

FACTORS ASSOCIATED WITH
THE SELECTION OR REJECTION
OF TEACHING BY HIGH SCHOOL STUDENTS

A Thesis

Submitted to the Faculty of Graduate Studies

In Partial Fulfilment of the Requirements

For the Degree of Master of Arts

Institute of Education

McGill University

by

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Montreal, Quebec

April, 1961

PREFACE

The following report is the result of a survey aimed at relating certain objective factors, stated opinions, inferred attitudes, and stated reasons to the selection of teaching by grade eleven students in the Protestant High Schools of the Province of Quebec. It is hoped that a better knowledge of these factors will prove useful to those whose work is in any way connected with the selection and training of teachers.

The writer is indebted to the many persons who helped in this work. Without the cheerful cooperation of the administrators, principals, teachers, and students of the schools included in this survey, this work could not have been done. Professor D.C.Munroe, Director of the Institute of Education of McGill University, was most helpful and encouraging, especially in his contacting of the schools used in the sample. To the many members of the staff of the Institute of Education who offered thoughtful suggestions and kindly, constructive criticism, sincere appreciation is accorded. Professor Frances Crook was particularly helpful in assisting the writer with the statistical analysis. Professor Miles Wisenthal, director of this research, assisted the writer to an extent far beyond what ~~reasonably~~ could have been expected of any supervisor. Mr. Myer Horowitz was generous with his time and effort in proofreading the manuscript.

Finally, the writer acknowledges his indebtedness to his wife for her patience and understanding during the course of this investigation.

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CHAPTER I

THE PROBLEM

Introduction

For the past twenty years, almost the whole of North America has been concerned with the widespread shortage of teachers. The Province of Quebec has not escaped this problem. One of the results of the shortage of teachers has been the issuing of emergency permits to people without teacher training, and sometimes to people with very doubtful educational background. A report published by the Institute of Education of McGill University in May, 1956, made the following statement:

It was not uncommon in the early thirties for a rural school board to receive fifty applications for a single vacancy. But now it sometimes happens that such a board will receive no applications at all from qualified teachers when a vacant position is advertised ... High School students in some villages are being taught by teachers who have no more than high school education themselves, seventh graders by those whose formal education did not progress beyond ninth grade, and perhaps worst of all, beginners by those with no teacher training whatever.¹

Although the problem has not been as severe as this in urban areas, it is a grave problem nevertheless.

The report quoted above leads directly to another aspect of the

1

Institute of Education of McGill University, Teachers: Supply and Demand, Macdonald College, May, 1956, p. 1

same problem. With a shortage of teachers comes an almost inevitable series of adjustments, and the quality of the teachers who are attracted is likely to be compromised.

There are several sources of teachers. It is possible to attract married women into the classroom, especially when they have previously interrupted a teaching career to raise a family. An increasing number of these women are, in fact, being brought back to the profession. An increase in salaries offered to teachers may bring back to the profession men who have teaching certificates, but who have found other occupations more financially rewarding. But by far the most promising source of teachers at any time would seem to be high school students who are at the stage of their schooling at which they must give serious consideration to the question of the selection of their future careers.

Any attempt to alleviate the problem of a shortage of teachers -- and good teachers are always likely to be in short supply -- must study the sources of teachers. Since it seems to the writer that high school students are the most promising source of supply, these should be studied first.

Statement of the Problem

The purpose of this survey is to discover what some of the factors associated with the selection or rejection of teaching as a career by grade eleven students are. The study will attempt to compare certain objective facts, stated opinions, inferred attitudes and stated reasons of groups of students who select teaching, to these same factors in

students who reject teaching.

Delineation of the Problem

The groups of students who accept teaching are to be compared to groups of students who reject teaching as a career on the basis of the following factors:

1. Objective factors

- a. School attended
- b. Age
- c. Sex
- d. Religious affiliation
- e. Kind of dwelling lived in for most of the student's life
- f. Educational background of the parents
- g. Number of siblings in the family
- h. Main language spoken in the house of the student
- i. Income of the family
- j. Father's occupation
- k. Teaching experience in other members of the family
- l. Type of course chosen by the student
- m. Academic level of the student
- n. Opportunity to further formal education as related to the financial position of the family
- o. Experience in occupations of a teaching nature in the personal background of the student

2. Stated opinions

- a. Help given students in selecting future careers by high school teachers

- b. Extent of the school's guidance program
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 - d. Course of teacher training to be followed in the event of the student's selecting teaching as a career
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 - h. Student's level in his own class
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3. Stated or inferred attitudes
- a. Teaching as a career -- salary, social position and the like
 - b. Prestige ranking of elementary school teaching
 - c. Prestige ranking of high school teaching
 - d. Prestige ranking of teachers in general
 - e. Relative prestige ranking of elementary teaching to high school teaching
4. Stated reasons for the selection or rejection of teaching

Delimitation of the problem

This study is a normative survey. The aim is simply to discover what factors may influence choice or rejection of teaching as an

occupation, and although some explanations may be suggested, it is not the purpose of this survey to find out why these factors seem to influence acceptance or rejection.

This study deals with grade eleven students only. These students are enrolled in certain Protestant high schools throughout the Province of Quebec, and are a sample of one graduating year. Although it is hoped that the findings will be indicative of certain trends, they will be descriptive of students of the one year only.

The schools have been selected on the basis of sampling techniques which will be outlined in a later chapter, but there has been no sampling within the schools chosen, with the exception of one of the sixteen schools used in the survey. Care was taken to avoid the choice of a day which would eliminate certain groups of students from any school; for example the Jewish Holy Days were avoided. The time of year was deliberately chosen with two factors in mind: first, examinations, and second, the time of year. The closer the student is to the end of the year, the more likely he is to have given serious thought to the choice of a career. Therefore, the questionnaires were distributed as close to the end of the year as possible without interfering with the immediate preparation for matriculation examinations.

Justification of the choice of the problem

As has already been pointed out, educators have been concerned for some time with the inadequacy of the numbers of teachers available for an ever-increasing number of students. There has been a critical shortage of teachers, and the reasons for this are many and varied.

It is a well-known fact that World War II took many qualified teachers away from the schools and into the armed services. Other teachers were attracted to industrial occupations, as the salaries offered were far more attractive than those which could be earned in the classrooms. This was especially true for the young male teacher. It is also well-known that the war coincided with a significant increase in the national birth rate. This increase continued unabated for a period of over fifteen years, with a slight decrease being noted in the last year or two. For these reasons alone, there has been an increasing demand for teachers ever since the early 1940's. But this increasing demand has been further increased by other factors. One of these has been the tendency for a larger proportion of the adolescent population to stay in school for a longer period of time than previously, and this trend seems still to be on the increase. This tendency was aided in the Province of Quebec in 1944 by the passing of legislation making attendance at school compulsory to the age of fourteen. It is interesting to note that as recently as March 13, 1961², the legislature of the province was planning to study the possibility of increasing the compulsory school attendance age to fifteen or sixteen.

Another of these factors may be related, strangely enough, to the fact that we have been experiencing since the war a continuous period of prosperity. R.J.Maaske has studied this factor, and reports the following:

A comparison of the dates of peak oversupply of teachers with the depression-year periods in the business cycles shows a marked relationship. Likewise, a comparison of the general low-point periods of undersupply of teachers.

2) News item in the Montreal Star, March 13, 1961, p.27.

corresponds clearly with the peak-year periods of the business cycles of the United States.³

His study examined the period from 1900-1950, and there is good reason to suspect that his findings would also be true of the Canadian situation during the same years.

Whatever the combination of reasons, it is certain that there has been a shortage of qualified teachers, and it seems likely that this shortage will continue for some time to come.

In addition to the shortage of teachers, there has been wide-spread concern about the quality of the teachers who are now in the field, and also about the students who are attracted to teaching. There is continuous criticism of the quality of the work being done in the public schools. The schools are blamed for the "fact" that recent graduates can't spell, that they have bad manners, that young people don't realize the importance of hard work, and so on. While much of the criticism is undoubtedly based on misunderstanding and inaccurate observation, it is certain that the work being done by the schools can be improved.

A shortage of the members of any occupation or profession is likely to produce some lowering of the quality of the members being admitted to that occupation during the shortage. The National Education Association makes the following statement:

During World War II, it became general practice to issue emergency certificates to almost anybody who would accept a teaching position. When the plea was made for higher standards of admission to the teaching profession, a nationwide cry arose that such action would

3) R.L.Maaske, "Analysis of Trends in Teacher Supply and Demand, 1900-1950," The Journal of Teacher Education, Vol. II, 1951, P.265

further increase the shortage of applicants by driving away interested students.⁴

Another example of this opinion in print may be found in the recent best-seller, The Organization Man, by William H. Whyte, Jr. He writes:

No one likes to make invidious remarks about people who have entered a field that calls for so much work for so little pay, but the facts are too critical for euphemism. It is now well evident that a large proportion of the younger people who will one day be in charge of our secondary-school system are precisely those with the least aptitude for education of all Americans attending college.⁵

He goes on to state that in connection with its draft deferment program, the army has had the Educational Testing Service administer a series of nation-wide scholastic aptitude tests to undergraduates, and the by-product of this has been the "brutally objective index" of the caliber of students in different fields and different institutions. Of students majoring in a particular field, students majoring in education have been scoring at the very bottom of the heap - no more than about 27 per cent having been able to make a passing grade.⁶

Whyte's findings are completely supported by Myron Lieberman in his important book, Education as a Profession.⁷

4) National Education Association, "The Postwar Struggle to Provide Competent Teachers, "Research Bulletin, Vol. XXXV, 1957, p. 120.

5) William H. Whyte, Jr., The Organization Man, Simon and Schuster, New York, 1956, p.83.

6) Ibid., p. 83

7) Myron Lieberman, Education as a Profession, Prentice Hall, New York, 1956, p. 228.

To bring the subject a little closer to home, the Canadian Teachers Federation reports that the 1957 figures show that 19.2 per cent of Canadian teachers for that year had less than two years formal education beyond junior matriculation, and that during the four years immediately following 1953, the proportion of teachers at this poor level of training has steadily increased in the schools of Protestant Quebec. In 1950, 62.2 per cent of Quebec Protestant teachers had better than two years of formal education beyond junior matriculation, while by 1957, the figure had dropped to 51.2 per cent.⁸

In a recent brief to the Government of Canada, the Canadian Teachers Federation included a table showing that in Protestant Quebec, only 25 per cent of the teachers had university degrees.⁹

Need for Survey at the Local Level

The Canadian Teachers Federation reports that "of the ten provinces, only two, Prince Edward Island and Protestant Quebec, have shown any significant increases in the maximum shortage."¹⁰ According to the findings of the Canadian Teachers Federation, Quebec seems to be one of the two provinces in which the problem is becoming more severe. This alone seems to be adequate justification for a survey of this kind. But it is also important to realize that while many studies have been conducted, the Quebec system of education is such a unique one that

⁸ Canadian Teachers Federation, "Trends in Certification Standards", Information Bulletin, 58-2, Research Division, C.T.F., Ottawa, 1958, p.5.

⁹ Canadian Teachers Federation, Brief to the Government of Canada, C.T.F., Ottawa, 1958.

¹⁰ Canadian Teachers Federation, "Trends in Certification Standards", Information Bulletin, 58-2, Research Division, C.T.F., Ottawa, 1958, p.9.

much of what applies to other provinces and states may not apply here.

The organization of public schools in the Province of Quebec is unusual in that the systems are based on the fact that there are two distinct cultures, having not only different racial origins, languages, and social customs, but different religions as well. The older culture is the French-Canadian one. Its members are descendants of the first white settlers, who developed a distinct national life before the conquest of New France by Great Britain in 1763. The conquerors granted certain constitutional rights to the French-Canadians, among them the right to keep their own language and religion. For many years the French-Canadians have been very conscious of their national heritage, and since education is a means of transmitting and preserving that heritage, coupled with the fact that under the British North America Act education is a provincial matter, the following system has evolved.

There is no minister of education in the province of Quebec. Instead, there is a body called the Council of Public Instruction, appointed according to certain rules by the government. The council is divided into two committees, the Catholic Committee and the Protestant Committee. Although by law these committees operate under the council, in actual fact they get along quite nicely without it. In 1959, the council met for the first time since 1908, a period of more than fifty years. The Catholic Committee and the Protestant Committee operate almost independently of each other, and there are really two systems of public education in the province.

The property-owners pay school taxes on the basis of religious affiliation.

Those who are Roman Catholic pay to the Catholic school-tax fund, while the Protestants and other non-Roman Catholics who elect to do so, pay (generally at a different rate) to the Protestant school-tax fund. Those who do not pay into either of these funds, contribute to the neutral tax panel at a rate higher than either of the other two funds. The money collected by the neutral tax panel is divided between the two systems on the basis of the numbers of children of school age in each system of the community concerned. Thus, for individuals at least, a conscious alliance with one of the two systems is encouraged. Furthermore, in order to keep children in their proper systems, a substantial monthly fee is required of any child enrolled in the system other than that to which he belongs according to this arrangement.

Theoretically, then, the system is a dual one, confessional in character. In actual practice, the Catholic system is really more confessional than the Protestant one, since it is attended almost exclusively by Roman Catholic students, whereas representatives of all other groups, mainly Protestant and Jewish, attend the Protestant system.

In addition to the system just described, there are private and parochial schools such as are found elsewhere on the continent.

Since the present study is concerned with only the non-Roman Catholic students of the Province of Quebec, it is likely that for this reason alone, the findings of other studies may not be applicable to our local system.

Another reason for conducting such a survey in the Province of Quebec is that there has been no thorough research done locally in this problem area since 1938, the year of the "Hepburn Report." (Report of the Quebec Protestant Education Survey).

Although the "Hepburn Report" did not limit itself to the field of teacher training, it had such important findings in this field that it is necessary to quote at length from it. The report made the following statement:

It was asserted that the best students did not offer themselves for teaching as a career, and that those who entered Macdonald College were as a group, inferior to the average.¹¹

This led to the administration of intelligence tests to students in teacher training at Macdonald College and to regular arts and science freshman at McGill University.

The results of these tests showed that students in the first year at McGill University were of a distinctly higher type, their average intelligence being seven per cent above the average of the Macdonald group... The inquiry revealed beyond a doubt that an attempt is being made in the School for Teachers at Macdonald College to make teachers out of young men and women who are of less than average intelligence...the conclusion cannot be avoided that...the Protestant authorities in Quebec are annually wasting thousands of dollars and some part of the lives of young men and women in an attempt to train them to fill positions for which nature has denied them the necessary talents. This waste is unnecessary and inexcusable.¹²

¹¹

W.A.F. Hepburn, "Protestant Education in the Province of Quebec", Report of the Quebec Protestant Education Survey, 1938, p. 187.

¹²

Ibid., pp. 188-9.

It is only fair to point out that in reply to the above assertions, the Protestant Committee of the Council of Education of the Province of Quebec issued a lengthy statement, including the following reaction:

Sweeping generalizations are always dangerous, and this made concerning the level of intelligence of the Protestant teachers of the Province of Quebec is, in our opinion, entirely unjustifiable. No good can come from such a misrepresentation of the facts, and the Protestant Committee entirely dissociates itself from such a condemnation of our teachers.¹³

It would seem reasonable to suspect that since each report was expressed with such strong emotional overtones, neither should be taken entirely seriously. But by the same token, neither opinion was bound to be entirely wrong. There is usually some truth to both sides of the argument. It is interesting to speculate on the present level of student teachers, taking the standard of the 1938 model as described by Hepburn, and adjusting that standard in view of the trend toward the increasing "maximum shortage" reported by the Canadian Teachers Federation.

Significance of the Problem

The writer feels that regardless of the level of the students now being attracted to teacher training institutions in the Province of Quebec, that level can be improved, and a knowledge of the factors that attract students to teaching as a profession, or steer them away from it, is a first step towards improving that level.

Summary

There has been a critical shortage of qualified teachers in North America for almost a generation, and the Province of Quebec has not escaped this problem. It therefore seems important to learn as much as possible about the sources of new teachers, and the high schools are probably the best source. The purpose of this survey is to discover what objective factors, stated opinions, inferred attitudes and stated reasons are associated with the selection or rejection of teaching by grade eleven students of the Protestant high schools of the Province of Quebec.

Reasons for the widespread shortage of teachers include the general manpower shortage which was a result of the Second World War, the increase in the birth rate associated with the war and continuing after it, the trend of students to remain in school for longer periods of time than they did previously, and the shortage of teachers which is usually associated with a period of general prosperity.

There has also been public criticism of the quality of teachers. It is asserted that the standards of teaching have dropped because of the issuing of emergency certificates and permits to make up for the shortage of teachers. This opinion is supported by figures comparing the educational qualifications of Quebec Protestant teachers of today to qualifications generally held a decade ago.

It is felt that a local survey is needed, since the public education system of the Province of Quebec is a unique one, being confessional in character and organization, and that therefore many of the findings of other surveys in other provinces or states are probably not applicable in this province.

No major survey of Protestant education in the Province of Quebec has been reported on since the Report of the Quebec Protestant Education Survey which appeared in 1938; that report cast serious doubts upon the intellectual quality of the students then being trained for teaching.

It is asserted that, regardless of the level of quality of the students now being attracted to teaching in the Province of Quebec, that level can be improved, and that a knowledge of what attracts or repels prospective teachers will help to indicate what steps can be taken to improve that level.

CHAPTER II

RELATED STUDIES

Introduction

A great deal of research has been carried out in an attempt to discover the reasons for the selection of teaching as an occupation. One important reason for the amount of work that has been done is, that while certain factors are probably important everywhere, many are characteristic only of certain localities. Public education in North America is not controlled by federal authorities. Hence, teachers in one state or province may be relatively well-paid by comparison to teachers in other states and provinces. Obviously, if the attitude towards salary is a factor in the decision to select teaching, the attitude will vary from state to state and from province to province on the basis of this one factor alone. But there are other differences. The cost and length of training required varies greatly. Standards of admittance to teacher training courses are not the same from place to place. Because of these and similar differences, each locality must discover for itself what the reasons for selecting or rejecting teaching are within its own boundaries of influence.

Since such a great amount of work has been done, it is not desirable to review all of it here. Important studies, representative of the kind of work that has been done during the last decade in various places, will be reviewed. In addition to this, reference will be made to the Hepburn survey of 1937-38, since it was conducted in the Province of Quebec.

Review of Related Studies

It has not been possible to locate any published account of any survey

of factors associated with the selection of teaching by Protestant high school students in the Province of Quebec.

The most recent major survey of Protestant Education in the Province of Quebec is the one which was conducted by W.A.F. Hepburn in 1937 and 1938. Although the selection of teaching as an occupation was not the main topic of this survey, some work in this field was done and reported on. The "Hepburn Report", as has already been pointed out,¹ suggested that one of the factors associated with the selection of teaching by Protestant students in the Province of Quebec was low intelligence.

None of the other studies referred to in this Chapter was conducted locally.

Sanford and Trump, in the Encyclopedia of Educational Research, review studies carried out on the pre-service selection of teachers. They point out that "an analysis of teacher supply and demand clearly indicates the desirability of selection."² Such a statement would seem to indicate a dissatisfaction with either the quality or number or both of the students being attracted to teaching.

Langston reports a study carried out in Oregon which indicated a complete shift from positive attitude held towards teaching by grade six pupils to a strongly negative attitude held by senior high school students. She suggests two possible reasons for this.

1

See Chapter 1, pp. 12-13

2

Charles W. Sanford, and J. Lloyd Trump, "Teacher Education - IV. Preservice Selection," Encyclopedia of Educational Research, Revised Edition, The Macmillan Co., New York, 1952, p. 1390.

It may be that the development of negative attitudes toward teaching as a vocation is a necessary part of becoming acceptable in the higher age groups. One must bend his attitudes, at the high school level, to conform with the generally held attitude or climate of opinion to be acceptable by one's peer group. This would seem true even if the attitudes were in essential disagreement with the facts. A second possibility is that the attitudes change to square more exactly with the facts as insight is deepened. One needs to ask himself whether or not teaching as a profession does provide the thing that all the age groups seem to agree that they want.³

R.A. Barnes also makes the same comment, and offers the following theory: "Part of our recruitment loss is due to the attitude of the teachers with whom these children come in contact at the junior and senior high school level."⁴

Homer L. Johnson studied the function of high schools in the selection of prospective teachers, and came to the conclusion that "good teachers are constant agencies for teacher recruitment."⁵ His article lists the characteristics of good teachers that help to lead students to the decision to teach. This study was conducted in a professional summer school for teachers in Kansas in 1950, and although such a study may be helpful in determining why certain students have selected teaching, it does not attempt to approach students who have decided to reject teaching as an occupation.

3

Roderick C. Langston, "A Study of Attitudes toward Teaching as a Vocation," The Journal of Teacher Education, Volume 4, 1951, p. 86.

4

R.A. Barnes, "Recruiting Teachers for Tomorrow's Schools," School Review, Vol. LXI, Sept. 1953, p. 359.

5

Homer L. Johnson, "The Function of the High Schools in the Selection of Prospective Teachers," The Journal of Teacher Education, Vol. II, 1951 p. 38.

In 1951, Robert W. Richey reported on a study he carried out in Indiana in collaboration with William H. Fox. This survey seems to the writer to be the most thorough of all the studies reviewed in this chapter. It approached a large sample of high school students and attempted to determine what factors were associated with the selection or rejection by those students of teaching as a vocation. Among the factors found to be related to the decision to teach were the prestige that pupils attach to teachers, the academic level of the student, the income of the parents, and experience factors in the student's own background.⁶

The study by Richey and Fox served as a model for much of the present survey, and the writer is indebted to Dr. Richey for additional information concerning the Indiana survey.

Willcox and Beigh, in studying motives in the choice of teaching, came to the following conclusion:

It could be seen that teaching is chosen not merely because of intellectual interest, but, more frequently, on the basis of emotional needs. While this ... should be viewed favorably, the very fact of emotional involvement makes a closer examination of such motives necessary ... The "learned" reasons -- that is, the replies which students think are expected of them (i.e. "teaching is essential work..." "desire to help society...") -- should not be accepted at face value.

6

Robert W. Richey, "Factors that High School Students Associate with the Selection of Teaching as a Vocation," Bulletin of the School of Education, Indiana University, 1952, P. 45.

7

P.A. Willcox, and H.G. Beigh, "Motives in the Choice of Teaching," Journal of Teacher Education, Vol. IV, 1953, P. 109

It is because of this idea that the present study deals with objective factors and inferred attitudes as well as with stated opinions and stated reasons for the selection of teaching.

C. Fielstra conducted a survey reported on in 1955 concerning factors influencing the decision to become a teacher. Students enrolled in an introductory education course in the University of California were questioned concerning their beliefs about opportunities in teaching, and their opinions concerning factors which had influenced them in the selection of teaching as an occupation. The three most important opportunities in teaching, in order, as discovered by Fielstra were given as follows:

1. To help youngsters develop sound values of living, desirable citizenship attitudes, and deep appreciation of the good and beautiful.
2. To work with children and adolescents and to be an inspirational friend to them.
3. To make a significant contribution to the preservation and extension of the democratic way of life.⁸

Many of the other reasons and factors reported by Fielstra have much the same tone of high ideals couched in emotional verbalisms. It should be noted that while these ideas may very well be factors in the decision to teach, they are also the kind of thing referred to by Gerhard Lang, who states that

8

C. Fielstra, "Factors Influencing the Decision to Become a Teacher," Journal of Educational Research, Vol. XLVIII, 1955, p. 661.

Motives (for becoming a teacher) can be studied or inferred at several levels. Much of the research on motives for teaching has been conducted at a very peripheral level. Many investigators have elicited the "top-of-the-head" reasons, which, consistently, turned out to be advised and socially desirable in nature. Two of such reasons are "I like working with children" and "I want to serve society." Their subjects have not volunteered reasons such as "I want to control others," "Teaching allows me to express hostility without too much criticism," or "Teaching is less competitive than other professions." However, these less idealistic and less socially acceptable reasons may have been factors operating in the subject's decision to teach, although he or she may not desire to or be able to recognize their existence.

In addition to the serious criticism made by Lang, which seems applicable in this case, it must be remembered that Fielstra's survey included only students who had already decided to teach, and made no attempt to balance this by studying students of similar background who had decided not to teach.

In 1955, H.L. Wellbank reported on a study concerned with the stated reasons for the selection of teaching by Protestant and Jewish students enrolled in "College X" related to the reasons given by Catholic students in "College Q", and noted that there was no significant difference in the reasons given by the two groups of students.¹⁰ Again, it should be noted that this study was conducted among students who had already decided to select teaching.

9

Gerhard Lang, "An Experimental Scale to Measure Motives for Teaching," Journal of Educational Research, Vol. 4, 1958, p. 687

10

H.L. Wellbank, "Why Teach?" Journal of Educational Research, Vol. XLVIII, p. 703.

S. Ostlie, Director of Research of the Southern Section of the California Teachers Association, asserts that the decision to enter teaching is caused, and not one which has simply happened. He reported in 1956 on a survey of the opinions of 1374 students just beginning courses in education. Among the reported reasons for the selection of teaching by these students were the influence of their previous teachers, experiences with children, and the usual idealistic statements about the "opportunity to serve."¹¹ This is yet another of the many surveys which have been conducted among students who have already decided to teach.

W.L. Slocum conducted research which led to the report in 1958 that

A number of factors were found to have an influence on immediate post-high school plans. The most important of these, as measured by statistical tests, were the family background or subculture, educational level of parents and occupation of father, and the student's self-appraisal of his own personal development.¹²

It would be possible to quote the findings of many other studies. The interested reader is referred to the bibliography of this survey for additional titles.

The actual conclusions of the studies reported here are often in disagreement with each other. Two reasons are suggested for this: First, many of the surveys dealt with too narrow a range of factors,

¹¹

S. Ostlie, "Motivation for Entering Teaching," Journal of Teacher Education, Vol. VII, 1956, pp. 80 - 81.

¹²

W.L. Slocum, "Educational Planning by High School Seniors," Journal of Educational Research, Vol. LI-1958, p. 585.

thereby excluding others which may have been of significant importance, and second, many of the surveys reviewed dealt with too narrow a group of subject -- students who had already decided to become teachers, rather than a complete cross-section of high school students.

In addition, to these reasons, as has already been pointed out, factors in the selection of teaching by high school students are probably different from region to region.

Summary

Much research attempting to discover the factors which are associated with the selection of teaching by high school students has been done, probably because factors are different from place to place, depending on differences in such things as working conditions and salaries.

Studies already carried out suggest that important factors include the attitudes of students towards their teachers, attitudes of high school teachers towards their students, the income level and occupation of the parents, experience factors in the students' own backgrounds, emotional needs of students, student opinions about the opportunities in teaching for social service, and the student's self-appraisal of his own personal development.

Many of the studies attempted to link the selection of teaching with a very narrow range of factors, such as student opinions about

teachers, without accounting for other factors such as the socio-economic level of the students. Others dealt with a narrow range of subjects, making no attempt to approach students who had rejected teaching.

CHAPTER III

THE PROCEDURE OF THE STUDY

Introduction

In reviewing previous studies of this type, it was evident that many of them had some important weaknesses. The most common weakness was that a large number of surveys had been conducted using teachers in training as subjects. No doubt it is easier for the researcher to take this approach, since the subjects are readily available, but it seems rather futile to ask those students who have selected teaching why other students rejected it as an occupation. Other surveys were weak in that the questionnaires were designed in such a way that only subjective responses were elicited from the subjects. Concerning studies of this type, Lindley J. Stiles reported the following:

The results from these questionnaire studies are not consistent. There seems to be one basic difficulty with all of the studies that attempt by questionnaire to find out why people intend to become teachers or why they are teachers: They assume that the individual really knows what motivated him into teaching and that he is able to write it down briefly in the place provided for it. They assume that he can disentangle the knot of cultural and socio-economic factors from the psychological ones. They underestimate the complexity of motivation and assume that it can be broken down into a few factors such as love of teaching and of children, influence of parents, attractiveness of the profession, love of subject, or desire for security.¹

1

Lindley J. Stiles, (Ed.) The Teacher's Role in American Society, Harper and Brothers, New York, 1957, p. 237.

There are many criticisms of this kind in recent studies on motives for selecting teaching as an occupation. Another particularly relevant criticism reported in Chapter II, but worth repeating here, is made by Gerhard Lang, who writes:

Motives (for becoming a teacher) can be studied or inferred at several levels. Much of the research on motives for teaching has been conducted at a very peripheral level. Many investigators have elicited the "top-of-the-head" reasons, which, consistently, turned out to be idealistic, generally admired, and socially desirable in nature. Two of such reasons are "I like working with children" and "I want to serve society." Their subjects have not volunteered reasons such as "I want to control others", "Teaching allows me to express hostility without too much criticism", or "Teaching is less competitive than other professions." However, these less idealistic and less socially acceptable reasons may have been factors operating in the subject's decision to teach, although he or she may not desire to or be able to recognize their existence.²

Motives such as the one Lang refers to as "top-of-the-head" reasons are not to be entirely discounted, as they are no doubt part of the real reasons that lead high school students into the teaching profession. Therefore, questions of this kind were included, but not relied upon entirely.

Questions intended to elicit more objective answers were also used. Among these was included a question designed to determine the academic level of the student. While we know that personality factors and socio-economic background play a part in determining how successful a teacher will be, many recent studies conclude that the academic level of the

2

Gerhard Lang, "An Experimental Scale to Measure Motives for Teaching", Journal of Educational Research, Vol. XXXXI, March, 1958, p. 687.

student is an important predictor as to his likely success as a teacher. Massey and Vineyard report that "Scholarship, especially, has tended to show rather substantial positive relationships with teaching success, as judged by evaluations of supervisors."³ This statement is in agreement with that of Sanford and Trump.⁴

A comprehensive survey by Richey and Fox⁵ provided what seemed to be the most promising basic questionnaire in that it included a variety of questions aimed at determining subjective as well as objective factors, including the academic level as well as numerous other aspects of the student's makeup. The reader is referred to chapter two for more complete information on this study.

Using the questionnaire of Richey and Fox as a base, a new questionnaire was developed, taking into consideration local conditions and types of questions which had proved useful in other studies. The pilot study was also helpful in developing the final instrument used.

3

H.W. Massey and E.E. Vineyard, "Relationship between Scholarship and First-Year Teaching Success," The Journal of Teacher Education, Vol. IX, 1958, p.298.

4

Charles W. Sanford and J. Lloyd Trump, "Teacher Education -- IV. Preservice Selection," Encyclopedia of Educational Research, Revised Edition, the MacMillan Company, New York, 1952, P. 1390.

5

R.W. Richey and William H. Fox, "A Study of some Opinions of High School Students with regard to Teachers and Teaching," Bulletin of the School of Education, Indiana University, 1951, p. 65.

The Pilot Study

An attempt was made to prepare a questionnaire suitable for this survey, and this was first administered to a group of twenty students at the Institute of Education of McGill University at Macdonald College. On analysing the results of this small trial, it was evident that some of the questions were misleading and therefore did not serve their intended purpose. Some of the vocabulary used was not generally understood. In attempting to tabulate the information gained, it also became evident that the organization of the material could be much improved to make this work easier. Some idea of the time needed by the subjects answering the questionnaire was also gained.

As a result of the above pre-pilot study, the instrument was somewhat altered. A copy of this actual pilot study questionnaire will be found in Appendix A. The pilot study questionnaire was administered to 104 students in the four grade eleven classes of one of the Protestant high schools in the Province of Quebec. This gave a more adequate idea of how long it would take the students to answer the questionnaire, and also gave some idea of the adequacy of the instruction sheet to the teachers who administered the questionnaire.

The items on the pilot study were recorded in two ways -- first, on squared paper, and second, from the squared paper to McBee Keysort Cards. As a result, a number of minor changes were made, and one major addition was devised. The major addition is item E on page 3 of the final instrument, which can be seen in Appendix A-II. The main purpose of this additional item was to try to determine if there was any relationship

between the stated choice of course of teacher training and the academic level of the student.

There is no attempt at reporting the findings of the pilot study here, as its findings were not substantially different from those of the actual study, and especially since there were not enough subjects involved in the pilot study to permit statistical analysis.

The Questionnaire

The final questionnaire was developed having ostensibly two sections. In actual fact it had three, although the third was not numbered, had no heading, and was merely included to absorb any time differential in answering the questionnaire by the subjects of the study. The third section is really the last page of the study, and it insured the researcher that almost all the subjects would finish the relevant sections of the instrument. This last page will not be reported on further.

The first section was intended to provide reasonably objective information about the students answering the questionnaire. It required the students to state their age, sex, religious affiliation, the kind of dwelling lived in for most of their lives, the educational experience of their parents, the number of siblings in the family, the main language spoken in the home, the teaching experience (or lack of it) of their parents and other relatives, the approximate income of the parents, the fathers' occupations for most of their lives, the high school course of study being pursued by the students, and the percentage standing of the students on entering grade eleven. In addition to this reasonably objective information, students were asked to rate their

own ability to do schoolwork in comparison to their classmates, and in comparison to all the grade eleven students in their individual schools. They were also asked to state how long they intended to continue their formal education, and what the likelihood was that they would be able to achieve their intentions.

In the second section of the questionnaire, the students were given opportunities to express their opinions about teachers and teaching as an occupation. The questionnaire also asked the students to divulge the following information: how much personal help they had received from their teachers in selecting an occupation; how much guidance material on selecting an occupation was available in their schools; which person (teacher, parent, friend, etc.) had been most helpful to them in deciding on an occupation; their reasons for selecting, rejecting or being uncertain about teaching as an occupation; their opinions on how elementary school teaching compares to other occupations requiring a minimum of one year of training beyond junior matriculation; and their opinions on how high school teaching compares to other occupations requiring four or five years of training beyond junior matriculation. They were also asked to rank twelve occupations in the order that they respected people engaged in those occupations. Included in the twelve occupations were high school teacher and elementary school teacher. In this section, students were also asked to state whether they were planning to become teachers or not, what course of teacher training they would follow if they were to choose teaching, what grade level they would prefer to teach at if they were to choose

teaching, and how much experience they had had in occupations similar to teaching, such as Sunday school teaching or camp counselling.

Factors Considered in Selecting the Sample

Since it was the plan of the study to divide the students into five groups on the basis of their response to the question, "Are you now planning to become a teacher?", the five categories being decidedly yes, probably yes, undecided, probably no, and decidedly no, it was necessary to use a large sample, since, especially among male respondents, only a small per cent could be expected to answer in the affirmative. In order to obtain large enough groups in each category, it was decided that the sample should number between one thousand and fifteen hundred.

In order to obtain such a large sample, it was considered necessary to use about half the grade eleven students in the province. It was assumed that the enrollment in 1959 would not be much larger than that in 1958, which had been about three thousand, since 2715 students⁶ had presented themselves for junior matriculation examinations.

Since it was felt that students enrolled in different kinds of courses, -- advanced mathematics, Latin, or commercial, for example -- would show different reactions to teaching as a career, it was decided that all grade eleven students of the schools chosen should be asked to answer the questionnaire. The selection problem, then, became one of finding schools as representative of all the socio-economic levels as possible. For this reason it was decided to use urban, suburban, and

6

Department of Education, Quebec, High School Leaving Examination -- Results, Reports and Examination Papers, Quebec, 1958, p. 10.

rural schools, and within these categories to include wealthy communities, poor communities, farming regions, industrial areas, and so on.

The Sample

Sixteen schools were selected as much as possible in accordance with the requirements listed above. In the description of these schools, numbers are used rather than names, because anonymity was promised to all the schools that participated. This was due in part to question B of section two of the questionnaire, which reads, "How much information (books, pamphlets, and magazines) does your school have that would help you in selecting an occupation?" Some schools were reluctant to have answers to such a question publicized.

In the description of the areas and schools chosen, only that portion of the population which is eligible to attend the Protestant schools will be considered. Hence, if a district is said to be largely Jewish in population, it does not mean that there is not possibly an even larger Roman Catholic population in the district.

The sixteen schools chosen fall into five categories, as follows:

- A. Urban schools, including school numbers one to four from a large city, and school number seven from a medium size city.
- B. Suburban schools, including school numbers five and six.
- C. School in an industrial town, designated as school number eight.
- D. Composite schools in rural areas, being relatively large, and transporting children from considerable distances to and from school in buses. School numbers nine to twelve belong in this section.
- E. Local rural schools. These are small in size, and are designated by numbers thirteen to sixteen inclusive.

The urban and suburban schools have a range of enrolment from roughly 80 to 250 students in grade eleven; the industrial and composite schools include all grades from one to eleven, and have a range of enrolment in grade eleven from about 20 to 40 students; the local rural schools also include elementary as well as high school grades, and have grade eleven enrolments from about five to fifteen students.

Urban schools. These schools were chosen to provide as complete a range of socio-economic factors as possible.

School number one was chosen to represent an area having a large Jewish population, and a wide range of income levels. Some of the families in this area live in very opulent houses, and have domestic servants, while others live in dwellings which, although of recent construction, are barely above the slum level. Occupations in this area are largely business, the professions, and clerical work.

School number two represents an area which is almost exclusively Protestant. This school represents the poorest urban section dealt with, most of the residents living in rather older, low-class rented flats. The fringes of this area include some fairly attractive privately-owned homes, but few of them are above the minimum building standards as outlined by the National Housing Act. The people of this area are largely clerical workers, skilled tradesmen, and labourers.

School number three has almost as many Jewish students as it has Protestant students. Most of the people of this area live in substantial middle-class dwellings, and the range of incomes is not as extreme as in school number one. The main occupations here are business, professional

work, office work, and the skilled trades.

School number four represents a wealthy area; almost all the residents here live in large, expensive homes, and are employed in the professions or business at the executive level. The ethnic distribution here may be as high as one-third Jewish, but fewer than that proportion of the children would be of high-school age, since the area was restricted to Jewish homeowners until a few years ago.

School number seven has students drawn from a very wide range of socio-economic levels, since it is the only Protestant high school in its city. The population of this school is almost exclusively Protestant. Incomes, occupations, and kinds of dwellings are quite varied.

Suburban schools. These schools were both chosen, since there are marked differences in their areas, although they are both suburban.

School number five is situated in a relatively new and almost standardized area. Houses have been built as developments, and almost all of them are six-room bungalows, privately owned, with a substantial mortgage still outstanding. Most of the homeowners are young parents, occupied in business, clerical or professional work. The district is almost exclusively Protestant.

School number six is located in a much older community, having great variety in styles of housing, in income levels, and in occupations. There is also a very wide range of age groups here. Surrounding the older centre of this community is a variety of new developments, some of them very similar to the district of school number five, and others having very poor dwellings -- even, in some cases, tar-paper and wood

shacks. The religious affiliation here is mainly Protestant.

School in an industrial town. School number eight represents a comfortable, lower-middle-class area. Most of the people live in rented houses, and most are employed by the major industry of the town as skilled workers or labourers. In addition to these, there are others working as engineers, doctors, accountants -- occupations which are really by-products of the main industry of the town. The income level is quite varied, but for the majority, quite low in comparison to that of the middle class in larger urban areas.

Composite schools in rural areas. There is no need to describe the separate schools under this heading, as the only reason that four were chosen was to obtain enough students in this type of school to get some indication of the factors affecting them.

The pupils in these schools are mainly Protestant; income levels are considerably lower than in the other areas described so far, but it is hard to compare incomes of farmers to industrial workers, for example, as their expenses are very different. Occupations in these areas were more evenly spread over all the categories of occupations than in any other division of schools used in this survey.

Local rural schools. Again, these schools will not be described separately, for the same reasons as above. The pupils in these schools are mainly Protestant. Income levels are lower in this category than in any of the others in the study. The main occupations here are farming

and unskilled labour.

More detailed information on the schools in the sample will be found in chapter four.

Distribution of the Questionnaire

Some of the administrative officers of the Protestant School Board of the large city used were approached by the Director of the Institute of Education, who requested their assistance in this survey. As a result, an interview was granted the researcher, during which the matter of selecting appropriate schools was studied, as well as the form of the questionnaire and the instruction sheet. The officers of the School Board were most helpful, and one of them immediately contacted the principals of the selected schools, gaining assurance of their cooperation. The researcher then telephoned the principals of the schools involved and arranged a date for the distribution of the questionnaires to the students. Following this, the questionnaires were delivered to these schools in large envelopes, each containing enough copies for a class, and one envelope for each grade eleven in the school.

The manner of distributing the questionnaires could not, unfortunately, be standardized. It was felt necessary that all students in the same school should answer at the same time, thus avoiding the discussion of items on the questionnaire by the students before actually answering them. This condition was complied with in every case. However, in two of the schools the envelopes were given to the classroom teachers, while in the case of the other two schools, all the grade eleven students were

gathered together in large rooms where they all answered at one time. Despite the fact that the manner of administering the questionnaire was not standard, the instruction sheet to administrators, a copy of which appears in Appendix A-III, and the instructions to students on the actual instrument, were designed to overcome such a problem.

After the questionnaires were completed, they were collected and sealed in the envelopes in the presence of the students. The sealed envelopes were later picked up by the researcher.

The distribution of the questionnaires to the suburban schools followed the same pattern as described above, and the same complete cooperation was accorded.

All the other schools were contacted by mail. The Director of the Institute of Education again made the initial contact, this time by letter, a facsimile of which is included in Appendix A-IV. Copies of the questionnaire were sent, with stamped, self-addressed envelopes enclosed.

As in the case of the city and suburban schools, cooperation was complete. Every school which was approached distributed the questionnaires according to the instructions given, and returned them promptly by mail.

Method of Analysing the Data

In all, 1409 completed questionnaires were returned, most of them completely answered. While a small number of questionnaires were not complete in all the items, all of them were complete enough to be useful. Not a single questionnaire was rejected.

All the questionnaires were marked in two ways. They were first

given a number to indicate the school they had come from, and then each copy was assigned a number of its own. Following this, a blank questionnaire was used to develop a code suitable for recording most of the items on McBee Keysort Cards. Card No. KD 584 B was the one used.

The items which were not coded for Keysort Cards were the following:

- I. Section 1, Item A, which was merely used as a check against Items M, N, and O in Section 1.
- II. Section 2, Items F, L, and M, since these items did not lend themselves to recording in this way.
- III. Section 2, Items Q and R, for reasons already pointed out in this chapter.

McBee Keysort Cards were then numbered to correspond with the returned questionnaire, and the appropriate holes were punched in each of the 1409 cards.

After all the information had been recorded on the cards, the cards were sorted, and the data, in the form of numbers of responses, were listed in tables. All these tables will be found in Appendix B.

In most cases, the factors were related to the decisions of the students to select teaching under the headings of the responses decidedly yes, probably yes, undecided, probably not, and decidedly not. In some cases the responses of the students were related to the academic standing of the students. The test used to determine the significance of these relationships was the Chi square test as described by Ferguson,⁷ and the level of confidence accepted as significant for this survey was five per cent or better.

7

George A. Ferguson, Statistical Analysis in Psychology and Education, McGraw - Hill, New York, 1959.

This level of confidence is based on the probability that the distribution observed could not have occurred simply by chance in more than one out of twenty cases.

Summary

Because of the weaknesses noted in some of the studies reviewed, it was decided to include students who had not already decided to select teaching as well as those who had, and to include questions designed to elicit objective as well as subjective responses from the subjects.

A questionnaire based on question types which had been successful in other surveys, and taking into consideration local conditions, was developed and administered to a group of twenty student teachers. On the basis of their reaction to the questionnaire, it was somewhat modified and then presented to the 104 grade eleven students in one of the Protestant high schools of the Province of Quebec. As a result of the analysis of this pilot study, further modifications were made, resulting in the final questionnaire.

Two sections of the questionnaire, the first dealing mainly with objective factors such as age, income, level of the family, and occupation of the father, and the second dealing with statements of opinion about teaching, and reasons for the selection or rejection of teaching, were prepared for analysis. A third section was included to provide for the differences in the time required by students in answering the questionnaire, but was not intended for analysis.

Fourteen hundred and nine students were included in the sample which was of necessity stratified rather than random in selection, since it was felt that all the grade eleven students in any of the sixteen schools selected should answer the questionnaire. Schools were chosen to represent urban, suburban and rural areas, and an attempt was made to include subjects from differing ethnic and socio-economic backgrounds.

The authorities of the schools selected were invited by the Director of the Institute of Education of McGill University to assist in the survey, and every school administrator who was approached was fully cooperative. Not a single request for assistance was turned down.

Questionnaires were distributed in envelopes containing enough copies for each grade eleven class used in the survey, and these were distributed by teachers and principals according to standard set of directions. All questionnaires were returned, most of them completely answered, and all of them useful.

Returned questionnaires were coded and the information was transferred to McBee Keysort Cards. The objective factors and stated opinions were then related to the decision to select teaching, and factors found to be related to this decision at the five per cent level of confidence or better, as determined by the Chi square test, were considered significant. In some cases, responses to the questions were compared to the academic standing of the students, using the same statistical analysis.

CHAPTER IV

DESCRIPTION OF THE ACTUAL SAMPLE

Introduction

Since all the schools that were approached cooperated in this survey, the number of schools and categories of schools selected correspond exactly with the outline given in the previous chapter, and the description will follow much the same pattern. As in Chapter III, the headings will be as follows:

- A. Urban schools, including school numbers one to four, and seven.
- B. Suburban schools, including school numbers five and six.
- C. School in an industrial town, designated as school number eight.
- D. Composite schools in rural areas. These schools have been assigned the numbers from nine to twelve, inclusive.
- E. Local rural schools, designated by the numbers thirteen to sixteen inclusive.

Figures will be given as per cents, to the nearest whole percent, in order to make comparison more convenient for the reader. Actual raw scores will be found in Appendix B-I.

Following a brief description of each of the five sections listed above, with some reference to individual schools in some of these sections, combined totals and per cents for all sections will be given and compared.

Description of Individual Schools and Categories

Urban schools. An indication of the actual number of students who completed the questionnaire in category A is given in Table I along with information concerning religious affiliation, home ownership status, stated income level, and fathers' occupations as listed by the subjects of the survey.

TABLE I

PERCENTAGE OF STUDENTS IN GROUPS ACCORDING TO RELIGIOUS AFFILIATION,
HOME OWNERSHIP STATUS, INCOME LEVEL, AND FATHERS' OCCUPATIONS,
AS STATED BY SUBJECTS IN THE FIVE SCHOOLS OF CATEGORY A

School No.	PER CENT RESPONSES +					Total N=861
	1 N=240	2 N=90	3 N=233	4 N=218	7 N=80	
Religious Affiliation						
Protestant	8	94	53	81	93	56
Jewish	90	2	43	18	0	42
Other	2	3	4	1	8	3
Home ownership status						
Rented	53	71	49	19	34	44
Owned	46	29	50	81	60	55
Other	1	0	0	0	6	1
Stated income level						
Under \$3,000	3	3	4	2	8	4
\$3,000 - \$4,999	11	36	16	7	20	15
\$5,000 - \$6,999	25	32	28	16	29	24
\$7,000 - \$8,999	13	20	22	13	21	17
Over \$9,000	35	6	26	47	21	32
No response	14	3	5	13	1	9
Fathers' occupations						
Businessman	64	24	55	53	28	51
Clerical worker	2	14	8	6	11	7
Skilled tradesman	12	40	8	6	14	13
Unskilled worker	6	9	4	2	4	5
Professional worker	13	7	18	28	25	19
Pub. Ser. worker	0	3	2	1	15	3
Farmer	0	0	1	1	1	1
Fine or Pract. arts	1	2	2	0	0	1
No response	2	0	2	1	3	2

+ Calculated from data given in Appendix B-I

School number one has a heavy Jewish population, as can be seen by referring to Table I. Home ownership status is nearly evenly divided between owned and rented, with slightly more than half of the students living in rented quarters. More than one third of the students reported their family income as over \$9,000 per annum, and a considerable number, 14.2 per cent, did not answer the question on income level. This inability to answer seems to be characteristic of students whose fathers are self-employed businessmen or professional workers -- probably because the fathers in these occupations don't bring home standard paychecks or envelopes at regular periods, as would men employed in the skilled and unskilled trades, for example. Therefore, the family income of the students who did not respond to this question, is probably above \$9,000, making the total in the top income category in this district almost fifty per cent. The fathers of these students are mainly self-employed in business, with a small proportion in the skilled trades and professional work.

School number two is almost exclusively Protestant in student population and more than two thirds of these students have lived in rented quarters for most of their lives. Income levels here are considerably lower than those of any other school in Category A. The largest occupational group here is that of skilled tradesmen, and together with this, businessmen and clerical workers account for almost eighty per cent of the fathers who have sons and daughters enrolled in grade eleven in this school.

School number three is more typical of the whole category A than any other school in this group. About half of the students here list their religious affiliation as Protestant, and about two-fifths identify themselves as Jewish. Home ownership status here is just about evenly divided between family-owned homes and rented dwellings. Incomes are quite evenly spread over the range of \$5,000 to over \$9,000 per annum, this range including about three-quarters of the families represented by grade eleven students in this school. Almost seventy-five per cent of the fathers of these students are self-employed in business or the professions.

About eighty per cent of the students enrolled in grade eleven of school number four list themselves as Protestant. Most of the others are Jewish. Four-fifths of the students here live in family-owned homes, and many live in luxury apartments of choice rather than financial necessity. If we assume (for reasons explained in the description of school number one) that most of the students who did not state any income level are in the above \$9,000 bracket, then about three of every five students fit into the highest income category used in this survey; by way of contrast, less than ten per cent list their income below \$5,000 as compared to almost forty per cent of the students in school number two. Well over eighty per cent of the fathers represented by the students of grade eleven in this school are either businessmen or professional workers.

All of the schools so far described above are located in the general metropolitan area of Montreal.

School number seven (the fifth school in this category) is situated in a smaller city. While there are no Jewish students enrolled in grade eleven in this school, a surprisingly large number list themselves in the category designated as "other". Most of those who specified what they meant by "other" listed their religious affiliation as Roman Catholic, and these would have been required to pay fairly substantial fees for the privilege of attending a Protestant high school. About a third of the students in this school have lived in rented quarters for most of their lives, while most of the remainder have lived in family-owned homes. The income level here tends to be, on the average, somewhat lower than in the Montreal schools selected in this sampling, with a fairly even spread in the \$3,000 to over \$9,000 range. Occupations here are more varied than in any of the other areas represented by schools in this category, and this seems reasonable to expect, since this is the only Protestant high school in the city, and represents the whole range of Protestant students who reach grade eleven.

A description of the totals in this and the other categories will be deferred to follow the descriptions of all the individual schools. All the totals will then be compared to each other.

Suburban schools. The schools in this category will be described in the same way as those in the previous category, beginning with Table II which appears on the next page.

TABLE II

PERCENTAGE OF STUDENTS IN GROUPS ACCORDING TO RELIGIOUS AFFILIATION,
HOME OWNERSHIP STATUS, INCOME LEVEL, AND FATHERS' OCCUPATIONS,
AS STATED BY SUBJECTS IN THE TWO SCHOOLS OF CATEGORY B

School No	PER CENT RESPONSES		+
	5 N=214	6 N=153	Total N= 367
Religious affiliation			
Protestant	97	90	94
Jewish	0	1	0
Other	3	9	5
Home ownership status			
Rented	15	34	23
Owned	85	65	77
Other	1	1	1
Stated income level			
Under \$3,000	1	1	1
\$3,000 - \$4,999	4	18	10
\$5,000 - \$6,999	14	27	19
\$7,000 - \$8,999	26	27	26
Over \$9,000	44	24	35
No response	12	4	9
Fathers' occupations			
Businessman	40	34	37
Clerical worker	10	10	10
Skilled tradesman	8	14	10
Unskilled worker	2	3	2
Professional worker	35	26	31
Pub. Ser. worker	3	12	7
Farmer	1	1	1
Fine or Pract. arts	1	0	1
No response	2	1	1

+ Calculated from data given in Appendix B-1

School number five has a population that is more uniform in almost all respects than that of any other school in this survey. Some of these uniformities become apparent through reference to Table II. For example, the stated religious affiliation is almost exclusively Protestant. Most of the students have lived in family-owned homes for most of their lives, and it seems almost certain that if the questionnaire had asked about present home ownership status, the figure would be close to one hundred per cent, since there are almost no apartments or rented houses in this school district. Income levels are mainly limited to a fairly narrow range, and there is little variation in the occupation of the fathers,

The uniformity of the population sample in this district is probably due to the fact that the area is a new one, and that almost all of the houses were built at about the same time as standard priced units in housing developments. Hence the attraction to live here was high to young people who were well-established in secure occupations.

School number six, although also suburban, has a much more varied population than school number five. This is probably due to the fact that the area has been settled for about three generations, and that it was built up one house at a time. It is also due to the fact that this school serves several municipalities having extreme variation in building codes, and municipal services such as roads, sewage facilities, and the like. In this general area, there are people living in new housing developments, many living in substantial houses which have been family-owned for years, and also a large number of people living in tar-paper shacks. Reference to Table II will show that there is a wide range of

income levels and occupations, and that about one-third of the students in grade eleven have lived in rented dwellings for most of their lives. It is interesting to note that almost one out of ten students in this sample list their religious affiliation as "other".

School in an industrial town. Reference to Table III on the next page will show that the students of this industrial town differ very markedly from those in any other area represented in this sample in a number of ways. Perhaps the most stratling factor is that almost forty per cent of the grade eleven students list their religious affiliation as "other". Also unusual is the fact that fewer than one-third of the students who answered the questionnaire have lived in family-owned homes for most of their lives. This is probably because most of the people who live in this community depend upon one industrial corporation for their livelihood, and if they wish to change their occupation, they must also move out of the district. Beside this, the company subsidizes the cost of rentable dwelling units, making it more reasonable for most to rent than to own. Another factor becomes apparent on inspection of the income levels of the families in this town. Most of the people do not earn enough money to enable them to buy houses of their own. Half of the fathers of students in this sample are employed as skilled or unskilled workers, a much higher figure than the average for the whole sample in this survey.

TABLE III

PERCENTAGE OF STUDENTS IN GROUPS ACCORDING TO RELIGIOUS AFFILIATION,
HOME OWNERSHIP STATUS, INCOME LEVEL' AND FATHERS' OCCUPATIONS,
AS STATED BY STUDENTS IN THE ONE SCHOOL OF CATEGORY C

School No.	Per cent Responses +	
	8	Total
	N = 42	N = 42
<hr/>		
Religious affiliation		
Protestant	59	59
Jewish	2	2
Other	38	38
Home ownership status		
Rented	67	67
Owned	31	31
Other	2	2
Stated income level		
Under \$3,000	7	7
\$3,000 - \$4,999	36	36
\$5,000 - \$6,999	31	31
\$7,000 - \$8,000	21	21
Over \$9,000	5	5
No response	0	0
Fathers' occupations		
Businessman	17	17
Clerical worker	5	5
Skilled tradesman	33	33
Unskilled worker	17	17
Professional worker	21	21
Pub. Ser. worker	2	2
Farmer	2	2
Fine or Pract. arts	0	0
No response	2	2
<hr/>		

+ Calculated from data give in Appendix B-1

Composite schools in rural areas. Although the details for separate schools in this category are given in Table IV, the individual schools will not be discussed in this description. The reasons for this are that there is not enough variation among any of these schools to warrant separate description, and also that there are not enough subjects in any one school to allow reliable generalizations to be made. As was pointed out in Chapter III, four schools were selected in order to get enough students in this category to make comparison with other categories reasonable.

The schools in this category serve large areas which at one time had many small local schools. The consolidation of school districts has allowed for the construction of modern, well-equipped schools, having separate classes for each grade from grade one to grade eleven. In some cases, grade twelve is also offered. As a result of consolidation, it has also been possible to make better use of specially trained teachers. Another result has been the necessity to transport students to and from school, usually in buses.

It will be noted, by reference to Table IV, that income levels are low by comparison to the areas already described, and there is a considerable range of income in this category. It will also be seen that there is greater variation in occupations here than in other categories, and this is to be expected since the schools here serve such large and varied geographical areas.

TABLE IV

PERCENTAGE OF STUDENTS IN GROUPS ACCORDING TO RELIGIOUS AFFILIATION,
HOME OWNERSHIP STATUS, INCOME LEVEL, AND FATHERS' OCCUPATIONS,
AS STATED BY SUBJECTS IN THE FOUR SCHOOLS OF CATEGORY D

School No.	Per Cent Responses ⁺				Total
	9	10	11	12	
	N=31	N=27	N=27	N=19	
=====					
Religious affiliation					
Protestant	87	100	89	90	91
Jewish	0	0	0	0	0
Other	13	0	11	11	9
Home ownership states					
Rented	23	22	30	26	25
Owned	68	77	67	68	70
Other	10	0	4	5	5
Stated income level					
Under \$3,000	13	19	22	21	18
\$3,000 - \$4,999	42	26	41	42	38
\$5,000 - \$6,999	19	26	26	11	21
\$7,000 - \$8,999	13	19	4	21	14
Over \$9,000	7	11	4	0	6
No response	7	0	4	5	4
Fathers' occupations					
Businessman	3	11	15	16	11
Clerical worker	3	7	4	0	4
Skilled tradesman	10	26	19	32	20
Unskilled worker	10	7	11	26	13
Professional worker	13	19	11	0	12
Pub. Ser. worker	3	0	4	11	4
Farmer	48	19	30	5	28
Fine or Pract.arts	3	0	7	0	3
No response	7	11	0	11	7

⁺ Calculated from data given in Appendix B-1

Local rural schools. Details for separate schools in this category will be found in Table V on the next page, but as in the case of the previous category, and for the same reasons, separate schools will not be described.

These schools differ from all of the schools previously described in that they are very small indeed. Most of the classes include students of several grade levels, and all of these schools range from grade one to grade eleven. Teachers in these schools must be versatile in their ability to deal with a wide range of subject matter. Students are not offered as wide a choice of subjects as in most of the other schools in this study. There is usually no gymnasium, and no science laboratories in a school of this type.

It will be noted that incomes in this category cover a wide range, with concentration on the lower end of the scale. While ownership of homes is high, it must be remembered that many of these family-owned homes will be farm houses which could not be sold without also selling the whole farm. Home ownership here is not strictly comparable to home ownership in the urban or suburban areas. Occupations cover a wide range, and it is likely that the picture given here of occupations is less accurate than in any other category, since many of the men in these districts have several occupations, depending on the season of the year.

TABLE V

PERCENTAGE OF STUDENTS IN GROUPS ACCORDING TO RELIGIOUS AFFILIATION,
HOME OWNERSHIP STATUS, INCOME LEVEL, AND FATHERS' OCCUPATIONS,
AS STATED BY SUBJECTS IN THE FOUR SCHOOLS OF CATEGORY E

School No.	PER CENT RESPONSES +				Total N=35
	13 N=9	14 N=14	15 N=8	16 N=4	
Religious affiliation					
Protestant	100	100	88	100	97
Jewish	0	0	0	0	0
Other	0	0	13	0	3
Home ownership status					
Rented	0	0	38	0	9
Owned	89	79	63	100	80
Other	11	21	0	0	11
Stated income level					
Under \$3,000	33	29	25	50	31
\$3,000 - \$4,999	0	57	38	25	34
\$5,000 - \$6,999	11	7	25	0	11
\$7,000 - \$8,999	33	0	13	25	14
Over \$9,000	22	7	0	0	9
No response	0	0	0	0	0
Fathers' occupations					
Businessman	44	14	13	25	23
Clerical worker	0	0	0	0	0
Skilled tradesman	11	0	38	25	14
Unskilled worker	11	29	25	0	20
Professional worker	0	14	0	0	6
Pub. Ser. worker	11	0	25	0	9
Farmer	22	43	0	50	29
Fine or Pract. arts	0	0	0	0	0
No response	0	0	0	0	0

+ Calculated from data given in Appendix B-1

Comparison of School Categories

It will be seen by reference to Table VI on page 55 that the five categories of schools used include a wide variety of religious, economic, and occupational backgrounds. These will be discussed briefly under the headings used in the table.

Religious affiliation. The schools in category A are the only ones which have a significant percentage of Jewish students, and this is not an unexpected result, since Jewish families usually live in large cities. These students account for over twenty-five per cent of the whole sample. As will be seen in Chapter V, many Jewish students plan to enter teacher-training courses, and therefore deserve study in a large enough sampling to warrant reasonably sound generalizations to be made. It should also be noted that since Jewish families tend to live in certain districts only, any change in the choice of schools included in a sample of this size will produce a marked change in the proportion of students falling into this religious classification, making it either too large or too small.

It is surprising to note the high percentage of students listing their religious affiliation as "other" in Category C. One probable reason for this is that the educational facilities here at the high school level are fairly limited for English speaking Roman Catholic students, thus forcing many to attend the Protestant high school. On the whole, students listing their religious affiliations as "other" are a very small part of the whole sample.

TABLE VI

PERCENTAGE OF STUDENTS IN GROUPS ACCORDING TO RELIGIOUS AFFILIATION,
HOME OWNERSHIP STATUS, INCOME LEVEL, AND FATHERS' OCCUPATIONS,
AS STATED BY SUBJECTS IN THE FIVE CATEGORIES OF THE SURVEY

Category of School	PER CENT RESPONSES +					Total N=1409
	A N=861	B N=367	C N=42	D N=104	E N=35	
Religious affiliation						
Protestant	56	94	59	91	97	69
Jewish	42	0	2	0	0	26
Other	3	5	38	9	3	5
Home ownership status						
Rented	44	23	67	25	9	37
Owned	55	77	31	70	80	62
Other	1	1	2	5	11	2
Stated income level						
Under \$3,000	4	1	7	18	31	5
\$3,000 - \$4,999	15	10	36	38	34	16
\$5,000 - \$6,999	24	19	31	21	11	23
\$7,000 - \$8,999	17	26	21	14	14	19
Over \$9,000	32	35	5	6	9	29
No response	9	9	0	4	0	8
Fathers' occupations						
Businessman	51	37	17	11	23	43
Clerical worker	7	10	5	4	0	7
Skilled tradesman	13	10	33	20	14	13
Unskilled worker	5	2	17	13	20	5
Professional worker	19	31	21	12	6	21
Pub. Ser. worker	3	7	2	4	9	4
Farmer	1	1	2	28	29	3
Fine or Pract. arts	1	1	0	3	0	1
No response	2	1	2	7	0	1

+ Calculated from data given in Appendix B-1

The majority of students in this sample - about seventy per cent - list their religious affiliation as Protestant, and although this may be a slightly lower per cent than the true proportion, it certainly provides an adequate sample from which to determine certain normative patterns for Protestant students.

Home ownership status. Under this heading, not all the categories are strictly comparable to each other. Many of the families in Categories D and E who own the houses they live in, live in dwellings which are really part of farm property. These people cannot readily sell their houses without also selling the farms on which they are located, and this could mean a change of occupation as well as the sale of a house. Those owning homes in Categories A, B, and C are likely to live in much more modern dwellings, more readily saleable for much higher cash values than those in the rural areas.

This information was required as a rough check on the stated income level, and the information given under the next heading will afford a much better picture of the economic levels of the various categories.

Stated income level. It will be seen by reference to Table VI that income levels in the schools of Category A approximate most closely those of the whole sample. But it should be remembered that the schools in Category A represent more than sixty per cent of the whole sample, and therefore influence the total very strongly.

Urban and suburban areas have much higher income levels than rural areas, an expected finding. But even within the first three categories, these figures are not strictly comparable. While stated incomes

in Category C are lower than those in Category A, certain costs are also lower. An example of this would be the low cost of renting company-subsidized houses. However, it is likely that despite differences of this kind, the net standard of living is lower in Category C, at least from the point of view of educational opportunity, since residents of this area would have to pay as much for college education as those living in the metropolis, with the added disadvantage of having to finance living away from home. If it is difficult to compare income levels within urban areas, it is even harder to compare them between urban and rural areas. While the stated income levels in Categories D and E are markedly lower than in the other categories, we know that in many cases there is no rent to pay, and much of the food and fuel used is produced on the farm. Even professional and business people in these categories, while having lower incomes than their urban counterparts, will also have lower expenses in the form of cheaper rents and business taxes, to mention only two examples.

The income levels as given by the students answering the questionnaire are likely to be somewhat wide of the mark; it is assumed, however, that the proportion of error will be roughly the same for all groups, and that it will therefore be possible to compare the occupational ambitions of students of low-income families to those of medium and high-income families.

Fathers' occupations. Although there is some variation among the five categories of school areas, the total figures describing the occupations of the fathers represented in this survey emphasize a surprisingly narrow

range of occupations. The reader may note the predominance of high-prestige-level occupations. Almost two-thirds of the subjects describe their fathers as self-employed in business, or occupied in the professions. It seems that the children of labourers and medium-income clerical workers and skilled labourers just do not get to grade eleven in the Protestant schools of the Province of Quebec. It would appear that the grade eleven population is not representative of the actual proportions of labourers to businessmen in these communities.

Perhaps there are some other explanations for this seeming discrepancy. Students may tend to "upgrade" their parents' occupations in order to gain a better prestige level for their parents or themselves, or both. But even taking this suggested factor into consideration, it seems unlikely that the children of skilled and unskilled labourers, clerical workers, and even farmers, are represented in grade eleven in their proper numbers. This problem would be an interesting one to study. It has a profound influence on the findings of the present study, since the grade eleven students in this survey seem to come from such a narrow occupational background.

Summary

Sixteen schools were chosen from urban, suburban and other areas. The other areas were divided into small industrial town and rural. Two kinds of schools were used from the rural area -- the large composite school serving large areas, and small schools serving small local areas.

Students in these schools were classified according to religious affiliation, house ownership status, income level of the family and occupation of the father. School populations were found to vary greatly with regard to these factors. On the whole, the students in the large city and suburban schools were from higher income families than students from the other schools, although there was considerable variation among the urban and suburban groups themselves. Virtually all of the Jewish students were enrolled in certain of the large city schools. A surprisingly small proportion of the fathers of students were employed in occupations other than their own businesses or the professions. The widest range of occupations was noted in the rural schools.

CHAPTER V

OBJECTIVE FACTORS RELATED TO THE SELECTION OF TEACHING

Introduction

This is the first of four chapters that deal with the findings of the survey. In this chapter, relatively objective factors such as age, family income, and school attended will be related to the selection of teaching, and the findings will be presented in the form of questions and answers, illustrated by tables.

The tables in this and the next three chapters will present the responses in each category as per cents to the nearest whole per cent. This will aid the reader to make a ready comparison of the responses in each category. The whole number of respondents for each factor will also be given in the tables. In addition to this, the Chi square value, degrees of freedom, and probability will be given at the foot of each table for all comparisons made in the body of each table. These figures will have been calculated from the actual number of responses compared to the expected number of responses on the basis of the decisions of the whole group. Where the reader is interested in the actual number of responses from which the statistical analysis is made, these will be found in Section II of the Appendices.

It will be noted that the four female students and the six male students who did not indicate any answer to the question, "Are you now planning to teach?" are not included in the figures presented in the tables in these chapters, excepting in such cases where some response is compared to the academic level of the students rather than to the decision to select teaching. The reader is reminded that the five per cent level of confidence or better is accepted as significant for this survey.

Discussion of Objective Factors

Sex. Is the sex of the student a factor in the selection of teaching as an occupation?

Although the answer to this question is generally well known, the figures in Table VII are given in order to facilitate comparison with the reported proportions in other areas, should the reader wish to do this.

It should be noted that while about five times as many girls as boys plan to become teachers, this is not representative of the actual proportion of female to male teachers in the schools. One reason for this is that a relatively high proportion of the girls who are trained for teaching leave this work within a few years in order to keep house and raise their own families. Men are more likely to remain in teaching for a longer time than women, on the whole.

Since the reaction of female students to teaching as an occupation is significantly different from that of male students, further findings will be presented separately for the sexes.

TABLE VII
SEX OF THE STUDENT RELATED TO THE DECISION TO SELECT TEACHING

SEX	Per Cent Responses +					Number
	Decidedly Yes	Probably Yes	Undecided	Probably not	Decidedly Not	
Male	3	4	11	27	56	654
Female	15	9	14	15	47	745
Total	8	6	13	21	51	1399

$$\chi^2 = 62.1 \quad df = 4 \quad p < .001$$

+ Calculated from data given in Appendix B - II

Type of school attended. Is the type of school attended associated with the selection of teaching?

Characteristics of the sample were outlined in CHAPTER FOUR, and it was pointed out there that the schools were divided into five types, namely, Urban, Suburban, School in an Industrial Town, Composite Rural and Local Rural. It was found that the last three of these groups were too small for statistical analysis, and therefore they have been combined as will be seen by reference to Table VIII.

TABLE VIII

TYPE OF SCHOOL ATTENDED RELATED TO THE DECISION TO SELECT
TEACHING CLASSIFIED ACCORDING TO SCHOOL AREA.

TYPE OF SCHOOL	Per cent Responses +					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
Male*						
Urban	2	3	10	23	60	459
Suburban	5	3	11	27	55	198
Other	6	9	17	33	35	88
Total	3	4	11	27	56	745
Female**						
Urban	18	10	16	14	42	395
Suburban	12	7	10	20	52	167
Other	6	9	17	10	60	92
Total	15	9	14	15	47	654

* $\chi^2 = 28.4$ df = 8 p < .001

** 24.1 8 .01

+ Calculated from data given in Appendix B - III and
Appendix B - IV

This type of school attended is very closely associated with the selection or rejection of teaching by male students. Boys in urban schools tend to reject teaching, while boys in "other" schools tend to select teaching in larger numbers than expected on the basis of the whole sample.

The type of school attended is also related to the selection or rejection of teaching by female students, and the pattern here is the exact reverse of that for male students. While male students in urban schools tend to reject teaching, female students in the same type of school select teaching in larger numbers than expected on the basis of the whole sample.

Individual School attended. Is there any significant difference in the responses to the question, "Are you now planning to become a teacher?" by students attending different schools of the same type?

Male students from different urban schools are different from each other in their reaction to teaching as can be seen by reference to Table IX. Note that boys in school number two are much more likely to select teaching than boys in school number four, for example.

Male students attending different suburban schools also differ from each other in their response to the question, "Are you now planning to become a teacher?"

The categories "Decidedly Yes" and "Probably Yes" are combined in this table for schools in the urban area in order to produce large enough expected frequencies to permit the use of the chi square test.

TABLE IX

INDIVIDUAL SCHOOL ATTENDED RELATED TO THE DECISION
BY MALE STUDENTS TO SELECT TEACHING

SCHOOL	Per cent Response ⁺					Number
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	
Urban* 1	5		8	18	70	100
2	12		12	17	59	66
3	4		12	34	50	113
4	2		10	29	59	130
7	6		6	22	66	50
Total	5		10	25	60	459
Suburban**						
5	7	4	14	22	55	110
6	2	1	8	34	55	88
Total	5	3	11	27	55	198

* $\chi^2 = 22.1$ df = 12 p < .05

** 11.3 4 .05

⁺ Calculated from data given in Appendix B - III

The numbers of boys in the other schools of the sample are too small to permit combination into reasonable response groups for individual schools. Therefore no test can be applied to them.

Groups of girls from individual urban schools also show a marked difference from each other in their reaction to teaching as an occupation, as can be seen in Table X. School number two, in a relatively low income area, produces proportionally more students who desire to teach than school number four which is located in a wealthy area.

TABLE X
URBAN SCHOOL ATTENDED RELATED TO THE DECISION OF
FEMALE STUDENTS TO SELECT TEACHING

SCHOOL	Per Cent Response +					Number
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	
Urban*						
1	27	13	17	12	31	138
2	29	17	17	0	38	24
3	13	6	16	19	46	118
4	7	6	12	20	55	85
7	13	20	17	7	43	30
Total	18	10	16	14	42	395
Suburban **						
5	13	7	9	21	51	102
6	11	6	11	20	52	65
Total	12	7	10	20	52	167

* $\chi^2 = 50.5$ df = $\frac{16}{4}$ p < $\frac{.001}{.20}$
 ** 7.4

+ Calculated from data given in Appendix B - IV

Female students in the two suburban schools cooperating in this survey do not differ significantly in their responses to teaching as an occupation, whereas, as has already been shown, boys in these schools do differ in their responses to the question "Are you now planning to become a teacher?"

Again, the numbers of female students in the schools other than urban and suburban are too small to permit comparison of individual schools within any of the categories, unless unreasonable combinations of responses are made.

While it has been seen that the school attended is associated with the selection or rejection of teaching by male and female students, it should not be assumed that the programme¹ of the school is the factor which produces the difference. This might be a fair assumption if the populations of these separate schools were identical, but since they are not, differing in such things as religious affiliation, economic resources, and occupations, it is not safe to judge the effectiveness of the school as a teacher-recruiting agency on the basis of this survey.

Age. Is the age of the student related to the decision to select teaching?

Table XI shows the age of the students related to the selection of teaching. Although students were more specific in their indication of age than would appear from reference to the table, the ages were grouped to permit analysis.

1. Such as the guidance programme, or extra-curricular activities.

TABLE XI

AGE RELATED TO THE DECISION TO SELECT TEACHING

AGE	Per Cent Responses +					Number
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	
Male*						
16 and under	2	2	11	28	57	295
17	3	4	11	28	54	271
18 and over	4	6	12	21	57	174
Total	3	4	11	27	56	740
Female**						
16 and under	15	8	14	18	45	388
17	15	10	15	11	48	208
18 and over	7	14	11	16	52	56
Total	15	9	14	16	47	652

$$*X^2 = 8.5 \quad df = 8 \quad p < .50$$

$$** \quad 10.2 \quad 8 \quad .30$$

+ Calculated from the data given in Appendix B - V

Although male students aged sixteen or under seem less likely to select teaching than male students aged eighteen or over, and although female students seem to reverse this pattern of response, the age of students of either sex is not significantly related to the decision to select teaching.

Religious affiliation. Is the religious affiliation of the student related to the decision to select teaching as an occupation?

Table XII compares these factors for male and female students. Since so few male students reacted positively to teaching as an occupation, it was necessary to combine the "Decidedly Yes" and "Probably Yes" responses in order to permit the statistical analysis of this relationship.

TABLE XII

RELIGIOUS AFFILIATION RELATED TO THE DECISION
TO SELECT TEACHING

RELIGIOUS AFFILIATION	Per cent response ⁺					Number
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	
Male*						
Protestant	8		13	26	54	516
Jewish	3		7	28	63	182
Other	11		9	30	51	47
Total	7		11	27	56	745
Female**						
Protestant	10	8	13	16	52	456
Jewish	26	13	17	13	32	174
Other	13	0	21	17	50	24
Total	14	9	14	15	47	654

* $\chi^2 = 14.0$ df = 6 p < .05

** 40.7 8 .001

⁺ Calculated from data given in Appendix B - VI

Religious affiliation is associated with the selection of teaching as an occupation. Reference to the raw scores in Appendix B-VI will show that not one of the 185 Jewish boys in the survey marked the "Decidedly Yes" response on the questionnaire, while nineteen of the 519 Protestant boys did.

The difference of response for female students is also very marked, and the reverse of the response pattern for male students. Jewish girls seem to be about twice as likely to select teaching as Protestant girls, whereas, as has already been noted, Jewish boys do not seem to favour teaching as an occupation.

While it is not the purpose of this survey to indicate the reasons for the responses, some additional background information should be given here to help explain this almost startling situation. Until well within the last decade, no Jewish men were employed by any of the large school boards in the Province of Quebec. Teaching in the public schools is not a traditional occupation for this group in this province. However, the pattern is very different for Jewish women, as teaching has been one of the only "respectable" occupations open to them for at least two generations. For example, there is, as yet, no tradition of nursing in the Jewish community, and it is less than ten years since the Jewish General Hospital of Montreal has been offering training in this field. There are probably many factors in addition to the ones mentioned here, but even these factors would be enough to produce a different response to teaching as an occupation.

Home Ownership status. Is the ownership of a house by the student's family associated with the selection of teaching as an occupation?

Table XIII shows that the ownership of a house by the student's family is not significantly related to the selection of teaching as an occupation.

TABLE XIII

HOME OWNERSHIP OF FAMILY RELATED TO THE
DECISION TO SELECT TEACHING

HOME OWNERSHIP	Per Cent Response +					Number
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	
Male*						
Owned	3	3	11	29	54	448
Rented and other	3	5	11	23	60	297
Total	3	4	11	27	56	745
Female**						
Owned	14	10	12	17	47	422
Rented and other	16	7	18	13	47	232
Total	14	9	14	15	47	654

$$*x^2 = \underline{6.0} \quad df = \underline{4} \quad p < \underline{.20}$$

$$** \quad 7.4 \quad .4 \quad .20$$

+ Calculated from data given in Appendix B - VII

There is no consistent trend in the figures on home ownership of the student's family and the selection of teaching, and even a significant relationship between these factors would be meaningless, since the home referred to by the student may be a mansion or a wood-and-tin shack.

The inclusion of a question concerning home ownership was primarily intended as a check on the income level of the family, but it proved to be ineffective for this purpose in this study, where such a variety of districts was included.

Educational background of the parents. Is the educational background of the parents related to the student's decision to select teaching as an occupation?

Table XIV relates the level of the formal education achieved by the parents to the decision by male students concerning the selection of teaching.

TABLE XIV

EXTENT OF FORMAL EDUCATION OF THE PARENTS RELATED TO
THE DECISION BY MALE STUDENTS TO SELECT TEACHING

EXTENT OF FORMAL EDUCATION	Per Cent Response +					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
<hr/>						
Father*						
No High School	3	3	10	27	57	161
Part of High School	5	9	7	28	52	153
Completed High School	3	3	11	29	55	196
Part of College	1	6	18	23	52	71
College Degree or better	2	1	13	24	60	164
<hr/>						
Total	3	4	11	27	56	745
<hr/>						
Mother**						
No High School	5	4	9	23	60	141
Part of High School	3	5	10	27	56	201
Completed High School	3	4	12	27	54	256
Part of College) College Degree or) Better)	1	3	13	29	54	147
<hr/>						
Total	3	4	11	27	56	745

$$* \chi^2 = \frac{24.8}{7.3} \quad df = \frac{16}{12} \quad p < \frac{.10}{.90}$$

+ Calculated from data given in Appendix B - VIII

While the education of the father approaches significance as a factor related to the decision by male students to select teaching, the education of the mother does not seem to be too closely related. There seems to be a tendency towards the acceptance of teaching by male students whose fathers have completed a part of high school only, but this is not significant.

Table XV relates the education of parents to the decision by female students to select teaching, and again as was the case with male students, the relationship is not significant at the level of confidence accepted for this survey.

TABLE XV

EXTENT OF FORMAL EDUCATION OF THE PARENTS RELATED TO
THE DECISION BY FEMALE STUDENTS TO SELECT TEACHING

EXTENT OF FORMAL EDUCATION	Per Cent Response +					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
<hr/>						
Father*						
No High School	21	7	18	12	42	137
Part of High School	15	10	10	11	54	134
Completed High School	11	11	15	16	47	154
Part of College	20	6	15	15	45	69
College Degree or better	9	9	14	22	45	160
<hr/>						
Total	15	9	14	15	47	654
<hr/>						
Mother**						
No High School	11	11	16	15	47	104
Part of High School	18	13	14	11	45	188
Completed High School	16	6	15	16	48	225
Part of College	16	7	13	13	51	83
College Degree or better	6	9	9	32	44	54
<hr/>						
Total	15	9	14	15	47	654

* $\chi^2 = \frac{23.5}{25.7}$ df = $\frac{16}{16}$ p < $\frac{.20}{.10}$

+ Calculated from the data given in Appendix B - IX

Number of Siblings. Is the number of siblings significantly related to the decision by high school students to select teaching?

Table XVI relates these factors for both male and female students.

TABLE XVI
NUMBER OF SIBLINGS RELATED TO THE DECISION
TO SELECT TEACHING

NUMBER OF SIBLINGS	Per Cent Response +					Number
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	
Male students*						
None	3	2	9	24	62	107
One	2	4	10	28	57	283
Two	4	2	14	24	56	202
Three or more	3	7	12	29	49	153
Total	3	4	11	27	56	745
Female students*						
None	13	8	19	15	47	79
One	17	9	13	13	48	256
Two	15	11	13	22	40	180
Three or more	11	9	16	12	53	139
Total	15	9	14	15	47	654

* $\chi^2 = 14.8$ df = 12 p < .30

** 15.5 12 .30

+ Calculated from the data given in Appendix B - X and
Appendix B - XI

Although the responses of male students who have three or more siblings seem to indicate that these students are less likely than others to reject teaching outright, and more likely than other male students to answer "Probably Yes", this difference is not significant. There is no significant relationship between the number of siblings and the response to the question "Are you now planning to become a teacher?" by male students.

The number of siblings is not significantly related to the decision by female students to select teaching.

Teaching Experience by members of the student's family. Is teaching experience by members of the student's family significantly related to the decision by the student to select teaching as an occupation?

Table XVII shows that male students whose parents have teaching experience are more likely to select teaching as an occupation than male students whose parents have no experience as teachers.

Not enough male students indicated that their fathers had experience in teaching to permit statistical analysis of the relationship of teaching experience of fathers to the decision of the son to select teaching. The same was also true of siblings of male students with teaching experience.

The teaching experience of relatives other than the immediate family of male students was not found to be significantly related to the decision to select teaching.

TABLE XVII

TEACHING EXPERIENCE OF RELATIVES RELATED TO THE
DECISION BY MALE STUDENTS TO SELECT TEACHING

TEACHING EXPERIENCE OF RELATIVES	Per Cent Response +					Number
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	
Parents ¹						
Some	5	7	16	33	39	92
None	3	3	10	26	58	645
Mother ²						
Some	4	7	18	34	37	71
None	3	3	10	26	58	674
Relatives ^{3*}						
Some	2	4	13	31	51	287
None	4	4	10	24	59	458
Total	3	4	11	27	56	745

$$1 \quad \chi^2 = \underline{13.7} \quad df = \underline{4} \quad p < \underline{.01}$$

$$2 \quad \quad 13.1 \quad \quad 4 \quad \quad .05$$

$$3 \quad \quad 7.9 \quad \quad 4 \quad \quad .10$$

* Other than immediate family

+ Calculated from data given in Appendix B - XII

Table XVIII shows that the teaching experience of parents and other relatives is not significantly related to the decision by female students to select teaching.

TABLE XVIII
TEACHING EXPERIENCE OF RELATIVES RELATED TO THE
DECISION BY FEMALE STUDENTS TO SELECT TEACHING

TEACHING EXPERIENCE OF RELATIVES	Per Cent Response +					Number
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	
Parents*						
Some	14	11	11	24	39	90
None	15	9	15	14	48	564
Father**						
Some	14	14	14	24	35	29
None	15	9	14	15	48	625
Mother***						
Some	17	9	9	26	39	66
None	14	9	15	14	48	588
Siblings****						
Some	7	9	27	16	42	45
None	15	9	13	15	47	609
Other Relatives*****						
Some	18	11	15	15	42	296
None	12	8	13	16	51	358
Total	15	9	14	15	47	654

*	χ^2	=	8.0	df	=	4	p <	.10
**			3.3			4		.70
***			7.4			4		.20
****			7.7			4		.20
*****			8.1			4		.10

+ Calculated from data given in Appendix B - XII

Income level of the student's family. Is the income level of the student's family related to the decision by the student to select teaching as an occupation?

Table XIX shows that the reaction of the male student to teaching as an occupation is significantly related to the income level of his family. Male students who are from families earning less than \$5,000 per annum are much more likely to select teaching than male students from families whose incomes are more than \$9,000 per annum.

TABLE XIX

INCOME LEVEL OF THE FAMILY RELATED TO THE DECISION
TO SELECT TEACHING

FAMILY INCOME LEVEL	Per Cent Response +					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
Male Students*						
Less than \$5,000	4	7	15	22	52	162
\$5,000 to \$6,999	3	3	9	30	56	151
\$7,000 to \$8,999	3	3	15	30	49	156
More than \$9,000	2	2	8	26	62	250
Total	3	4	11	27	56	719
Female Students**						
Less than \$5,000	12	10	14	11	52	125
\$5,000 to \$6,999	17	11	14	14	45	163
\$7,000 to \$8,999	16	7	19	15	43	114
More than \$9,000	16	7	11	21	45	161
Total	15	9	14	16	46	563

$$* \chi^2 = 24.0 \quad df = \frac{12}{12} \quad p < \frac{.05}{.30}$$

+ Calculated from the data given in Appendix B - XIII

Table XIX also relates the income level of the family to the decision by female students to select teaching. There is no significant difference in response on the basis of family income as was the case with male students. Perhaps one reason for this difference between boys and girls in their response to teaching as an occupation is that girls are more limited in their choice of occupation than boys are. Even a very wealthy girl will hesitate to select medicine, architecture, engineering and other such traditionally "masculine" occupations, and therefore is more likely to consider teaching than a boy from a wealthy family who can choose strictly on the basis of his interests and academic abilities.

Occupation of the father. Is the occupation of the father related to the decision by students to select teaching as an occupation?

Table XX shows that the occupation of the father is significantly related to the decision by male students to select teaching, at the five per cent level of confidence.

Sons of skilled tradesmen indicate "Probably Yes" much more frequently than expected. Sons of fathers working in occupations classified as "other" in this table are more likely to be undecided about teaching, and less likely to reject it outright than other boys in the sample. It should be understood that the occupations listed really fall into two income and prestige categories, the first being made up of the business and professional group, and the second made up of the other occupations. It will be noted that sons of fathers in high income and prestige occupations are more likely to reject teaching than boys whose fathers are employed in the lower income and prestige occupations. This result

is consistent with the findings concerning income presented in Table XIX on page 81.

The occupation of the father approaches significance as a factor related to the decision by female students to select teaching, and again, the pattern for female students is the reverse of that for boys. Girls of higher income and prestige families tend to select rather than to reject teaching as boys from these occupational groups do. However, this relationship is not significant at the level of confidence accepted for this survey.

TABLE XX
OCCUPATION OF THE FATHER RELATED TO THE DECISION
TO SELECT TEACHING

OCCUPATION OF THE FATHER	Per Cent Response+					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
Male Students*						
Business	2	3	8	28	59	309
Profession	4	2	13	23	59	164
Skilled work	2	10	7	29	52	94
Other	3	4	17	27	48	164
Total	3	4	11	27	56	731
Female Students**						
Business	19	8	14	15	43	293
Profession	12	8	15	21	43	131
Skilled work	10	10	17	11	52	89
Other	10	11	11	13	55	128
Total	15	9	14	15	47	641

* $\chi^2 = \frac{24.3}{18.6}$ df = $\frac{12}{12}$ p < $\frac{.05}{.10}$

**

*Calculated from the data given in Appendix B - XIV

High School course of study. Is the high school course of study being followed by the student related to the decision to select teaching?

Although the students were originally classified into six separate types of courses, the numbers involved in some of these courses were too small to permit statistical testing, and it was necessary to combine the courses into two groups.

A brief description of the courses listed will help to explain the basis on which these courses were combined. As has been pointed out in Chapter III, the students were asked to check all the subjects in which they intended to write Junior Matriculation Examinations. These were then arranged according to the combination of courses under the following six headings:

- 1) Latin. This course usually includes two courses each in Latin, English and French. In addition to this students generally take chemistry and either physics or biology, algebra, geometry, and history, making a total of eleven subjects. Many students in this group select one or even two courses in addition to the eleven already named.
- 2) Extra Mathematics. This is really the Science I course with the addition of Intermediate algebra and trigonometry.
- 3) Science I. This course includes two courses each in English and French, as well as history, chemistry, physics, algebra and geometry. In addition to the basic ten courses already referred to, many students in this category carry other courses such as biology or intermediate algebra.
- 4) Science II. This course is identical to Science I except that physics is replaced with biology, which is handled in a very descriptive manner. Students in the course usually take ten subjects only, although a few carry eleven.
- 5) Commercial. This course includes two each of English and French courses. In addition, students usually study history, two commercial subjects, one science, one mathematical subject, usually algebra, and an extra descriptive literature course. Many of the students in the commercial course do not expect to matriculate, but will simply be issued a high school leaving certificate. Very few of these students carry more than ten courses, and a good proportion carry fewer.

- 6) Other. This can be any combination of courses, usually emphasizing the descriptive aspects of the subjects studied. This is a course which many weak students drift into following failure in the more academic courses which they may originally have elected. Very few students in this type of course carry more than ten subjects, and many carry only eight or nine. This course is not generally followed by students seeking admission to regular undergraduate college work.

These courses have been listed roughly in their order of difficulty from the academic point of view. Latin and Extra Mathematics are about equal in their appeal to the better student. Science I is a very respectable course. Science II is in some schools elected by those who feel that they can not learn physics, and in other schools by girls, since in some circles, girls are not expected to be good at physics. The courses named Commercial and Other are usually taken by students who have experienced failure in other courses -- generally the weakest students in the school. Of course there are exceptions to the calibre of individual students in the courses as described. For example, there are usually a few very good students who have elected the commercial course simply because they desire to use this training in their future occupations. However, these exceptions granted, the courses can be neatly divided into two categories -- an academic one including Latin, Extra Mathematics, and Science I, and a less academic one, including Science II, Commerce, and Other.

The association between the academic level of the course being followed and the decision of high school students to select teaching as an occupation is illustrated in Table XXI.

TABLE XXI

ACADEMIC LEVEL OF HIGH SCHOOL COURSE BEING FOLLOWED
RELATED TO THE DECISION TO SELECT TEACHING

ACADEMIC LEVEL OF HIGH SCHOOL COURSE	Per cent Response ⁺					Number
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	
Male Students*						
High	2	3	11	28	55	542
Low	7	5	11	23	56	155
Total	3	4	11	27	55	697
Female Students*						
High	16	10	14	18	42	267
Low	15	8	15	13	49	338
Total	15	9	15	16	46	605

$$* \chi^2 = \frac{11.3}{5.3} \quad df = \frac{4}{4} \quad p < \frac{.05}{.30}$$

+ Calculated from the data given in Appendix B - XV

Male students enrolled in the poorer courses from the academic point of view are more likely to select teaching as an occupation than male students enrolled in the more difficult courses. More than twice the number of boys in poor courses than expected responded "Decidedly Yes" to the question, "Are you now planning to become a teacher?" while only about half the number of boys in superior or good courses as expected gave the same response. It should also be noted that male students enrolled in superior or good courses are more likely to respond "Probably Not" to teaching as an occupation than boys in the poor courses.

One reason for this difference in response may be the fact that it is possible to get into certain of the teacher training courses with lower marks than are required for admittance to the regular arts or science courses at McGill University, and that this difference of entrance standards has been in force for many years.

The academic level of the high school courses being followed by female students is not significantly related to the decision to select teaching.

Number of subjects being studied. Is there any relation between the number of subjects being studied and the decision by the student to select teaching?

Table XXII relates the number of courses being studied to the decision by high school students to select teaching. Although the per cent response figures seem to indicate that male students studying ten or fewer subjects are more likely to select teaching as an occupation than male students studying eleven or more subjects, this is balanced by the fact that they also seem more likely to reject teaching than

boys studying eleven or more subjects.

The differences in response are not significantly different for either male or female students.

TABLE XXII

NUMBER OF SUBJECTS BEING STUDIED RELATED TO THE
DECISION TO SELECT TEACHING

NUMBER OF SUBJECTS	Per Cent Response ⁺					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
Male Students*						
Ten or fewer	3	3	11	26	56	377
Eleven or more	1	5	10	29	55	299
Total	3	4	11	27	56	676
Female Students**						
Ten or fewer	15	8	14	16	47	353
Eleven or more	16	10	16	15	44	249
Total	15	9	15	15	46	602

* $\chi^2 = 5.2$ df = 4 p < .30

** $\chi^2 = 1.6$ df = 4 p < .90

+ Calculated from the data given in Appendix B - XVI

Academic Standing. Is the academic standing as indicated by marks a factor in the selection of teaching?

The mark categories used in this survey give only a very approximate indication of the student's academic ability. One reason for this is that while for some schools, the 60 to 70 per cent category is the lowest, a minimum of sixty per cent being required for entrance to grade eleven, 50 to 60 per cent is the lowest category for other schools. Even taking this into account, there are exceptions in some schools to the established passing grade. It is not possible to compare accurately even those schools which require the same minimum passing mark, since there are probably great differences in the standards of achievement represented for the same per cent grade, and there may even be important differences from class to class, within the same schools, since the tests are certainly not standardized from school to school, and since there are probably as many different standards of marking within schools as there are teachers in those schools.

Within any school, there may also be considerable variation in the meaning of any given mark depending on the course being followed. Students taking the Extra Mathematics course would tend to have marks approaching the extremes of the mark scale, one hundred per cent in a mathematical subject not being uncommon, whereas students taking more descriptive subjects which are examined by essay rather than objective tests would tend to have marks clustering about a mean at some level.

However, taking all these limitations into consideration, it is interesting to compare the achievement categories as indicated by per cent marks achieved at the end of grade ten from the viewpoint

of the responses given to the question, "Are you now planning to become a teacher?" The percentage findings for these comparisons are given in Table XXIII, and reference to this table shows that there is no significant difference in the overall pattern of response to the question, "Are you now planning to teach?" among the achievement groupings of male students, although there seems to be a greater attraction to teaching of male students of low academic standing than of male students of high academic standing. It will be noted that it was necessary to continue the two lowest mark categories for male students in order to produce expected frequencies in the positive response categories large enough for statistical analysis. Even with this combination, the expected frequencies were still rather small, which explains why such an obvious trend is not significant.

TABLE XXIII

FINAL GRADE TEN MARKS RELATED TO THE
DECISION TO SELECT TEACHING

FINAL GRADE TEN PER CENT ACHIEVEMENT MARK.	Per Cent Response [±]					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
Male Students*						
50% to 70%	4	5	12	24	56	363
70% to 80%	3	3	11	27	56	269
80% to 100%	1	3	8	34	54	109
Total	3	4	11	27	56	741
Female Students**						
50% to 60%	6	19	10	15	50	52
60% to 70%	15	6	15	11	53	256
70% to 80%	17	10	14	17	42	235
80% to 100%	13	8	17	21	41	109
Total	15	9	14	15	47	652

* $\chi^2 = \underline{8.0}$ df = 8 p < .50

** 23.9 12 .05

+ Calculated from the data given in Appendix B - XVII

The relationship between the academic achievement level by the end of grade ten and the decision by female students to select teaching is significant at the five per cent level of confidence. Twice as many female students as expected at the 50% to 60% level replied "Probably Yes" to the question "Are you now planning to become a teacher?" A possible reason for this is that girls at this level are not confident that their matriculation will be good enough to continue their formal education, but that the chance of their being good enough for entrance to teacher training courses is better than the chance of their being good enough for McGill University, which requires a higher mark than some of the courses offered by the Institute of Education. However, this is just conjecture. To balance the picture, it should also be noted that girls in the second highest category reported here reply "Decidedly Yes" and "Probably Yes" more often than expected, and "Decidedly Not" less often than expected.

Summary

The sex of the student was found to be a highly significant factor in the decision by grade eleven students to select teaching, and for this reason, the sexes were considered separately in their responses to the question, "Are you now planning to become a teacher?"

Objective factors associated with the selection of teaching by both male and female students. The area in which the school is located was found to be a factor in the decision to select teaching as an occupation by students of both sexes. Male students in urban schools are less likely to select teaching than male students in rural areas, while female students in urban schools are more likely to select teaching than girls in other areas.

It was also found that in certain individual schools of the same type -- for example, one urban school as compared to another urban school -- the responses to teaching as an occupation differed significantly.

The religious affiliation of the student was also found to be significantly related to the selection of teaching. Female Jewish students were found to be more likely to select teaching than female Protestant students, but male Jewish students were found to be less likely to select teaching as an occupation than Protestant boys.

Objective factors associated with the selection of teaching by male students only. It was found that the income level of the male student's family is associated with his selection of teaching. Male students from low income families are more likely to select teaching as an occupation than male students from high-income families.

The occupation of the father was also found to be a significant factor in the selection of teaching by male students. Boys whose fathers are self-employed in business or occupied in a professional field are more likely to reject teaching as an occupation than boys of fathers employed in other occupations.

The academic level of the high school courses being followed by male students was also found to be a significant factor in the decision to select teaching. Boys enrolled in superior courses are less likely to select teaching than boys enrolled in courses which are less demanding from the academic point of view.

It was also found that where the parents of boys had teaching experience, these boys were more likely to select teaching than other boys.

Objective factor associated with the selection of teaching by female students. The mark which indicates the final grade ten standing of the female students was found to be significantly related to the decision to select teaching. Girls in the lowest mark category are more likely to answer "Probably Yes" to the question, "Are you now planning to become a teacher?" than girls in any other mark category. Girls in the 70% to 80% range answered "Decidedly Yes" more frequently than expected, while the same girls answered "Decidedly not" less frequently than expected on the basis of the responses of all the girls in the survey.

Objective factors not associated with the selection of teaching by male students. None of the following objective factors was found to be significantly associated with the selection of teaching by male students: Age, home ownership by the male student's family, education

background of the parents, number of siblings, teaching experience of relatives other than parents, the number of subjects being studied in preparation for junior matriculation, and the final grade ten academic standing as indicated by a per cent mark.

Objective factors not associated with the selection of teaching by female students. None of the following objective factors was found to be significantly associated with the decision of female students to select teaching: Age, home ownership by the student's family, number of siblings, teaching experience of relatives, the income level of the student's family, the occupation of the student's father, the academic level of high school courses being studied by the student, and the number of subjects being studied in preparation for the junior matriculation examinations.

CHAPTER VI

STATED OPINIONS RELATED TO THE SELECTION OF TEACHING

Introduction

The stated opinions of grade eleven students related to the selection of teaching as an occupation in the Protestant schools of the Province of Quebec are presented in this chapter separately from objective factors, since these opinions require a more cautious interpretation than objective factors. A student is more likely to give more accurate answers concerning objective information such as age and the number of subjects being studied than he is concerning opinions, some of which may merely be fashionable opinions for his age group, and many of which may not be based on a very solid foundation of knowledge. For example, one student was of the opinion that the greatest disadvantage of teaching as an occupation is the "fact" that teachers are not paid during the summer months, while this is true only in a very few cases.

However, even with these limitations in mind, it is interesting to see which of these opinions are significantly related to the decision by students to select teaching.

Discussion of Stated Opinions

Help from high school teachers. Is the stated opinion of the student concerning the extent to which his high school teachers have assisted him in selecting an occupation related to the decision to select teaching?

Table XXIV shows that students who feel that their high school teachers have not given them any help in the selection of an occupation are less positive in their reaction to teaching than students who feel that their teachers have given them some or much help in the selection of an occupation. There are at least two possible reasons for this difference. We could take the students' statements at their face value, and assume that where high school teachers are helpful, students want to be like them, even in their occupational choice. But we must also consider the obvious possibility that it is natural for students who have already decided to teach to discuss this with their teachers, much as a student who has already decided to enter the ministry would be likely to approach his minister for information and advice.

However, regardless of the reason, the student's stated opinion as to the extent of help in selecting an occupation received from his high school teachers is significantly related to his decision to select teaching.

It should be noted that the level of significance for female students (although calculated on a larger number of cases of students who are positive to teaching than was the case for male students) is not as high as for male students. It appears that while the high school teachers are influential in the decision by students of either sex to teach, they are more influential with male students than with female students.

TABLE XXIV
STATED OPINION ON THE EXTENT OF HELP FROM HIGH SCHOOL
TEACHERS IN SELECTING AN OCCUPATION RELATED TO THE
DECISION TO SELECT TEACHING

EXTENT OF HELP	Per Cent Response ⁺					Number
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	
Male Students*						
None	2	4	6	24	64	266
Some, little or much	4	4	14	29	51	479
Total	3	4	11	27	56	745
Female Students**						
None	12	6	14	12	57	230
Some, little	15	11	15	17	42	396
Much	25	11	7	18	39	28
Total	15	9	14	15	47	654

* $\chi^2 = 16.7$ df = 4 p < .01

** $\chi^2 = 17.4$ df = 8 p < .05

+ Calculated from the data given in Appendix B-XVIII

Career information available at the school. Is the stated opinion of the student concerning the amount of career information available at the school related to the decision of the student to select teaching?

The opinion of students concerning the amount of career information available at their schools is related to their decision to select teaching as an occupation in Table XXV; it is not found to be significantly related.

TABLE XXV
CAREER INFORMATION AVAILABLE AT THE SCHOOL RELATED
TO THE DECISION TO SELECT TEACHING

AMOUNT OF CAREER INFORMATION AVAILABLE	Per Cent Response ⁺					Number
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	
Male Students*						
Not known	3	4	11	33	58	132
Very much	3	3	13	21	60	124
Much	3	4	10	30	54	226
Some	3	3	12	28	54	192
Little, none	1	7	10	28	55	71
Total	3	4	11	27	56	745
Female Students**						
Not known	11	10	10	18	52	125
Very much	14	11	14	17	43	118
Much	17	7	14	15	47	192
Some	15	12	15	14	45	165
Little, none	13	2	22	15	48	54
Total	15	9	14	15	47	654

* $\chi^2 = 6.9$ df = 16 p < .98

** 13.7 16 .70

+

Calculated from the data given in Appendix B-XIX

It seems fair to conclude then, that where the school does offer career information and guidance, it does not serve as a recruiting institution for the teaching profession any more than it does for any other occupation.

Person most helpful in assisting the student to select an occupation. Is the stated opinion of the student concerning the person who has been the most helpful in assisting him to select an occupation related to the decision to select teaching?

Table XXVI shows that students who are favourably inclined towards teaching as an occupation tend to indicate that the person who has been most helpful in assisting them in the selection of an occupation is a teacher. It should also be noted that more male students than expected who indicated the probable or decided² selection of teaching also indicated that they had been influenced by a friend in the occupation of their choice -- another way of showing that they had been influenced by a teacher. Teachers seem to be important agents of teacher recruitment. There are at least two possible reasons for this which seem obvious.

Perhaps teachers really do encourage students to become teachers, either by example, persuasion, or both. It is also possible that students go to their teachers for advice because they have already decided to become teachers. Both reasons are probably true to some extent.

It is apparent that parents do not encourage their sons to select teaching. Male students who claimed that a parent had been the person who was most helpful in assisting them to select their occupations were well below the expected frequency for the "Decidedly Yes" and "Probably Yes"

2) The "Probably Yes" and "Decidedly Yes" response categories were combined for male students in order to produce large enough expected frequencies for statistical analysis.

responses, and well above the expected frequency for the "Decidedly Not" response.

TABLE XXVI

PERSON INDICATED AS BEING THE MOST HELPFUL IN ASSISTING THE STUDENT
IN THE SELECTION OF A CAREER RELATED TO THE DECISION TO SELECT TEACHING

Person who has been most helpful	Per Cent Response ⁺					Number
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	
<hr/>						
Male Students*						
Parent		4	9	24	63	342
Relative		5	15	27	53	59
Teacher		24	12	36	28	58
Friend in ¹		8	12	25	56	93
Self		9	9	27	55	77
Other		3	16	28	53	87
Total		6	11	26	56	716
<hr/>						
Female Students**						
Parent	15	8	16	18	43	331
Relative	11	14	17	3	56	36
Teacher	40	17	9	11	23	35
Friend in ¹	7	10	10	12	62	102
Friend not in ²	11	11	19	15	44	27
Self	15	8	9	12	55	65
Other	7	3	16	19	55	31
Total	14	9	14	15	47	627

* $\chi^2 = 53.3$ df = 15 $p < .001$

** $\chi^2 = 51.2$ df = 24 $p < .001$

1) Friend in the occupation of the student's choice

2) Friend not in the occupation of the student's choice

Responses combined to permit statistical analysis.

⁺ Calculated from the data given in Appendix B - XX

In contrast to the findings for boys, parents do not seem to discourage their daughters from teaching.

Also in contrast to male students, girls who have been influenced by a friend in an occupation of their choice do not select teaching with the frequency expected, and they seem more likely to reject teaching than other girls in the sample. The interpretation of this relationship is difficult. It may mean that high school girls who have friends who are teachers are advised by those friends not to select teaching as an occupation. It may also mean that high school girls have fewer friends in teaching than in other occupations, but this seems unlikely, since teaching is such a popular occupation for female students.

Experience in occupations similar to teaching. Is experience in occupations similar to teaching related to the selection of teaching as an occupation by students?

Table XXVII shows that male students who have had some experience in occupations similar to teaching, such as Sunday School teaching, camp counselling, and boy scout work, tend to select teaching more frequently than expected on the basis of the whole sample. Again two possible reasons seem likely. This response pattern may indicate that boys who intend to teach find summer jobs and part-time employment working with children. However, it seems reasonable to expect that more boys than those who actually plan to teach are needed and used for summer camps, scouts, and similar work, and if this is, in fact, the case, then it would also seem reasonable to assume that successful experience of this kind may tend to lead male students towards a decision in favour of teaching as an occupation.

TABLE XXVII

EXPERIENCE OF HIGH SCHOOL STUDENTS IN OCCUPATIONS
SIMILAR TO TEACHING RELATED TO THE DECISION TO
SELECT TEACHING

EXTENT OF EXPERIENCE	Per Cent Response ⁺					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
Male Student*						
None	1	3	11	21	65	245
Some, little or much	4	4	11	29	51	500
Total	3	4	11	27	56	745
Female Students**						
None	12	6	16	12	55	86
Some or little	14	9	15	15	48	454
Much	18	12	10	22	38	114
Total	15	9	14	15	47	654

$$* \chi^2 = \frac{16.0}{1} \quad df = 4 \quad p < .01$$

$$** \chi^2 = \frac{13.4}{8} \quad p < .10$$

+ Calculated from data given in Appendix B - XXI

Table XXVII also shows the relationship between experience in occupations similar to teaching and the decision by female students to select teaching. Although the figures would seem to indicate that experience in such occupations predisposes girls to the selection of teaching, the differences in response are not significant at the five per cent level of confidence.

High School and elementary school teaching compared to other occupations. Is the appraisal of high school teaching by students compared to other occupations requiring four or five years of college training related to the decision to select teaching?

Table XXVIII shows that male students who plan to teach are much more likely to consider high school teaching more desirable than other occupations than male students who do not plan to teach, and of course, such an answer would be expected.

Male students who considered high school teaching to be less or much less desirable than other occupations of similar training requirements outnumbered boys who considered high school teaching more and much more desirable by more than five to one.

TABLE XXVIII

TEACHING COMPARED BY MALE STUDENTS TO OTHER OCCUPATIONS
REQUIRING SIMILAR TRAINING RELATED TO THE DECISION TO
SELECT TEACHING

COMPARISON	Per Cent Response ⁺					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
<hr/>						
High School*						
More desirable and much more desirable	14	9	24	22	32	79
About the same	4	7	16	32	42	220
Less desirable	1	1	7	28	64	356
Much less desirable	0	1	6	7	85	81
<hr/>						
Elementary School**						
Much more desir- able and more desirable	4	6	16	30	43	146
About the same	3	3	10	30	54	265
Less desirable	2	4	11	24	59	229
Much less desirable	1	2	4	19	74	92
<hr/>						
Total	3	4	11	26	56	736
<hr/>						

* $\chi^2 = 135.2$ df = 12 p < .001

** $\chi^2 = 29.0$ 12 .05

+ Calculated from the data given in Appendix B - XXII

Table XXVIII shows that boys who plan to teach also consider elementary school teaching to be more desirable than other occupations requiring at least one year of college or similar training, while boys who do not plan to teach consider it less desirable.

Table XXIX shows that female students who plan to teach are more likely to consider that high school and elementary school teaching compare favourably with other occupations of similar training requirements than girls who do not plan to teach. This relationship was expected.

It is interesting to note that girls who considered high school teaching less desirable than other occupations outnumbered girls who had the reverse opinion about high school teaching by about three to one, whereas this pattern was almost reversed for elementary school teaching. Clearly, female students on the whole prefer elementary school teaching, under the present training requirements, to high school teaching. Here again, girls are very different in their preferences from boys.

TABLE XXIX

TEACHING COMPARED BY FEMALE STUDENTS TO OTHER OCCUPATIONS
REQUIRING SIMILAR TRAINING RELATED TO THE DECISION TO
SELECT TEACHING

COMPARISON	Per cent Response+					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
High School*						
Much more desirable or more desirable	30	12	15	10	34	94
About the same	14	10	15	17	44	276
Less desirable or much less desirable	10	7	13	16	54	274
Total	14	9	14	15	47	644
Elementary School**						
Much more desirable	43	24	11	1	21	75
More desirable	18	10	18	17	37	212
About the same	9	6	15	17	53	248
Less desirable and much less desirable	3	3	8	18	68	110
Total	14	9	14	15	47	645

* $\chi^2 = 511.3$ df = 8 p < .001

** $\chi^2 = 129.6$ df = 12 p < .001

+ Calculated from the data given in Appendix B - XXIII

Stated opinions concerning teachers and teaching in general.

Students were given a list of eighteen statements concerning teaching as follows:

1. Teachers salaries are good.
2. Teachers salaries are poor.
3. Teaching offers the opportunity to be of service.
4. Teaching is interesting and monotonous.
5. Teachers must always "be on their best behavior" in public.
6. There is personal prestige in being a teacher.
7. Teaching is dull and monotonous.
8. There is little or no chance for advancement in teaching.
9. Teaching gives the chance to help young people.
10. There is too much responsibility in teaching.
11. Teachers have poor working conditions.
12. Teachers are often people who cannot succeed in other occupations.
13. Teachers do not rate high with others.
14. A teaching certificate is good insurance to fall back on.
15. Teaching offers security.
16. Children are badly behaved these days.
17. Teaching appeals more to the high school student with a poor academic record than to the really "top" student.
18. People who do not really want to be career teachers find teaching attractive as a temporary occupation because of the one-year training course.

Students were merely asked to check any of the statements which seemed true to them. They were free to ignore any or all of the statements since this was not a forced-choice item. For this reason the numbers of students checking each item differs, as will be seen by reference to Table XXX and Table XXXI.

Findings for this item are presented in Table XXX for male students and Table XXXI for female students, which summarize the opinions for the students grouped on the basis of their decision concerning the selection of teaching. The opinions are not listed in the order they appeared in on the questionnaire, but rather in the order of the number of students who checked them. Opinions found to be significantly related to the decision to select teaching are marked with an asterisk. Following these two summary tables, each of the individual opinions is discussed in the text.

The opinions were arranged for statistical analysis in the following way. Where the responses were obviously paired, as in the case of the responses concerning salaries, these were related to each other and to the subjects who did not indicate agreement with either opinion; hence there were three categories of opinion on salary (including "no stated opinion") and five categories of responses to the question, "Are you now planning to become a teacher?" Where eight degrees of freedom are indicated in Table XXX and Table XXXI, this kind of comparison has been made.

In other cases, the number of students who agreed with an opinion were simply compared along with the number of students who ignored the opinion, to the number expected on the basis of the replies of the whole sample. In these cases, four degrees of freedom are indicated in Table XXX and Table XXXI.

TABLE XXX

STATED OPINIONS¹ ABOUT TEACHERS AND TEACHING IN GENERAL RELATED TO THE SELECTION OF TEACHING BY MALE STUDENTS

STATED OPINIONS	Per cent responses ⁺					Total Number	χ^2	df	p<
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not				
Chance to help young people	3	4	11	27	55	648	4.8	4	.50
Opportunity for service	3	4	10	27	56	626	4.6	4	.50
Salaries are poor	2	2	10	30	56	438	18.7	8	.50 *
Security	4	5	13	30	49	399	20.6	4	.001*
Teaching certificate good insurance	3	5	13	27	52	395	7.0	4	.20
Must be "on best behavior"	3	3	11	28	55	390	2.5	4	.70
Attractive temporary occupation	1	3	13	25	58	385	13.5	4	.01 *
Prestige	5	5	11	27	52	326	18.4	6	.01 *
Interesting and enjoyable	6	7	16	30	40	319	89.2	8	.001*
No chance for advancement	0	1	11	25	63	240	22.3	4	.001*
Salaries are good	4	7	12	23	54	233	18.7	8	.05 *
Appeals to weak students	1	4	12	30	53	205	5.5	4	.30
Children badly behaved	1	4	15	26	55	189	8.8	4	.10
Dull and Monotonous	1	0	5	21	74	179	89.2	8	.001*
Too Much Responsibility	1	2	5	17	75	88	15.5	4	.01 *
Teachers are failures	3	3	11	28	56	81	0.5	4	.98
No opinion on salaries	4	3	15	20	58	74	18.7	8	.05 *
Lack of prestige	0	0	15	35	50	60	18.4	6	.01 *
Poor working conditions	0	3	10	32	54	59	1.8	3**	.70
Total	3	4	11	26	55	-			

1) The stated opinions abbreviated here are worded as they appeared on the questionnaire in the text on page 108.

* Significant at the level of confidence accepted for this survey.

** "Decidedly Yes" and "Probably Yes" were combined here to make statistical analysis possible.

+ Calculated from data given in Appendix B - XXIV

TABLE XXXI

STATED OPINIONS¹ ABOUT TEACHERS AND TEACHING IN GENERAL RELATED TO THE SELECTION OF TEACHING BY FEMALE STUDENTS

STATED OPINIONS	Per cent responses ⁺					Total Number	χ^2	df	p<
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not				
Chance to help young people	16	9	15	16	45	598	11.5	4	.05 *
Opportunity for service	15	10	14	16	46	581	2.6	4	.70
Teaching certificate good insurance	15	9	15	16	45	507	3.0	4	.70
Interesting and enjoyable	20	12	18	15	34	438	112.9	8	.001
Security	19	10	15	14	43	423	22.4	4	.001*
Attractive temporary occupation	11	10	16	17	46	340	8.6	4	.10
Salaries are poor	12	8	15	18	47	319	10.3	8	.30
Must be "on best behavior"	15	7	15	13	50	307	5.8	4	.30
Prestige	20	9	16	15	40	285	13.2	8	.20
Salaries are good	17	10	15	12	47	242	10.3	8	.30
No chance for advancement	4	6	16	19	56	135	20.2	4	.001*
Children badly behaved	13	5	16	14	53	133	5.0	4	.30
Appeals to weak students	8	11	20	16	46	110	5.5	4	.30
No opinion on salaries	19	8	9	19	47	93	10.3	8	.30
Dull and monotonous	0	1	7	21	71	76	112.9	8	.001*
Too much responsibility	0	3	22	10	64	59	19.9	4	.001*
Teachers are failures	8	3	16	22	51	37	4.1	4	.50
Lack of Prestige	12	6	21	15	46	33	13.2	8	.30
Poor Working conditions	15	4	26	22	33	27	1.8	3	.70
Total	14	9	14	15	47				

1) The stated opinions abbreviated here are worded as they appeared on the questionnaire in the text on page 108.

* Significant at the level of confidence accepted for this survey.

⁺ Calculated from the data given in Appendix XXV

Stated opinion that teaching gives the chance to help young people.

Is the opinion that teaching gives the chance to help young people related to the decision to select teaching?

Table XXX shows that the majority of male students agree that teaching gives the chance to help young people, and that this opinion is not significantly related to the decision to select teaching. However, Table XXXI shows that this opinion is significantly related to the decision of female students to select teaching.

Stated opinion that teaching offers the opportunity to be of service.

Is the statement of the opinion that teaching offers the opportunity to be of service related to the decision to select teaching?

Table XXX and Table XXXI show that a large proportion of all the students in this survey indicated that they were of the opinion that teaching offers the opportunity to be of service, and that this opinion is not significantly related to the decision to select teaching as an occupation.

The fact that this opinion is not significantly related to the decision to teach illustrates the futility of asking student teachers why they have decided to teach, recording this answer in the majority of cases, and assuming that this opinion is a factor in the decision to teach, as was done in many of the studies reviewed in Chapter II.

Stated opinions concerning teachers' salaries. Are the stated opinions concerning teachers' salaries associated with the selection of teaching as an occupation by grade eleven students?

Table XXX shows that the opinion concerning teachers' salaries is significantly related to the decision by male students to select teaching as an occupation. Boys who plan to teach are more favourably impressed with the salaries offered teachers than boys who do not plan

to teach.

Over ninety per cent of the male students in this survey held some opinion concerning teachers' salaries, and well over half of them stated that they thought teachers' salaries are poor.

Table XXXI shows that while a larger per cent of the girls who plan to teach indicated that they were of the opinion that teachers' salaries are good than girls who were not planning to teach, this difference in opinion is not significantly related to the decision to teach. As was the case with male students, a majority of the girls had some opinion concerning teachers' salaries, and of those who did indicate an opinion, well over half thought that teachers' salaries are poor.

It seems that the salaries offered in teaching are more important to boys than they are to girls as a factor in the decision to teach. Perhaps this is due to the fact that many of the girls who plan to teach intend to do so only for a limited period preceding marriage, and even if they do expect to teach after marriage, they do not plan to be the sole supporters of their families. Even girls who plan to be career teachers are not as likely to have as heavy financial responsibilities as male students in future years.

Stated opinion that teaching offers security. Is the stated opinion that teaching offers security related to the decision to select teaching?

Tables XXX and XXXI show that students who plan to teach consider that teaching offers security in far greater numbers proportionately than students who do not plan to teach. This relationship is highly significant.

Stated opinion that a teaching certificate is good insurance to fall back on. Is the stated opinion that a teaching certificate is good insurance to fall back on related to the decision to select teaching?

Table XXX and Table XXXI show that the relationship between this opinion and the selection of teaching by high school students is not significant at the five per cent level of confidence.

Stated opinion that teachers must always "be on their best behavior" in public. Is the stated opinion that teachers must always "be on their best behavior" in public related to the decision to select teaching as an occupation?

Tables XXX and XXXI show that this opinion is not significantly related to the decision by students of either sex to teach.

Stated opinion that teaching is attractive as a temporary occupation. Is the statement that teaching is attractive as a temporary occupation related to the decision by grade eleven students to select teaching as an occupation?

Table XXX shows that the stated opinion that people who do not really want to be career teachers find teaching attractive as a temporary occupation because of the one-year training course is significantly related to the decision by male students to select teaching as an occupation. In one way it seems fortunate that male students who plan to teach do not generally admit to being of this opinion. Perhaps they are planning a lifetime career. On the other hand, it may be that this opinion held by male students who do not plan to teach is one of the factors which causes them to reject teaching. Perhaps there is too little prestige in an occupation so easily entered, to attract certain male students.

Table XXXI shows that this opinion is not significantly related to the decision by female students to select teaching. This seems a little strange, since very many female students actually do use teaching as a temporary occupation. Perhaps some female students are so sensitive to this claim that they have learned to deny it, but this is, of course, only conjecture.

Stated opinion concerning the personal prestige in being a teacher.

Is the stated opinion concerning the personal prestige in being a teacher related to select teaching as an occupation?

Table XXX shows that male students who plan to teach are more likely to state that there is personal prestige in being a teacher than students who are not planning to teach. It is difficult to know which is the cause and which is the effect. Do male students consider teaching a high-prestige occupation because they have decided to teach, or do they decide to teach because, among other factors, they consider that teaching will give them status? The answer to this question is probably a little of each, but regardless of why, the stated opinion concerning the prestige in being a teacher by male students in this survey is significantly related to the decision to select teaching as an occupation.

The stated opinion concerning the personal prestige in being a teacher is not significantly related to the decision by female students to select teaching, as Table XXXI shows.

Stated opinions concerning the interest appeal of teaching.

Is the stated opinion concerning the interest appeal of teaching related to the decision to select teaching?

As might be expected, this stated opinion is very significantly related to the decision by students of both sexes to select teaching.

The per cent response figures comparing the selection of teaching by male students to the stated opinions that teaching is interesting and enjoyable, and that teaching is dull and monotonous, are given in Table XXX, and the same comparisons are made in Table XXXI for female students.

Regardless of the decision to teach, students are generally more inclined to consider teaching interesting and enjoyable than they are to consider it dull and monotonous. This is particularly true of female students, whose positive responses concerning the interest appeal of teaching outnumbered negative responses by about five to one.

Stated opinion concerning no chance for advancement in teaching.

Is the stated opinion that there is little or no chance for advancement in teaching related to the decision to select teaching?

Table XXX shows that none of the boys who indicated "Decidedly Yes" in response to the question, "Are you now planning to become a teacher?" agreed that there is little or no chance for advancement in teaching. This opinion is significantly related to the decision by students of either sex to select teaching.

Stated opinion that teaching appeals to academically weak students.

Is the stated opinion that teaching appeals more to the high school student with a poor academic record than to the really "top" student related to the decision to select teaching?

Tables XXX and XXXI show that this opinion is not significantly related to the decision by students of either sex to select teaching. While a majority of students ignored this statement, a considerable number agreed with it, and among this number were students of both sexes who

indicated that they were planning to teach.

Stated opinion that children are badly behaved. Is the stated opinion that children are badly behaved these days related to the decision to select teaching?

Male students who plan to teach seem to have a more favourable attitude towards the behaviour of children than male students who do not plan to teach, but this difference of opinion between the groups of male students shown in Table XXX is not significant at the five per cent level of confidence. Neither is the statement of this opinion significantly related to the decision by female students to select teaching, as reference to Table XXXI will show.

Stated opinion that there is too much responsibility in teaching. Is the stated opinion that there is too much responsibility in teaching related to the decision by students to select teaching?

Male students who plan to teach tend to disagree with this statement, while a higher proportion of male students who reject teaching than expected agreed with this statement. This stated opinion is significantly related to the decision by male students to select teaching, as Table XXX shows. Table XXXI shows that this opinion is also significantly related to the decision by female students to select teaching.

Stated opinion that teachers are often people who cannot succeed in other occupations. Is the stated opinion that teachers are often people who cannot succeed in other occupations related to the decision by high school grade eleven students to select teaching as an occupation?

A relatively small proportion of the male students in this survey agreed to the above opinion, and of those who did, male students who plan to

teach were about as likely to agree to this statement as those who do not plan to teach. Table XXX and Table XXXI show that there is no significant relationship between the stated opinion that teachers are often people who cannot succeed in other occupations, and the decision by students to select teaching.

Stated opinion that teachers have poor working conditions. Is the stated opinion that teachers have poor working conditions related to the decision by high school grade eleven students to select teaching as an occupation?

Relatively few students agreed that teachers have poor working conditions -- so few, in fact, that it was necessary to combine the "Decidedly Yes" and "Probably Yes" responses for male students, as will be seen in Table XXX. Tables XXX and XXXI show that the statement of this opinion is not significantly related to the decision by students of either sex to select teaching.

Summary

Stated opinions significantly related to the selection of teaching by both male and female students. It was found that more of the students who felt that their high school teachers had given them personal help in the selection of an occupation indicated the decision to select teaching as an occupation than was expected on the basis of the whole sample. Students who claimed that their high school teachers had given them no personal help in the selection of an occupation were more inclined to reply "Decidedly Not" to the question, "Are you now planning to become a teacher?" than other students.

Students were asked to indicate which one of a number of people had been of greatest help to them in the selection of an occupation. When their answers were related to the decision to select teaching, it was found that both boys and girls who had decided to teach tended to agree that a teacher had been the person most helpful in assisting them to that decision.

A majority of the students who had planned to teach felt that elementary and high school teaching compares favourably to other occupations requiring similar periods of training, and this stated opinion was found to be significantly related to the decision to select teaching.

The stated opinion that teaching offers security was found to be related to the decision by male and female students to select teaching, as an occupation.

Students who indicated that they plan to teach also generally indicated that they thought teaching is interesting and enjoyable and ignored the statement that teaching is dull and monotonous.

The decision by students of both sexes to select teaching was found to be significantly related to the opinion of the students concerning the chances for advancement in teaching.

Many of the students who did not plan to select teaching indicated that they thought that there is too much responsibility in teaching, while those who selected teaching were not generally of this opinion.

Stated opinions significantly related to the selection of teaching by male students only.

Male students who indicated the opinion that the persons who had been most helpful in assisting them to select their careers had been parents were not as likely to select teaching as male students who felt that a person other than a parent had influenced them in their decision.

The stated opinion concerning teachers' salaries was found to be significantly related to the decision by male students to select teaching as an occupation. In general, those who were favourably impressed with teachers' salaries were also more favourably disposed to teaching as an occupation than the other male students in the survey.

Male students who claimed to have had experience in occupations similar to teaching were found to be more inclined to select teaching as an occupation than boys who indicated that they had not had such experience.

The stated opinion that teaching is attractive as a temporary occupation to people who do not really want to be career teachers because of the one-year training course was found to be significantly related to the selection of teaching as an occupation by male students. Boys who indicated that they plan to teach generally ignored this statement.

The stated opinion that there is personal prestige in being a teacher was found to be significantly related to the decision by male students to select teaching as an occupation.

Stated opinion significantly related to the decision by female students only to select teaching. The relationship between the stated opinion that teaching gives the chance to help young people and the decision by female students to select teaching as an occupation were found to be significant. Female students who were planning to select teaching as an occupation were more likely to agree with this opinion than girls who were not planning to teach.

Stated opinions about teachers and teaching not significantly related to the decision by male students to select teaching as an occupation. None of the following stated opinions about teachers and teaching was found to be significantly related to the decision by male students to select teaching as an occupation: teaching gives the chance to help young people, teaching offers the opportunity to be of service, a teaching certificate is good insurance to fall back on, teachers must always "be on their best behavior" in public, teaching appeals more to the high school student with a poor academic record than to the really "top" student, children are badly behaved these days, teachers are often people who cannot succeed in other occupations, and teachers have poor working conditions.

In addition, it was found that the male student's stated opinion concerning the amount of career information available at the school is not significantly related to the decision by male students to select teaching.

Stated opinions about teachers and teaching not significantly related to the decision by female students to select teaching as an occupation. None of the following stated opinions about teachers and teaching was found to be significantly related to the decision by female students to select teaching as an occupation: teaching offers the opportunity to be of service, teachers' salaries are good, teachers' salaries are poor, a teaching certificate is good insurance to fall back on, teachers must always "be on their best behavior" in public, there is personal prestige in being a teacher, teaching appeals more to the high school student with a poor academic record than to the really "top" student, children are badly behaved these days, teachers are often people who cannot succeed in other occupations, and teachers have poor working conditions.

It was also found that neither the stated opinion concerning the amount of career information available at the school nor the stated opinion concerning the extent of experience in occupations similar to teaching is significantly related to the decision by female students to select teaching as an occupation.

CHAPTER VII

ATTITUDES TOWARDS TEACHERS AND TEACHING INFERRED FROM STATEMENTS AGREED TO BY GRADE ELEVEN STUDENTS

Introduction

In this chapter, an attempt will be made to determine certain attitudes towards teaching and teachers by comparing various statements made by students to each other. For example, the decision to select certain courses of teacher training will be compared to the academic standing of the students selecting the courses. If it is found that students of low academic standing select different courses from students of high academic standing, it will be reasonable to infer that students in general have certain attitudes to these courses, perhaps that some are "easier" than others. This approach is used as a means of providing more objective information than can be provided by opinion statements by students who perhaps know which answers are more socially acceptable than others.

For the purpose of this report, the word attitude is defined as a tendency to react to certain statements in a certain direction, either positive or negative

Discussion of Inferred Attitudes

Self-rating on ability to do school work. Is the student's opinion of his own ability to do school work related to the selection of teaching?

The relationship between self-rating on the ability to do school work and the decision by high school students to select teaching as an occupation is shown in Table XXXII. Since such a small number of male students considered themselves below average in their ability to do school work it was necessary to combine "below average" with "average" to allow statistical analysis to be made.

It appears from the per cent response figures in Table XXXII that boys who consider themselves above average do not select teaching as readily as boys who consider themselves below average, and that male students in general have the attitude that teaching is not an occupation for serious consideration by students of high academic standing. However, this apparent difference is not significant at the five per cent level of confidence. The same kind of tendency is suggested by the "Decidedly Yes" responses for female students, but again the difference in response is not significant.

TABLE XXXII

SELF-RATING ON ABILITY TO DO SCHOOL WORK
RELATED TO THE DECISION TO SELECT TEACHING

SELF-RATING	Per Cent Response ⁺					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
Male Students*						
Above average	1	4	11	32	52	189
Average and below average	4	4	11	25	57	556
Total	3	4	11	27	56	745
Female students**						
Above average	13	10	18	21	38	122
Average	15	9	13	14	49	495
Below average	16	11	14	11	49	37
Total	15	9	14	15	47	654

$$*\chi^2 = \underline{7.9} \quad df = \underline{4} \quad p < \underline{.10}$$

$$** \quad \underline{8.7} \quad 8 \quad \underline{.50}$$

+ Calculated from the data given in Appendix B -XXVI

Length of further formal schooling desired. Is the statement concerning the length of further formal schooling desired related to the decision to select teaching?

Table XXXIII shows that the percentages of male students who plan to teach and who also desire to attain post-graduate degrees is higher than expected on the basis of the desires for further education of all the male students in the sample. This difference would seem to imply a better-than-average attitude towards preparation for an occupation held by male students who indicated that they plan to teach, but this finding is not significant at the level acceptable to this survey.

Table XXXIII shows that the statement concerning the length of formal schooling desired is significantly related to the decision by female students to select teaching. Female students who plan to teach desire more formal education than female students in general, and it would, therefore, seem that their attitude towards education for themselves is a good one for their sex.

It is interesting to note, however, that while the majority of male students who plan to teach claim to desire at least a college degree, girls who plan to teach tend to favour the two-year courses. It seems fair to say that female students planning to teach do not have as positive an attitude towards lengthy formal training as male students who plan to teach. Several reasons for this difference seem probable. Perhaps many female students feel that since teaching is only likely to be a temporary occupation for them, the investment in a long training would not be a wise one. Since many of the girls who plan to teach

desire to teach below the senior high school level, they may feel that a short training is adequate for them. This attitude on the part of female students would not seem unreasonable, since the legal requirements encourage such an idea. Protestant teachers are officially qualified to teach up to and including grade nine with only two years of training beyond the junior matriculation level in the Province of Quebec.

Another probable reason is perhaps quite important. It is not unusual to hear female student teachers admit that they do not want a degree because they feel that this qualification might mean that they would be required to teach in senior high school grades. Many girls who feel that they would like to work with younger children indicate that they are not willing to take this risk, and so avoid it by taking shorter courses of teacher training.

TABLE XXXIII

STATEMENT CONCERNING LENGTH OF FURTHER FORMAL SCHOOLING
DESIRED RELATED TO THE DECISION TO SELECT TEACHING

LENGTH OF FURTHER FORMAL TRAINING DESIRED	Per Cent Response ⁺					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
<hr/>						
Male Students*						
At least two years or less	1	3	10	22	64	125
Degree	3	4	11	25	58	439
Post Graduate	4	3	13	36	45	177
<hr/>						
Total	3	4	11	27	56	741
<hr/>						
Female Students**						
High school only	1	2	8	14	75	93
At least one year	4	8	17	17	54	117
At least two years	27	9	10	10	43	118
Degree	18	11	18	15	38	256
Post Graduate Training	14	13	13	26	34	70
<hr/>						
Total	15	9	14	15	47	654
<hr/>						

* $\chi^2 = 14.9$ df = 8 p < .10

** 96.4 16 .001

+ Calculated from the data given in Appendix B - XXVII

Course of teacher training to be followed in the event of the selection of teaching. Is the statement as to the length of formal schooling desired related to the decision to select teaching?

Table XXXIV shows that the statement as to the course of teacher training to be followed in the event of the selection of teaching is significantly related to the decision by male students to select teaching. Male students who plan to teach have a more positive attitude toward the Bachelor of Education Degree course than male students who do not plan to teach. It should be noted that about half of all the boys who answered this item claims to prefer the regular college degree plus one year of teacher training to the Bachelor of Education Degree course. It is perhaps not surprising that students who are not sure of their occupational ambition would tend to prefer general rather than specific training.

TABLE XXXIV

STATEMENT CONCERNING COURSES OF TEACHER TRAINING TO BE
FOLLOWED IN THE EVENT OF THE SELECTION OF TEACHING
RELATED TO THE DECISION TO SELECT TEACHING

COURSE TO BE FOLLOWED	Per Cent Responses ⁺					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
<hr/>						
Male Students*						
Class III and) Class II courses)	3	4	19	29	44	72
Class I Course A	5	3	12	31	48	185
Class I Course B	2	5	14	32	47	256
<hr/>						
Total	3	4	14	31	47	513
<hr/>						
Female Students**						
Class III Course	17	13	19	12	39	100
Class II Course A	27	12	21	12	28	67
Class II Course B	28	13	18	15	27	102
Class I Course A	15	5	10	18	51	111
Class I Course B	8	12	18	21	41	147
<hr/>						
Total	18	11	17	16	38	527
<hr/>						

* $\chi^2 = \frac{24.3}{62.8}$ df = $\frac{8}{16}$ p < $\frac{.01}{.001}$						
**						

CLASS III Course - The one-year elementary course at Macdonald College
 CLASS II Course A - One year at regular university (or grade twelve) and
 the one-year intermediate course at Macdonald College
 CLASS II Course B - The two-year intermediate course at Macdonald College
 CLASS I Course A - The Bachelor of Education Degree course at Macdonald
 Collège and McGill University.
 CLASS I Course B - A regular university degree, followed by one year of
 teacher training.

+ Calculated from the data given in Appendix B- XXVIII

Girls who plan to teach tend to prefer the medium-length courses, while girls who do not plan to teach seem to favour the longer courses. This seems to suggest the attitude on the part of female students who do not plan to teach that if one has to teach, one should at least do a thorough job of preparation for it. Of course, it is easy to have an idealistic attitude about any course of action when the course of action is not likely to be taken.

Course of teacher training preferred related to the academic standing of the student. Is the course of teacher training to be followed in the event of the selection of teaching related to the final tenth grade per cent standing of the student?

It may seem rather unrealistic to ask students what course they would take should they decide to teach, since students who do not plan to teach have probably not given very much serious thought to this problem. This question is not intended to discover what courses students would be likely to take for the purpose of forecasting enrolment, and would, of course, be entirely inadequate for this purpose.

Students in the 50% to 60% academic range who do not plan to teach are just as likely to be uninformed as to what the various courses offer as students in any other academic standing grouping, and therefore, it seems reasonable to compare the answers of these various groups, and to relate them statistically, thus determining if there are tendencies to react differently among the separate groups.

It will be noted that the students were asked to respond to a brief description of the course rather than to the official name.

Table XXXV shows that the statement concerning the course of teacher training to be followed in the event of the selection of teaching is significantly related to the final tenth grade per cent standing of male students. In general, the lower the academic standing of the student, the shorter the course of teacher training selected. It is also interesting to note that the lower the academic standing, the more likely the student is to select a course which requires most or much of the training to be taken at Macdonald College, and the higher the mark, the more likely the student is to select a course which requires most of the schooling to be taken at a regular university. This is particularly well illustrated if the academic levels of the male students who claim that they would select the Bachelor of Education degree course are compared to the academic levels of the male students who claim that they would select the regular university degree course followed by one year of teacher training. Boys at the 50 to 60 per cent level prefer the Bachelor of Education Degree course, whereas boys at the 80 to 100 per cent level of academic standing definitely claim to prefer the regular degree course. This is clearly an indication of the attitude on the part of male students that courses at Macdonald College are suitable for academically weak students, and that courses at regular university are suitable for academically strong students. Such an attitude does not help to raise the prestige of teaching among academically gifted male students.

TABLE XXXV

FINAL TENTH GRADE PER CENT STANDING RELATED TO THE COURSE OF TEACHER TRAINING
TO BE FOLLOWED IN THE EVENT OF THE SELECTION OF TEACHING BY MALE STUDENTS

STANDING	COURSES TO BE FOLLOWED							Number
	1	2	3	4	5	6	7	
50% to 60%	3	6	2	32	19	3	35	63
60% to 70%	5	4	7	25	26	3	30	305
70% to 80%	3	2	4	25	39	4	23	270
80% to 100%	1	1	1	20	51	6	20	109
Total	4	3	5	25	34	4	27	747

$$\chi^2 = 46.5 \quad df = 12 \quad p < .001$$

1. The one-year elementary course at Macdonald College.
2. One year at regular university (or grade twelve) and the one-year intermediate course at Macdonald College.
3. The two-year intermediate course at Macdonald College.
4. The Bachelor of Education Degree course at Macdonald College and McGill.
5. A regular university degree followed by one year of teacher training.
6. Other.
7. No response.

+ Calculated from the data given in Appendix B - XXIX

Table XXXVI shows that the final tenth grade per cent standing is significantly related to the statement concerning course of teacher training to be followed in the event of the selection of teacher training by female students.

Again, as was the case with male students, the higher the academic standing, the less the attraction to courses offered at Macdonald College. Female students whose per cent standings indicate high academic ability and who claim to desire a two-year training beyond grade eleven state that they would select a course which allows them to substitute one year of regular university or grade twelve for one year at Macdonald College, whereas girls with a low academic standing claim that they would probably spend two years at Macdonald College. The same pattern is evident in the preference of the Bachelor of Education Degree course over the regular university degree plus one year by female students of low academic standing.

Surely such an attitude to Macdonald College costs the teaching profession many promising candidates every year. A student who begins a teacher training course immediately following graduation from high school seems less likely to be lured away by other occupations than a student who begins teacher training in the general university course. Worse still, such an attitude toward courses specifically designed for preparation for teaching may bring into the teaching profession students who do not feel that they are good enough for other occupations requiring as much training.

TABLE XXXVI

FINAL TENTH GRADE PER CENT STANDING RELATED TO THE COURSE OF TEACHER TRAINING
TO BE FOLLOWED IN THE EVENT OF THE SELECTION OF TEACHING BY FEMALE STUDENTS

STANDING	COURSE TO BE FOLLOWED							Number
	Per cent response ⁺							
	1	2	3	4	5	6	7	
50% to 60%	18	2	28	20	10	4	20	51
60% to 70%	20	10	20	13	15	1	21	260
70% to 80%	16	12	13	18	23	1	17	236
80% to 100%	2	12	5	22	45	5	9	108
Total	15	10	15	17	22	2	17	655

$$\chi^2 = 98.8 \quad df = 12 \quad p < .001$$

1. The one-year elementary course at Macdonald College.
2. One year at regular university (or grade twelve) and the one-year intermediate course at Macdonald College
3. The two-year intermediate course at Macdonald College.
4. The Bachelor of Education course at Macdonald College and McGill.
5. A regular university degree followed by one year of teacher training.
6. Other
7. No response

High School teaching compared to other occupations requiring training of a similar length related to the academic standing of the student making the comparison. Students were asked, "How do you think high school teaching compares to other occupations which require four or five years of college training?" The choice of answers which students could check were much more desirable, more desirable, about the same, less desirable, and much less desirable. Is the response of students to this question related to their final tenth grade academic standing?

Table XXXVII shows that the stated comparison of high school teaching to other occupations requiring four or five years of college training is significantly related to the academic standing of male students making the comparison. The lower the academic standing of the male student, the more likely he is to state that high school teaching is more or much more desirable than other occupations requiring four or five years of college training. Male students of low academic standing have a more favourable attitude to high school teaching as an occupation than male students of high academic standing.

The combination of the responses "more desirable" and "much more desirable" was necessary since so few male students considered high school teaching much more desirable than other occupations requiring four or five years of college training that this response category could not be tested for significance by itself. Almost sixty per cent of all the boys who responded to this question stated that they consider high school teaching to be less or much less desirable than other occupations requiring similar training.

The same categories have been combined for female students in Table XXXVII in order to make comparison to the responses of male students easier. Although there seems to be a similar trend to the relationship observed for male students, the comparison of high school teaching to other occupations of similar training requirements is not significantly related to the academic standing of female students.

TABLE XXXVII

HIGH SCHOOL TEACHING COMPARED TO OTHER OCCUPATIONS REQUIRED
FOUR OR FIVE YEARS OF COLLEGE TRAINING RELATED TO THE FINAL
GRADE TEN STANDING OF THE STUDENT

STANDING	STATED COMPARISON Per Cent Response ⁺				Number
	More and much more desirable	About the same	Less Desirable	Much less desirable	
Male Students*					
50% to 60%	20	28	44	8	61
60% to 70%	14	30	46	14	300
70% to 80%	8	29	50	14	268
80% to 100%	5	30	54	12	108
Total	11	30	49	11	737
Female Students**					
50% to 60%	14	53	29	4	51
60% to 70%	18	40	36	5	256
70% to 80%	12	45	39	5	232
80% to 100%	11	41	36	12	106
Total	15	43	37	6	645

* $\chi^2 = 18.5$ df = 9 p < .05

** $\chi^2 = 14.7$ df = 17 p < .30

+ Calculated from the data given in Appendix XXX

Elementary school teaching compared to other occupations which require a minimum of one year of college or similar training related to the final tenth grade per cent standing of the students making the comparison. Is the stated comparison of elementary school teaching to other occupations by high school students related to the academic standing of the students making the comparison?

Table XXXVIII shows that the stated comparison of elementary school teaching to other occupations requiring a similar minimum training is not significantly related to the academic standing of high school students.

It was necessary to combine the "Less Desirable" and "Much Less Desirable" responses for female students to permit statistical analysis, since so few girls made these responses. These responses were also combined for male students to make comparison of the figures given in the table easier.

It should be noted that both male and female students in general consider that elementary school teaching compares favourably with other occupations having similar training requirements, while it well be remembered that the reverse opinion was found to be held by students in general when the question concerned high school teaching.

TABLE XXXVIII

ELEMENTARY SCHOOL TEACHING COMPARED TO OTHER OCCUPATIONS
REQUIRING A MINIMUM OF ONE YEAR OF COLLEGE OR SIMILAR
TRAINING RELATED TO THE FINAL GRADE TEN STANDING OF THE STUDENT

STANDING	Stated Comparison Per Cent Responses ⁺				Number
	Much More Desirable	More Desirable	About The Same	Less and Much Less Desirable	
Male students*					
50% to 60%	13	43	30	13	60
60% to 70%	20	34	37	10	298
70% to 80%	21	37	28	15	268
80% to 100%	22	36	25	16	107
Total	20	36	31	13	733
Female Students**					
50% to 60%	12	26	47	16	51
60% to 70%	11	31	37	21	257
70% to 80%	13	33	41	14	231
80% to 100%	13	38	34	15	107
Total	12	32	39	17	646

* $\chi^2 = 9.2$ df = 9 p < .50

** 8.3 9 .70

+ Calculated from the data given in Appendix B - XXXI

High school teachers ranked against representatives of eleven other occupations related to the academic standing of the student deciding on the rank. Students were presented with the following list: farmer, carpenter, high school teacher, medical doctor, bank manager, clergyman, secretary, labourer, elementary school teacher, truck driver, college professor, and nurse. They were then instructed to place these nouns in a numbered list according to the degree that they respected, admired and looked up to people bearing these titles. Is the rank to which the student has assigned the high school teacher related to the academic standing of the student who ranks these occupations?

Table XXXIX shows that the rank in which a male student places the high school teacher is significantly related to the academic standing of the student. Students in the 50 to 60 per cent range of academic standing are much more likely to place the high school teacher first or second on the list than students in the 80 to 100 per cent range. Male students in the 60 to 80 per cent range tend to place the high school teacher a little lower on the list than students in the 50 to 60 per cent range or the 80 to 100 per cent range.

Although these differences exist, most of the differences occur within narrow ranges of rank. For example, while students at the 80 to 100 per cent academic level do not tend to place the high school teacher in first or second place to the extent expected, they make up for this by placing the high school teacher in the third place more frequently than expected. Therefore, it does not seem reasonable to infer any attitudes on the part of students are due to these differences in response.

TABLE XXXIX

HIGH SCHOOL TEACHER RANKED AGAINST ELEVEN OTHER REPRESENTATIVES OF OCCUPATIONS
BY MALE STUDENTS RELATED TO THE FINAL GRADE TEN STANDING OF THE STUDENT

STANDING	RANK Per cent response ⁺							Number
	1+2	3	4	5	6	7	8-12	
50% to 60%	10	21	19	30	14	2	5	63
60% to 70%	5	11	24	29	15	8	7	300
70% to 80%	6	9	24	33	20	5	4	264
80% to 100%	4	23	26	30	14	4	0	106
Total	6	13	24	31	17	6	5	733

$$\chi^2 = 35.0 \quad df = 18 \quad p < .01$$

⁺ Calculated from the data given in Appendix B - XXXII

Table XL shows that there is no significant relationship between the rank ascribed to the high school teacher by female students and the academic level of those students. It is not possible to infer any attitude towards high school teachers by female students of varying academic levels on the basis of this comparison.

TABLE XL

HIGH SCHOOL TEACHER RANKED AGAINST ELEVEN OTHER
REPRESENTATIVES OF OCCUPATIONS BY FEMALE STUDENTS
RELATED TO THE FINAL GRADE TEN STANDING OF THE STUDENTS

STANDING	RANK						Number
	Per cent response ⁺						
	1 & 2	3	4	5	6	7-12	
50% to 60%	4	16	31	29	14	6	51
60% to 70%	5	10	27	29	21	9	257
70% to 80%	6	15	23	30	17	9	236
80% to 100%	4	12	19	32	26	7	106
Total	5	13	25	30	20	8	650

$$\chi^2 = 12.8 \quad df = 15 \quad p < .70$$

⁺ Calculated from the data given in Appendix B - XXXII

Elementary school teacher ranked with representatives of eleven other occupations related to the academic standing of the student deciding on the rank. Is the rank to which the student assigns the high school teacher related to the academic level of the student?

Table XLI shows that the academic level of the male student is not significantly related to the rank to which the student assigns the elementary school teacher.

TABLE XLI

ELEMENTARY SCHOOL TEACHER RANKED AGAINST ELEVEN OTHER REPRESENTATIVES OF OCCUPATIONS BY MALE STUDENTS RELATED TO THE FINAL GRADE TEN STANDING OF THE STUDENT

STANDING	RANK								Number
	Per cent responses ⁺								
	1-4	5	6	7	8	9	10	11&12	
50% to 60%	11	10	18	22	21	8	5	6	63
60% to 70%	9	11	19	25	19	7	7	4	298
70% to 80%	6	11	22	26	19	7	3	7	264
80% to 100%	4	9	26	29	19	7	5	3	106
Total	7	11	21	26	19	7	5	5	731

$$\chi^2 = 15.5 \quad df = 21 \quad p < .80$$

⁺

Calculated from the data given in Appendix B - XXXIII

Table XLII shows that the level at which a female student ranks the elementary school teacher is not significantly related to the academic level of that student.

TABLE XLII

ELEMENTARY SCHOOL TEACHER RANKED AGAINST ELEVEN OTHER
REPRESENTATIVES OF OCCUPATIONS BY FEMALE STUDENTS
RELATED TO THE FINAL GRADE TEN STANDING OF THE STUDENT

STANDING	RANK Per cent Response ⁺							Number
	1-3	4	5	6	7	8	9-12	
50% to 60%	10	6	18	20	28	12	8	31
60% to 70%	7	5	15	27	25	13	8	257
70% to 80%	7	6	13	28	27	11	8	235
80% to 100%	1	9	11	24	32	18	6	106
Total	6	6	14	26	27	13	8	649

$$\chi^2 = 15.4 \quad df \ 18 \quad p < .70$$

⁺ Calculated from the data given in Appendix B - XXXIII

General attitude towards teachers. Students were presented with a series of twenty positive statements, such as the following: teachers are attractive in appearance, teachers show good sportsmanship, teachers are fair in dealing with others, and teachers are leaders in the community. (The complete list can be found in Appendix A-2 on page 193.) They were asked to rate them on these twenty statements under the headings above average, average, and below average. In cases where the number of items marked "above average" exceeded the number of items marked "below average" by at least five, the student was considered to have a positive attitude towards teachers in general. Where the number of items marked "below average" exceeded the number of statements marked "above average" by five, the student was considered to have a negative attitude towards teachers. Otherwise, students were considered to have a neutral attitude towards teachers.

It should be remembered that these attitudes were determined arbitrarily by the reactions of students to a series of positive statements about teachers and are intended for comparative purposes only. Thus, while it is not reasonable to say that a certain number of students have positive attitudes towards teachers and that another number of students had negative attitudes, we can say that the 317 male students listed as positive in Table XLIII were more positive than the rest of the students in their attitude towards teachers in general. It will then be possible to compare this attitude to the decision to select teaching as an occupation.

Is the attitude of student to teachers in general related to the decision of the student to select teaching?

Table XLIII shows that a positive attitude towards teachers in general as determined by the method described above is not significantly related to the decision by male students to select teaching. However, a positive attitude on the part of female students is significantly related to the decision to teach in a rather surprising way. Girls who plan to teach, especially those who state that they will probably teach, tend to be neutral in their attitude towards teachers. Girls who answered "Decidedly Not" to the question "Are you now planning to teach?" tend to be either negative or positive, but not neutral to the extent expected.

Perhaps girls who plan to teach have given much more thought to teaching than girls who do not plan to teach, and have come to the conclusion that teachers are not really different from other people.

TABLE XLIII

GENERAL ATTITUDE TOWARDS TEACHERS RELATED
TO THE DECISION TO SELECT TEACHING

ATTITUDE	Per Cent Responses ⁺					Number
	Decidedly	Probably	Undecided	Probably	Decidedly	
	Yes	Yes		Not	Not	
<hr/>						
Female Students*						
Positive	4	4	11	30	51	317
Neutral	2	3	11	25	59	353
Negative	0	5	12	20	63	75
<hr/>						
Total	3	4	11	27	56	745
<hr/>						
Female Students**						
Positive	14	6	13	11	57	300
Neutral	16	13	15	21	35	283
Negative	11	7	17	14	51	71
<hr/>						
Total	15	9	14	15	47	654

$$* \chi^2 = \underline{11.3} \quad df = \underline{8} \quad p < \underline{.20}$$

$$** \quad \underline{35.8} \quad \underline{8} \quad \underline{.001}$$

+ Calculated from the data given in Appendix B- XXXIV

Summary

Inferred attitudes concerning teaching significantly related to the decision by male students to select teaching or to the standing of male students. It was found that male students who plan to teach have a more positive attitude towards the Bachelor of Education Degree Course than male students who do not plan to teach.

Male students of low academic standing were found to have a more positive attitude towards the selection of courses in teacher training given at Macdonald College than male students of high academic standing. Male students of high academic standing indicated a preference for courses which would involve a higher proportion of study at an academic college and as little study of professional courses as possible. Male students in general seem to have the attitude that courses of teacher training are better for students with low marks than regular academic university courses.

High school teaching was more favourably compared to other occupations requiring similar training by male students with low marks than by male students with high marks, leading to the inference of a general attitude on the part of male students that high school teaching is more suitable as an occupation for students of low standing than for students of high standing.

Inferred attitudes concerning teaching significantly related to the decision by female students to select teaching or to the academic standing of the female student. Female students who plan to teach were found to have a better attitude towards formal education than female students who do not plan to teach. As a group, they seemed to favour the two-year training courses over all the others, which indicates that

girls have a poorer attitude than male students towards lengthy training.

Girls who have decided not to teach had a more idealistic attitude towards the length of teacher-training courses than girls who had decided to teach.

As with male students, it was found that female students in the lower mark categories favour courses given at Macdonald College whereas female students in the higher mark categories favour taking part of their work at institutions other than Macdonald College.

Girls who plan to teach were found to be more neutral in their attitude to teachers in general than girls who plan not to teach.

Inferred attitudes concerning teaching not significantly related to the decision by male students to select teaching, or to the academic standing of male students.

The students' self-rating, the grade level preferred in the event of the selection of teaching, the length of further schooling desired, and the attitude to teachers in general was not found to be significantly related to the decision by male students to select teaching.

The comparison of elementary school teaching to other occupations requiring similar training, and the rank assigned to elementary school teachers among twelve occupational groups was not found to be significantly related to the academic standing of male students.

Inferred attitude concerning teaching not significantly related to the decision by female students to select teaching, or to the academic standing of female students.

The self-rating of female students was not found to be significantly related to the decision to select teaching.

Neither the comparison of elementary or high school teaching to other occupations requiring similar training, nor the rank assigned to the elementary or high school teacher were found to be significantly related to the academic standing of female students.

CHAPTER VIII

STATED REASONS FOR THE SELECTION OF TEACHING AS AN OCCUPATION

Introduction

Three sets of responses were offered to students on the basis of their responses to the question, "Are you now planning to become a teacher?" Students who were planning to select teaching as an occupation were asked to answer set one. Students who were uncertain were asked to answer set two. Set three was provided for those students who were not planning to teach.

The responses to these sets of **reasons** are reported as per cents to the nearest whole per cent, and the responses are ranked according to the frequency with which they were agreed to by students. Reasons specified by students who answered "other" are summarized. None of these sets of answers is tested statistically, since many of them are the "socially acceptable" answers, and there is no accurate way of judging the honesty or accuracy of these statements. It has already been pointed out that people perhaps do not even know their real motives for selecting occupations, and these responses are simply presented as made.

Discussion of Stated Reasons

Stated reasons for the selection of teaching. What are the stated reasons for the selection of teaching as an occupation?

Table XLIV shows that male students tend to list such practical answers as "I think I can be successful as a teacher," "I am interested in teaching a certain subject," and "Teaching will offer permanent employment" higher on the list than the idealistic "I want to be of service to children" kind of answer. Salaries seem to be a more important consideration for

male students who are not definite about the selection of teaching than for those who are.

TABLE XLIV

STATED REASONS OF MALE STUDENTS FOR THE SELECTION OF TEACHING

STATED REASONS IN RANK ORDER	Per cent Responses ⁺		Number
	Decidedly Yes	Probably Yes	
I think I can be successful as a teacher	90	85	34
I like to work with young people.....	90	75	32
I am interested in teaching a certain subject	79	80	31
Teaching will offer permanent employment.	68	65	26
I want to be of service to children....	58	45	20
I like the idea of working in a school..	63	35	19
I think the salaries are good.....	26	45	14
People think teachers are fine persons...	26	5	6
Other reasons*	21	10	6
Financial reasons ¹	16	10	5
Chance of passing the course ²	11	15	5
Marks probably not good enough	16	5	4
	19	20	39

- 1) I or my parents are unable or unwilling to finance other college training.
- 2) I think I would have more chance of passing teacher training than regular academic college.
- 3) My marks will probably not be good enough to get into regular college.

* Where other reasons were specified, they were the following:

Decidedly yes: Experience in other occupations similar to teaching, opportunity to travel, teaching offers a challenge, and salaries are good in Ontario.

Probably yes: Opportunity to travel, and the chance to be one's own boss.

⁺ Calculated from the data given in Appendix B - XXXV

Table XLV summarizes, in order of frequency of choice, stated opinions for the selection of teaching by female students, and shows again, as was the case with male students, that the important reasons seem to be the practical ones. By comparison with male students, girls are more likely to consider the opportunity for service to children an important reason, and less likely to state that interest in a particular subject is a reason for the selection of teaching. Girls do not seem to be as likely as boys to select teaching because of a lack of money for more expensive training.

TABLE XLV

STATED REASONS OF FEMALE STUDENTS FOR THE SELECTION OF TEACHING

STATED REASONS IN RANK ORDER	Per Cent Response†		Number
	Decidedly	Probably	
	Yes	Yes	
I like to work with young people	90	89	124
I think I can be successful as a teacher	92	73	120
I want to be of service to children	73	71	100
I like the idea of working in a school	65	57	88
Teaching will offer permanent employment	58	64	83
I am interested in teaching a certain subject	33	36	47
I think the salaries are good	27	27	37
Chance of passing the course ¹	11	18	18
Other reasons*	14	9	17
Marks probably not good enough ²	8	16	15
People think teachers are fine persons.	11	7	13
Finances ³	4	7	7
Total	95	44	139

1) I think I would have more chance of passing teacher training than regular academic college.

2) My marks will probably not be good enough to get into regular college.

3) I or my parents are unable or unwilling to finance other college training.

* Where other reasons were specified, they are listed as follows:

Decidedly Yes: Teaching experience a help in bringing up own children, travel, parents proud, teach after marriage, enjoy gymnasium work, opportunity to study, holidays, good hours, and the challenge of teaching.

Probably Yes: Interesting work, good holidays, teaching may lead to higher positions.

† Calculated from the data given in Appendix B- XXXVI

Stated reasons for being undecided about the selection of teaching. What are the stated reasons for being undecided about the selection of teaching?

Table XLVI shows that the two most important reasons for indecision about the selection of teaching by male students are the feeling that teaching may not be enjoyable, and the idea that the salary will be inadequate. Other important reasons seem to be uncertainty about academic ability, getting into a rut, financing a college training, no chance to advance, and mixed feelings about the prestige of teachers. Only a small proportion of this group of male students felt that discipline might be a problem to them.

TABLE XLVI

STATED REASONS OF MALE STUDENTS FOR BEING UNDECIDED
ABOUT THE SELECTION OF TEACHING

STATED REASONS	Per Cent Responses		
	Undecided	Probably	Not
I am not sure that I will enjoy teaching.	55	80	87
I am not sure that a teacher's salary would be adequate.	44	51	62
I am unsure about my academic ability.	29	31	39
I am afraid that I might get into a rut.	25	32	37
I am not sure that I have enough money to go to college.	30	24	36
I am not sure that I could advance according to my own merits.	26	29	36
I have mixed feelings about the prestige of teachers.	26	27	35
I am not sure that teaching is challenging enough.	12	29	31
I might have to teach a subject I do not like	22	22	29
I find it hard to make such important decisions	25	15	27
I am not sure that I like children enough	18	17	23
Other reasons*	15	7	15
I am not sure that I would be able to keep discipline	6	14	12
I am not sure that I would like working with other teachers	7	2	6
Total	73	59	132

* Where other reasons were specified, they were listed as follows:

Undecided: Personality not suited, favouritism in promotion policies of school boards, disagree with present teaching methods, private life restricted, public opinion unfavourable to teachers, and too many interests to be decided yet.

Probably Not: Teaching is boring, my parents are against this choice, and may teach while waiting for something better.

+ Calculated from the data given in Appendix B - XXXVII

Table XLVII lists the reasons checked by female students for being undecided about the selection of teaching as an occupation. One reason stands out as more important than any of the others - - the possibility that the student may not enjoy teaching. Female students seem to be much more concerned about the possibility of discipline problems than male students, and much less concerned about the possibility of the inadequacy of a teacher's salary.

TABLE XLVII
STATED REASONS OF FEMALE STUDENTS FOR BEING UNDECIDED
ABOUT THE SELECTION OF TEACHING

STATED REASONS	Per Cent Response ⁺		Number
	Undecided	Probably Not	
I am not sure that I will enjoy teaching	60	79	79
I am unsure about my academic ability	33	32	39
I am not sure that I would be able to keep discipline	27	24	31
I am afraid that I might get into a rut	22	29	29
I might have to teach a subject I do not like	20	26	26
I am not sure that I have enough money to go to college	22	18	25
I am not sure that a teacher's salary would be adequate	20	24	25
I am not sure that teaching is challenging enough	20	24	25
I am not sure that I could advance according to my own merits	22	5	20
I have mixed feelings about the prestige of teachers	16	16	19
I am not sure that I like children enough	11	18	16
Other reasons*	13	8	14
I find it hard to make such important decisions	0	13	5
I am not sure that I would like working with other teachers.	2	5	4
Total	82	38	120

* Where other reasons were specified, they are listed as follows:

Undecided: Cannot decide on grade level, teaching is tiring, too much home work, boring, wants to be entertainer, but will teach in the event of failure, not challenging, probably cannot year of teacher training, and also interested in other work.

Probably Not: Not enough variety in teaching, and not sure of teaching ability.

Stated reasons for the rejection of teaching as an occupation.

What are the stated reasons for the rejection of teaching as an occupation?

Table XLVIII shows that male students who reject teaching generally find the reasons in themselves rather than finding fault with teaching. The most serious criticism levelled at teaching as an occupation is the idea that teachers are too poorly paid; almost half of the male students in this category were agreed upon this. A surprising number, more than a quarter, of the male students who answered the question, "Are you now planning to become a teacher?" with one of the two negative responses agreed with the statement, "My marks are good enough to admit me to better courses, such as engineering or pre-med."

TABLE XLVIII

STATED REASONS OF MALE STUDENTS FOR THE REJECTION
OF TEACHING AS AN OCCUPATION

STATED REASONS	Per Cent Response ⁺		Number
	Probably Not	Decidedly Not	
I like other work better	90	91	496
I am just not interested	35	66	318
I do not think that I am fitted for teaching	32	56	273
Teachers are too poorly paid	47	50	271
Attending teachers' college just does not appeal to me	25	40	198
My marks are too good to waste on teacher training ¹	35	24	145
Teachers are restricted in what they say or do ²	20	16	94
Teachers college does not attract really good students	7	10	49
Teachers do not rate very high	10	6	40
Working conditions are not good	9	5	35
Other reasons*	11	3	26
I do not like to work with boys and girls	2	3	16
Total	139	409	548

1) My marks are good enough to admit me to better courses, such as engineering or pre-med.

2) Teachers have to be too careful about what they say or do.

* Where other reasons were specified, they are listed as follows:

Probably Not: Teaching is a calling, not enough respect for teachers, personality not suited, teaching is boring.

Decidedly Not: Has not the qualifications required, children are ruffians, hours too long, boring, personality not suited, no effective disciplinary measures available to teachers, and it is difficult to switch jobs when you are a teacher.

+ Calculated from the data given in Appendix B - XXXIX

Table XLIX gives the same information for female students.

TABLE XLIX
STATED REASONS OF FEMALE STUDENTS FOR THE REJECTION
OF TEACHING AS AN OCCUPATION

Stated Reasons	Per Cent Response†		Number
	Probably Not	Decidedly Not	
I like other work better	97	92	338
I am just not interested	44	68	231
Attending teacher's College just does not appeal to me	36	48	167
I do not think that I am fitted for teaching	48	41	155
Teachers are too poorly paid	15	20	69
Teachers are restricted in what they may say or do ¹	13	11	42
My marks are too good to waste on teacher training ²	5	7	23
Other reasons *	5	6	21
Teacher's college does not attract really good students	10	5	20
Teachers do not rate very high	0	4	13
I do not like to work with boys and girls	3	2	8
Working conditions are not good	2	2	6
Total	62	302	364

¹ Teachers have to be too careful about what they say or do.

² My marks are good enough to admit me to better courses, such as engineering or pre-med.

* Where other reasons were specified, they are listed as follows:

Probably Not: Cannot choose the school you teach in, expects to marry young and training would be wasted, lacks patience.

Decidedly Not: Tendency to favouritism, wants to break family tradition of teaching, attending college would necessitate breaking of dietary and other religious laws, nervous in front of group, boring, no chance for advancement, no patience, shy, marks too poor, teacher has to spend too much time on discipline, and general disrespect for teachers.

† Calculated from the data given in Appendix B-XL

Table XLIX shows that female students claim to reject teaching for much the same reasons as male students -- personal preferences, interests, and personal endowments, rather than for shortcomings in teaching as an occupation. Again, of the reasons implying criticism of teaching as an occupation, salary is the most important. However, a much smaller proportion of girls than boys criticized the salaries paid to teachers.

Summary

Most of the important reasons given for the selection, uncertainty about, or the rejection of teaching as an occupation by male and female students were levelled at personal characteristics such as interest and ability, rather than at virtues or shortcomings in teaching as an occupation. The most important factor related to teaching rather than to the student was stated to be poor salary, and this seems to be more important to male students than to female students.

CHAPTER IX

SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FURTHER STUDY

Summary

The survey was designed to discover what objective factors (such as socio-economic background, school attended, and academic standing), opinions, attitudes, and reasons are associated with the selection of teaching by grade eleven students in Protestant high schools in the Province of Quebec. It is felt that a knowledge of these factors will contribute to any programme which may be designed in the future to attract more and better students to teaching as an occupation.

A local survey was considered necessary, since it was seen from other surveys that factors associated with the selection of teaching are not the same in all places, and since no survey of this kind had been made in this province.

It was noted that other surveys of this kind had discovered that important factors are, among others, the attitude of students towards their teachers, the attitudes of teachers towards their students, the income level and occupation of the parents, experience factors in the background of students, student opinions about the opportunities in teaching for social service, and the student's self-appraisal of his own personal development.

Many of the surveys already done elsewhere were considered inadequate for at least one of two reasons -- first that their subjects included only students who had already decided to teach, rather than a complete cross-section of students, and second, that they dealt with

too narrow a range of factors, such as opinions only, for example.

The questionnaire used in this study was designed to overcome these shortcomings by including questions aimed at eliciting objective as well as subjective responses. As a result of the pilot study, some changes were made, and the questionnaire was then administered according to standard instructions by teachers and principals of sixteen schools, selected to represent a variety of socio-economic and ethnic districts, in suburban and rural areas. Returned questionnaires were coded and the information on them was transferred to McBee Keysort Cards. Responses to the questions were related to the decision to select teaching, and in some cases to the academic standing of the student, and the Chi square test was used to determine significance. The five per cent level of confidence or better was accepted as significant.

Analysis of the sample showed that there was considerable variation in the incomes, home ownership status, and religious affiliation of the families represented. There was found to be a surprisingly large per cent of the fathers of students self-employed in business or in professional occupations. Relatively few students reported the occupations of their fathers to be skilled trades, unskilled labour, or even clerical work.

Objective factors found to be significantly related to the decision to select teaching included the sex of the student, the school attended, and the religious affiliation of the students. Girls were much more likely to select teaching than boys. Girls from urban schools were more inclined to select teaching than girls from rural schools, and the reverse pattern was found for boys, who were more likely to select teaching as an

occupation if they were enrolled in rural schools. There was found to be considerable variation among students from schools of the same type; for example, one urban school produced a significantly larger proportion of "Decidedly Yes" responses to the question, "Are you now planning to teach?" than another. It was also found that the religious affiliation of the student is a factor. Jewish girls were found to be much more likely to select teaching than Protestant girls, whereas Jewish boys are much less likely to select teaching than Protestant boys.

Male students from low income families were found to be more strongly attracted to teaching than male students from high income families. This seems related to the finding that boys whose fathers work in occupations other than business or the professions are more likely to select teaching than other boys. It was also found that male students following highly academic courses such as extra mathematics or Latin were more inclined to reject teaching than boys following less academic, descriptive high school courses, who indicated the decision to select teaching with greater frequency than expected.

The academic standing of female students was found to be significantly related to the decision to select teaching. Girls in the 70 to 80 per cent range favour teaching more frequently than expected, and girls in the lowest category were much more likely to indicate "Probably Yes" to the question, "Are you now planning to teach?" than girls in any of the other academic categories.

Stated opinions found to be significantly related to the decision by both male and female students to select teaching included the following: that high school teachers have been helpful in assisting them in the selection of an occupation; that elementary school teaching compares

favourably with other occupations requiring similar training; that teaching offers security; and that teaching is interesting and enjoyable.

Stated opinions found to be significantly related to the decision by students of both sexes to reject teaching were that there is no chance for advancement in teaching, and that there is too much responsibility in teaching.

Male students who indicated the selection of teaching were not of the opinion that their parents had been the persons most helpful in assisting them to select an occupation, whereas male students who indicated that they were planning not to teach tended to be of the opinion that their parents had been the persons most helpful in assisting them to select a career. Apparently, parents are not generally as much in favour of their sons selecting teaching as an occupation as they are of their sons selecting occupations other than teaching.

Other stated opinions significantly related to the decision of male students to select or reject teaching concerned such matters as salaries, experience in occupations similar to teaching, teaching as a temporary occupation, and the personal prestige in being a teacher.

Female students who indicated the decision to select teaching were more likely to be of the opinion that teaching gives the chance to help young people than female students who were not planning to become teachers.

It is worth pointing out here that among the stated opinions not significantly related to the selection of teaching by students of either sex, was the stated opinion that teaching offers the opportunity to be

of service. This has been found to be a reason for the selection of teaching by many surveys which have not included a control group -- students who are not planning to teach. A majority of students, regardless of their decision concerning the selection of teaching as an occupation, indicated that they were of this opinion.

Students' attitudes towards teaching were inferred by comparing certain responses to either the decision of students to select teaching, or to the academic level of the students.

It was found that both male and female students with low marks stated that they would select courses given at Macdonald College in the event of the selection of teaching, but that students with high marks indicated a preference for courses at institutions other than Macdonald College. From this was inferred that students in general have the attitude that courses at Macdonald College are more suitable to poor students than to students of high academic ability.

Male students of low academic standing were found to have a more favourable attitude towards high school teaching as an occupation than male students of high academic standing.

Female students planning to teach were found to have a better attitude towards lengthy formal schooling than female students in general. However, they tended to favour a two-year course, which, by comparison to the more ambitious educational plans of male students, indicates that the attitude of these female students is not as good as that of male students concerning the length of formal training desired.

Most of the important stated reasons for the selection or rejection of teaching were concerned with personal preferences, interests

and shortcomings (from the point of view of being a teacher), rather than with shortcomings attached to teaching as an occupation.

Of the reasons which implied criticism of teaching, the most important for indecision or rejection was the feeling that salaries are inadequate in teaching, particularly in the case of male students.

Conclusions

It seems almost certain that one of the most important factors controlling the amount of formal schooling that a student receives is the income of the family. Students whose fathers are neither self-employed in business nor occupied in one of the professions do not seem to get into grade eleven in the numbers expected. It seems to the writer that the criteria for further education should not be the income of the father, but rather the intelligence, personality, and work habits of the student. It is a shameful waste of potential manpower not to train each student in accordance with his personal potential, and our society can ill afford such waste. Perhaps more scholarships are needed at the high school level.

Students who plan to teach, particularly male students, seem to be predominantly from low income families. While the writer feels that these students are as likely as any to become good teachers, we should not be restricted to such a narrow range of potential teachers. An occupation like teaching should be selected not on the basis of family income, but rather on the basis of intelligent self-appraisal by the student. Students who have the potential to be good doctors, engineers, and lawyers are probably those who would also become good teachers -- if teaching were made as attractive as other professions.

Teachers seem to be important agents for teacher recruitment. This fact makes it difficult to explain why a larger proportion of male students from the less academic courses select teaching than from the more academic courses. Do teachers themselves feel that brilliant male students would be wasted in teaching? Teachers should do an active job of improving the status of their own profession by encouraging their best students to consider this essential work.

The attitude of both male and female students to professional teacher training courses seems to be a poor one. Good students claim that they will substitute for these courses as many academic credits from non-professional institutions as possible, whereas weaker students seem to be attracted to professional courses in teacher training. This is not surprising, since far shorter courses are offered for teaching than for any similar occupations; the one-year training course certainly does not lend any prestige to teaching as anything other than a temporary occupation, which in fact, it is for many, especially among female students.

It is claimed that because of the shortage of teachers, teachers with only one year of training are better than teachers with no training at all. Perhaps this is true, but it is also likely that a great deal of training waste occurs because of this policy. A student who plans to teach for only a few years is attracted to a short course, and another student must be trained to replace this "temporary teacher" when she leaves for marriage or some other occupation. Training a much smaller number of career teachers would in the long run fill the teacher vacancies just as effectively as training a large number of transient teachers, and the quality of the teachers should be increased considerably by such a change.

There is no question that eliminating the one-year course would eliminate some of those students who, in past years, were unable to gather enough money for more than one year of formal schooling. Such action should also be accompanied by scholarships which could help the profession to control to some extent the quality of the students entering training. Scholarships would no doubt increase the expenses of teacher training at first, but if more career teachers were trained, fewer teachers would need training in the long run, thus affecting some economies.

Finally, it seems obvious that students entering teacher training should be required to have at least as high an academic standing as students entering liberal arts courses. The writer submits that teaching is not work for those who are not accomplished enough to attain undergraduate college degrees.

Recommendations for Further Study

Due to the limitations of the present survey, many important questions remain unanswered. A number of suggestions follow:

An entirely unexpected finding as a result of this study is the fact that relatively few of the students enrolled in the grade eleven classes of the Protestant high schools of the Province of Quebec are children of fathers employed in occupations such as skilled or unskilled labour. It would be interesting and perhaps useful to know what relationship exists between the socio-economic background of the adolescent and the amount of formal schooling he achieves. It would also be interesting to know the reasons for such a relationship, and if possible, to discover ways of eliminating this difference in educational opportunity, if indeed, any such difference exists.

A careful study aimed at discovering what students actually know about teaching and other career opportunities would seem appropriate. It would also be helpful to know what their major sources of information about careers are, and how they can more accurately be informed about career opportunities.

Further study of the attitudes of students towards teaching and teachers is recommended. Perhaps more advanced techniques, including projective techniques, could be used. It would also be interesting to know how and at what stage of the student's school career these attitudes are developed. Such information would be useful in the event of any long-term plan of selective recruitment which might be organized in the future.

It has been noted that female student teachers outnumber male student teachers by a larger proportion than expected, based on the proportions of male to female teachers actually practising the profession. A suggested reason for this is that many female students consider teaching a temporary occupation. A study aimed at discovering what factors are associated with the selection of teaching as a temporary occupation should help to avoid such training waste, and should also benefit the pupils in the schools, who deserve to have a reasonable number of experienced teachers during their elementary school careers.

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APPENDICES

APPENDIX A - 1
FACSIMILE OF THE PILOT STUDY QUESTIONNAIRE

McGill University
Institute of Education

HOW DO YOU FEEL ABOUT TEACHERS AND ABOUT TEACHING SCHOOL?

In this questionnaire we are hoping to find out just how you feel about teachers and about teaching school. When we have this information, we will be able to help all teachers do a better job. In this way, the information you give us will be of help to many students who will be going to school in the future.

There is nothing personal in the questions, for we are not even asking you to sign your name. Even your own teachers will not see how you have marked the questionnaire.

DIRECTIONS: Place a check mark in the blank spaces according to instructions. Note that in some of the items you are to choose only one answer, while in others you are to place as many check marks as you have opinions. Be very careful to read, all of the instructions. Do not ask questions of anyone; just do the best you can.

SECTION 1. INFORMATION ABOUT YOU

- A. By what name is your class known? (Example: Grade 11, 11C, etc.)
1) _____
- B. Check your age.
1) _____ 15
2) _____ 16
3) _____ 17
4) _____ 18
5) _____ 19
6) _____ Other (Write the age)
- C. Check your sex.
1) _____ Male
2) _____ Female
- D. To what religion or branch of religion do you belong? Check one, and use the blank for comment as to denomination if you wish.
1) _____ Protestant
2) _____ Hebrew
3) _____ Greek Orthodox
4) _____ Roman Catholic
- E. In what kind of dwelling have you lived for most of your life?
1) _____ Apartment
2) _____ Cold Water Flat
3) _____ Rented House
4) _____ Rented Duplex
5) _____ Family-owned House or Duplex
6) _____ Other (Explain) _____
- F. Check the number of years your mother attended

<u>High School</u>	<u>College</u>
1) _____ None	1) _____ None
2) _____ One	2) _____ One

- 3) ☐ Two
 4) ☐ Three
 5) ☐ Four

- 3) ☐ Two
 4) ☐ Three
 5) ☐ Four
 6) ☐ Other (Write the number of years)

G. Check the number of years your father attended

- High School
 1) ☐ None
 2) ☐ One
 3) ☐ Two
 4) ☐ Three
 5) ☐ Four

- College
 1) ☐ None
 2) ☐ One
 3) ☐ Two
 4) ☐ Three
 5) ☐ Four
 6) ☐ Other (Write the number of years)

H. Check the number of brothers and sisters you have.

- Older
 1) ☐ None
 2) ☐ One
 3) ☐ Two
 4) ☐ Three or more

- Younger
 1) ☐ None
 2) ☐ One
 3) ☐ Two
 4) ☐ Three or more

I. What is the main language spoken in your home? Check one.

- 1) ☐ English
 2) ☐ French
 3) ☐ Other (Specify) _____

J. Is your mother teaching school?

- 1) ☐ Yes 2) ☐ No

Has your mother ever taught school?

- 3) ☐ Yes 4) ☐ No

Is your father teaching school?

- 5) ☐ Yes 6) ☐ No

Has your father ever taught school?

- 7) ☐ Yes 8) ☐ No

Have you any brothers or sisters who are teaching or have ever taught school?

- 9) ☐ Yes 10) ☐ No

Have you any relatives who are teaching or have ever taught school?

- 11) ☐ Yes 12) ☐ No

K. Check the approximate combined yearly income of your parents or guardians. Consider all sources.

- 1) ☐ Less than \$3,000 3) ☐ \$5,000 to \$6,999
 2) ☐ \$3,000 - \$4,000 4) ☐ \$7,000 to \$8,999
 5) ☐ Over \$9,000

L. What has been your father's occupation for most of his life? Check only one.

- 1) ☐ Businessman (Examples: Store owner, Factory owner, Salesman, self-employed Bookkeeper, etc.)

- 2) _____ Clerical Worker (Examples: Bookkeeper, Clerk, etc.)
- 3) _____ Skilled Tradesman (Examples: Brickmason, Auto Mechanic, Carpenter, etc.)
- 4) _____ Unskilled Worker (Examples: Labourer, Factory Worker, Janitor, Truck Driver, etc.)
- 5) _____ Professional Worker (Examples: Doctor, School Teacher, Engineer, etc.)
- 6) _____ Public Service Worker (Examples: Government Employee, Fireman, etc.)
- 7) _____ Farmer
- 8) _____ Worker in Fine or Practical Arts (Examples: Artist, Photographer, Radio Entertainer, etc.)
- 9) _____ Other (Name the occupation) _____

M. Check all the subjects that you are now studying and intend to write provincial examinations in at the end of this year.

- | | |
|--|--|
| 1) _____ Algebra, Elementary | 14) _____ Greek |
| 2) _____ Algebra, Intermediate | 15) _____ History |
| 3) _____ Art | 16) _____ Home Economics |
| 4) _____ Biology | 17) _____ Latin Prose and Composition |
| 5) _____ Bookkeeping | 18) _____ Latin Poetry and Sight Translation |
| 6) _____ Chemistry | 19) _____ Music, Channel C |
| 7) _____ English Composition | 20) _____ Music, Channel B (Instrumental) |
| 8) _____ English Literature | 21) _____ North American Literature |
| 9) _____ French, Written | 22) _____ Physics |
| 10) _____ French, Oral | 23) _____ Spanish |
| 11) _____ Geography | 24) _____ Stenography and Secretarial Practice |
| 12) _____ Geometry | 25) _____ Trigonometry |
| 13) _____ German | 26) _____ Typewriting and Office Practice |
| 27) _____ Others (Specify) _____ | |
| 28) _____ Write the total number of courses taken. | |

N. In comparison with most of your classmates, how do you rate your own ability to do schoolwork?

- 1) _____ Above Average
- 2) _____ Average
- 3) _____ Below Average

O. In comparison with most of the students of grade eleven in your school regardless of the class they are in, how do you rate your ability to do school work?

- 1) _____ Above Average
- 2) _____ Average
- 3) _____ Below Average

P. Indicate the category of your final grade ten standing which qualified you to enter grade eleven.

- | | |
|----------------------------|----------------------------|
| 1) _____ 50 to 60 per cent | 3) _____ 70 to 80 per cent |
| 2) _____ 60 to 70 per cent | 4) _____ 80 to 90 per cent |
| 5) _____ Over 90 per cent | |

- Q. How far would you like to go before you finish your schooling?
- 1) ☐ I would like to finish high school.
 - 2) ☐ I would like to further my formal education beyond high school by at least one year.
 - 3) ☐ I would like to further my formal education beyond high school by at least two years.
 - 4) ☐ I would like to graduate from college.
 - 5) ☐ I would like to continue with college work after I get my first degree.
- R. What is the likelihood of your achieving the desire you have checked above? Consider both financial possibilities and the attitudes of your parents.
- 1) ☐ Very good
 - 2) ☐ Good
 - 3) ☐ Fair
 - 4) ☐ Uncertain
 - 5) ☐ Poor

SECTION II. CHOOSING AN OCCUPATION

- A. How much personal help have your high school teachers given you in selecting an occupation? (Check one)
- 1) ☐ Much
 - 2) ☐ Some
 - 3) ☐ Little
 - 4) ☐ None
- B. How much information (Books, pamphlets, and magazines) does your school have that would help you in choosing an occupation? (Check one)
- 1) ☐ I do not know
 - 2) ☐ Very Much
 - 3) ☐ Some
 - 4) ☐ Little
 - 5) ☐ None
- C. Which one of the following has been of greatest help to you in deciding the kind of work you want to do when you finish school? (Check one)
- 1) ☐ Parent (s)
 - 2) ☐ Relative (s)
 - 3) ☐ Teacher (s)
 - 4) ☐ Minister (s)
 - 5) ☐ Friend in the occupation of your choice
 - 6) ☐ Friend outside the occupation of your choice
 - 7) ☐ Other (Specify) _____
- D. To what extent have you thought at any time about becoming a teacher?
- 1) ☐ Very Much
 - 2) ☐ Much
 - 3) ☐ Some
 - 4) ☐ Little
 - 5) ☐ None
- E. Are you now planning to become a teacher? (Check one)
- 1) ☐ Decidedly yes
 - 2) ☐ Probably yes
 - 3) ☐ Undecided
 - 4) ☐ Probably not
 - 5) ☐ Decidedly not

- F. This section contains three sets, and you should answer only one. If you are planning to teach, answer Set i. If you are undecided, answer Set ii. If you are not planning to teach, answer Set iii. (Check as many items as apply)

Set i.

- 1) ☐ I want to be of service to children
 - 2) ☐ I like to work with young people
 - 3) ☐ I am interested in teaching a certain subject
 - 4) ☐ I like the idea of working in a school
 - 5) ☐ I think the salaries are good
 - 6) ☐ Teaching will offer permanent employment
 - 7) ☐ People think teachers are fine persons
 - 8) ☐ I think I can be successful as a teacher
 - 9) ☐ I have been encourage by others
 - 10) ☐ Others. (Specify) _____
-

Set ii

- 1) ☐ I am not sure that I will enjoy teaching
 - 2) ☐ I am unsure about my academic ability
 - 3) ☐ I am not sure that I would be able to keep discipline
 - 4) ☐ I have mixed feelings about the prestige of teachers
 - 5) ☐ I am not sure that I like children enough
 - 6) ☐ I am afraid that I might get into a rut
 - 7) ☐ I might have to teach a subject I don't like
 - 8) ☐ I am not sure that teaching is challenging enough
 - 9) ☐ I am not sure that I could advance according to my own merits
 - 10) ☐ I am not sure that I would like working with other teachers
 - 11) ☐ I find it hard to make any such important decisions
 - 12) ☐ Others (Specify) _____
-

Set iii

- 1) ☐ I like other work better
 - 2) ☐ Teachers are too poorly paid
 - 3) ☐ Attending teachers college just doesn't appeal to me
 - 4) ☐ I do not like to work with boys and girls
 - 5) ☐ I am just not interested
 - 6) ☐ Teachers do not rate very high
 - 7) ☐ Working conditions are not good
 - 8) ☐ Teachers have to be too careful about they say or do
 - 9) ☐ I do not think that I am fitted for teaching
 - 10) ☐ Others (Specify) _____
-

- G. How much experience of a teaching nature (such as substitute teaching, Sunday School teaching, camp counseling, and teaching neighbourhood children, etc.) have you had? (Check one)

- | | |
|----------------------------------|------------------------------------|
| 1) <input type="checkbox"/> Much | 3) <input type="checkbox"/> Little |
| 2) <input type="checkbox"/> Some | 4) <input type="checkbox"/> None |

- H. How do you think high school teaching compares with other occupations which require four or five years of college training?
- 1) ☐ Much more desirable 3) ☐ About the same
 2) ☐ More desirable 4) ☐ Less desirable
 5) ☐ Much less desirable
- I. How do you think elementary school training compares with other occupations which require a minimum of one year of college or similar training?
- 1) ☐ Much more desirable 3) ☐ About the same
 2) ☐ More desirable 4) ☐ Less desirable
 5) ☐ Much less desirable
- J. Check all of the following statements which seem true to you.
- 1) ☐ Teachers salaries are good
 2) ☐ Teachers salaries are poor
 3) ☐ Teaching is interesting and enjoyable
 4) ☐ Teaching offers the opportunity to be of service
 5) ☐ Teachers must always be "on their best behavior" in public
 6) ☐ There is personal prestige and satisfaction in teaching
 7) ☐ Teaching is dull and monotonous
 8) ☐ There is little or no chance for advancement in teaching
 9) ☐ Teaching gives the chance to help young people
 10) ☐ There is too much responsibility in the teaching profession
 11) ☐ Teachers have poor working conditions
 12) ☐ Teachers have the opportunity to meet better people
 13) ☐ Teachers do not rate high with others
 14) ☐ Teachers are fortunate in that they have the opportunity to develop their minds
 15) ☐ A teaching certificate is good insurance to fall back on
 16) ☐ Teaching offers security
 17) ☐ Children are badly behaved these days
- K. What do you think is the greatest advantage of teaching as an occupation?
-
- L. What do you think is the most serious disadvantage of teaching as an occupation?
-
- M. If you should become a teacher, at what grade level would you prefer to teach? (Check one)
- 1) ☐ Kindergarten 4) ☐ Junior High School
 2) ☐ Primary Elementary 5) ☐ Senior High School
 3) ☐ Senior Elementary 6) ☐ College
 7) ☐ Other (Explain) _____

Q. Think of the teacher you liked best during all the time you have been in school. Was this teacher

- | | |
|---------------------------------------|-------------------|
| 1) _____ An elementary school teacher | 3) _____ A man? |
| 2) _____ A high school teacher | 4) _____ A woman? |

Check all of the following which were true. This teacher:

- | | |
|---|--|
| 1) _____ was good looking | 2) _____ was fair in grading |
| 3) _____ was interested in me | 4) _____ had a pleasant speaking voice |
| 5) _____ made me work hard | 6) _____ did not make me work hard |
| 7) _____ never got angry with me | 8) _____ was always willing to give me extra help when I needed it |
| 9) _____ understood my problems | 10) _____ really <u>knew</u> the subject being taught |
| 11) _____ dressed attractively | 12) _____ said nice things about my work |
| 13) _____ could explain lessons clearly | 14) _____ was liked by all the students |
| 15) _____ had a pleasant disposition | 16) _____ was a real pal, both in and out of school |
| 17) _____ didn't gripe about things | 18) _____ didn't bawl me out in front of other students |
| 19) _____ insisted on our being on time and businesslike in the classroom | 20) _____ helped me out when I was in trouble |
| 21) _____ was happy and smiled a lot | 22) _____ got along well with other teachers |
| 23) _____ did not have favourites | 23) _____ had a good sense of humour |

List other things you liked about this teacher.

Was there anything you didn't like about this teacher?

R. Now think of the teacher you liked least during all the time you have been in school. Was this teacher

- | | |
|--|-------------------|
| 1) _____ An elementary school teacher? | 3) _____ A man? |
| 2) _____ A high school teacher? | 4) _____ A woman? |

Check all of the following which were true. This teacher:

- | | |
|--|---|
| 1) _____ was not good looking | 2) _____ did not explain lessons clearly |
| 3) _____ had a bad temper | 4) _____ was not liked by any of the students |
| 5) _____ had too many favorites | 6) _____ made me work too hard |
| 7) _____ didn't make me work hard enough | 8) _____ never got along well with other teachers |

- | | |
|---|--|
| 9) _____ was not interested
in me | 10) _____ never helped me out when
I was in trouble |
| 11) _____ didn't wear nice
clothes | 12) _____ was crabby and cross |
| 13) _____ couldn't take a joke | 14) _____ didn't know much about
the subject being taught |
| 15) _____ had a bad speaking
voice | 16) _____ was not a fair marker |
| 17) _____ never paid any atten-
tion to me outside of
the classroom | 18) _____ seldom or never said nice
things about my work |
| 19) _____ was too strict | 20) _____ was not strict enough |
| 21) _____ wouldn't give me extra
help on my lessons when
I needed | 22) _____ didn't have good control
over the class |

List other things you did not like about this teacher.

Was there anything you liked about this teacher?

APPENDIX A-II
FACSIMILE OF THE SURVEY QUESTIONNAIRE

McGill University
Institute of Education

HOW DO YOU FEEL ABOUT TEACHERS AND ABOUT TEACHING SCHOOL?

In this questionnaire we are hoping to find out how you feel about teachers and about teaching school. When we have this information, we will be able to help all teachers do a better job. In this way, the information you give us will be of help to many students who will be going to school in the future.

There is nothing personal in the questions, for we are not even asking you to sign your name. Even your own teachers will not see how you have marked the questionnaire.

DIRECTIONS: Place check marks in the blank spaces according to instructions. Note that in some of the items you are to choose only one answer, while in others you are to place as many check marks as you have opinions. Be very careful to read all of the instructions. Do not ask questions of anyone; just do the best you can.

SECTION 1. INFORMATION ABOUT YOU

- A. By what name is your class known? (Examples: Grade 11, 11C, etc.)
1) _____
- B. Check your age.
1) _____ 15
2) _____ 16
3) _____ 17
4) _____ 18
5) _____ 19
6) _____ Other (List the age)
- C. Check your sex.
1) _____ Male
2) _____ Female
- D. To what religion or branch of religion do you belong? Check one, and use the blank for comment as to denomination, if you wish.
1) _____ Protestant _____ 3) _____ Greek Orthodox _____
2) _____ Hebrew _____ 4) _____ Other (Explain) _____
- E. In what kind of dwelling have you lived for most of your life?
1) _____ Apartment
2) _____ Cold Water Flat
3) _____ Rented house or duplex
4) _____ Family-owned house or duplex
5) _____ Other (Explain) _____
- F. Check the number of years your mother attended

<u>High School</u>	<u>College</u>
0) _____ None	0) _____ None
1) _____ One	1) _____ One
2) _____ Two	2) _____ Two
3) _____ Three	3) _____ Three
4) _____ Four	4) _____ Four
	5) _____ Five or more. Write the number.

G. Check the number of years your father attended

High School

- 0) ☐ None
 1) ☐ One
 2) ☐ Two
 3) ☐ Three
 4) ☐ Four

College

- 0) ☐ None
 1) ☐ One
 2) ☐ Two
 3) ☐ Three
 4) ☐ Four
 5) ☐ Five or more. Write the number.

H. Check the number of brothers and sisters you have.

Older

- 0) ☐ None
 1) ☐ One
 2) ☐ Two
 3) ☐ Three or more

Younger

- 0) ☐ None
 1) ☐ One
 2) ☐ Two
 3) ☐ Three or more

I. What is the main language spoken in your home?

- 1) ☐ English
 2) ☐ Other (Specify) _____

J. Is your mother teaching school?

- 1) ☐ Yes 2) ☐ No

Has your mother ever taught school?

- 3) ☐ Yes 4) ☐ No

Is your father teaching school?

- 5) ☐ Yes 6) ☐ No

Has your father ever taught school?

- 7) ☐ Yes 8) ☐ No

Have you any brothers or sisters who are teaching or have ever taught school?

- 9) ☐ Yes 10) ☐ No

Have you any other relatives who are teaching or have ever taught school?

- 11) ☐ Yes 12) ☐ No

K. Check what you think the approximate combined yearly income of your parents or guardians is. Consider all sources.

- 1) ☐ Less than \$3,000 4) ☐ \$7,000 to \$8,999
 2) ☐ \$3,000 to \$4,999 5) ☐ Over \$9,000
 3) ☐ \$5,000 to \$6,999

L. What has been your father's occupation for most of his life? Check only one.

- 1) ☐ Businessman (Examples: Store owner, Factory owner, Salesman, self-employed bookkeeper, etc.)
 2) ☐ Clerical worker (Examples: Bookkeeper, Clerk, etc.)

- 3) _____ Skilled tradesman (Examples: Brickmason, Auto Mechanic, Carpenter, etc.)
- 4) _____ Unskilled worker (Examples: Labourer, Factory worker, Janitor, etc.)
- 5) _____ Professional worker (Examples: Doctor, School Teacher, Engineer, etc.)
- 6) _____ Public Service Worker (Examples: Government employee, Fireman, etc.)
- 7) _____ Farmer
- 8) _____ Worker in Fine or Practical Arts (Examples: Artist, Photographer, Radio Announcer, Entertainer, etc.)
- 9) _____ Other (Name the occupation) _____

M. Check all the subjects that you are now studying and intend to write provincial examinations in at the end of this year.

- | | |
|--------------------------------|--|
| 1) _____ Algebra, Elementary | 15) _____ History |
| 2) _____ Algebra, Intermediate | 16) _____ Home Economics |
| 3) _____ Art | 17) _____ Latin Prose and Composition |
| 4) _____ Biology | 18) _____ Latin Poetry and Sight Translation |
| 5) _____ Bookkeeping | 19) _____ Music, Channel C |
| 6) _____ Chemistry | 20) _____ Music, Channel B (Instrumental) |
| 7) _____ English Composition | 21) _____ North American Literature |
| 8) _____ English Literature | 22) _____ Physics |
| 9) _____ French, Oral | 23) _____ Spanish |
| 10) _____ French, Written | 24) _____ Stenography and Secretarial Practice |
| 11) _____ Geography | 25) _____ Trigonometry |
| 12) _____ Geometry | 26) _____ Typewriting and Office Practice |
| 13) _____ German | 27) _____ Other (Specify) _____ |
| 14) _____ Greek | 28) _____ Write the total number of courses |

N. In comparison with most of your classmates, how do you rate your own ability to do schoolwork?

- 1) _____ Above average
- 2) _____ Average
- 3) _____ Below average

O.- In comparison with most of the students of grade eleven in your school regardless of the class they are in, how do you rate your ability to do schoolwork?

- 1) _____ Above average
- 2) _____ Average
- 3) _____ Below Average

P. Indicate the category of your final grade ten standing which qualified you to enter grade eleven.

- | | |
|----------------------------|----------------------------|
| 1) _____ 50 to 60 per cent | 4) _____ 80 to 90 per cent |
| 2) _____ 60 to 70 per cent | 5) _____ Over 90 per cent |
| 3) _____ 70 to 80 per cent | |

- Q. How far would you like to go before you finish your schooling?
- 1) ☐ I would like to finish high school only.
 - 2) ☐ I would like to further my formal education beyond high school by at least one year.
 - 3) ☐ I would like to further my formal education beyond high school by at least two years.
 - 4) ☐ I would like to graduate from college.
 - 5) ☐ I would like to continue with college work after I get my first degree.
- R. What is the likelihood of your achieving the desire you have checked above? Consider both the financial possibilities and the attitudes of your parents.
- 1) ☐ Good
 - 2) ☐ Poor

SECTION 2. CHOOSING AN OCCUPATION

- A. How much personal help have your high school teachers given you in selecting an occupation? (Check one)
- 1) ☐ Much
 - 2) ☐ Some
 - 3) ☐ Little
 - 4) ☐ None
- B. How much information (Books, pamphlets and magazines) does your school have that would help you in choosing an occupation? (Check one)
- 1) ☐ I do not know
 - 2) ☐ Very Much
 - 3) ☐ Much
 - 4) ☐ Some
 - 5) ☐ Little
 - 6) ☐ None
- C. Which one of the following has been of greatest help to you in deciding the kind of work you want to do when you finish school?
- 1) ☐ Parent (s)
 - 2) ☐ Relative (s)
 - 3) ☐ Teacher (s)
 - 4) ☐ Minister (s)
 - 5) ☐ Friend in the occupation of your choice
 - 6) ☐ Friend outside the occupation
 - 7) ☐ Other (Specify) _____
- D. Are you now planning to become a teacher? (Check one)
- 1) ☐ Decidedly yes
 - 2) ☐ Probably yes
 - 3) ☐ Undecided
 - 4) ☐ Probably not
 - 5) ☐ Decidedly not
- E. If you should decide to become a teacher (or already have decided to do so), which of the following courses of study would you be most likely to follow?
- 1) ☐ The one-year elementary course at Macdonald College
 - 2) ☐ One year at regular university (or grade twelve) and the one-year intermediate course at Macdonald College
 - 3) ☐ The two-year intermediate course at Macdonald College

- 4) _____ The Bachelor of Education Degree course at
Macdonald College and McGill
- 5) _____ A regular university degree, followed by one year of
teacher training
- 6) _____ A one-year teacher training course followed by evening
or correspondence courses
- 7) _____ Other (Specify) _____

F. What is the main reason for your choice in the section above?

G. This section contains three sets, and you should answer only one. If you are planning to teach, answer set i. If you are undecided, answer set ii. If you are not planning to teach, answer set iii. (Check as many items as apply)

Set i

- 1) _____ I want to be of service to children
 - 2) _____ I like to work with young people
 - 3) _____ I or my parents are unable or unwilling to finance other
college training
 - 4) _____ I am interested in teaching a certain subject
 - 5) _____ I like the idea of working in a school
 - 6) _____ I think I would have more chance of passing a teacher
training than regular academic college
 - 7) _____ I think the salaries are good
 - 8) _____ Teaching will offer permanent employment
 - 9) _____ People think teachers are fine persons
 - 10) _____ My marks will probably not be good enough to get into
regular college
 - 11) _____ I think I can be successful as a teacher
 - 12) _____ Others, (Specify) _____
- _____

Set ii

- 1) _____ I am not sure that I will enjoy teaching
- 2) _____ I am unsure about my academic ability
- 3) _____ I am not sure that I would be able to keep discipline
- 4) _____ I have mixed feelings about the prestige of teachers
- 5) _____ I am not sure that I like children enough
- 6) _____ I am not sure that I have enough money to go to college
- 7) _____ I am afraid that I might get into a rut
- 8) _____ I am not sure that a teacher's salary would be adequate
for me
- 9) _____ I might have to teach a subject I don't like
- 10) _____ I am not sure that teaching is challenging enough
- 11) _____ I am not sure that I could advance according to my own
merits
- 12) _____ I am not sure that I would like working with other
teachers

13) _____ I find it hard to make any such important decision

14) _____ Others (Specify) _____

Set iii

- 1) _____ Teachers' college doesn't attract really good students
 - 2) _____ I like other work better
 - 3) _____ Teachers are too poorly paid
 - 4) _____ Attending teachers college just doesn't appeal to me
 - 5) _____ I am just not interested
 - 6) _____ I do not like to work with boys and girls
 - 7) _____ Teachers do not rate very high
 - 8) _____ Working conditions are not good
 - 9) _____ Teachers have to be too careful about what they say or do
 - 10) _____ I do not think that I am fitted for teaching
 - 11) _____ My marks are good enough to admit me to better courses,
such as engineering or pre-med
 - 12) _____ Others; (Specify) _____
-

H. How much experience of a teaching nature (such as substitute teaching, Sunday School teaching, camp counselling, and teaching neighborhood children) have you had?

- | | |
|---------------|-----------------|
| 1) _____ Much | 3) _____ Little |
| 2) _____ Some | 4) _____ None |

I. How do you think high school teaching compares with other occupations which require four or five years of college training?

- | | |
|------------------------------|------------------------------|
| 1) _____ Much more desirable | 4) _____ Less desirable |
| 2) _____ More desirable | 5) _____ Much less desirable |
| 3) _____ About the same | |

J. How do you think elementary school teaching compares with other occupations which require a minimum of one year of college or similar training?

- | | |
|------------------------------|------------------------------|
| 1) _____ Much more desirable | 4) _____ Less desirable |
| 2) _____ More desirable | 5) _____ Much less desirable |
| 3) _____ About the same | |

K. Check all of the following statements which seem true to you.

- 1) _____ Teachers salaries are good
- 2) _____ Teachers salaries are poor
- 3) _____ Teaching offers the opportunity to be of service
- 4) _____ Teaching is interesting and enjoyable
- 5) _____ Teachers must always "be on their best behavior" in public
- 6) _____ There is personal prestige in being a teacher
- 7) _____ Teaching is dull and monotonous

- 8) ☐ There is little or no chance for advancement in teaching
- 9) ☐ Teaching gives the chance to help young people
- 10) ☐ There is too much responsibility in teaching
- 11) ☐ Teachers have poor working conditions
- 12) ☐ Teachers are often people who can't succeed in other occupations
- 13) ☐ Teachers do not rate high with others
- 14) ☐ A teaching certificated is good insurance to fall back on
- 15) ☐ Teaching offers security
- 16) ☐ Children are badly behaved these days
- 17) ☐ Teaching appeals more to the high school student with a poor academic record than to the really "top" student
- 18) ☐ People who don't really want to be career teachers find teaching attractive as a temporary occupation because of the one-year training course.

L. What do you think is the greatest advantage of teaching as an occupation?

M. What do you think is the most serious disadvantage of teaching as an occupation?

N. If you should become a teacher, at what grade level would you prefer to teach? (Check one)

- | | |
|--|--|
| 1) <input type="checkbox"/> Kindergarten | 5) <input type="checkbox"/> Senior High School (10 & 11) |
| 2) <input type="checkbox"/> Primary Elementary (1-3) | 6) <input type="checkbox"/> College |
| 3) <input type="checkbox"/> Senior Elementary (4-7) | 7) <input type="checkbox"/> Other (Explain) _____ |
| 4) <input type="checkbox"/> Junior High School (8 & 9) | |

O. Place the following twelve occupations in the numbered list in order according to how much you respect, admire and look up to people engaged in them. The occupation you respect the most should be written in the blank marked 1. The occupation you respect the least should be placed in the blank marked 12. Continue in this manner until all the occupations are placed. You will probably find it hard to decide about some of them, but do your best.

Farmer	1)	_____
Carpenter	2)	_____
High School Teacher	3)	_____
Medical Doctor	4)	_____
Bank Manager	5)	_____
Clergyman	6)	_____
Secretary	7)	_____
Labourer	8)	_____
Elementary School Teacher	9)	_____
Truck Driver	10)	_____
College Professor	11)	_____
Nurse	12)	_____

P. Think of teachers in general. How would you rate them on the following things?

ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
_____	_____	1)Are attractive in appearance
_____	_____	2)Are interested in their work
_____	_____	3)Are kind and considerate to others
_____	_____	4)Are willing to help students
_____	_____	5)Are willing to cooperate with others
_____	_____	6)Are well educated
_____	_____	7)Are enthusiastic about their work
_____	_____	8)Show good sportsmanship
_____	_____	9)Are dependable
_____	_____	10)Are leaders in the community
_____	_____	11)Are forceful in what they do
_____	_____	12)Have originality
_____	_____	13)Have happy disposition
_____	_____	14)Are willing to work
_____	_____	15)Are sympathetic to the problems of others
_____	_____	16)Get along with people in the community
_____	_____	17)Are open-minded
_____	_____	18)Have good dispositions
_____	_____	19)Are fair in dealing with others
_____	_____	20)Have well-adjusted personalities

Q. Think of the teacher you liked best during all the time you have been in school. Was this teacher

- | | |
|---------------------------------------|------------------|
| 1) _____ An elementary school teacher | 3) _____ A man |
| 2) _____ A high school teacher | 4) _____ A woman |

Check all of the following which were true. This teacher:

- | | |
|--|---|
| 1) _____ was good looking | 15) _____ did not make me work hard |
| 2) _____ was interested in me | 16) _____ was always willing to give me extra help when I needed it |
| 3) _____ made me work hard | 17) _____ really <u>knew</u> the subject being taught |
| 4) _____ never got angry with me | 18) _____ said <u>nine</u> things about my work |
| 5) _____ understood my problems | 19) _____ was liked by all the students |
| 6) _____ dressed attractively | 20) _____ was a real pal, both in and out of school |
| 7) _____ could explain lessons clearly | 21) _____ didn't bawl me out in front of school |
| 8) _____ had a pleasant disposition | 22) _____ helped me out when I was in trouble |
| 9) _____ did not gripe about things | 23) _____ got along well with other teachers |
| 10) _____ insisted on our bein on time and businesslike in the classroom | 24) _____ had a good sense of humour |
| 11) _____ was happy and smiled a lot | 25) _____ taught a subject I really liked |
| 12) _____ did not have favorites | 26) _____ took part in extra curricular activities. |
| 13) _____ was fair in grading | |
| 14) _____ had a pleasant speaking voice | |

List other things you like about this teacher.

Was there anything you did not like about this teacher?

R. Now think of the teacher you liked least during all the time you have been in school. Was this teacher

- | | |
|--|------------------|
| 1) _____ An elementary school teacher. | 3) _____ A man |
| 2) _____ A high school teacher | 4) _____ A woman |

Check all of the following which were true. This teacher:

- | | |
|--|---|
| 1) _____ was not good looking | 12) _____ did not explain lessons clearly |
| 2) _____ had a bad temper | 13) _____ was not liked by any of the students |
| 3) _____ had too many favorites | 14) _____ made me work too hard |
| 4) _____ didn't make me work hard enough | 15) _____ never got along well with other teachers |
| 5) _____ was not interested in me | 16) _____ never helped me out when I was in trouble |
| 6) _____ didn't wear nice clothes | 17) _____ was crabby and cross |
| 7) _____ couldn't take a joke | 18) _____ didn't know much about the subject being taught |
| 8) _____ had a bad speaking voice | 19) _____ was not a fair marker |
| 9) _____ never paid any attention to me outside the classroom | 20) _____ seldom or never said nice things about my work |
| 10) _____ was too strict | 21) _____ didn't have good control over the class |
| 11) _____ wouldn't give me extra help on my lessons when I needed it | |

List other things you did not like about this teacher.

Was there anything you liked about this teacher?

APPENDIX A - III
FACSIMILE OF DIRECTIONS FOR ADMINISTRATION OF QUESTIONNAIRE

McGill University
Institute of Education

DIRECTIONS FOR ADMINISTRATION OF QUESTIONNAIRE

As this is a standardized test, it is important that all teachers follow the same procedures in administering it. Otherwise, comparisons made between groups of students will not be valid. In order to insure uniformity, teachers should try to follow these instructions as closely as possible.

- 1) Distribute questionnaires face downwards.
- 2) Tell pupils that the questionnaires must not be signed. Explain that they will be checked only by a McGill University staff researcher, who will not be able to identify them either by their comments or their handwriting.
- 3) Advise pupils to read the instructions carefully. Remind them not to look to anyone for help, and that they are to do their best in the event of uncertainty.
- 4) Tell the pupils that they are to turn the papers over when they are finished, so that you will know when to collect them. If the quick ones want to do work of their own while waiting for the slower ones, encourage them to do so.
- 5) ALLOW THE STUDENTS TO BEGIN.
- 6) Refuse to help any student who asks for help. Merely remind him that he is to do what he thinks is best.
- 7) When pupils have finished (about 30 minutes), have a pupil collect the answered questionnaires and place them in the bag, together with any extra copies. Close the bag with a staple if possible.
- 8) Send the bag to the office, by a student if convenient.

A study of this kind would not be possible without the help of individual teachers. The researcher realizes his indebtedness to the teachers, and wishes to thank them for their cooperation.

APPENDIX A - IV

FACSIMILE OF LETTER REQUESTING ASSISTANCE OF SCHOOLS

Institute of Education,
April 8, 1960.

Mr. _____,
Principal,
_____ High School,
_____, Quebec.

Dear Mr. _____:

A member of the staff of the Institute of Education is conducting a survey among grade eleven students in the province, by means of a questionnaire. The purpose of this study is to try to relate the attitudes of groups of students towards teachers and the teaching profession to background factors, such as academic standing and socio-economic level, among others. We feel that the knowledge gained in a study of this kind may help us to do our work of teacher-training more effectively, and this should ultimately help you as well.

The Protestant School Board of Greater Montreal has already cooperated in this programme by arranging for the grade eleven students in four of its high schools to answer the questionnaire. This will give us part of the picture, but as we receive about one third of our students from schools not under the Montreal Board, we require the assistance of a number of these schools. We feel that _____ High School can make a valuable contribution to this study as a representative of the rural situation.

A parcel of questionnaires is being sent to your school under separate cover. These questionnaires take about thirty minutes for an average grade eleven to answer. As it is impossible for us to administer this study without help, I wonder if you would undertake to do it for us? You will find instructions enclosed to facilitate your handling of this. We would appreciate your returning the completed questionnaires, as well as any unused forms that you don't want for your own files, as soon as possible. A stamped address plate will be enclosed in the parcel.

Thank you very much for your attention to this matter.

Yours sincerely,

D.C. Munroe

APPENDIX B-I

RELIGIOUS AFFILIATION, HOME OWNERSHIP STATUS, INCOME LEVEL, AND FATHERS' OCCUPATIONS LISTED ACCORDING TO SCHOOL NUMBERS AND SCHOOL CATEGORIES

NUMBER OF RESPONSES

			Stated Religious Affiliation			Home Ownership Status			Stated Income Level						Fathers' Occupations as Listed by Students									
Category **	School Number	Number of Students	Protestant	Jewish	Other	Rented	Owned	Other	Less than \$3,000	\$3,000 to \$4,999	\$5,000 to \$6,999	\$7,000 to \$8,999	More than \$9,000	No Response	Businessman	Clerical	Skilled Worker	Unskilled Labour	Professional	Public Servant	Farmer	F. or P. Arts*	No Response	
A	1	240	19	217	4	127	110	3	7	26	59	31	83	34	153	4	29	15	30	1	1	2	5	
	2	90	85	2	3	64	26	0	3	32	29	18	5	3	22	13	36	8	6	3	0	2	0	
	3	233	124	99	10	115	117	1	9	36	64	52	61	11	129	19	18	9	42	6	2	4	5	
	4	218	176	39	3	42	176	0	5	16	35	28	106	28	116	14	14	5	62	3	1	0	3	
	7	80	74	0	6	27	48	5	6	16	23	17	17	1	22	9	11	3	20	12	1	0	2	
B	5	214	208	0	6	31	182	1	2	8	29	56	93	26	85	21	16	4	74	6	1	3	4	
	6	153	138	1	14	52	100	1	2	27	41	41	36	6	52	15	21	4	39	20	1	0	1	
C	8	42	25	1	16	28	13	1	3	15	13	9	2	0	7	2	14	7	9	1	1	0	1	
D	9	31	27	0	4	7	21	3	4	13	6	4	2	2	1	1	3	3	4	1	15	1	2	
	10	27	27	0	0	6	21	0	5	7	7	5	3	0	3	2	7	2	5	0	5	0	3	
	11	27	24	0	3	8	18	1	6	11	7	1	1	1	4	1	5	3	3	1	8	2	0	
	12	10	17	0	2	5	13	1	4	8	2	4	0	1	3	0	6	5	0	2	1	0	2	
E	13	9	9	0	0	0	8	1	3	0	1	3	2	0	4	0	1	1	0	1	2	0	0	
	14	14	14	0	0	0	11	3	4	8	1	0	1	0	2	0	0	4	2	0	6	0	0	
	15	8	7	0	1	3	5	0	2	3	2	1	0	0	1	0	3	2	0	2	0	0	0	
	16	4	4	0	0	0	4	0	2	1	0	1	0	0	1	0	1	0	0	0	2	0	0	

** A - Urban Schools; B - Suburban Schools; C - School in an Industrial Town;
D - Composite Rural Schools; E - Local Rural Schools.

* Worker in Fine or Practical Arts

APPENDIX B - II

SEX OF THE STUDENTS RELATED TO THE DECISION TO TEACH

NUMBER OF RESPONSES

Sex	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Male	21	28	83	198	415	6	751
Female	95	59	93	101	306	4	658
Total	116	87	176	199	721	10	<u>1409</u>

APPENDIX B - III

SCHOOL ATTENDED RELATED TO THE DECISION BY MALE STUDENTS
TO SELECT TEACHING CLASSIFIED ACCORDING
TO TYPE OF SCHOOL ATTENDED

RAW SCORES

Category	School Number	Response						Total
		Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
A	1	0	4	8	18	70	1	101
	2	4	4	8	11	39	0	66
	3	1	3	14	38	57	1	114
	4	1	2	13	37	77	3	133
	7	1	2	3	11	33	0	50
B	5	7	4	15	24	60	1	111
	6	2	1	7	30	48	0	88
C	8	2	4	6	8	5	0	25
D	9	0	1	1	2	10	0	14
	10	0	1	1	3	7	0	12
	11	1	1	4	6	1	0	13
	12	0	1	0	2	2	0	5
E	13	1	0	1	3	1	0	6
	14	1	0	1	2	4	0	8
	15	0	0	0	3	0	0	3
	16	0	0	1	0	1	0	2
Totals		21	28	83	198	415	6	<u>751</u>

- A - Urban Schools
 B - Suburban Schools
 C - School in an Industrial Town
 D - Composite Rural Schools
 E - Local Rural Schools

APPENDIX B - IV

SCHOOL ATTENDED RELATED TO THE DECISION BY FEMALE STUDENTS
TO SELECT TEACHING CLASSIFIED ACCORDING TO
TYPE OF SCHOOL ATTENDED

RAW SCORES

Category	School Number	Response					Total	
		Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not		No Response
A	1	37	18	24	16	43	1	139
	2	7	4	4	0	9	0	24
	3	16	7	19	22	54	1	119
	4	6	5	10	17	47	0	85
	7	4	6	5	2	13	0	30
B	5	13	7	9	21	52	1	103
	6	7	4	7	13	34	0	65
C	8	1	1	7	1	6	1	17
D	9	0	3	1	0	13	0	17
	10	2	2	0	1	10	0	15
	11	0	2	3	2	7	0	14
	12	0	0	1	2	11	0	14
E	13	0	0	0	1	2	0	3
	14	1	0	3	0	2	0	6
	15	1	0	0	2	2	0	5
	16	0	0	0	1	1	0	2
Totals		95	59	93	101	306	4	658

A - Urban Schools

B - Suburban Schools

C - School in an industrial town

D - Composite Rural Schools

E - Local Rural Schools

APPENDIX B - V

AGE RELATED TO THE DECISION
TO SELECT TEACHING

RAW SCORES

Age	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Male							
15	0	0	2	5	9	0	16
16	6	6	31	77	159	1	280
17	7	11	29	77	147	1	272
18	6	9	18	30	78	4	145
19	1	1	3	7	21	0	33
Over 19	1	1	0	2	1	0	5
Total	21	28	83	198	415	6	<u>751</u>
Female							
15	0	1	4	4	6	0	15
16	59	29	50	65	170	2	375
17	32	21	32	23	100	2	210
18	1	7	5	9	25	0	47
19	3	1	1	0	4	0	9
Over 19	0	0	1	0	1	0	2
Total	95	59	93	101	306	4	<u>658</u>

APPENDIX B - VI
RELIGIOUS AFFILIATION RELATED TO THE DECISION
TO SELECT TEACHING

RAW SCORES

Religious Affiliation	Response					No Response	Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not		
Male							
Protestant	19	20	67	134	276	3	519
Hebrew	0	5	12	50	115	3	185
Other	2	3	4	14	24	0	47
Total	21	28	83	198	415	6	<u>751</u>
Female							
Protestant	47	37	59	75	238	3	459
Hebrew	45	22	29	22	56	1	175
Other	3	0	5	4	12	0	24
Total	95	59	93	101	306	4	<u>658</u>

APPENDIX B - VII

HOME OWNERSHIP STATUS RELATED TO THE DECISION
TO SELECT TEACHING

RAW SCORES

Home Ownership Status	Response					No Response	Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not		
Male							
Owned	13	14	50	131	240	4	422
Rented	8	14	32	63	168	2	287
Other	0	0	1	4	7	0	12
Total	21	28	83	198	415	6	<u>751</u>
Female							
Owned	59	43	51	71	198	1	423
Rented	36	16	40	29	102	3	226
Other	0	0	2	1	6	0	9
Total	95	59	93	101	306	4	<u>658</u>

APPENDIX B - VIII

EXTENT OF FORMAL EDUCATION OF THE PARENTS RELATED TO THE
DECISION BY MALE STUDENTS TO SELECT TEACHING

NUMBER OF RESPONSES

EXTENT OF FORMAL EDUCATION	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Father							
No High School	5	4	16	44	92	3	164
Part of High School	7	13	11	42	80	1	154
Completed High School	5	5	22	56	108	1	197
Part of College	1	4	13	16	37	0	71
College Degree	2	0	11	18	49	0	80
Post-Graduate Degree	1	2	10	22	49	1	85
TOTAL	21	28	83	198	415	6	751
Mother							
No High School	7	5	13	32	84	4	145
Part of High School	5	9	20	55	112	0	201
Completed High School	7	10	31	69	139	2	258
Part of College	1	3	12	23	44	0	83
College Degree	1	6	5	16	31	0	53
Post-Graduate Degree	0	1	2	3	5	0	11
TOTAL	21	28	83	198	415	6	751

APPENDIX B - IX

EXTENT OF FORMAL EDUCATION OF THE PARENTS RELATED TO THE
DECISION BY FEMALE STUDENTS TO SELECT TEACHING

NUMBER OF RESPONSES

EXTENT OF FORMAL EDUCATION	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Father							
No High School	29	9	24	17	58	1	138
Part of High School	20	14	13	15	72	1	135
Completed High School	17	17	23	24	73	0	154
Part of College	14	4	10	10	31	0	69
College Degree	10	8	8	17	43	1	87
Post-Graduate Degree	5	7	15	18	29	1	75
TOTAL	45	59	93	101	306	4	658
Mother							
No High School	11	11	17	16	49	0	104
Part of High School	33	24	27	20	84	1	189
Completed High School	35	13	33	37	107	0	225
Part of College	13	6	11	11	42	3	86
College Degree	3	5	3	12	19	0	42
Post-Graduate Degree	0	0	2	5	5	0	12
TOTAL	95	59	93	101	306	4	658

APPENDIX B - X

NUMBER OF SIBLINGS RELATED TO THE DECISION
BY MALE STUDENTS TO SELECT TEACHING

NUMBER OF RESPONSES

Number of Siblings	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
<hr/>							
Older							
None	11	15	34	113	232	1	406
One	7	8	34	55	122	4	230
Two	3	2	7	19	42	1	74
Three or more	0	3	8	11	19	0	41
<hr/>							
Total	21	28	83	198	415	6	751
<hr/>							
Younger							
None	8	10	30	77	175	4	304
One	6	7	34	67	140	1	255
Two	5	4	15	31	63	1	119
Three or more	2	7	4	23	37	0	73
<hr/>							
Total	21	28	83	198	415	6	751
<hr/>							
Total Number							
None	3	2	10	26	66	0	107
One	6	11	27	79	160	3	286
Two	8	4	28	48	114	3	205
Three	3	8	10	37	57	0	115
Four or more	1	3	8	8	18	0	38
<hr/>							
Total	21	28	83	198	415	6	751
<hr/>							

APPENDIX B - XI

NUMBER OF SIBLINGS RELATED TO THE DECISION
BY FEMALE STUDENTS TO SELECT TEACHING

NUMBER OF RESPONSES

Number of Siblings	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Older							
None	60	36	44	54	151	3	348
One	28	16	35	34	107	0	220
Two	5	4	6	10	25	1	51
Three or more	2	3	8	3	23	0	39
Total	95	59	93	101	306	4	658
Younger							
None	28	17	40	36	132	0	253
One	41	16	32	35	91	2	217
Two	15	19	10	22	56	1	123
Three or more	11	7	11	8	27	1	65
Total	95	59	93	101	306	4	658
Total Number							
None	10	6	15	12	36	0	79
One	43	22	33	34	124	2	258
Two	27	19	23	39	72	0	180
Three	11	5	13	12	59	0	100
Four or more	4	7	9	4	15	2	41
Total	95	59	93	101	306	4	658

APPENDIX B - XIII

INCOME LEVEL OF THE HIGH SCHOOL STUDENT'S FAMILY
RELATED TO THE DECISION TO SELECT TEACHING

NUMBER OF RESPONSES

Income Level	Response						Total
	Decidedly	Probably	Undecided	Probably	Decidedly	No	
	Yes	Yes		Not	Not	Response	
Male Students							
Less than \$3,000	2	4	6	5	15	0	32
\$3,000 to \$4,999	5	7	19	30	69	1	131
\$5,000 to \$6,999	4	5	13	45	84	3	154
\$7,000 to \$8,999	5	5	23	47	76	1	157
More than \$9,000	4	4	21	65	156	0	250
No response	1	3	1	6	15	1	27
Total	21	28	83	198	415	6	<u>751</u>
Female Students							
Less than \$3,000	4	1	7	3	17	0	32
\$3,000 to \$4,999	11	12	11	11	52	0	97
\$5,000 to \$6,999	27	18	22	22	74	2	165
\$7,000 to \$8,999	18	8	22	17	49	1	115
More than \$9,000	25	11	18	34	73	1	162
No response	10	9	13	14	41	0	87
Total	95	59	91	101	306	4	<u>658</u>

APPENDIX B - XIV

OCCUPATION OF THE FATHERS OF HIGH SCHOOL STUDENTS
RELATED TO THE SELECTION OF TEACHING

NUMBER OF RESPONSES

Occupation of Father	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Male Students							
Business	7	8	26	85	183	2	311
Clerical	1	4	13	18	29	0	65
Skilled Trade	2	9	7	27	49	1	95
Unskilled Work	3	1	8	11	18	1	42
Profession	6	4	21	37	96	0	164
Public Service	0	1	4	10	19	0	34
Farming	1	1	2	5	10	1	20
Fine or Pract.Arts*	0	0	1	1	3	0	5
No response	1	0	1	4	8	1	15
Total	21	28	83	198	415	6	751
Female Students							
Business	56	23	42	45	127	1	294
Clerical	5	3	4	3	20	1	36
Skilled Trade	9	9	15	10	46	1	90
Unskilled Work	3	3	6	1	20	0	33
Profession	16	11	20	28	56	1	132
Public Service	3	1	0	6	14	0	24
Farming	2	5	3	4	13	0	27
Fine or Pract.Arts*	0	2	1	2	4	0	9
No response	1	2	2	2	6	0	13
Total	95	59	93	101	306	4	658

* Fine or Practical Arts

APPENDIX B - XV

ACADEMIC LEVEL OF HIGH SCHOOL COURSE OF STUDY RELATED
TO THE SELECTION OF TEACHING

NUMBER OF RESPONSES

Course Followed	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Male Students							
Latin	1	3	5	16	29	0	54
Extra Math.*	2	7	19	60	118	0	206
Science I	7	8	37	77	153	5	287
Science II	5	4	9	17	41	0	76
Commercial	1	1	0	4	3	1	10
Other	1	3	5	10	29	0	48
No response	4	2	8	14	42	0	70
Total	21	28	83	198	415	6	751
Female Students							
Latin	24	19	21	29	59	0	152
Extra Maths.*	12	1	11	8	25	1	58
Science I	6	6	6	12	28	0	58
Science II	37	18	35	29	97	1	217
Commercial	4	4	8	6	26	2	50
Other	8	5	7	10	44	0	74
No response	4	6	5	7	27	0	49
Total	95	59	93	101	306	4	658

* Extra Mathematics

APPENDIX B - XVI

NUMBER OF SUBJECTS BEING FOLLOWED BY HIGH SCHOOL
STUDENTS RELATED TO THE SELECTION OF TEACHING

NUMBER OF RESPONSES

Number of Courses	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
<hr/>							
Male Students							
Eight or fewer	1	2	1	1	7	0	12
Nine	0	2	0	3	10	0	15
Ten	12	8	43	93	195	4	355
Eleven	3	9	24	55	139	1	231
Twelve or more	1	5	6	33	25	1	71
No response	4	2	9	13	39	0	67
<hr/>							
Total	21	28	83	198	415	6	751
<hr/> <hr/>							
Female Students							
Eight or fewer	2	0	1	3	5	0	11
Nine	0	0	1	1	19	0	21
Ten	50	29	45	52	142	3	321
Eleven	35	22	35	27	89	0	208
Twelve or more	4	2	5	11	21	1	44
No response	4	6	6	7	30	0	53
<hr/>							
Total	95	59	93	101	306	4	658

APPENDIX B - XVII

FINAL GRADE TEN MARKS RELATED TO THE DECISION
TO SELECT TEACHING

RAW SCORES

Academic Standing	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Male Students							
50% to 60%	3	3	6	19	32	0	63
60% to 70%	10	14	38	68	170	5	305
70% to 80%	7	8	30	73	151	1	270
80% to 100%	1	3	9	37	59	0	109
No responses	0	0	0	1	3	0	4
Total	21	28	83	198	415	6	751
Female Students							
50 to 60%	3	10	5	8	26	0	52
60 to 70%	37	16	38	29	136	3	259
70 to 80%	41	23	32	41	98	1	236
80 to 100%	14	9	18	23	45	0	109
No response	0	1	0	0	1	0	2
Total	95	59	93	101	306	4	658

APPENDIX B - XVIII

HELP FROM HIGH SCHOOL TEACHERS IN THE SELECTION OF
AN OCCUPATION RELATED TO THE SELECTION OF TEACHING

NUMBER OF RESPONSES

Help from High School Teachers	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Male students							
Much	4	1	4	11	12	0	32
Some or little	13	17	62	122	233	4	451
None	4	10	17	65	170	2	268
Total	21	28	83	198	415	6	751
Female Students							
Much	7	3	2	5	11	0	28
Some or Little	61	42	60	68	165	2	398
None	27	14	31	28	130	2	232
Total	95	59	93	101	306	4	658

APPENDIX B - XIX

CAREER INFORMATION AVAILABLE AT THE SCHOOL
RELATED TO THE SELECTION OF TEACHING

NUMBER OF RESPONSES

Amount of career information available	Response						Total
	Decidedly	Probably	Undecided	Probably	Decidedly	No	
	Yes	Yes		Not	Not	Response	
Male Students							
Not known	4	5	15	31	77	0	132
Very much	4	4	15	26	74	2	126
Much	6	0	22	67	121	2	228
Some	6	5	23	54	104	1	193
Little	1	3	6	18	33	1	62
None	0	1	1	2	6	0	10
Total	21	28	83	198	415	6	751
Female students							
Not known	14	12	12	22	65	1	126
Very much	17	13	17	20	51	0	118
Much	33	14	27	28	90	1	193
Some	24	19	25	23	74	2	167
Little	5	1	10	6	19	0	41
None	2	0	2	2	7	0	13
Total	95	59	93	101	306	4	658

APPENDIX B - XX

PERSON INDICATED AS BEING THE MOST HELPFUL IN
ASSISTING THE STUDENT IN THE SELECTION OF A CAREER
RELATED TO THE SELECTION OF TEACHING

NUMBER OF RESPONSES

Person who Has Been the Most helpful	Response					-	Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
<hr/>							
Male Students							
Parent	4	8	32	83	215	0	342
Relative	1	2	9	16	31	0	59
Teacher	8	6	7	21	16	0	58
Minister ¹	1	1	0	1	1	0	4
Friend In ¹	4	3	11	23	52	1	94
Friend Not In ²	0	1	5	7	12	1	26
Other	0	0	9	16	33	1	59
Self	3	4	7	21	42	1	78
No Response	0	3	3	10	13	2	31
<hr/>							
Total	21	28	83	198	415	6	751
<hr/>							
Female Student							
Parent	50	27	53	60	141	1	332
Relative	4	5	6	1	20	0	36
Teacher	14	6	3	4	8	0	35
Minister ¹	0	0	0	0	0	0	0
Friend In ¹	7	10	10	12	63	1	103
Friend Not In ²	3	3	5	4	12	1	28
Other	2	1	5	6	17	0	31
Self	10	5	6	8	36	1	66
No Response	5	2	5	6	9	0	27
<hr/>							
Total	95	59	93	101	306	4	658

1) Friend in the occupation of the student's choice.

2) Friend not in the occupation of the student's choice.

APPENDIX B - XXI

EXPERIENCE OF HIGH SCHOOL STUDENTS IN OCCUPATIONS SIMILAR TO
TEACHING RELATED TO THE DECISION TO SELECT TEACHING

NUMBER OF RESPONSES

Extent of Experience	Response						Tptal
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Male Students							
None	2	7	26	51	159	2	247
Some, Little	12	19	49	123	240	4	447
Much	7	2	8	24	16	0	57
Total	21	28	83	198	415	6	751
Female Students							
None	10	5	14	10	47	0	86
Some, Little	64	40	68	66	216	3	457
Much	21	14	11	25	43	1	115
Total	95	59	93	101	306	4	658

APPENDIX B - XXII

TEACHING COMPARED BY MALE STUDENTS TO OTHER OCCUPATIONS REQUIRING
SIMILAR TRAINING RELATED TO THE DECISION TO SELECT TEACHING

NUMBER OF RESPONSES

COMPARISON	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
High School							
Much more desirable	4	2	2	4	7	0	19
More desirable	7	5	17	13	18	0	60
About the same	8	15	35	70	92	1	221
Less desir- able	2	4	23	101	226	4	360
Much less desirable	0	1	5	6	69	0	81
No response	0	1	1	4	3	1	10
Total	21	28	83	198	415	6	751
Elementary School							
Much more desirable	5	4	2	7	9	1	28
More desirable	1	5	22	37	54	0	119
About the same	9	8	27	79	142	3	268
Less desirable	5	8	26	54	136	0	229
Much Less desirable	1	2	4	17	68	1	93
No response	0	1	2	4	6	1	14
Total	21	28	83	198	415	6	751

APPENDIX B - XXIII

TEACHING COMPARED BY FEMALE STUDENTS TO OTHER OCCUPATIONS
REQUIRING SIMILAR TRAINING RELATED TO THE DECISION TO
SELECT TEACHING

NUMBER OF RESPONSES

COMPARISON	Response						Total
	Decidedly	Probably	Undecided	Probably	Decidedly	No	
	Yes	Yes		Not	Not	Response	
<hr/>							
High School							
Much more desirable	6	2	4	0	7	0	19
More desirable	22	9	10	9	25	0	75
About the same	39	28	42	46	121	2	278
Less desirable	23	16	34	40	122	2	237
<hr/>							
Much less desirable	3	3	2	4	27	0	39
No response	2	1	1	2	4	0	10
<hr/>							
Total	95	59	93	101	306	4	658
<hr/>							
Elementary School							
Much more desirable	32	18	8	1	16	1	76
More desirable	38	22	38	35	79	1	213
About the same	21	15	37	43	132	2	250
Less desirable	3	3	7	20	61	0	94
<hr/>							
Much less desirable	0	0	2	0	14	0	16
No response	1	1	1	2	4	0	9
<hr/>							
Total	95	59	93	101	306	4	658
<hr/>							

APPENDIX B - XXIV

STATED OPINIONS ABOUT TEACHERS AND TEACHING IN GENERAL RELATED TO THE SELECTION OF TEACHING BY MALE STUDENTS

NUMBER OF RESPONSES

Opinions Listed in Order of Frequency of Response by All Male Students	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Teaching gives the chance to help young people.	19	28	71	173	357	5	653
Teaching offers the opportunity to be of service.	20	25	65	167	349	5	631
Teachers salaries are poor.	9	9	44	129	247	3	441
Teaching offers security.	17	18	50	120	194	2	401
A teaching certificate is good insurance to fall back on.	11	19	51	108	206	2	397
Teachers must always "be on their best behavior" in public.	13	13	41	110	213	2	392
Teaching is attractive as a temporary occupation. ¹	4	12	50	97	222	2	387
There is personal prestige in being a teacher.	16	17	37	88	168	2	328
Teaching is interesting and enjoyable.	20	23	52	96	128	0	319
There is little or no chance for advancement in teaching.	0	2	27	59	152	4	244
Teachers salaries are good.	9	17	28	54	125	1	234
Teaching appeals to academically weak students. ²	2	9	25	61	108	1	205
Children are badly behaved these days.	1	7	29	49	103	1	190
Teaching is dull and monotonous	1	0	8	37	133	3	182
There is too much responsibility in teaching.	1	2	4	15	66	1	89
Some Teachers would be failures in other work. ³	2	2	9	23	45	0	81
No stated opinion concerning teachers salaries.	3	2	11	15	43	2	76
Teachers do not rate high with others	0	0	9	21	30	0	60
Teachers have poor working conditions	0	2	6	19	32	0	59

1) People who do not really want to be career teachers find teaching attractive as a temporary occupation because of the one-year training course.

2) Teaching appeals more to the high school student with a poor academic record than to the really "top" student.

3) Teachers are often people who cannot succeed in other occupations.

APPENDIX B - XXV

STATED OPINIONS ABOUT TEACHERS AND TEACHING IN GENERAL RELATED TO THE SELECTION OF TEACHING BY FEMALE STUDENTS

NUMBER OF RESPONSES

Opinions listed in Order of Frequency of Response by All Female Students	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Teaching gives the chance to help young people.	93	54	88	94	269	3	601
Teaching offers the opportunity to be of service.	87	55	82	90	267	3	584
A teaching certificate is good insurance to fall back on.	76	47	76	80	228	4	511
Teaching is interesting and enjoyable.	92	53	78	66	149	2	440
Teaching offers security.	79	43	62	59	180	2	425
Teaching is attractive as a temporary occupation. ¹	38	35	53	57	157	1	341
Teachers salaries are poor.	38	26	49	56	150	1	320
Teachers must always "be on their best behavior" in public.	46	22	46	40	153	2	309
There is personal prestige in being a teacher.	56	25	45	44	115	2	287
Teachers salaries are good.	40	25	36	28	113	3	245
There is little or no chance for advancement in teaching.	5	8	21	25	76	1	136
Children are badly behaved these days	17	7	21	18	70	1	134
Teaching appeals to academically weak students. ²	9	12	22	17	50	2	112
No stated opinion concerning teachers salaries.	17	8	8	17	43	0	93
Teaching is dull and monotonous	0	1	5	16	54	0	76
There is too much responsibility in teaching.	0	2	13	16	38	1	60
Some teachers would be failures in other work ³	3	1	6	8	19	1	38
Teachers do not rate high with others	4	2	7	5	15	0	33
Teachers have poor working conditions	4	1	7	6	9	1	28

1) People who do not really want to be career teachers find teaching attractive as a temporary occupation because of the one-year training course.

2) Teaching appeals more to the high school student with a poor academic record than to the really "top" student.

3) Teachers are often people who cannot succeed in other occupations.

APPENDIX B - XXVI

SELF-RATING ON ABILITY TO DO SCHOOLWORK RELATED
TO THE SELECTION OF TEACHING

NUMBER OF RESPONSES

Self-rating	Response						Total
	Decidedly	Probably	Undecided	Probably	Decidedly	No	
	Yes	Yes		Not	Not	Response	
Male Students							
Above average	1	8	21	60	99	0	189
Average	17	16	52	122	281	6	494
Below Average	3	4	10	16	35	0	68
Total	21	28	83	198	415	6	751
Female Students							
Above average	16	12	22	26	46	1	123
Average	73	43	66	71	242	3	498
Below average	6	4	5	4	18	0	37
Total	95	59	93	101	306	4	658

APPENDIX B - XXVII

STATEMENT CONCERNING THE LENGTH OF FURTHER FORMAL TRAINING
DESIRED RELATED TO THE DECISION TO SELECT TEACHING

NUMBER OF RESPONSES

Length of Further Formal Training Desired	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Male Students							
High School Only	0	1	2	8	37	1	49
At least one year	1	1	6	11	33	0	52
At least two years	0	2	5	8	10	1	26
Degree	13	18	46	109	253	4	443
Post graduate training	7	6	23	61	80	0	177
No response	0	0	1	1	2	0	6
Total	21	28	83	193	415	6	751
Female Students							
High School Only	1	2	7	13	70	1	94
At least one year	5	9	20	20	63	0	117
At least two years	32	11	12	12	51	1	119
Degree	47	28	45	38	98	1	257
Post-Graduate Training	10	9	9	18	24	0	70
No Response	0	0	0	0	0	1	1
Total	95	59	93	101	306	4	658

APPENDIX B - XXVIII

STATEMENT CONCERNING THE COURSE OF TEACHER TRAINING TO BE
 FOLLOWED IN THE EVENT OF THE SELECTION OF TEACHING RELATED
 TO THE DECISION TO SELECT TEACHING

NUMBER OF RESPONSES

Course to be followed	Response						Total
	Decidedly	Probably	Undecided	Probably	Decidedly	No	
	Yes	Yes		Not	Not	Response	
<hr/>							
Male Students							
Class III Course	2	2	3	6	11	0	24
Class II Course A	0	0	1	11	11	0	23
Class II Course B	0	2	11	8	12	1	34
Class I Course A	10	6	23	57	89	2	187
Class I Course B	4	13	35	83	121	0	256
Other	5	5	7	9	2	0	28
No Response	0	0	3	24	169	3	199
<hr/>							
Total	21	28	83	198	415	6	751
<hr/>							
Female Students							
Class III Course	17	13	19	12	39	1	101
Class II Course A	18	8	14	8	19	1	68
Class II Course B	29	13	18	15	27	1	103
Class I Course A	17	6	11	20	57	0	111
Class I Course B	11	18	27	31	60	1	148
Other	3	1	3	5	1	0	13
No Response	0	0	1	10	103	0	114
<hr/>							
Total	95	59	93	101	306	4	658
<hr/>							

APPENDIX B - XXIX

FINAL TENTH GRADE PER CENT STANDING RELATED TO THE COURSE OF
TEACHER TRAINING TO BE FOLLOWED IN THE EVENT OF THE
SELECTION OF TEACHING

NUMBER OF RESPONSES

Standing	Course to be followed						Total	
	Class III Course	Class II Course A	Class II Course B	Class I Course A	Class I Course B	Other	No Response	

Male Students								
50% to 60%	2	4	1	20	12	2	22	63
60% to 70%	16	12	20	77	80	9	91	305
70% to 80%	7	6	12	67	104	11	63	270
80% to 90%	1	1	1	21	49	6	21	100
90% to 100%	0	0	0	1	7	0	1	9
No marks given	0	0	0	0	0	0	4	4

Total	26	23	34	186	252	28	202	751

Female Students								
50% to 60%	9	1	14	10	5	2	10	51
60% to 70%	53	25	52	34	39	3	54	260
70% to 80%	37	29	30	43	54	3	40	236
80% to 90%	2	13	5	23	44	4	10	101
90% to 100%	0	0	0	1	5	1	0	7
No marks given	0	0	0	0	0	0	3	3

Total	101	68	101	111	147	13	117	658

APPENDIX B - XXX

HIGH SCHOOL TEACHING COMPARED TO OTHER OCCUPATIONS REQUIRING
FOUR OR FIVE YEARS OF COLLEGE TRAINING RELATED TO THE FINAL
TENTH GRADE STANDING OF THE STUDENT

NUMBER OF RESPONSES

Standing	Stated Comparison						Total
	Much More Desirable	More Desirable	About the same	Less Desirable	Much Less Desirable	No Comparison Made	
Male Students							
50% to 60%	3	9	17	27	5	2	63
60% to 70%	10	32	91	140	27	5	305
70% to 80%	4	16	79	133	36	2	270
80% to 100%	2	3	32	58	13	1	109
No marks given	0	0	0	0	0	4	4
Total	19	60	219	358	81	14	751
Female Students							
50% to 60%	2	5	27	15	2	0	51
60% to 70%	9	37	104	93	13	4	260
70% to 80%	9	19	103	90	11	4	236
80% to 100%	4	8	43	38	13	2	108
No marks given	0	0	0	0	0	3	3
Total	24	69	277	236	39	13	658

APPENDIX B - XXXI

ELEMENTARY SCHOOL TEACHING COMPARED TO OTHER OCCUPATIONS
REQUIRING A MINIMUM OF ONE YEAR OF COLLEGE OR SIMILAR
TRAINING RELATED TO THE FINAL TENTH GRADE STANDING OF THE STUDENT

NUMBER OF RESPONSES

Standing	Stated Comparison						Total
	Much More Desirable	More Desirable	About the Same	Less Desirable	Much Less Desirable	No Comparison Made	
Male Students							
50% to 60%	2	6	26	18	8	3	63
60% to 70%	12	47	102	108	29	7	305
70% to 80%	10	45	100	74	39	2	270
80% to 100%	4	20	39	27	17	2	109
No marks given	0	0	0	0	0	4	4
Total	28	118	267	227	93	18	751
Female Students							
50% to 60%	6	13	24	8	0	0	51
60% to 70%	29	80	95	45	8	3	260
70% to 80%	29	75	95	26	6	5	236
80% to 100%	14	41	36	14	2	1	108
No marks given	0	0	0	0	0	3	3
Total	78	209	250	93	16	12	658

APPENDIX B - XXXII

HIGH SCHOOL TEACHER RANKED AGAINST ELEVEN OTHER REPRESENTATIVES OF OCCUPATIONS RELATED TO THE FINAL TENTH GRADE STANDING OF THE STUDENTS

NUMBER OF RESPONSES

Standing	Rank												Total	
	1	2	3	4	5	6	7	8	9	10	11	12		No Rank
Male Students														
50% to 60%	0	0	2	5	6	11	14	13	5	3	0	4	0	63
60% to 70%	1	2	5	18	33	56	75	55	22	20	5	6	7	305
70% to 80%	0	0	3	12	29	57	69	49	18	9	14	4	6	270
80% to 100%	0	0	0	4	9	27	31	20	7	5	1	2	3	109
No mark given	0	0	0	0	0	0	0	0	0	0	0	0	4	4
Total	1	2	10	39	77	151	189	137	52	37	20	16	20	751
Female students														
50% to 60%	0	2	3	3	9	10	14	6	4	0	0	0	0	51
60% to 70%	6	5	8	14	38	69	63	33	15	5	0	1	3	260
70% to 80%	1	4	11	14	30	66	64	26	12	5	2	0	1	236
80% to 100%	1	0	0	9	12	25	34	19	4	1	1	0	2	108
No mark given	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Total	8	11	22	40	89	170	175	84	35	11	3	1	9	658

APPENDIX B - XXXIII

ELEMENTARY SCHOOL TEACHER RANKED AGAINST ELEVEN OTHER REPRESENTATIVES OF OCCUPATIONS RELATED TO THE FINAL TENTH GRADE STANDING OF THE STUDENTS

NUMBER OF RESPONSES

Standing	Rank												Total	
	1	2	3	4	5	6	7	8	9	10	11	12		No Rank
Male students														
50% to 60%	1	5	13	12	19	9	1	0	2	0	1	0	0	63
60% to 70%	2	14	34	71	88	46	25	9	7	0	4	0	5	305
70% to 80%	2	13	24	63	86	53	13	4	1	4	1	0	6	270
80% to 100%	1	3	24	27	32	15	4	0	0	0	0	0	3	109
No mark given	0	0	0	0	0	0	0	0	0	0	0	0	4	4
Total	6	35	95	173	225	123	43	13	10	4	6	0	18	151
Female students														
50% to 60%	1	1	8	16	15	7	3	0	0	0	0	0	0	51
60% to 70%	1	12	26	69	74	53	11	4	1	3	2	3	3	260
70% to 80%	3	12	36	55	70	40	12	5	1	2	0	0	0	236
80% to 100%	0	4	13	20	34	28	4	2	0	1	0	0	2	108
No mark given	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Total	5	29	83	160	193	128	30	11	2	6	2	1	8	658

APPENDIX B - XXXIV

GENERAL ATTITUDE TOWARDS TEACHERS RELATED
TO THE DECISION TO SELECT TEACHING

NUMBER OF RESPONSES

Attitude	Response						Total
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response	
Male Students							
Positive	13	14	35	94	161	2	319
Neutral	8	10	39	89	207	4	357
Negative	0	4	9	15	47	0	75
Total	21	28	83	198	415	6	751
Female students							
Positive	41	17	39	32	171	1	301
Neutral	46	37	42	59	99	3	286
Negative	8	5	12	10	36	0	71
Total	95	59	93	101	306	4	658

APPENDIX B - XXXV

STATED REASONS OF MALE STUDENTS FOR THE SELECTION OF TEACHING AS AN OCCUPATION

NUMBER OF RESPONSES⁺

Stated Reasons	Response ^x					
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response
I want to be of service to children	11	9	1	0	0	0
I like to work with young people	17	15	2	0	0	0
Finances. ¹	3	2	0	0	0	0
I am interested in teaching a certain subject.	15	16	1	0	0	0
I like the idea of working in a school.	12	7	2	0	0	0
Chance of passing course. ²	2	3	0	0	0	0
I think the salaries are good	5	9	0	0	0	0
Teaching will offer permanent employment	13	13	1	0	0	0
People think teachers are fine persons	5	1	1	0	0	0
Marks probably not good enough. ³	3	1	0	0	0	0
I think I can be successful as a teacher.	17	17	2	0	0	0
Other reasons.*	4	2	0	0	0	0

1) I or my parents are unable or unwilling to finance other college training.

2) I think I would have more chance of passing teacher training than regular academic college.

3) My marks will probably not be good enough to get into regular college.

* Where other reasons were specified, they have been listed in the text. See Table XXXXV

x Totals do not provide a check on the accuracy of the figures, since students were free to answer or ignore any, some or all of the questions. They are therefore not given.

APPENDIX - B XXXVI

STATED REASONS OF FEMALE STUDENTS FOR THE SELECTION OF TEACHING AS AN OCCUPATION

NUMBER OF RESPONSES⁺

Stated Reasons	Response ^x					
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response
I want to be of service to children.	69	31	1	1	0	1
I like to work with young people	85	39	2	1	0	1
Finances. ¹	4	3	0	0	0	0
I am interested in teaching a certain subject.	31	16	0	1	0	0
I like the idea of working in a school.	62	26	0	1	0	0
Chance of passing course. ²	10	8	0	0	0	0
I think the salaries are good.	25	12	0	0	0	1
Teaching will offer permanent employment	55	28	0	1	0	1
People think teachers are fine persons.	10	3	0	0	0	0
Marks probably not good enough. ³	8	7	0	0	0	1
I think I can be successful as a teacher.	87	33	1	1	0	0
Other reasons.*	13	4	0	0	0	1

- 1) I or my parents are unable or unwilling to finance other college training.
- 2) I think I would have more chance of passing teacher training than regular academic college.
- 3) My marks will probably not be good enough to get into regular college.

* Where other reasons were specified, they have been listed in the text. See Table LI.

x Totals do not provide a check on the accuracy of the figures, since students were free to answer or ignore any, some, or all of the questions. They are therefore not given.

APPENDIX B - XXXVII

STATED REASONS OF MALE STUDENTS FOR BEING UNCERTAIN ABOUT THE SELECTION OF TEACHING AS AN OCCUPATION

NUMBER OF RESPONSES⁺

Stated Reasons	Response ^x					
	Decidedly	Probably	Undecided	Probably	Decidedly	No
	Yes	Yes		Not	Not	Response
I am not sure that I will enjoy teaching	0	2	40	47	5	0
I am unsure about my academic ability	1	2	21	18	3	0
I am not sure that I would be able to keep discipline	0	0	4	8	1	0
I have mixed feelings about the prestige of teachers	0	1	19	16	1	0
I am not sure that I like children enough	1	0	13	10	1	0
I may not have enough money to go to college	1	4	22	14	1	0
I am afraid that I might get into a rut	1	0	18	19	2	0
A teacher's salary might not be adequate for me	0	1	32	30	3	0
I might have to teach a subject I do not like	0	1	16	13	0	0
I am not sure that teaching is challenging enough.	1	0	9	22	1	0
I might not be able to advance on my own merits.	0	2	19	17	2	0
I might not like working with other teachers	0	1	5	1	0	0
I find it hard to make any such important decisions.	0	1	18	9	0	0
Other reasons.*	0	0	11	4	0	0

* Where other reasons are specified, they have been listed in the text. See Table XXXXVII

x Totals do not provide a check on the accuracy of the figures, since students were free to answer or ignore any, some or all of the questions. They are therefore not given.

APPENDIX B XXXVIII

STATED REASONS OF FEMALE STUDENTS FOR BEING UNCERTAIN ABOUT THE SELECTION OF TEACHING AS AN OCCUPATION

NUMBER OF RESPONSES⁺

Stated Reasons	Response ^x					No Response
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	
I am not sure that I will enjoy teaching	0	9	49	30	3	0
I am unsure about my academic ability.	0	6	27	12	2	1
I am not sure that I would be able to keep discipline.	0	2	22	9	2	0
I have mixed feelings about the prestige of teachers.	0	2	13	6	0	0
I am not sure that I like children enough.	0	2	9	7	1	0
I may not have enough money to go to college	0	3	18	7	0	1
I am afraid that I might get into a rut.	0	2	18	11	1	0
A teacher's salary might not be adequate for me.	0	2	16	9	0	0
I might have to teach a subject I do not like	0	2	16	10	1	0
I am not sure that teaching is challenging enough.	0	2	16	9	0	0
I might not be able to advance on my own merits.	0	2	18	2	0	0
I might not like working with other teachers.	0	1	2	2	0	0
I find it hard to make any such important decision.	0	0	0	5	0	0
Other reasons*.	0	2	11	3	0	1

* Where other reasons were specified, they have been listed in the text. See Table LIII.

x Totals do not provide a check on the accuracy of the figures, since students were free to answer, or ignore any, some, or all of the questions. They are therefore not given.

APPENDIX B - XXXIX

STATED REASONS OF MALE STUDENTS FOR THE REJECTION OF TEACHING AS AN OCCUPATION

NUMBER OF RESPONSES

Stated Reasons	Response ^x					
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response
Teachers college does not attract really good students	1	2	3	9	40	0
I like other work better.	0	3	3	125	371	1
Teachers are too poorly paid	0	3	2	65	206	0
Attending teachers college just does not appeal to me.	1	1	1	34	164	2
I am just not interested	0	1	0	49	269	3
I do not like to work with boys and girls.	0	0	0	3	13	1
Teachers do not rate very high	0	0	2	14	26	0
Working conditions are not good	0	1	3	13	22	0
Teachers are restricted in what they may say or do. ¹	0	1	0	28	66	0
I do not think that I am fitted for teaching.	0	1	1	45	28	5
My marks are too good to waste on teacher-training.	1	2	0	48	47	0
Others.*	0	0	0	15	11	0

1) Teachers have to be too careful about what they say or do.

2) My marks are good enough to admit me to better courses, such as engineering or pre-med.

* Where other reasons were specified, they have been listed in the text. See Table XXXIX.

x Totals do not provide a check on the accuracy of the figures, since students were free to answer or ignore any, some, or all of the questions. They are therefore not given.

APPENDIX B - XL

STATED REASONS OF FEMALE STUDENTS FOR THE REJECTION OF TEACHING AS AN OCCUPATION

NUMBER OF RESPONSES

Stated Reasons	Response ^x					
	Decidedly Yes	Probably Yes	Undecided	Probably Not	Decidedly Not	No Response
Teachers college doesn't attract really good students.	0	0	4	6	14	0
I like other work better.	0	0	3	60	278	1
Teachers are too poorly paid.	0	0	1	9	60	0
Attending teachers college just doesn't appeal to me.	0	0	3	22	145	0
I am just not interested.	0	0	0	27	204	0
I do not like to work with boys and girls.	0	0	1	2	6	0
Teachers do not rate very high.	0	0	0	0	13	0
Working conditions are not good.	0	0	0	1	5	0
Teachers are restricted in what they may say or do. ¹	0	0	2	8	34	2
I do not think that I am fitted for teaching.	0	0	4	30	125	1
My marks are too good to waste on teacher-training. ²	0	0	1	3	20	0
Other reasons.*	0	0	1	3	18	1

¹Teachers have to be too careful about what they say or do.

²My marks are good enough to admit me to better courses, such as engineering or pre-med.

*Where other reasons were specified, they have been listed in the text. See Table LV.

^xTotals do not provide a check on the accuracy of the figures, since students were free to answer or ignore any, some, or all of the questions. They are therefore not given.