothesis III_b. Persons with high n Affiliation who accept elementary teaching as a vocation will perceive elementary teaching as affording satisfaction for n Affiliation, while those persons with high n Affiliation who do not accept

elementary teaching as a vocation will not perceive elementary teaching as affording satisfaction for n Affiliation.

The Creative Imagination Test, used to test these hypotheses, is a modification of the Thematic Apperception Test. It is discussed more completely under the heading, Development of Instruments, page 29.

Perceptions of peer and family attitude. The subjects in the preliminary study frequently related their vocational plans to their perceptions of the attitude and plans of their respective families and friends. It is generally accepted that the groups to which an individual belongs have a profound effect upon his beliefs and attitudes. Cartwright and Zander (27) contend that some groups consciously and deliberately exert pressure for uniformity of behavior and attitudes among their members. Others more subtly accomplish this through the individual's perceptions of his acceptance or rejection by the other members of the group. It seems appropriate to theorize that this influence would be in operation in the choice of vocations.

With respect to the theoretical structure of self-psychology, Hilgard (42) maintained that the construct of the self concept can be accepted only if "others" are included as well. Snygg and Combs (94) emphasized the importance to the self of approval from others. Jersild (46) noted that the attitudes of others have a most important effect upon the self concept.

In order to obtain a more thorough understanding of this influence, it is proposed that two different levels of

emotional involvement be examined: (1) Family, which represents an arbitrary group with presumed deep emotional relationships; and (2) friends, which represents a peer group of relatively free choice with perhaps less emotional involvement.

Berdie (10) has reported that the evidence regarding the influence of parents has been contradictory and inconclusive. However, Richey and Fox (80) reported that over 50 per cent of the women interviewed at Indiana University perceived their parents as being the most influential persons in regard to their vocational decisions. Katz, Allport, and Jenness (52) corroborated these findings in a study at Syracuse University. It seems justifiable to make the following predictions:

Hypothesis IV_a. Those persons who accept elementary teaching as a vocation will perceive their respective families as having a positive attitude toward elementary teaching, while those persons who do not accept elementary teaching as a vocation will perceive their respective families as having a less positive attitude toward elementary teaching.

Likewise:

Hypothesis IV_b. Those persons who accept elementary teaching as a vocation will perceive their respective friends as having a positive attitude toward elementary teaching, while those persons who do not accept elementary teaching as a vocation will perceive their respective friends as having a less positive attitude toward elementary teaching.

It is recognized that there are individual differences in the strength of the emotional bond and that this would presumably result in differences in the effect which given "others" have upon the individual's behavior. However, no effort was made to control this variable within the scope of

the present study.

The instruments used to test these hypotheses are the checklists, Your Parents' and Family's Attitude Toward Elementary Teaching and Your Friends' Attitude Toward Elementary Teaching respectively. These scales are special adaptations of the Teacher Attitude Scale originally designed by Miller (66) under the direction of Remmers. These scales are discussed more fully under the heading, Development of Instruments.

Development of Instruments

McClelland (61) noted that much which has been written about the construct of the self has been speculative and without any considerable body of experimental data. As a result there are few proven experimental procedures and instruments which can be readily employed for the investigation of the phenomenological field. Snygg and Combs (94) concurred, but suggested that perhaps many techniques employed by other psychological frames of reference may be adaptable to the exploration of individual perceptions.

Fortunately, there are certain instruments and techniques which seem modifiable to the investigation of those aspects of the phenomenal field related to vocational choice as defined in the present study.

Development of instruments for the measurement of perceptions of personal characteristics. The first hypothesis is concerned with the relationship between the individual's self concept and her perception of the personal

characteristics of elementary teachers. The instruments used to measure this relationship would necessarily have to indicate the individual's perception of self and her perception of elementary teachers on comparable scales. The Q-sort seems most adaptable to this situation.

The Q-sort is the scale employed by the methodology of Q-technique. The focal point of this approach is the individual. It is differentiated from the commonly accepted correlative statistic in the following way:

> System 1.--(R) [commonly accepted correlative statistic]. Tests are applied to a sample of persons, and the correlations between the tests are factored. Individual differences are at issue.
>
> System 2.--(Q) [Q-technique]. Persons are applied to a "sample" of statements or the like, and the correlations between the person arrays are factored. Intra-individual "significance" is involved (96, p. 51).

In the case of the former statistic, differences between individuals can be found, while in the latter statistic, differences within individuals can be identified. For a fuller discussion of the Q-technique, its rationale and methodology, the reader is referred to two recent publications which describe it in detail (67, 96).

The Q-sort requires the subject to make forced choices from a series of verbal descriptions of persons. The subject is required to group these statements into a normal frequency distribution of eight or ten piles ranging from "most descriptive" to "least descriptive." By merely varying the instructions, the subject may be asked to give perceptions of any given person: for example, his self, his

ideal-self, or his employer. The resulting checklist description which he gives for any two of these persons may be compared and a statistical index derived to show the degree of congruency.

With one modification, this is the method employed in the present study. Instead of asking the subject to sort a large number of descriptions into a normal distribution, she was presented with twenty sets of four statements each from which she selected a "most descriptive" and a "least descriptive." Thus, for each subject eighty statements were distributed into three categories; twenty most descriptive, forty neutral, and twenty least descriptive. Since the distribution of statements is the same for each individual, the mean and variances of all distributions are the same.[2]

The statistical index, which will indicate the degree of congruency between the individual's self concept and her perception of elementary teachers, is computed by subtracting the number of disagreements from the number of agreements. The number of disagreements is the number of times which an item is marked "M" for most on one scale and "L" for least on the other. Similarly, the number of agreements would be the number of times when either "L" or "M" is marked coincidentally on the same item of each scale. Thus, there is a possibility of +40 for complete agreement and -40 for complete disagreement since there are twenty "L" marks

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[2]The writer is indebted to L. Kelly of the Psychology Department of the University of Michigan for suggesting this modified form.

and twenty "M" marks on each scale.

There is obviously a multitude of ways in which an individual might describe himself. In an effort to be consistent and limit the investigation to pertinent percepts, the scale was constructed according to Stephenson's criteria (96) for a structured sample. That is, the statements were selected and assembled into a balanced design according to specific categories.

Eight categories of personal descriptions were identified from self-referent statements in interviews and self-descriptive studies. The categories are as follows: (1) empathetic tendencies, (2) personal strengths and weaknesses, (3) manifested behavior, (4) personal traits, (5) personal temperament, (6) satisfactions, (7) effect upon others, and (8) personal values. Admittedly, this is not an exhaustive list, nor are the categories mutually independent. However, it does provide a framework into which most of the vocationally oriented self-referent statements can be fitted.

In constructing the instruments, the statements were arranged into groups according to eight different patterns so that each category is represented with every other category in several different combinations. The resulting paradigm is as follows:

1-2-3-4	5-6-7-8	1-3-7-5	6-8-4-2	4-3-1-2	5-6-8-7
4-3-5-6	8-7-1-2	4-1-8-6	7-5-2-3	4-2-5-7	8-6-3-1
4-3-8-7	5-6-2-1	3-4-1-2	5-6-8-7	8-7-1-4	3-2-6-5
6-1-5-4	8-7-3-2				

The categories are represented at random in order to reduce the possibility of consistent set from one statement to the next.

An additional precautionary measure was taken to group statements together which were not obviously differentiated on a social acceptance basis. A list of the proposed statements for the scale was presented to forty college freshmen who had been instructed to check each of the items which were perceived as being self-descriptive. Those items which were checked with equal or nearly equal regularity were grouped together in the scale. This resulted in the What Am I Like Scale, which is presented in Appendix C.

The What Am I Like Scale was used in this study to identify those personal characteristics which each subject perceived as being self-descriptive.

The first two groups of statements from the What Am I Like Scale are given below to illustrate the type of item to which the subjects were asked to respond.

1. a) I am sympathetic to the problems of others.
   b) I am intelligent enough to handle most situations.
   c) I am a listener rather than a talker.
   d) I am energetic-industrious.

2. a) I have control of my temper.
   b) I get more enjoyment out of manual than intellectual activities.
   c) People are generally at ease with me.
   d) I value human dignity above material things.

The subject's perceptions of elementary teachers were obtained from her response to the Characteristics of Elementary Teachers Scale, which is identical to the What Am

I Like Scale except that the "I" is replaced by "She" to refer to elementary teachers. Of course, the instructions were also altered to refer to elementary teachers. The Characteristics of Elementary Teachers Scale is presented in Appendix D.

Development of instruments for the measurement of perceptions of occupational features. The second hypothesis is concerned with the relationship between the occupational characteristics desired by the individual and her perception of their availability in elementary teaching. The instruments used to measure this relationship would necessarily have to indicate the subject's perception of occupational features as she would like them and her perception of the features characteristic of elementary teaching on comparable scales. The Q-sort seems adaptable to this situation.

The same design was employed for this scale as for the What Am I Like Scale.

Norton (72) interviewed 75 women teachers, 75 men teachers, and 83 factory workers in an effort to determine the general motives behind vocational choice and vocational adjustment. He was able to isolate six variables which seemed to be important. These variables include (1) living conditions, (2) social status, (3) opportunity for self-expression, (4) association with people, (5) opportunity to do a social service, and (6) working conditions.

Two additional variables were noted among the desirable and undesirable features mentioned by the subjects

in the exploratory study. They are (7) opportunity for personal development, and (8) affective atmosphere. These eight variables form the categories around which the Occupational Features Scale was developed.

The first two groups of statements from the Occupational Features Scale are presented to illustrate the type of item to which the subjects were asked to respond.

I WANT A JOB:

1. a) that offers a good future.
   b) which is unique, different.
   c) in which I can express my own ideas.
   d) through which I can meet a variety of people.

2. a) through which I can contribute to the welfare of the community.
   b) which would give me experience for other better positions.
   c) which is enjoyable.
   d) with flexible working hours.

The Occupational Features Scale is presented in its entirety in Appendix E.

The subject's perceptions of the features of elementary teaching were obtained from the response to the Characteristics of Elementary Teaching Scale, which is identical to the Occupational Features Scale except that the subjects were instructed to respond to the lead:

ELEMENTARY TEACHING IS A JOB:

The Characteristics of Elementary Teaching Scale is presented in Appendix F.

Stephenson (96) reported the reliability of Q-sorts to be of the order of .80. Rogers and Dymond (84), using the same type of item as was employed in the What Am I Like

Scale, found a coefficient of reliability of .86 by the test-retest technique with an interim of six months. The reliability of the Occupational Features Scale was checked by the test-retest method with an interim of two months with 34 subjects. The coefficient of reliability was .77.

The final validity rests with behavioral observations. However, with reference to the What Am I Like Scale, Rogers and Dymond (84) gave provisional validity to Q-sorts as an index of self-perception in that the test-retest technique reflected changes in self concept as a consequence of therapy. Furthermore, the scores of several of the subjects from the present study seemed to be well substantiated by statements made in follow-up interviews.

Development of instruments for the measurement of perceived n Achievement and n Affiliation. The third hypothesis is concerned with the function of motivational needs in the selection of a vocation. Particular interest is expressed in n Achievement and n Affiliation. The proposition to be tested is that persons with high n Achievement or high n Affiliation will select elementary teaching as a vocation if it is perceived as affording opportunity for the satisfaction of their respective needs. Therefore, it is necessary to identify those persons who have high n Achievement or high n Affiliation and to measure their perception of elementary teaching as an opportunity to satisfy these needs.

Murray (68) found projective tests such as the

Thematic Apperception Test to be a much more valid measure of the relative strength of motivational needs than paper and pencil tests. Scoring systems for thematic apperception protocols have recently been developed which indicate the strength of n Achievement and n Affiliation. The method is very similar to Murray's classical experiments with the Thematic Apperception Test (67), with three differences: (1) Pictures are employed with appropriate cues to elicit achievement or affiliative responses, (2) the test is administered to groups, and (3) a special scoring system for n Achievement and n Affiliation respectively is employed. For additional information regarding the rationale and limitations of this process, the reader is referred to two recent publications (6, 62).

In the present study a picture of a general nature was presented alternately with a picture which is oriented around elementary teaching.[3] Six pictures were presented to each subject in this manner. Each picture involves at least one character with which the subject might identify. The score as ascertained from the three general pictures denotes the subject's n Achievement or n Affiliation as the case may be. The score as ascertained from the three elementary teaching pictures represents the extent to which the subject perceives elementary teaching as affording satisfaction for n Achievement or n Affiliation.

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[3]The writer is indebted to selected members of the Psychology Department and School of Education at the University of Michigan for assistance in selecting appropriate pictures.

The criteria for scoring the respective pictures are described by McClelland *et al.* (62) for *n* Achievement and by Atkinson *et al.* (6) for *n* Affiliation. Briefly, the content of the imaginative stories written by the subject is analyzed and scored according to a prescribed formula. The categories of imaginative behavior which are scored are as follows: (1) imagery, (2) need or motive, (3) instrumental activity, (4) anticipatory goal state, (5) obstacle, (6) affective state, and (7) thema.

The scores for *n* Achievement and *n* Affiliation are assessed independently. Each story is scored separately and anonymously. The total score for each need for the general and elementary teaching situations is the total score obtained from all categories of the respective three pictures.

For purposes of this study, the subject is considered to have high *n* Achievement or high *n* Affiliation if her respective score is above the median of the study sample.

It is a moot question as to whether or not the subjects can differentiate between the general and elementary pictures as required by this study. McClelland *et al.* (62) have this to say:

> It is at least logically possible, though we have no experimental evidence to support the hypothesis, that the pictures to which a person gives achievement imagery may provide an index of the direction and extent of his achievement motivation in similar life situations. . . . If this were so, one could imagine constructing a motivational profile for a given individual which would show the intensity of his achievement motivation in a variety of situations. . . . This is an area of research which clearly needs further exploration (62, p. 214).

The question of reliability is especially pertinent with projective tests such as those employed to measure the strength of n Achievement and n Affiliation. There may be questions concerning the reliability of scoring as well as the reliability of the measure itself.

McClelland et al. reported the following as evidence of scoring reliability:

> The original check of score-rescore reliability (McClelland, et al., 1949) indicated that the scoring method (A) was objective enough to allow a product-moment correlation of .95 between n Achievement scores obtained from the four-story records of 30 subjects by two judges working together on two different occasions a month apart, and an average index of agreement of 91 per cent in the score-rescoring of the various scoring categories (62, p. 185).

Other accounts indicate that comparable consistency is attained by other judges (62).

In the case of the present study, stories were scored and rescored by the same judge with an interim of two weeks with an index of agreement of 75 per cent.

The reliability of the measure itself is less encouraging. McClelland et al. (62) reported an intra-picture agreement in placing subjects above or below the mean of from 65.6 per cent to 78.1 per cent. It was further reported that the product-moment correlation of six pictures was .64. The estimated reliability for all six pictures, by applying the Spearman-Brown correction formula, was .78. However, when two equivalent forms were given to forty male college students with an interim of one week, the product-moment correlation between the scores was only .22, which

was not statistically significant. It might be noted, however, that the subjects could be placed either above or below the median score with an agreement of 72.5 per cent in this instance. McClelland *et al.* had this to say about the reliability of the measure: "In short, we conclude that the measure is, at present, unsuitable for purposes of precise prediction about the standing of individuals on *n* Achievement, but its stability for purposes of group comparisons is fairly well established" (62, p. 194).

McClelland *et al.* (62) reported several relationships between *n* Achievement scores and behavior which seem to substantiate the validity of this instrument. These relationships will not be reviewed here, but for a complete discussion the reader is referred to Chapter VIII of *The Achievement Motive* by McClelland *et al.* (62).

Everything which has been said of *n* Achievement would presumably be equally true of *n* Affiliation inasmuch as both are derived from the same theoretical construct.

The Creative Imagination Test, with the three general situation pictures and the three elementary teaching situation pictures, is presented in Appendix G.

Development of instruments for measuring perception of others' attitudes. The fourth hypothesis is concerned with the effect which others have upon an individual's choice of vocation. It is proposed that if the individual perceives others as approving of elementary teaching, then she will accept it as a vocational choice; however, if it is

perceived that others disapprove of elementary teaching, then it will be rejected by the individual. The hypothesis will be supported to the degree that those persons selecting elementary teaching as a vocation perceive in their respective families and friends a more accepting attitude toward elementary teaching than do those persons who have not selected elementary teaching as a vocation. The task here is to find or develop an instrument which will measure the subject's perception of (1) her family's attitude toward elementary teaching, and (2) her friends' attitude toward elementary teaching.

Miller (66) designed a scale to measure attitude toward teaching which seems to be appropriate for adaptation to the measurement of perception of others' attitude toward elementary teaching. The scale consists of a series of statements to which the subject responds by checking those with which she is in agreement. An index is found by noting the scale values of those items which the individual has endorsed.

Thurstone's method of constructing attitude scales was used to assign respective scale values to each statement. That is, 158 statements were given to numerous groups to sort in respect to their commendation of teaching. The results of these sortings were then placed in an accumulation-proportions table and the scale value for each statement was computed.

Miller (66) selected ninety of these items for use in

two equivalent forms for which he checked the reliability and validity. He reports a coefficient of reliability of .77 for 140 subjects with these two forms. Evidence of validity was found by administering the scale to education students, English students, and engineering students. The means and standard deviations of scores for these three groups were respectively: M(education) = 8.43, S.D. = 1.2; M(English) = 7.58, S.D. = 1.2; and M(engineering) = 7.35, S.D. = 1.8. The number of subjects was 140. The differences between the students in education and those in English or engineering were significant at the 1 per cent level of confidence.

The ninety items which Miller used were adapted as follows for the present study: (1) The wording of each statement was altered so the referent would be elementary teaching. For example, the statement, "Teaching is just another means of existing," was changed to "Elementary teaching is just another means of existing." (2) The ninety items were divided into three equivalent forms of thirty items each. A shorter form was recommended by Campbell (24), in a critical analysis of the scale. In a letter to the writer, Remmers stated that their experience with this scale indicated that thirty items would be very nearly as reliable and valid as forty-five.[4] The three forms were used respectively to obtain the following scales: (1) Your Parents' and Family's Attitude Toward Elementary Teaching, (2) Your Friends' Attitude Toward Elementary Teaching, and

[4] H. H. Remmers, Personal communication, Sept. 27, 1955.

(3) Your Attitude Toward Elementary Teaching. These scales are presented in Appendix H, Appendix I, and Appendix J respectively.

The Collection of Data

Population. The setting for this study is the selection or rejection of elementary teaching by women in their junior year of college. The study was limited with respect to the specific vocation to be examined, the sex of the subjects, and the degree of involvement inasmuch as each of these factors in itself seems to be a dynamic variable.

Vocational opportunities exist in education in such areas as special education, physical education, music and art, nursery school, academic high school subjects, psychometrics, and administration, as well as in elementary teaching. The duties involved in each of these specific areas would seem to be unique. Furthermore, Strong (97) has shown that the persons found in each of these areas and levels have distinct interest patterns. Therefore, it seemed advisable to limit the exploration to a single aspect of the education profession. Elementary teaching was selected for study.

Ginzberg et al. (39), Strong (97), and others have shown that the problem of selecting a vocation is considerably different for men and women. In this case, women were selected as the particular subjects inasmuch as elementary teaching is traditionally a woman's field.

Unfortunately, this introduces an unavoidable

dilemma. Ginzberg et al. conclude their studies of women's choice of occupations by noting:

> The girls are thinking of and planning for their future primarily in terms of marriage; everything else falls into a subsidiary position. Because of this they are not deeply concerned about an occupation. . . . Their selection of a major subject in college is, therefore, made primarily on the basis of interests, current satisfactions, and what they consider will best contribute to the further development of their personality, rather than in terms of how to earn a living (39, p. 175).

This conclusion is based upon a small sample of higher income college women. Nevertheless, Ginzberg et al. (39) suggested that in all probability women of lower socio-economic status also consider work subsidiary to marriage.

Ginzberg et al. (39) also noted that women make their plans with the realization that there exist many uncontrollable factors which may influence their future. For instance, the uncertainty of whether or not they will marry, the length of time between school and marriage, the financial need after marriage, the responsibility of children, and the husbands' attitude toward their working are all unknown variables which must be taken into consideration.

Mead (64) points out that the situation is made even more complicated by the attitudes expressed toward career women. These attitudes force a girl to face the dilemma of displaying enough ability to be considered successful, but not too successful. She must get and keep a job, but without the sort of commitment that will make her appear either too successful or unwilling to give up the job entirely for marriage and motherhood. Furthermore, Mead maintained that

there is discrimination against women in terms of opportunity for promotion and freedom to compete with men. The net result seems to be that women must mute their ambition and appear disinterested in occupational success.

The ambiguity of their vocational status and the indefiniteness of their future seem to be reflected in the way women perceive their adult roles. Rose (85) studied the expectations for adult roles of 256 college men and women and reported that there was a certain inconsistency, lack of definiteness, and the lack of realism about expectations for adult roles among a significant proportion of women college students. These findings and views are undoubtedly of consequence to a study of vocational choice for women and may delimit such a study.

Ginzberg et al. (39) found that choosing a vocation is not an instantaneous process but, rather, involves successive stages of development over a considerable span of time. Occupational decision-making apparently begins with the fantasies of children and continues into adolescence, where tentative choices are made. Realistic choices do not become evident until early adulthood when the individual has an opportunity to explore and test realistically the tentative choices.

Inasmuch as this is a study of the factors involved in the selection or rejection of a given vocation, it would seem important to study persons who have just consummated their vocational choice. Of course, there is considerable

difference with respect to the chronological age at which vocations are selected. Nevertheless, there are guidelines by which an appropriate population may be selected for study.

Ginzberg et al. (39) pointed out that college freshmen are still in the process of critically reviewing their tentative choices. Most college freshmen are still in search of new exposures and experiences upon which to base their vocational decisions. Although they will indicate a choice if pressed, in reality many are still undecided. Therefore, college freshmen would not seem to be a suitable group for study.

On the other hand, graduating seniors would be a more homogeneous and stable group with respect to their choice of vocations. Furthermore, their choice of vocations could be reliably measured by noting the occupational positions which are accepted. However, graduating seniors are in the process of implementing previous decisions and not of making vocational choices.

For the most part, the perceptions of the seniors have been subjected to a deliberate, organized program designed to channel attitudes into a definite pattern. The involvement in a particular area of study would presumably alter the expression of the original impetus which caused the individual to select or reject elementary teaching as a possible vocation. Finally, by the senior year the individual would have assumed a position which she might feel

obligated to defend, thus coloring behavior.

In view of these considerations, it would seem best to select a group for study which is between the freshman and senior year of college.

Persons who have just begun their junior year of college would seem to be an appropriate group. They have committed themselves to at least a general vocational choice by designating the major field of concentration for their upper divisional study. At the same time, they have not as yet experienced extensive formal training in the area of specialization and thus should not be influenced as may be the case with seniors.

The study is further restricted to white, college-age women. Twenty-nine years of age is arbitrarily established as the maximum age to be considered as college age. This is consistent with the Bureau of the Census, which considers the years from 5 to 29 to be school years. The census report of 1956 (103) showed that 95 per cent of the women in college were under 30 years of age.

Procedure. The principal study was conducted at Sacramento State College. This is a state college supported primarily by public funds. The tuition and activity fees average thirty dollars per semester. Approximately 70 per cent of the women live at home and many are self-supporting.

Considerable emphasis at Sacramento State College is placed upon vocational planning, although the general education program, which consists of over one-third of the

student's course work, is required of everyone. Curricula are offered in pre-professional education, liberal arts, applied science, governmental services, business, laboratory technology, social work, and teaching. Superficially, at least, teaching has nominal status with the student body.

Psychometric performances on the American Council on Education Psychological Examination, 1952 College Edition, indicate that the students at Sacramento State College are intellectually representative of students from other institutions. Sacramento State College freshmen in the spring of 1956 had a mean score of 107 as compared to norms of 104 for freshmen of four-year colleges, 95 for freshmen of teachers colleges, and 94 for freshmen of junior colleges.

The present study was conducted through the auspices of the Dean of Students' office. This office is recognized as being independent of any given department and as being of service to the student body as a whole. A letter, which is presented in Appendix A, was sent to every full-time regular junior woman, requesting that she participate in the study. The letter did not specify the nature of the study except to say that it was a continuing study interested in determining how college students make vocational plans. Tentative appointments were made through this letter.

Two hundred ten letters were sent to prospective subjects. Thirty-eight of these were returned because of insufficient address. One hundred forty-two persons responded and participated in the study.

The procedure for administering the scales was simple and direct. The subjects met in groups of from five to forty persons. After a few introductory remarks to assure the subjects that the study had no vested interest in any given curriculum and that their responses would be kept confidential, the test booklets were distributed. It was felt that the introductory remarks and the scale instructions were self-explanatory, so no further remarks were made except to answer specific questions. As soon as the more rapidly working subjects were ready, the group was instructed to turn to the Creative Imagination Test even though many had not completed the What Am I Like Scale and the Occupational Features Scale. This was done in order that all of the subjects might complete the Creative Imagination Test without prior knowledge of the special scales for elementary teaching which follow in sequence. Upon completing the test, the subjects were asked to refrain from communicating the contents of the study to others who might be asked to participate. It is felt that such communication was at a minimum since over one hundred of the subjects participated within two days.

A complementary study was undertaken at College of the Pacific. Every effort was made to keep the two studies comparable and consistent. Identical procedures were used to contact the subjects and administer the study in the two institutions. Thirty-six subjects from College of the Pacific participated in the study.

College of the Pacific is a private coeducational liberal arts college affiliated with the Methodist Church. Undergraduate and graduate curricula characteristic of liberal arts colleges are offered. College of the Pacific has a particularly outstanding reputation for music education. It is different from Sacramento State College in that as a private institution it necessarily has higher tuition fees. Secondly, as an older, more established institution, it has dormitories, traditional activities, and long standing customs.

The results of the study are presented in Chapter IV.

CHAPTER IV

THE RESULTS OF STATISTICAL ANALYSIS

Four hypotheses have been developed and appropriate instruments have been designed to test the postulate that an individual selects a vocation which is perceived as affording the opportunity to implement the phenomenal self.

Classification of Subjects

One hundred forty-two junior women from Sacramento State College participated in the study. However, the test records of only 93 of these subjects were involved in the examination of the hypotheses. Thirty-nine of the respondents were disqualified because they were over 29 years of age, which had been arbitrarily established as the maximum age to be considered as college age. An additional ten students were disqualified for not completing the test battery.

The distribution of ages for the qualified subjects ranged from 18 years to 27 years, with a mean age of 20.7 years.

Thirty-six junior women from College of the Pacific participated in the study. However, the test records of only 33 of these subjects were involved in the examination of the hypotheses since the others did not come within the age and race limits set for the population to be studied.

The distribution of ages ranged from 19 years to 26 years, with a mean age of 20.5 years.

For purposes of analysis, the subjects were classified in accordance with their major area of concentration as upper division students. It was arbitrarily decided that three major divisions existed in terms of acceptance of elementary teaching as a vocation. The first and most accepting group consisted of those persons with a stated interest in elementary teaching, as manifested by their selection of elementary teaching as a major. Two groups were considered to reject elementary teaching as a vocation. The first group included those persons majoring in fields of education other than elementary teaching. Included in this group were persons majoring in secondary education, special education, and special subject areas. A second group, which included persons who had selected majors outside the realm of education, was also considered to reject elementary teaching as a vocation. This included persons majoring in business, social work, and laboratory technology, among other fields.

The three groups were designated as elementary majors, other education majors, and noneducation majors respectively.

At Sacramento State College 40 subjects were elementary majors, 25 subjects were other education majors, and 28 subjects were noneducation majors.

At College of the Pacific 22 subjects were elementary

majors, 6 subjects were other education majors, and 5 subjects were noneducation majors.

Socio-economic status. It is frequently mentioned in the literature that teaching is a middle class profession. Supposedly, teaching is selected as a means for lower and middle class persons to better their social positions. Inasmuch as there has been some indication that many teachers are of middle class origin (106), it seemed desirable to make certain that differences in vocational choice as ascertained for this study could not be attributed to differences in socio-economic background. Accordingly, the socio-economic backgrounds of the respective groups were compared.

The socio-economic background for each subject was classified according to the categories listed in the Minnesota Scale of Paternal Occupations (45). These categories are as follows:

1. Professional
2. Semi-professional, managerial
3. Clerical, skilled trades
4. Farmers
5. Semi-skilled occupations, minor clerical and minor business positions
6. Slightly skilled trades
7. Day laborers

Table 1 summarizes the data for the respective groups.

An analysis of variance[5] of the socio-economic

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[5] F-ratio of analysis of variance is used throughout this study wherever an attempt is made to show the probability of but one population with respect to the given variable (33).

TABLE 1

MEAN INDEX OF THE SOCIO-ECONOMIC BACKGROUNDS FOR ELEMENTARY MAJORS, OTHER EDUCATION MAJORS, AND NONEDUCATION MAJORS

School	Group	Number	Mean	Standard Deviation	F-ratio
Sacramento State College	Elementary majors (I)	40	3.3	1.2	
	Other education majors (II)	25	3.3	1.4	.455[a]
	Noneducation majors (III)	28	3.0	1.6	
College of the Pacific	Elementary majors (I)	22	2.9	1.7	
	Other education majors (II)	6	3.0	1.8	.225[a]
	Noneducation majors (III)	5	2.4	1.2	

[a]Null hypothesis of no difference is supported.

backgrounds as determined by parental occupation showed that there was no statistical difference between the various groups of this study.

College aptitude. It also seemed advisable to make certain that the differences in vocational choice as ascertained for this study could not be attributed to differences in intellectual capacity. Intellectual capacity for this population would most probably be thought of as ability to succeed in college. Accordingly, the results of the American Council on Education Psychological Examinations were examined.

Table 2 summarizes the data for the respective groups.

An analysis of variance indicated that there was no statistical difference between the various groups of this study in terms of their aptitude for college.

In summary, two different samples of white, college-age women in their junior year of college were identified according to their acceptance of elementary teaching as a vocation. These subjects were found to be of the same population with respect to socio-economic background and aptitude for college.

Examination of Hypotheses

Hypothesis I. Those persons who have selected elementary teaching as a vocation will perceive elementary teachers as possessing personal characteristics similar to the personal characteristics of the self, while those persons who reject elementary teaching will perceive elementary teachers as possessing personal characteristics unlike those personal characteristics perceived for the self.

TABLE 2

MEAN SCORE OF APTITUDE FOR COLLEGE FOR ELEMENTARY MAJORS, OTHER EDUCATION MAJORS, AND NONEDUCATION MAJORS

School	Group	Number[a]	Mean	Standard Deviation	F-ratio
Sacramento State College	Elementary majors (I)	38	116.1	21.3	
	Other education majors (II)	23	115.3	16.3	.586[b]
	Noneducation majors (III)	27	121.3	27.0	
College of the Pacific	Elementary majors (I)	15	103.0	9.8	
	Other education majors (II)	5	118.0	20.0	2.31[b]
	Noneducation majors (III)	5	113.0	21.3	

[a]ACE scores were not available for all subjects.

[b]Null hypothesis of no difference is supported.

A statistical index was obtained for each subject of the congruency between her self concept of personal characteristics and her perception of the personal characteristics exemplary of elementary teachers. The subject's response to the What Am I Like Scale was used as an indication of the concept of the self, while the response to the Characteristics of Elementary Teachers Scale was used as an indication of the perception of elementary teachers. A high positive index is indicative of congruency between an individual's self concept and her perception of elementary teachers. Thus, the hypothesis will be supported to the degree that elementary majors have higher indices than do either other education majors or noneducation majors.

Table 3 presents the analysis of the indices of congruency for the respective groups.

The index means for the sample at Sacramento State College for elementary majors, other education majors, and noneducation majors were 17.3, 13.9, and 7.5 respectively. The difference between elementary majors and other education majors was not significant[6] as determined from these data. However, the difference between the elementary majors and the noneducation majors was significant at the 1 per cent level of confidence.

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[6]Student t test is employed throughout this study wherever an attempt is made to find the significance of mean differences (33). The single asterisk (*) will be used to indicate statistics which are significant at the 5 per cent level of confidence and the double asterisk (**) will be used to indicate statistics which are significant at the 1 per cent level of confidence.

TABLE 3

MEAN INDEX OF CONGRUENCY BETWEEN PERSONAL CHARACTERISTICS PERCEIVED FOR THE SELF AND FOR ELEMENTARY TEACHERS FOR ELEMENTARY MAJORS, OTHER EDUCATION MAJORS, AND NONEDUCATION MAJORS

School	Group	Number	Mean	Standard Deviation	t test
Sacramento State College	Elementary majors (I)	40	17.3	8.5	$t_{I,II} = 1.48$
	Other education majors (II)	25	13.9	9.4	$t_{I,III} = 4.67^{**}$
	Noneducation majors (III)	28	7.5	7.9	$t_{II,III} = 2.62^{*}$
College of the Pacific	Elementary majors (I)	22	16.1	7.5	$t_{I,II} = 2.38^{*}$
	Other education majors (II)	6	8.0	6.9	$t_{I,III} = 3.59^{**}$
	Noneducation majors (III)	5	3.6	4.4	$t_{II,III} = 1.12$

The index means for the sample at College of the Pacific for elementary majors, other education majors, and noneducation majors were 16.1, 8.0, and 3.6 respectively. The difference between elementary majors and other education majors was significant at the 5 per cent level of confidence. The difference between the elementary majors and the noneducation majors was significant at the 1 per cent level of confidence.

This hypothesis was supported in so far as elementary majors were differentiated from noneducation majors in the congruency of the perceptions of personal characteristics of elementary teachers and of the self. However, it remains a moot question when elementary majors and other education majors are considered. The data obtained from the two samples were inconclusive and somewhat in disagreement.

Hypothesis II. Those persons who accept elementary teaching as a vocation will tend to perceive elementary teaching as possessing those features desired in an occupation for the self, while those persons who reject elementary teaching as a vocation will tend to perceive elementary teaching as possessing features unlike those desired in an occupation for the self.

A statistical index was obtained as an indication of the congruency between the features desired in a vocation by the subject and her perception of their availability in elementary teaching. The subject's response to the Occupational Features Scale was used as an indication of the features desired in an occupation for the self, while the response to the Characteristics of Elementary Teaching Scale was used as an indication of the subject's perception of the features

characteristic of elementary teaching. A high positive index is indicative of congruency between features desired for the self and the perception of their availability in elementary teaching. Thus, the hypothesis will be supported to the degree that elementary majors have higher indices than do either other education majors or noneducation majors.

Table 4 presents the analysis of the indices of congruency for the respective groups.

The elementary majors, other education majors, and noneducation majors from Sacramento State College had index means of 20.1, 17.4, and 6.1 respectively. The difference between the elementary majors and the other education majors was not significant. The difference between the elementary majors and the noneducation majors was significant at the 1 per cent level of confidence as determined by these data.

The elementary majors, other education majors, and noneducation majors from College of the Pacific had index means of 22.0, 17.7, and 8.4 respectively. These data did not indicate any significant difference between elementary majors and other education majors. The difference between elementary majors and noneducation majors was significant at the 1 per cent level of confidence.

The hypothesis was supported in so far as elementary majors were distinguished from noneducation majors in the congruency of features desired in a vocation and features perceived in elementary teaching. However, these data did not significantly discriminate elementary majors from other

TABLE 4

MEAN INDEX OF CONGRUENCY BETWEEN OCCUPATIONAL FEATURES DESIRED FOR THE SELF AND PERCEIVED IN ELEMENTARY TEACHING FOR ELEMENTARY MAJORS, OTHER EDUCATION MAJORS, AND NONEDUCATION MAJORS

School	Group	Number	Mean	Standard Deviation	t test
Sacramento State College	Elementary majors (I)	40	20.1	7.2	$t_{I,II} = 1.28$
	Other education majors (II)	25	17.4	10.0	$t_{I,III} = 6.10^{**}$
	Noneducation majors (III)	28	6.1	11.4	$t_{II,III} = 3.77^{**}$
College of the Pacific	Elementary majors (I)	22	22.0	8.6	$t_{I,II} = 1.16$
	Other education majors (II)	6	17.7	4.9	$t_{I,III} = 3.32^{**}$
	Noneducation majors (III)	5	8.4	5.5	$t_{II,III} = 2.67^{**}$

education majors in this respect.

Hypothesis III$_a$. **Persons with high *n* Achievement who accept elementary teaching as a vocation will perceive elementary teaching as affording satisfaction for *n* Achievement, while those persons with high *n* Achievement who do not accept elementary teaching as a vocation will not perceive elementary teaching as affording satisfaction for *n* Achievement.**

An index of the subject's *n* Achievement was obtained by scoring imaginative stories of three general situations in accordance with the criteria developed by McClelland *et al.* (62). A subject was considered to have high *n* Achievement if her stories were scored higher than the median score of the study sample. Likewise, the subject was considered to perceive elementary teaching as an outlet for *n* Achievement if the imaginative stories which she wrote in response to three elementary teaching situations were scored higher than the median score of the study sample.

The hypothesis will be supported to the degree that the proportion of elementary majors with high *n* Achievement who perceive elementary teaching as an outlet for this need exceeds the proportion of other education majors or noneducation majors with high *n* Achievement who perceive elementary teaching as an outlet for this need.

Table 5 indicates the number of subjects from the respective groups with high *n* Achievement motives who perceived elementary teaching as an outlet for *n* Achievement.

Seventeen elementary majors, 18 other education majors, and 11 noneducation majors from Sacramento State College were considered to have high *n* Achievement. Seven of the 17 elementary majors, 14 of the 18 other education

TABLE 5

NUMBER OF ELEMENTARY MAJORS, OTHER EDUCATION MAJORS, AND NONEDUCATION MAJORS WITH HIGH N ACHIEVEMENT SCORES ON GENERAL SITUATION STORIES AND HIGH N ACHIEVEMENT SCORES ON ELEMENTARY TEACHING SITUATION STORIES

School	Group	Number	Number with High n Achievement		Chi-square[a]
			In General Situations	In General and Elementary Teaching Situations	
Sacramento State College	Elementary majors (I)	40	17	7	$x^2_{I,II} = 3.46$[b]
	Other education majors (II)	25	18	14	$x^2_{I,III} = .12$[c]
	Noneducation majors (III)	28	11	3	$x^2_{II,III} = 5.24$[d]
College of the Pacific	Elementary majors (I)	22	12	8	
	Other education majors (II)	6	2[e]	1	
	Noneducation majors (III)	5	3[e]	3	

[a]Yates's correction for continuity is incorporated in computation of Chi-square.

[b]Significant at the 7 per cent level of confidence.

[c]Insignificant.

[d]Significant at the 3 per cent level of confidence.

[e]Insufficient number with high n Achievement for statistical analysis.

majors and 3 of the 11 noneducation majors with high n Achievement perceived elementary teaching as an outlet.

Chi-square[7] analysis indicated that the proportion of elementary majors and other education majors with high n Achievement who perceived elementary teaching as an outlet for this need were differentiated at the 7 per cent level of confidence. Contrary to the hypothesis, other education majors were more perceptive of these teaching situations as a means of satisfying their n Achievement than were elementary majors. Furthermore, other education majors were more perceptive of these teaching situations as a means of satisfying their n Achievement than were noneducation majors at the 3 per cent level of confidence. There was no significant difference between the proportion of elementary majors and noneducation majors with high n Achievement who perceived elementary teaching as an outlet for this need.

Although, as stated, the hypothesis was not supported by these data, there would seem to be evidence for an important interpretation. The three pictures which represented the elementary teaching situations were sufficiently ambiguous to be perceived simply as situations in a school setting by most of the subjects. One might suppose that the other education majors and the elementary majors each perceived these situations as representative of their respective fields. If such were the case, the essence of the hypothesis

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[7]Chi-square is used to test the null hypothesis of no difference between groups in the proportion of persons with high need motives who perceive elementary teaching as a means of satisfying their respective needs (33).

would be supported by the difference between other education majors and noneducation majors.

Opportunity for achievement, as defined by McClelland et al. (62), is limited in elementary teaching and thus elementary teachers would be less able to communicate their perception of achievement imagery in teaching situations than would other education majors.

Twelve elementary majors, 2 other education majors, and 3 noneducation majors from College of the Pacific were considered to have high n Achievement motives. Eight of the 12 elementary majors, 1 of the 2 other education majors, and all 3 of the noneducation majors with high n Achievement motives perceived elementary teaching as an outlet for this need. There was not a sufficient number of subjects with high n Achievement motives at College of the Pacific for a statistical analysis.

Hypothesis III_b. Persons with high n Affiliation who accept elementary teaching as a vocation will perceive elementary teaching as affording satisfaction for n Affiliation, while those persons with high n Affiliation who do not accept elementary teaching as a vocation will not perceive elementary teaching as affording satisfaction for n Affiliation.

An index of the subjects' n Affiliation was obtained by scoring imaginative stories written in response to three pictures of general situations in accordance with the criteria developed by Atkinson et al. (6). A subject was considered to have high n Affiliation if her stories were scored higher than the median score for the study sample. Likewise, the subject was considered to perceive teaching as an outlet for n Affiliation if the imaginative stories which

she wrote in response to three elementary teaching situations were scored higher than the median score of the study sample.

The hypothesis will be supported to the degree that the proportion of elementary majors with high n Affiliation who perceive elementary teaching as an outlet for this need exceeds the proportion of other education majors or noneducation majors with high n Affiliation who perceive elementary teaching as an outlet for this need.

Table 6 indicates the number of subjects from the respective groups with high n Affiliation motives who perceived elementary teaching as an outlet for n Affiliation.

Twenty-two elementary majors, 12 other education majors, and 14 noneducation majors from Sacramento State College were considered to have high n Affiliation. Six of the 22 elementary majors, 7 of the 12 other education majors, and 11 of the 14 noneducation majors with high n Affiliation perceived elementary teaching as an outlet for this need.

Chi-square analysis indicated that the hypothesis was repudiated by these data. Contrary to that which was predicted, the other education majors and the noneducation majors with high n Affiliation perceived the teaching situations as being more affiliation-oriented than did the elementary majors. The difference between the other education majors and the elementary majors was not significant. The difference between the noneducation majors and the elementary

TABLE 6

NUMBER OF ELEMENTARY MAJORS, OTHER EDUCATION MAJORS, AND NONEDUCATION MAJORS WITH HIGH N AFFILIATION SCORES ON GENERAL SITUATION STORIES AND HIGH N AFFILIATION SCORES ON ELEMENTARY TEACHING SITUATION STORIES

School	Group	Number	Number with High n Affiliation		Chi-square[a]
			In General Situations	In General and Elementary Teaching Situations	
Sacramento State College	Elementary majors (I)	40	22	6	$x^2_{I,II} = 2.00$[b]
	Other education majors (II)	25	12	7	$x^2_{I,III} = 7.10$[c]
	Noneducation majors (III)	28	14	11	$x^2_{II,III} = .47$[b]
College of the Pacific	Elementary majors (I)	22	9	9	
	Other education majors (II)	6	5[d]	3	
	Noneducation majors (III)	5	2[d]	0	

[a]Yates's correction for continuity is incorporated in the computation of Chi-square.

[b]Insignificant.

[c]Significant at the 1 per cent level of confidence.

[d]Insufficient number with high n Affiliation for statistical analysis.

majors was significant at the 1 per cent level of confidence.

Nine elementary majors, five other education majors, and two noneducation majors from College of the Pacific were considered to have high n Affiliation. All nine of the elementary majors and three of the five other education majors with high n Affiliation perceived the teaching situations as an outlet for this need. Neither of the noneducation majors with high n Affiliation perceived teaching as an outlet for n Affiliation.

Hypothesis IV_a. Those persons who accept elementary teaching as a vocation will perceive their respective families as having a positive attitude toward elementary teaching, while those persons who do not accept elementary teaching as a vocation will perceive their respective families as having a less positive attitude toward elementary teaching.

A measure of the subject's perception of her family's attitude toward elementary teaching was obtained from her response to the Your Parents' and Family's Attitude Toward Elementary Teaching Scale. The index for each subject is the mean scale value of the items which she selected as representative of her family's attitude. A high index is indicative that the subject perceived her family as having a favorable attitude toward elementary teaching. Thus, the hypothesis will be supported to the degree that elementary majors have a higher index than do either other education majors or noneducation majors.

Table 7 presents the analysis of the indices of the scale values for the respective groups.

The index means for the sample from Sacramento State College for elementary majors, other education majors, and

TABLE 7

MEAN INDEX OF PERCEPTION OF PARENTS' AND FAMILY'S ATTITUDE TOWARD ELEMENTARY TEACHING FOR ELEMENTARY MAJORS, OTHER EDUCATION MAJORS, AND NONEDUCATION MAJORS

School	Group	Number	Mean	Standard Deviation	t test
Sacramento State College	Elementary majors (I)	40	7.9	1.5	$t_{I,II} = .57$
	Other education majors (II)	25	7.7	1.2	$t_{I,III} = 2.36^{*}$
	Noneducation majors (III)	28	7.0	1.5	$t_{II,III} = 1.83$
College of the Pacific	Elementary majors (I)	22	8.2	.9	$t_{I,II} = .96$
	Other education majors (II)	6	8.6	.3	$t_{I,III} = .00$
	Noneducation majors (III)	5	8.2	1.5	$t_{II,III} = .57$

noneducation majors were 7.9, 7.7, and 7.0 respectively. The statistical analysis of these data indicated that there was no significant difference between elementary majors and other education majors. However, the elementary majors were differentiated from the noneducation majors at the 5 per cent level of confidence.

The index means for the sample from College of the Pacific for elementary majors, other education majors, and noneducation majors were 8.2, 8.6, and 8.2 respectively. The statistical analysis of these data indicated no significant difference between the three groups.

The data in support of the hypothesis were inconclusive. At Sacramento State College the elementary majors perceived their families as being more accepting of elementary teaching than did the noneducation majors. However, no such difference was found between elementary majors and other education majors. Furthermore, the data from College of the Pacific did not indicate any difference between elementary majors and either other education majors or noneducation majors.

Hypothesis IV_b. Those persons who accept elementary teaching as a vocation will perceive their respective friends as having a positive attitude toward elementary teaching, while those persons who do not accept elementary teaching as a vocation will perceive their respective friends as having a less positive attitude toward elementary teaching.

A measure of the subject's perception of her friends' attitude toward elementary teaching was obtained from her response to the Your Friends' Attitude Toward Elementary Teaching Scale. The index for each subject was the mean

scale value of the items which she selected as representative of her friends' attitude. A high index is indicative that the subject perceived her friends as having a favorable attitude toward elementary teaching. Thus, the hypothesis will be supported to the degree that elementary majors have a higher index than do either other education majors or noneducation majors.

Table 8 presents the analysis of the indices of the scale values for the respective groups.

The index means for the sample from Sacramento State College for elementary majors, other education majors, and noneducation majors were 8.3, 8.2, and 7.1 respectively. The statistical analysis of these data indicated that there was no significant difference between elementary majors and other education majors. However, the elementary majors were differentiated from the noneducation majors at the 1 per cent level of confidence.

The index means for the sample from College of the Pacific for elementary majors, other education majors, and noneducation majors were 8.1, 8.1, and 8.1 respectively, indicating no difference.

The data were inconclusive. At Sacramento State College the elementary majors perceived their friends as being more accepting of elementary teaching than did the noneducation majors. However, no such differences were found between the elementary majors and the other education majors. The data from College of the Pacific did not

TABLE 8

MEAN INDEX OF PERCEPTION OF FRIENDS' ATTITUDE TOWARD ELEMENTARY TEACHING FOR ELEMENTARY MAJORS, OTHER EDUCATION MAJORS, AND NONEDUCATION MAJORS

School	Group	Number	Mean	Standard Deviation	t test
Sacramento State College	Elementary majors (I)	40	8.3	1.4	$t_{I,II} = .30$
	Other education majors (II)	25	8.2	1.2	$t_{I,III} = 3.36^{**}$
	Noneducation majors (III)	28	7.1	1.5	$t_{II,III} = 2.86^{**}$
College of the Pacific	Elementary majors (I)	22	8.1	1.2	$t_{I,II} = .00$
	Other education majors (II)	6	8.1	1.0	$t_{I,III} = .00$
	Noneducation majors (III)	5	8.1	.6	$t_{II,III} = .00$

indicate any difference between the three groups in their perception of friends' attitudes toward elementary teaching.

Subject's attitude toward elementary teaching. A measure of each subject's attitude toward elementary teaching was obtained from her response to the Your Attitude Toward Elementary Teaching Scale. The index for each subject is the mean scale value of the items which she selected as representative of her attitude. A high positive index is indicative that the subject had a favorable attitude toward elementary teaching.

Table 9 presents the analysis of the indices of the scale values for the respective groups.

The index means for the sample from Sacramento State College for elementary majors, other education majors, and noneducation majors were 7.8, 7.4, and 6.8 respectively. The statistical analysis of these data indicated that there was no significant difference between elementary majors and other education majors. However, the elementary majors were differentiated from the noneducation majors at the 1 per cent level of confidence.

The index means for the sample from College of the Pacific for elementary majors, other education majors, and noneducation majors were 7.8, 7.6, and 6.4 respectively. The statistical analysis of these data indicated that there was no significant difference between the elementary majors and the other education majors. However, the elementary majors were differentiated from the noneducation majors at

TABLE 9

MEAN INDEX OF ATTITUDE TOWARD ELEMENTARY TEACHING FOR ELEMENTARY MAJORS, OTHER EDUCATION MAJORS, AND NONEDUCATION MAJORS

School	Group	Number	Mean	Standard Deviation	t test
Sacramento State College	Elementary majors (I)	40	7.8	.9	$t_{I,II} = 1.73$
	Other education majors (II)	25	7.4	.9	$t_{I,III} = 4.15^{**}$
	Noneducation majors (III)	28	6.8	1.1	$t_{II,III} = 2.14^{*}$
College of the Pacific	Elementary majors (I)	22	7.8	.8	$t_{I,II} = .54$
	Other education majors (II)	6	7.6	.8	$t_{I,III} = 3.30^{**}$
	Noneducation majors (III)	5	6.4	1.1	$t_{II,III} = 1.90$

the 1 per cent level of confidence.

These data call attention to two particular phenomena. First, although there was a significant difference between elementary majors and noneducation majors from College of the Pacific in their attitude toward elementary teaching, the two groups were not differentiated when their perceptions of others' attitudes were considered. Second, the attitudes of all three groups from both samples were less favorable than were their perceptions of others' attitudes toward elementary teaching.

The relationship between other education majors and noneducation majors has been presented in the tables but not heretofore discussed. Although the examination of this relationship is not germane to the hypotheses as stated, it does reveal an interesting fact. Significant differences did exist between other education majors and noneducation majors. Furthermore, significant differences between elementary majors and other education majors occurred in only two instances: one, in the perceptions of personal characteristics as shown in table 3 for the College of the Pacific sample; and two, in the dynamics of n Achievement as shown in table 5 for the Sacramento State College sample. In the twelve other situations other education majors were not differentiated from elementary majors. This implies that the two groups might be considered to be from the same population and differentiated from the population of noneducation majors.

Chapter V summarizes the study and presents implications for theory, further study, and the recruitment of teachers.

CHAPTER V

SUMMARY AND IMPLICATIONS

Summary

This has been an exploratory investigation of the effect of certain psychological factors upon the selection or rejection of elementary teaching as a vocation by college women.

Rationale for the study. The impetus for such a study comes from the critical shortage of teachers. Efforts to encourage young people to consider teaching as a career have been stymied by the lack of understanding of how and why individuals select one vocation rather than another. Knowledge of the determinants which are involved in the selection or rejection of teaching would seem necessary before an effective program for the alleviation of the teacher shortage can be formulated.

This problem has been previously studied from such points of reference as interests, personality traits, experiences of the individual and so on. These studies have been helpful in that they have shown that the selection of a vocation is an individual matter. However, they have failed to indicate the manner in which underlying variables operate in the selection or rejection of teaching.

The study, described herein, explored certain

psychological components which seemed to be dynamically related to the selection or rejection of teaching as a vocation. In order to make the study more meaningful it was designed and executed within the confines of a theoretical structure.

Theoretical framework. Super (100) proposed that individuals select a vocation which they perceive as a means of implementing their self concept. This is the postulate which was examined.

For purposes of this study the self concept was considered to operate within a phenomenological field which included the individual's perception of personal characteristics, occupational features, needs for achievement or affiliation, and the attitudes of others.

No attempt was made to find any homogeneity among persons who either selected or rejected teaching as a vocation. Rather, the effort was to ascertain if there exists a significant relationship between the congruency of an individual's concept of the self in employment and perception of elementary teachers and her decision to select or reject elementary teaching as a vocation.

Population. The selection or rejection of elementary teaching by white, college age women in their junior year of college was an appropriate setting for such a study.

Two different samples were studied. Ninety-three subjects from Sacramento State College and 33 subjects from College of the Pacific participated. The subjects were

classified into one of 3 groups according to their major course of study as upper division students, which was taken as an indication of their acceptance or rejection of elementary teaching as a vocation. Elementary majors were presumed to accept elementary teaching as a vocation. Two groups were considered to reject elementary teaching as a vocation. The first group consisted of persons majoring in fields of education other than elementary teaching and the second group consisted of persons majoring in curricula out of the realm of education.

These three groups were found to be similar in socio-economic background and college aptitude.

Research design and instruments. A preliminary investigation had identified four factors which women considered to be important aspects of their occupational future. These factors were (1) the individual's personal characteristics, (2) the features of particular occupations, (3) the desire for opportunities to accomplish something or to be around people, and (4) the approval of one's family and friends. The task of the present study was to measure the congruency between an individual's concept of the self in employment and her perception of elementary teaching for each of these factors.

There were no experimental procedures and instruments available which could be directly utilized. Therefore, it was necessary to adapt techniques which would identify the individual's perceptions.

A form of Q-sort was used to determine the subject's perception of personal characteristics for the self and for elementary teachers. A statistical index denoted the congruency between these perceptions. The Student t test of difference between the indices' means indicated the significance of the differences between those who had selected elementary teaching and those who had rejected elementary teaching as a vocation.

A form of Q-sort was used to determine the subject's perception of occupational features desired for the self and found in elementary teaching. A statistical index denoted the congruency between these perceptions. The Student t test of difference between the indices' means indicated the significance of the differences between those who had selected elementary teaching and those who had rejected elementary teaching as a vocation.

Thematic apperception was used to measure the subject's perception of elementary teaching as an opportunity to satisfy her need for achievement or affiliation. The n Achievement or n Affiliation for each subject was ascertained from imaginative stories written in response to three pictures of a general nature. The subject's perception of elementary teaching as a source of satisfaction for her respective n Achievement or n Affiliation was ascertained from imaginative stories written in response to three pictures of elementary teaching situations. Chi-square analysis indicated the significance of the difference between those

persons who had selected elementary teaching and those who had rejected elementary teaching as a vocation.

An adaption of Miller's Attitude Scale Toward Teaching (66) was used to measure the perception of others' attitude toward elementary teaching. An index of the subject's perception of her parents' and family's attitude toward elementary teaching and of her friends' attitude toward elementary teaching was found by summing the scale values of the items selected by the subject as being consistent with the attitudes of these respective groups.

The Student t test of difference between the indices' means indicated the significance of the differences between those who had selected elementary teaching and those who had rejected elementary teaching as a vocation.

Statement of hypotheses and results. Each of the four factors which the preliminary investigation had found to be important considerations in women's vocational plans suggested a hypothesis. The hypotheses are presented here along with the respective results of the study.

Hypothesis I. Those persons who have selected elementary teaching as a vocation will perceive elementary teachers as possessing personal characteristics similar to the personal characteristics of the self, while those persons who reject elementary teaching will perceive elementary teachers as possessing personal characteristics unlike those personal characteristics of the self.

This hypothesis was supported in so far as elementary majors were differentiated from noneducation majors at the 1 per cent level of confidence for the congruency between perceptions of personal characteristics of the self and of

elementary teachers. However, it remained a moot question when elementary majors and other education majors were compared. The elementary majors were differentiated from the other education majors at the 5 per cent level of confidence at College of the Pacific. But, at Sacramento State College, no significant difference was found between elementary majors and other education majors.

Hypothesis II. Those persons who accept elementary teaching as a vocation will tend to perceive elementary teaching as possessing those features desired in an occupation for the self, while those persons who reject elementary teaching as a vocation will tend to perceive elementary teaching as possessing features unlike those desired in an occupation for the self.

This hypothesis was supported in so far as elementary majors were differentiated from noneducation majors at the 1 per cent level of confidence for the congruency between features desired in an occupation for the self and features perceived in elementary teaching. However, elementary majors were not significantly different from other education majors in this respect.

Hypothesis III_a. Persons with high n Achievement who accept elementary teaching as a vocation will perceive elementary teaching as affording satisfaction for n Achievement, while those persons with high n Achievement who do not accept elementary teaching as a vocation will not perceive elementary teaching as affording satisfaction for n Achievement.

This hypothesis was not supported by the data.

Hypothesis III_b. Persons with high n Affiliation who accept elementary teaching as a vocation will perceive elementary teaching as affording satisfaction for n Affiliation, while those persons with high n Affiliation who do not accept elementary teaching as a vocation will not perceive elementary teaching as affording satisfaction for n Affiliation.

This hypothesis was not supported by the data.

Hypothesis IV_a. Those persons who accept elementary teaching as a vocation will perceive their respective families as having a positive attitude toward elementary teaching while those persons who do not accept elementary teaching as a vocation will perceive their respective families as having a less positive attitude toward elementary teaching.

The data relative to this hypothesis were inconsistent. At Sacramento State College elementary majors were differentiated from noneducation majors at the 5 per cent level of confidence with respect to their perceiving their parents and families as possessing positive attitudes toward elementary teaching. However, no such difference was apparent between elementary majors and other education majors. Furthermore, the three groups from College of the Pacific were not differentiated in this respect.

Hypothesis IV_b. Those persons who accept elementary teaching as a vocation will perceive their respective friends as having a positive attitude toward elementary teaching, while those persons who do not accept elementary teaching as a vocation will perceive their respective friends as having a less positive attitude toward elementary teaching.

The data relative to this hypothesis were inconsistent. At Sacramento State College elementary majors were differentiated from noneducation majors at the 1 per cent level of confidence with respect to their perceiving their friends as possessing positive attitudes toward elementary teaching. However, no such difference was apparent between elementary majors and other education majors. Furthermore, the three groups from College of the Pacific were not differentiated in this respect.

Conclusions. For the sample from Sacramento State College the elementary majors were significantly distinguished

from the noneducation majors with respect to their perception of elementary teaching as a means of maintaining and enhancing the phenomenal self. The data indicated that the two groups were differentiated as follows:

1. Congruency with respect to personal characteristics of the self and of elementary teachers at the 1 per cent level of confidence.
2. Congruency with respect to occupational features as desired in an occupation for the self and perceived in elementary teaching at the 1 per cent level of confidence.
3. Perceived attitudes of respective families toward elementary teaching at the 5 per cent level of confidence.
4. Perceived attitudes of respective friends toward elementary teaching at the 1 per cent level of confidence.

An unanticipated finding was that, in general, elementary majors were not differentiated from other education majors with respect to these variables. The implication is that elementary majors and other education majors in this study might be considered to be from the same population. It is suggested that this might be due to the nature of the instruments which allowed the subjects from the respective groups to relate the teaching situations to their chosen field. While the scales were designated "elementary", they may well have been perceived as "teaching" by the other education majors.

The complementary sample from College of the Pacific provided the opportunity to view this problem from a different perspective. College of the Pacific is a resident private college as differentiated from Sacramento State College which is a public college with the majority of the student body residing at home. Differences in the data from the two colleges were enlightening.

Just as in the case of the subjects from Sacramento State College, at College of the Pacific the elementary majors were distinguished from the noneducation majors at the 1 per cent level of confidence in terms of: (1) congruency with respect to personal characteristics between perceptions of the self and of elementary teachers, and (2) congruency with respect to occupational features as desired for the self and perceived in elementary teaching. Differences, though not significant, were also noted with respect to these two variables between elementary majors and other education majors. Thus far, the data from the two samples were in agreement.

The difference between the two samples appeared in the subjects' perception of the attitude of others toward elementary teaching. Whereas, the data from Sacramento State College showed a significant difference between the elementary majors and noneducation majors with respect to their perceptions of both the attitudes of parents and of friends, no such differences were apparent in the data from College of the Pacific. At College of the Pacific there was

little difference between the three groups in their perception of others' attitude toward elementary teaching. Furthermore, each of the groups perceived the attitudes of others as being as favorable toward elementary teaching as did the elementary majors at Sacramento State College.

The data from the College of the Pacific not only repudiated the hypotheses that the perception of others' attitude toward elementary teaching is pertinent to the selection or rejection of elementary teaching as a vocation but they are contrary to that which might have been expected from students living in a college community milieu. Newcomb (72) found that women in such a situation become more alike in their attitudes, tend to adopt attitudes consistent with the attitudes perceived for their friends, and change their attitudes away from the attitudes perceived for their parents. However, in the present study, the attitudes of the three groups were significantly different. Furthermore, for the elementary majors the perceived attitudes of parents differed very little from the attitudes expressed by the individuals. Also, the differences between perceived family attitudes and own attitudes were no more extensive for elementary majors at College of the Pacific than they were for elementary majors at Sacramento State College. Finally, the differences between the attitudes of the subjects toward elementary teaching and their perceptions of their friends' attitudes toward elementary teaching are greater at College of the Pacific than at Sacramento State College.

In conclusion, Super's proposal that an individual selects a vocation which is perceived as a means of implementing the self concept has been generally supported. The results of this study would indicate that elementary majors do perceive elementary teaching as a means of perpetuating their self-images and attaining those things which are desired in a vocation. On the other hand, noneducation majors perceive elementary teaching as a vocation quite different from that which is expected and desired for the self. This difference may constitute the basis for their rejecting elementary teaching as a vocation.

Implications

Implications for theory and further research. The need for a comprehensive theory of vocational choice has been mentioned in the literature on numerous occasions.

Vocational choice as a function of accidental exposure, social and economic status, individual personality, and specific interests has been the subject of many studies. These studies have attempted to find a homogeneity of traits or patterns among those persons found in a given vocation which would distinguish them from persons found in other vocations. The result of these studies has been the accumulation of dispersed and conflicting theories, data, and hunches relative to isolated facets of the overall problem. Although this information has been of great use and forms the basis for the process of vocational counseling (101),

these studies have not provided a unified vocational choice theory.

Many writers recognize the advantage of an encompassing theory through which the process of vocational choice could be better understood. Super (100) proposed a postulate for such a theory and the present study gave support to the acceptance of this theory.

Whether vocations are thought of as the means by which individuals satisfy their needs, as proposed by Maslow (59) and others, or as the product of one's social and economic position as advocated by Hollingshead (43) and others, or in some other manner, the individual must recognize the vocation as appropriate for him. This supposes that the individual has a certain concept of the self; whether it be conscious, or unconscious, or both; in terms of the variables in question. Furthermore, it supposes that the individual perceives his chosen vocation as being appropriate in terms of the same variables. This was supported by the present study.

Roe (82) describes the utopia of occupational psychology as a society in which vocational decisions are based upon mature self-knowledge and self-acceptance in the form of self concepts and knowledge of all of the occupations available which would afford satisfaction for this self. The goals of vocational counseling are described in much the same way.

The results of this study suggest that vocations are

selected which are perceived as being appropriate for the self. Admittedly, these choices may frequently be unsuitable, due either to erroneous self concepts or distortions in the perceptions of the vocations in question. Nevertheless, within the limits established for this study, vocational choice is a matter of selecting a vocation which is perceived as being a means of implementing one's self concept.

A theory which assumes that individuals make decisions based upon perceptions of the self and of occupations gives a more eclectic view of vocational choice. The effect of socio-economic background, family influence, and personal experience can each be explained, as well as the exceptions, by noting that each of these factors affects the vocational decision through the individual. Their influence becomes manifested through the perceptions of the individual. Likewise, such personality components as interest affect vocational choice only to the degree that the individual is aware of them. This is evident from Bedell's (9) and Stuit's (98) findings that vocational choices were not consistent with measured vocational interest. If vocational choice were studied in terms of the individual's perception of himself and of various occupations, perhaps the manner in which these influences operate could be better understood.

The present study has been of an exploratory nature and has several limitations. Before the results can be accepted as being conclusive, several aspects of the problem

need to be more thoroughly examined.

One question which might be asked is whether the congruity of traits and characteristics which are perceived as being appropriate for the self and available in one's chosen occupation is a cause or effect of the selection of that vocation. Contrary to that which has been concluded, it is evident that one's perception of the self or of the particular vocation might change after selection for the sake of conformity. This aspect of the problem might be better understood if longitudinal studies were made which involved subjects whose vocational plans changed during the course of the study. In this way variation in the perceptions of the subjects could be noted.

It should also be recognized that this study has not taken cognizance of any sort of hierarchy among the personal characteristics, occupational features, and so forth. Certain factors might be more important and influential than others to particular individuals. Some persons might be able to tolerate differences between what is expected or wanted for the self and what is perceived in a given vocation, whereas others might not tolerate this difference. Further study is needed before the influence of particular factors upon individuals can be understood. Perhaps it would be helpful to ascertain the individual subject's observations on the meaningfulness of particular factors.

The data from the present study did not support the hypotheses that motivational needs are important in the

selection or rejection of elementary teaching as a vocation. It will be recalled that one suggestion was made to account for these results. This was to the effect that other education majors may have perceived the pictures as representative of situations in their chosen field. It was noted that the scoring procedures may not be appropriate for identifying the expression of n Achievement in elementary teaching situations.

Other possible explanations should be mentioned. First, the test-retest reliability of .75 is somewhat lower than that obtained in most other studies. This point is particularly pertinent when one considers the small number of subjects with high n Achievement. Furthermore, n Achievement in a specific situation such as teaching, in contrast to n Achievement in general, consitutes an untried use of the instrument. Finally, and perhaps most important, while the pictures used for the general n Achievement had been validated in other work, the same cannot be said for the specific pictures. It is not really known what these pictures actually assess.

Snygg and Combs (94) and Murray (68) pointed out the value of exploring unconscious motivations by means of thematic apperception. However, more work is necessary before the issues are clear in this specific context. Perhaps other pictures or different scoring procedures might be more appropriate.

On the other hand, more direct methods might be employed. For instance, such scales as the Occupational Features Scale or the Characteristics of Elementary Teachers Scale might serve the purpose of indicating the motivational needs as perceived for the self and available in the particular vocation.

Items to be include could be selected and categorized to represent the various needs as defined by Murray et al. (68).

The inconsistency of the others' influence data was surprising. Caution is needed in drawing implications concerning the importance of group influence in vocational choice from this study. Probably more extensive refinement of the instruments used here would be necessary before the true dynamics in this area would be ascertained.

Implications for the recruitment of teachers. The imbalance between the supply and demand of teachers was the impetus for this study. Efforts to encourage additional people to enter the teaching profession have been impeded by the lack of understanding of how and why individuals select or reject teaching as a vocation.

The results of this study offer support to the contention that individuals select or reject teaching in accordance with their perception of it as being compatible or incompatible with the phenomenological self. The conclusion of this study was that individuals seek and select a vocation which they perceive as appropriate for the self. Although this conclusion was based upon a limited exploratory investigation, important implications are suggested for the encouragement of people to select teaching as a vocation.

An individual must perceive teaching as appropriate for the self before it will be selected as a vocation. Inasmuch as each person has a different self concept, teaching must be presented in terms of the variables within this self concept.

This study has given support to the hypothesis that persons who select elementary teaching as a vocation

perceive elementary teachers as possessing the same personal characteristics as they themselves possess. Therefore, to attract people into teaching, either self concepts must be altered to conform with stereotypes of teachers or the perceptions which people have of teachers must be changed to conform to their self concepts.

Likewise, this study showed that those persons who had selected elementary teaching as a vocation tended to perceive the features in elementary teaching as being like those desired for the self. The question of whether or not these features represent the needs of the individuals has not been answered. Nevertheless, the results of this study suggest that individuals will be attracted to teaching if they perceive the features of teaching as being similar to the features desired in an occupation for the self. This implies that more effort should be expended to identify those features which individuals desire in an occupation and to point out where and how these features are available in the teaching profession.

There was some indication that those persons who had selected elementary teaching perceived both their families and friends as having a more positive attitude toward elementary teaching than did those persons who had selected occupations other than elementary teaching. However, this point is complicated by the fact that this difference was no longer apparent in a setting in which there was considerable opportunity for communication between those who selected

and those who rejected elementary teaching. In a residential college community milieu, those persons who rejected elementary teaching perceived the attitudes of others as being just as favorable toward elementary teaching as did those persons who selected elementary teaching as a vocation. This uniformity in perception of others' attitudes existed despite a significant difference in the individual's attitudes toward elementary teaching. This suggests that efforts to encourage people into teaching must be done directly. Apparently, subtle group pressure is not influential unless the individual's attitudes and perceptions are also favorably changed.

In conclusion, the encouragement of persons to enter teaching is an individual process. The most prominent aspect to be considered is to communicate to the individual that the selection of teaching as a vocation is appropriate in terms of the kind of person he or she is and expects to be and also that teaching is appropriate in terms of the particular features which are desired in an occupation.

APPENDIX A

INTRODUCTORY LETTER TO PROSPECTIVE SUBJECTS

April 10, 1956

Dear

The Dean of Students Office is continuing a study designed to determine how college students make their vocational plans. Many persons graduate from high school and enroll in college without a definite idea of what they would like to do. It would be helpful to know how certain upper division students have resolved this problem.

It is believed that through this study a better understanding will be obtained of the factors which are involved when an individual makes decisions relative to his life after college.

You have been selected as a representative person to cooperate in this study because of your particular background and level of education. Even though you are not certain of your choice, we are anxious to have you participate as this in itself may be important.

For the sake of convenience, an appointment has been made for you for Tuesday, April 17, during the assembly hour from 10:00 A.M. to 10:50 A.M. in Physics 111. If you are unable to be present at this time, please check with Mr. Englander in Room 230, Administration Building - or phone GLadstone 1-6531, Extension 226, so that alternative arrangements may be made.

The results of this study will be made available to you if you so desire.

Cordially,

ME/veh

Meryl Englander
Counselor, Dean of Students Office
Assistant Professor of Psychology

APPENDIX B

A STUDY OF VOCATIONAL CHOICE

Many persons face the problem of choosing a vocation without adequate information or basis for their choice. In order that we may better advise them, we are attempting to ascertain certain factors which seem to be involved in vocational decisions.

Each of you has selected a major area of concentration which will tend to govern the type of employment which you will seek upon graduation. Therefore, it seems appropriate to ask your assistance in this investigation of the various factors influencing vocational choice. Even though you are not certain of your choice of vocation, we would like to have you participate in this study. Your frank and honest efforts in this project are sincerely appreciated.

Name_____ Age_____ Class Level_____

Marital Status: Single__; Betrothed__; Married__; Other__

Father's (Guardian's) Occupation: Be as specific as possible.

_____

For what occupation are you currently preparing?

_____

If you could choose any vocation, assuming equal effort and ability were required for membership in each, what would be your first choice?_____

your second choice?_____

your third choice?_____

APPENDIX C

WHAT AM I LIKE SCALE

All of us have in mind certain characteristics which we feel are self-descriptive. Listed below are eighty such characteristics in groups of four. These characteristics are frequently given by college women in describing themselves. Read over each group of four and check the item in each group which you feel is most descriptive of you with an "M." At the same time check the item in each group which you feel is least descriptive of you with an "L." THUS IN EACH GROUP OF FOUR, THERE WILL BE ONE CHARACTERISTIC WHICH YOU FEEL FITS YOU THE BEST AND ONE WHICH YOU FEEL FITS YOU THE LEAST, MARKED "M" AND "L" RESPECTIVELY. Work rapidly.

1. a) I am sympathetic to the problems of others.
   b) I am intelligent enough to handle most situations.
   c) I am a listener rather than a talker.
   d) I am energetic-industrious.

2. a) I have control of my temper.
   b) I get more enjoyment out of manual than intellectual activities.
   c) People are generally at ease with me.
   d) I value human dignity above material things.

3. a) I am tolerant of others' mistakes.
   b) I generally take the lead in group activities.
   c) People feel that they can turn to me for help.
   d) I have a good sense of humor.

4. a) I like being in the thick of action.
   b) I consciously eliminate prejudice from my thinking.
   c) I tend to conform to custom.
   d) I rarely feel adequate.

5. a) I am versatile in my interest.
   b) I am able to make plans and carry them out.
   c) I understand the behavior of others.
   d) I am able to influence others.

6. a) I am easy to get along with.
   b) I enjoy playing with children.
   c) I accept most social values and standards.
   d) People generally respect me.

7. a) I am consistent in dealing with others.
   b) I become impatient with people.
   c) I take an optimistic view of life.
   d) I enjoy competing with my peers.

8. a) I am guided by God's will.
   b) I am liked by most people who know me.
   c) I become enthused about the plans and activities of others.
   d) I am a good conversationalist.

9. a) I do not become fatigued easily.
   b) I am occasionally sarcastic about others' behavior.
   c) I am concerned about my ability to succeed.
   d) I enjoy being with adults.

10. a) I am generally considered of good intelligence.
    b) I enjoy directing the activities of others.
    c) I have a special aesthetic talent.
    d) I am careful about my manner of dress.

11. a) I am ordinarily a carefree person.
    b) I am imaginative.
    c) I am cynical about the future.
    d) I am responsive to affection.

12. a) I feel compelled to correct unfair play.
    b) I rather enjoy being confronted with difficult tasks.
    c) I am friendly towards most people.
    d) I have patience with slow people.

13. a) I find it difficult to stick to a routine.
    b) I find that I "use" people for personal satisfaction.
    c) I become disturbed by malbehavior.
    d) I have good prospects of getting married.

14. a) I express such emotions as delight, sorrow, anger readily.
    b) I enjoy the planning of activities.
    c) I am able to tolerate disturbances.
    d) I become concerned about the mischievous behavior of others.

15. a) I avoid situations in which I will get my hands dirty.
    b) I have patience when helping others.
    c) I tend to be critical of others' shortcomings.
    d) I am somewhat introverted.

16. a) I become disturbed when my plans don't go right.
    b) I find noise disturbing.
    c) I feel that all persons should have an equal chance at life.
    d) I readily adapt myself to new situations.

17. a) I am concerned about the morals of our culture.
    b) I rarely antagonize people.
    c) I am tolerant of others' faults.
    d) I generally keep cool and think clearly in a crisis.

18. a) I frequently become involved in others' personal problems.
    b) I can come up with new ideas.
    c) I find satisfaction in helping others succeed.
    d) I like the feeling of a job well done.

19. a) I enjoy being a martyr occasionally.
    b) I dislike certain kinds of people.
    c) I am not disturbed by criticism.
    d) I have a good deal of self-respect.

20. a) I am ambitious.
    b) I am cheerful.
    c) I have initiative.
    d) I have a strong personality.

APPENDIX D

CHARACTERISTICS OF ELEMENTARY TEACHERS SCALE

Each of us has certain ideas of what a good elementary teacher is like. Below are listed eighty characteristics which may or may not be descriptive of elementary teachers.

We would like to have you indicate which of these characteristics you feel are "M" (most) and "L" (least) desirable and true of good elementary teachers.

1. a) She is sympathetic to the problems of others.
   b) She is intelligent enough to handle most situations.
   c) She is a listener rather than a talker.
   d) She is energetic-industrious.

2. a) She has control of her temper.
   b) She gets more enjoyment out of manual than intellectual activities.
   c) People are generally at ease with her.
   d) She values human dignity above material things.

3. a) She is tolerant of others' mistakes.
   b) She generally takes the lead in group activities.
   c) People feel that they can turn to her for help.
   d) She has a good sense of humor.

4. a) She likes being in the thick of action.
   b) She consciously eliminates prejudice from her thinking.
   c) She tends to conform to custom.
   d) She rarely feels adequate.

5. a) She is versatile in her interests.
   b) She is able to make plans and carry them out.
   c) She understands the behavior of others.
   d) She is able to influence others.

6. a) She is easy to get along with.
   b) She enjoys playing with children.
   c) She accepts most social values and standards.
   d) People generally respect her.

7. a) She is consistent in dealing with others.
   b) She becomes impatient with people.
   c) She takes an optimistic view of life.
   d) She enjoys competing with her peers.

8. a) She is guided by God's will.
   b) She is liked by most people who know her.
   c) She becomes enthused about the plans and activities of others.
   d) She is a good conversationalist.

9. a) She does not become fatigued easily.
   b) She is occasionally sarcastic about others' behavior.
   c) She is concerned about her ability to succeed.
   d) She enjoys being with adults.

10. a) She is generally considered of good intelligence.
    b) She enjoys directing the activities of others.
    c) She has special aesthetic talent.
    d) She is careful about her manner of dress.

11. a) She is ordinarily a carefree person.
    b) She is imaginative.
    c) She is cynical about the future.
    d) She is responsive to affection.

12. a) She feels compelled to correct unfair play.
    b) She rather enjoys being confronted with difficult tasks.
    c) She is friendly towards most people.
    d) She has patience with slow people.

13. a) She finds it difficult to stick to a routine.
    b) She "uses" people for personal satisfaction.
    c) She becomes disturbed by malbehavior.
    d) She has good prospects of getting married.

14. a) She expresses such emotions as delight, sorrow, anger readily.
    b) She enjoys the planning of activities.
    c) She is able to tolerate disturbances.
    d) She becomes disturbed about the mischievous behavior of children.

15. a) She avoids situations in which she will get her hands dirty.
    b) She has patience when helping others.
    c) She tends to be critical of others' shortcomings.
    d) She is somewhat introverted.

16. a) She becomes disturbed when her plans don't go right.
    b) She finds noise disturbing.
    c) She feels that all persons should have an equal chance at life.
    d) She readily adapts herself to new situations.

17. a) She is concerned about the morals of our culture.
    b) She rarely antagonizes people.
    c) She is tolerant of others' faults.
    d) She generally keeps cool and thinks clearly in a crisis.

18. a) She frequently becomes involved in others' personal problems.
    b) She comes up with new ideas.
    c) She finds satisfaction in helping others succeed.
    d) She likes the feeling of a job well done.

19. a) She enjoys being a martyr occasionally.
    b) She dislikes certain kinds of people.
    c) She is not disturbed by criticism.
    d) She has a great deal of self-respect.

20. a) She is ambitious.
    b) She is cheerful.
    c) She has initiative.
    d) She has a strong personality.

APPENDIX E

OCCUPATIONAL FEATURES SCALE

There are certain inherent features in every vocation. Some of these are desirable, others undesirable. Listed below are groups of such features.

Read through each group of 4 features and indicate which of the 4: a, b, c, or d, you would most like to have as a feature of your employment after graduation. Mark it with an "M." At the same time, pick out the feature which you feel is the least desirable in the group and mark it with an "L."

NOTE THAT EACH GROUP OF 4 SHOULD HAVE ONE FEATURE MARKED "M" (MOST DESIRABLE) AND ONE FEATURE MARKED "L" (LEAST DESIRABLE). Work rapidly.

I WANT A JOB:

1. a) that offers a good future.
   b) which is unique, different.
   c) in which I can express my own ideas.
   d) through which I can meet a variety of people.

2. a) through which I could contribute to the welfare of the community.
   b) which would give me experience for other better positions.
   c) which is enjoyable.
   d) with flexible working hours.

3. a) useful to society.
   b) with respected associates.
   c) to which I could return later in life.
   d) which would help me to grow and mature.

4. a) with a sympathetic employer.
   b) working with people my own age.
   c) on which I could be creative.
   d) with no "after five" responsibilities.

5. a) paying a good salary.
   b) which would help prepare me for marriage.
   c) without personal restrictions.
   d) utilizing my intelligence.

6. a) helping others.
   b) through which I would meet young people.
   c) for which I would be respected.
   d) which would not interfere with my personal life.

7. a) which is a position of authority.
   b) on which I would be free of criticism.
   c) involving teamwork with an organization.
   d) opening up new intellectual horizons.

8. a) affording good opportunity for promotion.
   b) which would be challenging to me.
   c) affording opportunity to vary my geographical location.
   d) of service to humanity.

9. a) giving good security for old age.
   b) which would bring me recognition, acclaim.
   c) free of emotional strain.
   d) for which I can wear nice clothes.

10. a) involving work I can do well.
    b) helping others attain happiness.
    c) with amiable relations with others.
    d) which will help me be a better wife and mother.

11. a) fulfilling a purpose in life.
    b) helping handicapped or abnormal persons.
    c) in which success depends upon merit.
    d) whereby I wouldn't have to deal with unpleasant people.

12. a) which would be compatible with marriage.
    b) which my friends would respect.
    c) giving me a better understanding of people.
    d) through which I would become part of the community.

13. a) which would be exciting.
    b) with little or no friction with others.
    c) for which there are ample positions available.
    d) on which others are dependent upon me.

14. a) doing work God meant me to do.
    b) whose work would be appreciated.
    c) through which I would learn more about life.
    d) in pleasant surroundings.

15. a) which will help me become independent.
    b) giving more opportunities for marriage.
    c) in which I would be influencing people.
    d) helping others live a better life.

16. a) which would be a nervous strain.
    b) from which one couldn't be dismissed without good reason.
    c) on which one works independently, relatively free of supervision.
    d) with freedom, independence.

17. a) through which I might enlarge my social contacts.
    b) on which I would be on my own initiative.
    c) on which I would be responsible to only one person.
    d) without detailed work.

18. a) paying a salary appropriate to my education.
    b) which would have responsibilities.
    c) through which I would help make this a better world.
    d) which would help me gain a better self-understanding.

19. a) which is steady.
    b) with a variety of activities.
    c) relatively free of troublesome situations and people.
    d) with likable co-workers.

20. a) which would utilize my college education.
    b) helping others develop proper values.
    c) whose work gives concrete visible results.
    d) on which I could test my capabilities.

APPENDIX F

CHARACTERISTICS OF ELEMENTARY TEACHING SCALE

We are all familiar with the occupation of elementary teaching and can therefore relate certain features with it. Listed below are eighty features which you may feel are or are not characteristic of elementary teaching. Select in each group of four that characteristic which you feel is most (M) characteristic and the one which you feel is least (L) characteristic of elementary teaching and label it accordingly.

ELEMENTARY TEACHING IS A JOB:

1. a) that offers a good future.
   b) which is unique, different.
   c) in which I can express my own ideas.
   d) through which I can meet a variety of people.

2. a) a job through which I could contribute to the welfare of the community.
   b) which would give me experience for other better positions.
   c) which is enjoyable.
   d) with flexible working hours.

3. a) useful to society.
   b) with respected associates.
   c) to which I could return later in life.
   d) which would help me to grow and mature.

4. a) with a sympathetic employer.
   b) working with people my own age.
   c) on which I could be creative.
   d) with no "after five" responsibilities.

5. a) paying a good salary.
   b) which would help prepare me for marriage.
   c) without personal restrictions.
   d) utilizing my intelligence.

6. a) helping others.
   b) through which I would meet young people.
   c) for which I would be respected.
   d) which would not interfere with my personal life.

7. a) which is a position of authority.
   b) on which I would be free of criticism.
   c) involving teamwork with an organization.
   d) opening up new intellectual horizons.

8. a) affording good opportunity for promotion.
   b) which would be challenging to me.
   c) affording opportunity to vary my geographical location.
   d) of service to humanity.

9. a) giving good security for old age.
   b) which would bring me recognition, acclaim.
   c) free of emotional strain.
   d) for which I can wear nice clothes.

10. a) involving work I can do well.
    b) helping others attain happiness.
    c) with amiable relations with others.
    d) which will help me be a better wife and mother.

11. a) fulfilling a purpose in life.
    b) helping handicapped or abnormal persons.
    c) in which success depends upon merit.
    d) whereby I wouldn't have to deal with unpleasant people.

12. a) which would be compatible with marriage.
    b) which my friends would respect.
    c) giving me a better understanding of people.
    d) through which I would become part of the community.

13. a) which would be exciting.
    b) with little or no friction with others.
    c) for which there are ample positions available.
    d) on which others are dependent upon me.

14. a) doing work God meant me to do.
    b) whose work would be appreciated.
    c) through which I would learn more about life.
    d) in pleasant surroundings.

15. a) which will help me become independent.
    b) giving more opportunities for marriage.
    c) in which I would be influencing people.
    d) helping others live a better life.

16. a) which would be a nervous strain.
    b) from which one couldn't be dismissed without good reason.
    c) on which one works independently, relatively free of supervision.
    d) with freedom, independence.

17. a) through which I might enlarge my social contacts.
    b) on which I would be on my own initiative.
    c) on which I would be responsible to only one person.
    d) without detailed work.

18. a) paying a salary appropriate to my education.
    b) which would have responsibilities.
    c) through which I would help make this a better world.
    d) which would help me gain a better self-understanding.

19. a) which is steady.
    b) with a variety of activities.
    c) relatively free of troublesome situations and people.
    d) with likable co-workers.

20. a) which would utilize my college education.
    b) helping others develop proper values.
    c) whose work gives concrete visible results.
    d) on which I could test my capabilities.

APPENDIX G

CREATIVE IMAGINATION TEST

This is a test of your creative imagination or story-telling. A number of pictures will be projected on the screen before you. You will have twenty seconds to look at the picture and then about four minutes to write a story about it. Notice that there is one page before you for each picture to be shown. The same four questions appear on each page and will guide your thinking and enable you to cover all the elements of a plot in the time allotted. You don't have to answer the questions directly. They are there to help you think up a story. Plan to spend about one minute on each question. I will keep time and let you know when it is about time to go on to the next question for each story. You may go on before I tell you if you wish. You will have a little time to finish up before the next picture is shown.

Obviously there are no right or wrong answers; so you may feel free to make up any kind of story you choose. Try to make them interesting, for this is a test of your creative imagination. Do not merely describe the picture you see. Tell a story about it. Write as fast as you can in order to finish in time. You may begin writing any time after the picture is shown. Don't worry about grammar and spelling. Make them interesting. Are there any questions?

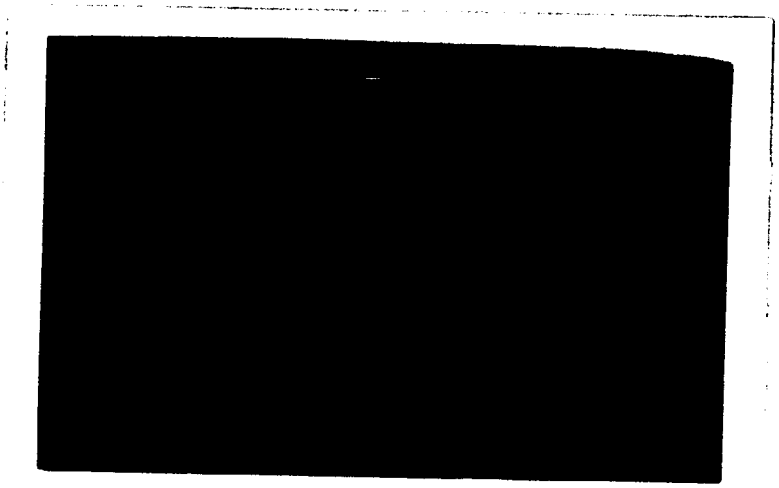
Q-1 What is happening? Who are the persons?

Q-2 What has led up to this situation--that is, what has happened in the past?

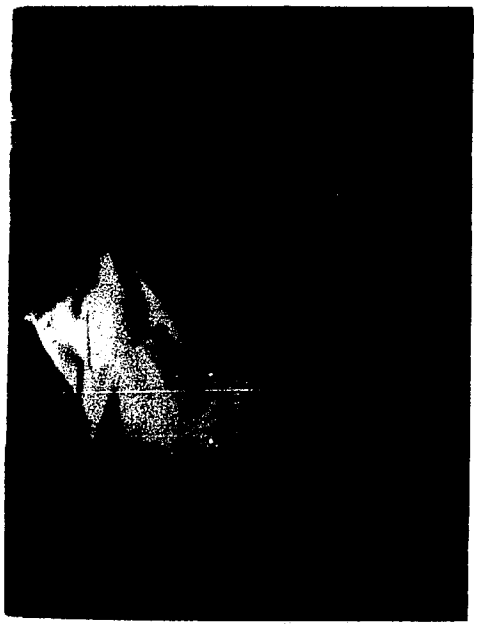
Q-3 What is being thought--what is wanted? By whom?

Q-4 What will happen? What will be done?

Pictures of General Situations



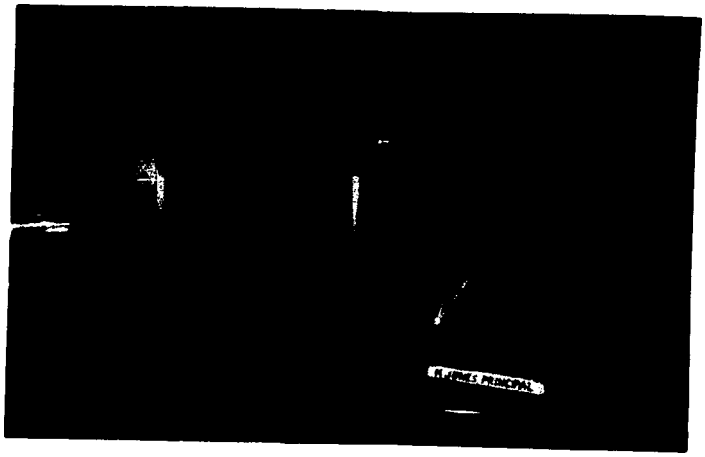




Pictures of Elementary Teaching Situations







APPENDIX H

YOUR PARENTS' AND FAMILY'S ATTITUDE TOWARD ELEMENTARY TEACHING

It would be helpful to know how your parents and family feel about a particular vocation. Here again, elementary teaching has been selected as the vocation for consideration. Please go through the following checklists, placing a cross (X) in front of each statement with which you believe your parents would agree. If you do not have any contact with your parents, relate the checklist to other members of your immediate family. If the question of elementary teaching has never been mentioned, answer the checklist as you think they might. Work rapidly.

1. There can be no higher calling than teaching.
2. The intellectual standards of a country depend upon its teachers.
3. Elementary teaching experience is valuable as an opening to broader and more advanced positions.
4. Elementary teachers are for the most part just average college students.
5. The importance of elementary teachers is overestimated.
6. Modern methods of teaching require nursemaids, not teachers.
7. Teachers are parasites.
8. Elementary teaching isolates a person from the rest of the world.
9. Elementary teachers are not considerate of the opinions of others.
10. Women make the best elementary teachers.
11. Teaching is the oldest and most honored profession.
12. Elementary teaching is the most interesting of the professions.

13. Teaching is a genteel and cultured profession.

14. Elementary teaching is fairly well paid for the training required.

15. Most teachers do not understand their pupils.

16. Elementary teaching is merely a routine job.

17. Elementary teachers are overbearing and boresome.

18. The moral standards of the teaching profession are very low.

19. Teaching develops a cynical attitude toward life.

20. Teachers have too much of a superiority complex.

21. Teachers do very well considering the small amount of cooperation they get from school boards.

22. Elementary teachers have the best chance to develop good citizens.

23. People teach only when they can find nothing else to do.

24. Teaching elementary school is an education for the teacher as well as for the pupil.

25. Elementary teaching is inspirational.

26. Elementary teaching ranks high socially.

27. Elementary teaching is used too often by women merely as a stepping-stone to marriage.

28. Elementary teaching performs more actual good for mankind than any other profession.

29. Most elementary teachers are unfit for such a responsible position.

30. Most teachers are so careless in their dress that they look like bums.

APPENDIX I

YOUR FRIENDS' ATTITUDE TOWARD ELEMENTARY TEACHING

With what group of people do you feel most closely affiliated? By a group of people is meant two or more persons who think of each other as belonging together, based upon common associations, interests, tasks, or pleasures. This group may have some sort of formal or informal basis, but more likely it is just the people who meet and relate through common interest. You may never have considered this to be an organized group (but if you consider them friends, meet them, or go places with them, they are for the purposes of this study members of your group). They may or may not be attending college. The important thing is that you think of yourself as belonging with a number of persons.

You may have several such informal groups who feel differently about things. Pick out the one most influential group and list their names below.

What opinions do these persons have towards elementary teaching? Probably some of their conversations have dealt with these matters. If they have never been mentioned, make your wisest guess as to what your friends might say or think about it. The central interest here is not what you feel but rather what the friends listed above say (or at least think) about elementary teaching.

1. Elementary teaching has more influence on a nation than any other profession.

2. Teaching develops personality and character.

3. Elementary teaching furnishes a chance for self-expression.

4. Too many teachers do other things on the side.

5. Elementary teaching is just another means of existing.

6. Elementary teaching routine is drudgery.

7. Elementary teaching leads to insanity more often than other kinds of work.

8. Most elementary teachers have a one track mind.

9. Elementary teachers do not take enough interest in their job.

10. Elementary teachers expect too much of their pupils.

11. Elementary teaching develops leadership qualities.

12. Elementary teaching develops the mind.

13. The teaching profession ranks high socially.

14. The most effective teaching is in private schools.

15. Elementary teaching does not draw persons with a practical turn of mind.

16. Elementary teaching is not a healthful profession.

17. The intellectual level of modern elementary teachers is very low.

18. Elementary teachers lead a dull uneventful life.

19. Elementary teaching is an occupation requiring only mediocre ability.

20. Elementary teachers take themselves too seriously.

21. Elementary teaching is fairly well paid for the training required.

22. Elementary teaching requires more than mere knowledge.

23. Elementary teachers have the best chance to develop good citizens.

24. Dealing with children tends to keep an elementary teacher young, alert, and active.

25. Much self-satisfaction can be derived from elementary teaching.

26. Elementary teaching is too often used by women merely as a stepping-stone to marriage.

27. Elementary teaching is one of the most necessary of the professions.

28. Elementary teaching has no future.

29. Elementary teaching becomes boresome in a short time.

30. Elementary teaching is a lazy person's job.

APPENDIX J

YOUR ATTITUDE TOWARD ELEMENTARY TEACHING

It is desirable to have everyone express her opinion about one particular vocation. Since we all have had contact with elementary teaching in one way or another, we all have opinions about teaching and teachers. It, therefore, seems logical that elementary teaching would be a vocation toward which each of us could express a feeling.

Following is a list of statements about elementary teaching. Place a plus sign (+) before each statement with which you agree with reference to elementary teaching. Your answers will in no way affect your grades in any course. All information is confidential.

1. Elementary teaching is one of the best means of serving humanity.
2. Elementary teachers determine the moral standard of a nation.
3. Elementary teaching ranks high socially.
4. Too many teachers like to teach, but can't.
5. Too many teachers show no interest in their teaching.
6. Modern methods of teaching require nursemaids, not teachers.
7. Teachers are parasites.
8. The teaching profession is twenty years behind times in its methods.
9. Teaching is not often done wholeheartedly.
10. The most effective teaching is by private tutoring.
11. Teaching is the best means of self-expression.
12. The intellectual standards of a country depend upon its elementary teachers.

13. Elementary teaching offers exceptional opportunities for making friends.

14. Elementary teachers are the molders of society.

15. Elementary teachers are for the most part just average college students.

16. Elementary teachers get into a rut quicker than persons in other professions.

17. Elementary teaching is a short cut to old age.

18. Failures in other things usually become teachers.

19. Elementary teaching is a monotonous occupation.

20. Elementary teaching is too often used by women merely as a stepping-stone to marriage.

21. Good pupils make the good teachers.

22. Teaching requires more intelligence than most professions.

23. Elementary teaching increases one's ability to meet people socially and intellectually.

24. Elementary teaching develops independence and a sense of responsibility.

25. Elementary teachers are fairly well paid for the training required.

26. Modern teaching is inferior to that of twenty years ago.

27. Teachers are the nation's leaders.

28. Most elementary teachers do not understand their pupils.

29. Elementary teaching is just another means of existing.

30. Elementary teachers are business and social misfits.

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