

THE DETERMINANTS OF THE
PROBABILITY OF WOMEN
TEACHERS EXPRESSING AN
INTEREST IN EDUCATIONAL
ADMINISTRATION

CENTRE FOR NEWFOUNDLAND STUDIES

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THE DETERMINANTS OF THE PROBABILITY OF
WOMEN TEACHERS EXPRESSING AN INTEREST
IN EDUCATIONAL ADMINISTRATION

by

Audrey Whalen-Way, B.A. (Ed.)



A Thesis Submitted in Partial Fulfillment
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ABSTRACT

The problem which this study dealt with was the noticeable lack of women in decision-making positions in our school systems. The purpose of the study was to gain a better understanding of why women teachers in Newfoundland occupy administrative positions in disproportionately fewer numbers than their male counterparts.

The determinants of women teachers' career aspirations were considered under four categories; (a) Socializing Differences; (b) Family Responsibilities; (c) Educational Qualifications; and (d) Value Orientation.

The data used in this study was collected by J. Bulcock et al. in 1972 as a survey of women teachers in Newfoundland and Labrador. The data was collected from a ten per cent random probability sample of women teachers employed in the province at that time. The statistical analyses consisted of Pearson Product Moment correlations and regression analyses.

The study found that the positive determinants of a woman teacher's desire for an administrative position were: mother's education, years of training, career commitment and professional involvement. The negative determinants were: marital status, number of children, and age.

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CHAPTER I

INTRODUCTION

Statement of the Problem

There exists a general awareness and concern with the status of women in today's society - governments, women's groups, and human rights associations in modern societies have conducted studies and enacted legislation in an effort to ensure the rights of women. Occupational differences still exist, however, and men still far outnumber women at the top level of most occupations.

The problem which this study dealt with, stemmed from the noticeable lack of women in decision-making positions in our school systems. Despite the fact that women form the majority of the teaching profession, there is a disproportionately fewer number of women administrators than men administrators. In Newfoundland in 1974, 54.4% of the teachers were female while only 28.6% of the principals and 9.2% of central office staffs were female (Gosse 1976). There is also a disproportionately fewer number of women teachers who aspire to administrative positions compared to men. This study identified and analysed some of the major factors which determine why some women teachers aspire to administrative positions

while others desire to remain classroom teachers for the remainder of their careers. The problem, which was considered was not the low number of women in the ranks of the administrators but rather, the career aspirations of women teachers in Newfoundland. What factors in a woman teacher's life helped to determine whether she aspired to the upper echelons of her profession or was content to remain a classroom teacher?

Significance of the Study

The aim of this study was to identify the determinants of women teacher's career aspirations. The factors which are shown by this study to be statistically significant determinants of women teacher's career aspirations will help destroy any myths which may exist in this area.

It is hoped that empirical studies such as this one will provide insight into the problem of sexist staffing patterns in our schools. The education profession in general would benefit if the best and most capable teachers were appointed to administrative positions regardless of sex.

This problem is also significant because of the effect which the traditional school staffing patterns have on the socialization of children. The Royal Commission on the Status of Women in Canada (1970) supported the idea

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that staffing patterns as well as other educational practices transmit traditional roles of men and women. The experience of female teachers and male principals will do little to increase the aspirations of the girls or to improve the boys perception of the role of women.

Limitations

This study is limited in that all possible determinants of women teacher's career aspirations are not examined. Only those thought to be the strongest and most important are considered. It would be impossible, however, to consider all possible variables which would have some effect on a woman's career aspirations.

Another limitation is that this research is based on data collected in 1972 for another purpose. Thus, only those variables which had been included in the questionnaire could be used in the present study. The questionnaire, however, was extremely thorough and included questions on most aspects of a woman teacher's life.

A further limitation of this study is that only Newfoundland women teachers employed during the 1971-72 school year are included. Thus, we cannot assume that the findings of this study will apply generally to women in all occupational fields, in other geographical regions

or for any time period except those mentioned above.

A final limitation deals with the questionnaire method of data collecting. This imposes problems beyond the control of any researcher. The care with which the women teachers answered the questions and her interpretation of the questions are factors which could not be controlled.

CHAPTER II

RESEARCH RATIONALE

Theory

The main objective of this study was to identify some factors which explain why women teachers aspire to administrative positions in education. Conversely, the factors which account for women teachers expressing a desire to remain at their present grade level for the remainder of their professional career, was also considered. The same factors and rationale were used in each case with appropriate modifications in the hypothesis. If the presence of a circumstance or factor increased the chance of a woman teacher expressing a desire for an administrative position, than a decrease in, or absence of, that factor would probably have the opposite effect, i.e. it would increase the chance of expressing a desire to remain a classroom teacher at the same grade level.

The factors which were argued as being likely to have an impact on the women teacher's decision to aspire to administrative levels or to remain a classroom teacher are referred to as the determinants of the career aspirations of women teachers.

The factors considered as determinants of the

career aspirations of women teachers were grouped into four categories referred to as:

- (a) the socializing differences argument,
- (b) the family responsibility argument,
- (c) the educational qualifications argument, and
- (d) the value orientation argument.

The Socializing Differences Argument

The socializing argument is based on the theories of childhood socialization which encompass all those influences that prepare the individual to fill adult roles in society (Clausen 1968). One of the greatest influences on the child and the child's personality will be the parents. Early socializing treatment will determine to some extent the effect which other socializing agents will have. Parental influences, therefore, can be seen to affect not only the early years of an individual's development, but most of the values and attitudes which he/she brings to an adult role.

Learning theorists have agreed on three explanatory concepts of how children learn their sex roles (Williams 1977). The first emphasizes 'reinforcement' by rewards and punishments, the second is 'modeling', or imitating the behavior of others, and the third 'cognitive-development', stresses the child's growth of understanding

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both of her or his sexual identity and the content of the sex roles prescribed by society (Williams 1977).

Parents, then, through their own behavior (modeling) and through conscious effort (reinforcement) pass on to their children the norms or rules of their society for each particular sex. In all societies there is this process of learning to be male and learning to be female and it is through this process that everyone arrives at their own sense of their own sex (Mead 1975). Women teachers, therefore, will have a sense of what it means to be a woman and the rules of that role in our society as transmitted to her early in life.

Studies done of women have shown that women who occupy similar positions in adult life have had similar socializing experiences. Zimmerman (1971) studied women school administrators and found that a woman's family background played a role in her desire to become an administrator. She points out that the women who had become administrators generally came from small families and were usually only children, oldest children, or one of two children. They had spent their youth in an urban milieu and had parents whose attitudes towards education were favourable (Zimmerman 1971).

In the literature reviewed, three sub-arguments were considered important: (a) parental education; (b) parental encouragement; (c) rural-urban differences.

Parental Education

Parents' educational level will have a positive effect on the achievement and aspirations of all children. Studies have shown that children of highly educated parents achieve higher academically and occupationally than children of less educated parents (Clausen 1968). Parents transmit their attitudes and values about education and achievement on to their children.

This relationship should also hold for girls alone. The higher the level of her parents' education, the more likely is the woman teacher to aspire to an educational administrative position. Also, the higher the level of parental education, the less likely is the woman teacher to desire to remain a classroom teacher at the same grade level.

Children often take the parent of their own sex as a role model and are thus much affected by the characteristics and actions of that parent. The "Report of the Royal Commission on the Status of Women in Canada" (1970) pointed out the importance of mother's educational level on the academic and career aspirations of girls. It reported that 49.7% of the daughters of university educated mothers attended university, while only 37.1% of the daughters of university educated fathers attended university.

An assumption often made in our society is that the mother has a powerful influence on the children in

have a career or other interests of her own and thus encourage more independence in her daughters as well as her sons. Williams points out that "the daughter who is able to separate early from her mother and to develop confidence in her own coping abilities may later be more willing to test herself and to risk negative consequences in the pursuit of a valued goal" (Williams 1977).

This study will consider mothers' education and fathers' education separately to test the hypothesis that a woman teacher's career aspirations will be more influenced by her mother's educational level than by her father's educational level.

Parental Encouragement

Parental encouragement is important for all children, but because of the traditional role of women and the lack of occupational role models in many areas for girls, it will be particularly important for girls. Society's norms are such that girls are not encouraged to be aggressive and ambitious, indeed often there are sanctions imposed on women who are ambitious or aggressive.

They are ostracized by less ambitious women and not always accepted by ambitious men. These negative responses contribute to what Horner has termed woman's "fear of success" (Horner 1968). Horner's theory and design, however, have been greatly criticized by more recent writers (Monahan, Kuhn and Shawn, 1974; Arafort and

the family because of her constant presence and because father must spend long hours away from the home working (Mead 1975). Research has shown, however, that mothers' and fathers' educational level have different affects on boys and girls. Coffin, studying Newfoundland high school students found that mothers' education was a significant influence on both boys and girls while fathers' education was a significant influence on boys only (Coffin 1976). Osborn, in a similar study at the University of Iowa, found that the students tended to achieve and have attitudes, aspirations and expectations consistent with the educational level of their same-sex parent (Osborn 1971).

Research in the area of sex differences have provided two explanations which help explain why mother's education has a positive effect on cognitive development of girls. First, educated mothers will have greater faith in their ability to affect their daughters' destinies and thus will be more concerned with the learning of task competence by their daughters than less educated mothers (Williams 1977).

The second explanation stems from Hoffman's research which showed that achievement motivation is related to the amount of early independence a child is given (Hoffman 1977). The study showed that mothers are more protective of girls and grant them less independence than they do boys. Further, what independence they do give is likely to be granted at a later age than is the case with boys. The educated mother, however, is more likely to

Yorberg, 1977). These more current studies indicate that it is not a fear of success per se that characterizes women, but a fear of success in occupations that are sex typed for the opposite sex (Arafort and Yorberg 1977). This fear of success in "sex-typed" occupations may be on the decline, however, as the sex-typing of occupations change.

The present situation is such that women will find very few models in the upper echelons of the occupational world. Thus, in most male-dominant occupations few women position holders are likely to know women in higher positions. Thus, a female incumbent aspiring to a higher status level in the occupation is likely to have to leave her group for a group which contains no one with whom she can identify. Shack (1975) expresses the importance of convincing girls of their own abilities to take on positions which they had been socialized to think of as male tasks and, therefore, beyond their capabilities.

The importance of parental encouragement for girls is supported by Hoffman's theory that independence and competence are personality characteristics laid down in childhood as a function of the child's experience with her caretakers and environment. Thus, a girl's optimum development occurs when she has a secure emotional base in warm, nurturant parents who permit exploration, encourage independent action and are not too protective (Hoffman 1972).

The encouragement from parents to do better than others and to develop one's potential will increase a

woman's chances of higher education and thus career mobility. Therefore, I will hypothesize that the more encouragement a woman teacher received from her parents when she was a child, the more likely she is to express a desire for an administrative position and the less likely she is to express a desire to remain a classroom teacher.

Urban-Rural Differences

Metropolitan areas tend to be where most changes and innovations occur. This is true, whether it be in fashions, technology or social norms. This is especially true for the changes which have occurred in the roles of women in our society. Girls growing up in a city or large town will have many more models of successful career women in areas once considered male tasks, than the girl growing up in a small community where the only women working outside the home are teachers, nurses or store clerks - work roles which are traditionally defined as female roles.

Zimmerman (1971) found in her study that a majority of the women administrators studied had grown up in metropolitan areas. Thus, women teachers who grew up in cities or large towns are more likely to express an interest in career mobility than girls who grew up in smaller communities. Conversely, women teachers who grew up in small towns will be more likely to desire to remain teaching at their present grade level.

Family Responsibility Argument

Competing role demands are often thought to prevent married women from dedicating sufficient energy to their professional careers. Nixon (1975) points out that the woman who has acquired the roles of 'wife' and 'mother' and who is employed outside the home is frequently faced with a problem of conflicting priorities and demands. Societal expectations for the roles of husband and father, however, are more directly connected to and often fulfilled through the occupational role. A woman employed outside the home, however high her salary, cannot so easily discharge her family obligations. While social norms have changed somewhat, many people still see the duties of mother and wife coming before other obligations (Nixon 1975).

The research on the division of labour in the homes of working women indicates that, in general, the results are consistent in showing that working women do less housework while their husbands do more (Bahr 1974). However, while changes have occurred, the 'myth of the egalitarian family' is still very much a myth (Williams 1977). Bahr's studies showed that though some husbands pitch in with the dishes and laundry, housework and child care continue to be seen primarily as the woman's responsibility.

Maccoby and Jacklin, in their review of literature on sex differences, found no conclusive evidence to support

sex differences in nurturance (Maccoby and Jacklin 1974). While girls are more often socialized for a nurturant role, as in doll play, both males and females can display nurturant behavior. There are some studies which show that early exposure of males to infants and child care enhances their nurturant behavior as they mature (Maccoby and Jacklin 1974). Thus, while nurturant behavior may not be innate in women, they have been socialized to expect and accept the nurturant role in a family structure.

Zimmerman (1970), Shack (1975), and Aspen (1974) all report larger percentages of single women teachers in administrative positions than in the teaching force in general. Stokes (1974), in a study of women school principals, points out that the lives of single women principals were not affected by the principalship, while the married woman principals experienced role conflict between their role of principal and those of wife and mother.

We will, therefore, consider three sub-arguments of the family responsibility argument: (a) marital status; (b) number of children; and (c) age.

Marital Status

Single women teachers do not experience the same role conflict as married women teachers. Also, single women teachers may only acquire a higher socio-economic status through career mobility, whereas a wife may derive

Age

The age argument follows from the number of children argument. The older woman teacher will no longer have the responsibility of young children. Social demands on her to put her role of mother first will no longer hold. The older woman will also have had more time to acquire higher qualifications.

The literature shows that women administrators tend to acquire their positions at an older age than their male counterparts. Aspen (1974), Stokes (1974), Zimmerman (1970), and Gosse (1976) all found age to be a factor in woman teacher's career orientation. If women teachers put their family responsibilities ahead of their professional role, then age will be a determinant of their career aspirations. The woman teacher who has passed the child rearing age, is more likely to aspire to an administrative position and less likely to remain a classroom teacher than her younger female colleagues.

Educational Qualifications Argument

The most qualified people in any area are generally the people most likely to attain the top level positions in that area. The educational qualifications of a woman teacher will determine whether or not she is qualified for a position in administration or consulting.

an improved socio-economic status from her husband. Therefore, single women teachers will be more likely, than married women teachers, to express an interest in administrative positions. Conversely, married women teachers will be more likely to be interested in remaining classroom teachers.

Number of Children

Married women who are also mothers generally have sets of competing priorities; maternal duties override most other role obligations, wifely duties are second and according to Epstein (1970) most other obligations are a poor third. If this is so, mothers who are teachers will add greatly to their responsibilities and obligations by acquiring responsibilities above those of a classroom teacher. The more children a woman has, the greater her maternal obligations will be. It is interesting to note, however, that Gosse (1976) found that marriage and family are not creditable deterrants to women managing administrative positions once they acquire them. Thus, if women teachers perceive family responsibilities as being deterrants, then they will be. It is hypothesized, therefore, that the greater the number of children a woman teacher has, the less likely she is to aspire to administrative positions and the greater the probability of her expressing a desire to remain a classroom teacher.

The educational qualifications argument will consider (a) years of training, (b) teaching experience, and (c) other work experience.

Years of Training

The literature indicates that on the average, administrators have more years of teacher education than classroom teachers (Zimmerman 1971; Nixon 1975; Stokes 1974). Nixon (1975) found that years of teacher education were positively related to professional role orientation and thus related to vertical career mobility. Therefore, career aspirations are reflected in the amount of investment of time and money a teacher is willing to make and has made.

Women teachers, then, who are highly trained will be more likely to desire administrative positions than their less qualified colleagues. It should follow that the more qualified a woman teacher, the less likely she is to express a desire to remain a classroom teacher.

Teaching Experience

Experience makes an important contribution to career mobility in all occupations. Studies have shown that the education profession is no exception. Gosse (1976), Stokes (1974), Aspen (1974) all showed that women teachers who became administrators had on the average more years of teaching experience than their male counterparts. The

Value Orientation Argument

As a profession, education has norms, values, and symbols which differentiate it from other professions and occupations. Many teachers are very aware of these differences and place great emphasis on the intrinsic rewards of teaching. Other teachers, however, have a very low commitment to their profession (Nixon 1975).

Teaching has been traditionally viewed as one of the few work areas, outside of the home, suitable for women. Hall (1972) contends that because of this women have often entered the teaching profession because it is a 'safe' woman's occupation, rather than from dedication to the profession.

Nixon (1975) reports on a study by Hyrnyk which found that occupants of educational administrative positions had higher scores on a professional role orientation scale than teachers who were not administrators.

This study will look at value orientation through four sub-arguments: (a) satisfaction with teaching, (b) commitment to a career in education, (c) professional involvement and (d) intrinsic orientation.

Satisfaction With Teaching

Women teachers who find the time they spend teaching to be as satisfying as the time they spend at other activities no doubt enjoy the day to day duties

respondents of this study, however, are not administrators but classroom teachers who may or may not desire to be administrators. Those who did express this desire may wish to acquire more experience before moving into an administrative position. Thus, the present years of experience may not greatly influence their aspirations.

The lack of experience may even contribute to the aspirations of women. Williams (1977) points out that many women who are educated in relatively equalitarian schools or colleges enter the occupational work feeling quite competitive and ambitious. Women lose their self-confidence after being in a profession for awhile and after experiencing the prejudice which may exist against women.

Other Work Experience

Other work experience will have much the same effect on a woman teacher's career aspirations as teaching experience. Experience in related work areas would have a more positive effect than experience in some totally unrelated area. The respondents of this study, however, were not asked to differentiate their other work experience. Thus, the years of all other work experience may not have a direct influence on their present career aspirations.

of the job and the constant interaction with children. Administrators do not have this day to day interaction with children nor the routine duties of the classroom teacher. Thus, the teacher who values those things will have little to gain in this regard by becoming an administrator.

Accordingly, the probability of a woman teacher expressing a desire to remain a classroom teacher will be more positively correlated with satisfaction with teaching than will the probability of desiring an administrative position.

Career Commitment

Commitment to any career usually infers working very hard and giving greatly of oneself for the advancement of one's career. Advancement involves getting to the top of one's profession or gaining the positions of prestige and influence. The teachers who are committed to a career in education will want to gain a position in the professional hierarchy which will enable them to have an input into the decision-making process and have an influence on their profession.

Thus, career commitment will be a determinant of the career aspirations of women teachers. The greater her career commitment, the more likely a woman teacher will be to express a desire in administration.

Professional Involvement

Nixon (1975) emphasizes the importance of extra-curricular professional activities such as membership on specialist councils, professional committees and associations in developing a sense of occupational unity. The teacher who spends all of her time in the classroom will have little opportunity to interact and identify with her professional colleagues. Teachers with high professional role orientation will find time spent with their fellow professionals rewarding.

Time spent at professional activities will provide teachers with opportunities to meet and identify with people at different levels of the educational hierarchy. Thus, a teacher may see that what she has been trying to achieve may best be done at another level and having interacted with people at that level be more confident of her own ability to fill that professional role.

Women teachers, therefore, who give time to professional activities will be more likely to aspire to administrative positions while those who do not give time to professional activities will be more likely to express a desire to remain in their present position.

Intrinsic Orientation

Teachers, like other people in the labour force, are motivated by many things - paychecks, holidays, short

hours, as well as intrinsic rewards. Teachers who receive intrinsic rewards from their careers will have a higher professional role orientation than those who teach for the monetary rewards and the convenient time schedule. Therefore, women teachers who teach for the intrinsic rewards will be more interested in gaining positions which will give them power, responsibility and influence in their profession.

Auxiliary Theory

The extent to which socializing differences, educational qualifications, family responsibility and value orientation account for women teachers' career aspirations and the extent to which these arguments are complementary or competing approaches, was examined through the analysis of a conceptual model. Reference to figure 1, the conceptual model, will clarify this discussion.

This model specifically argues that parents' education, parental encouragement and urban-rural differences contained under socializing differences, influence the career aspirations of women teachers. The career aspirations of women teachers can also be seen from the model to be directly influenced by: number of children, marital status and age under the family

responsibility argument; years of training, teaching experience and other work experience under the educational qualifications argument; and satisfaction with teaching, career commitment, professional involvement and intrinsic orientation under the value orientation argument.

The model may be subdivided into four segments:

- (a) The desire for an administrative position and the desire to remain a classroom teacher, each as dependent variables with the variables of socializing differences as independent.
- (b) The desire for an administrative position and the desire to remain a classroom teacher each as dependent variables with the variables of family responsibilities as independent.
- (c) The desire for an administrative position and the desire to remain a classroom teacher each as dependent variables with the variables of educational qualifications as independent.
- (d) The desire for an administrative position and the desire to remain a classroom teacher each as dependent variables with the variables of value orientation as independent.

The basic relationships may be decomposed into observable elements as is shown in the conceptual model (figure 1). In the model, the socializing differences are represented by four model components. Mother's

education (X_1 MOTHED); father's education (X_2 FATHED); parental encouragement (X_3 PAREN); and urban-rural differences (X_4 HOMETOWN). The family responsibility factors are represented by three variables; number of children (X_7 CHILDREN); marital status (X_8 MARITAL); and age (X_9 AGE). The educational qualifications factor is represented by three components; years of training (X_{10} LICENSE); teaching experience (X_{11} TCHEXP); other work experience (X_{12} OTHEXP). The value orientation argument is represented by four model components; satisfaction with the occupation of teaching (X_{13} TCHSAT), commitment to a career in education (X_{14} CCOMMIT), professional involvement (X_{15} PROFINV) and intrinsic orientation (X_{16} INTRIN). The dependent variables of desire for administrative position and desire to remain a classroom teacher, (X_5 ADMIN) and (X_6 CLASSTCH) represent the influence of the other variables.

X₁ MOTHEP
X₂ FATHED
X₃ PAREN
X₄ HOMETOWN

X₇ CHILDREN
X₈ MARITAL
X₉ AGE

X₁₀ LICENSE
X₁₁ TCHEXP
X₁₂ OTHEXP

X₁₃ SATTCH
X₁₄ CCOMMITP
X₁₅ PROFINV
X₁₆ INTRIN

X₅ ADMIN
X₆ CLASSTCH

Fig. 1. Conceptual model.

- a. socializing differences, b. family responsibilities
c. educational qualifications d. value orientations
e. career aspirations

CHAPTER III

THE RESEARCH METHODOLOGY

The Sample and Data Gathering Procedure

The data used in this study was collected by Jeff Bulcock et al. in 1972 as a survey of women teachers in the Province of Newfoundland and Labrador and was financed by the Faculty of Education, Memorial University.

In August, 1972, a survey questionnaire was mailed to a ten per cent random probability sample of women teachers employed in the province at that time. There were a total of 7,820 teachers on the active list of teachers. This listing was obtained from the Department of Education, and included all teachers on the government payroll in the 1971-72 school year. Sixty per cent, or 4,708, were women teachers.

Thus, the 4,708 women teaching in Newfoundland and Labrador in 1972 constituted the sample population. Because the population was sufficiently large and homogeneous and the questionnaire instrument was unusually long, a ten per cent sample was considered large enough. The instrument was mailed to 470 women teachers.

The respondents were identified by a random

selection procedure in which every teacher in the population of women teachers had an equal chance of being selected. A random numbers subroutine program was used, containing 4,708 four digit numbers such that every element selected had the same probability, (one chance in 4,708) of being selected.

A package containing the questionnaire and covering letter was mailed to the 470 respondents invited to participate in the study. There were 276 respondents after three follow-up letters. Some responses were not acceptable, however, because they were incomplete or spoiled. The data producing sample was 265 or 56.4 per cent of the invited sample.

Instrumentation

Instrument

An omnibus questionnaire designed by Bulcock et al. (1972) was used to collect the data to be analyzed in this study. The survey instrument was designed to elicit a wide range of information on biographic and demographic characteristics, career development and satisfaction, professional interests and attitudes and economic considerations. However, relatively little of the data collected by this seventeen page questionnaire will be used in this study.

Variables

For this study the specific items on the questionnaire that were used and their operational definitions are the following:

Mother's Education and Father's Education

These variables are based on the last two parts of question 88 of the questionnaire. Education is scored on a nine category scale:

- no formal schooling
- 4th grade or less
- 8th grade or less
- some high school
- completed high school
- some college
- graduated from college
- attended graduate or professional school
- attained advanced degree

The two variables will be scored separately on this scale.

Parental Encouragement

This variable was compiled by summing eight weighted indicators of parental encouragement. These indicators were based on parts of question 82 of the questionnaire which stated: "The following are descriptions of how some parents raise their children. Mark the responses which best describe your mother and father

TABLE 1

Correlation Matrix of Parental Encouragement Variables

	Qb(ii)	Qb(i)	Qc(ii)	Qc(i)	Qe(ii)	Qe(i)	Qh(ii)	Qh(i)	Mean	SD	Missing Cases
Qb(ii)	1.000								1.611	0.644	26 (9.81%)
Qb(i)	0.685	1.000							1.397	0.615	31 (11.70%)
Qc(ii)	0.343	0.325	1.000						1.863	0.647	24 (9.06%)
Qc(i)	0.233	0.350	0.652	1.000					1.762	0.643	30 (11.32%)
Qe(ii)	0.285	0.269	0.339	0.349	1.000				2.440	0.637	24 (9.01%)
Qe(i)	0.160	0.316	0.219	0.372	.771	1.000			2.280	0.743	29 (10.94%)
Qh(ii)	0.347	0.408	0.406	0.351	0.585	0.473	1.000		2.130	0.786	26 (9.81%)
Qh(i)	0.356	0.440	0.340	0.349	0.415	0.483	0.767	1.000	2.064	0.720	32 (12.08%)

as they were most of your life up to the time you left high school". Answers were to be given by; V-very true, S-somewhat true, and N-not true at all. Of the statements listed in the question, we will consider the replies given to the following:

- (b) They kept after me to do well in school.
- (c) If I did not do what was expected of me, they were very strict about it.
- (e) They kept after me to do better than other children.
- (h) They kept pushing me to do my best in everything.

A separate reply was given for mother (i) and father (ii).

To determine item weights, the principal component method of factor analysis was used (see, for example, Nie et al. 1975, pp. 468-513)

The intercorrelations among the variables used for the factor analysis are presented in Table 1.

Table 2 presents the results from the factor analysis.

TABLE 2

Principal Component Analysis: Parent Encouragement Variables

	Factor Matrix	Communality (h^2)	Factor Score
Qb(ii)	0.591	0.349	0.153
Qb(i)	0.668	0.446	0.172
Qc(ii)	0.636	0.404	0.164
Qc(i)	0.644	0.415	0.166
Qe(ii)	0.735	0.541	0.190
Qe(i)	0.696	0.485	0.180
Qh(ii)	0.804	0.646	0.207
Qh(i)	0.767	0.588	0.198
EIGEN VALUE		3.873	

Parental encouragement was computed by the following equation (Nie et al., p.488):

$$\begin{aligned} \text{Parental encouragement} = & .152 \times (\text{Qb(ii)} - 1.61)/0.64 \\ & + .172 \times (\text{Qb(i)} - 1.4)/0.61 + .164 \times (\text{Qc(ii)} - 1.86)/0.65 \\ & + .166 \times (\text{Qc(i)} - 1.76)/0.64 + .19 \times (\text{Qe(ii)} - 2.44)/0.64 \\ & + .19 \times (\text{Qe(i)} - 2.28)/0.74 + .207 \times (\text{Qh(ii)} - 2.13)/0.79 \\ & + .198 \times (\text{Qh(i)} - 2.05)/0.72 \end{aligned}$$

Urban-Rural

The urban-rural variable was based on part (a) of question 76 of the questionnaire. Part (a) of this question asked the respondent to:

"...indicate the community size of the place where you lived the greatest length of time while you were growing up ----".

The reply must be one of five categories:

- under 500 people
- 500 - 2,999
- 3,000 - 9,999
- 10,000 - 150,000
- over 150,000

Years of Training

This variable was operationalized by question 6 (2) of the questionnaire. The question states:

"please indicate: --- (2) your certifications standing at the present time".

uncertificated (for D license)

uncertificated (A, B or C license)

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Other

Teaching Experience

The teaching experience variable was based on replies to question 9 of the questionnaire. Question 9 states:

"How many years of teaching experience have you had?"

The reply was to be one of eleven choices ranging from less than one year to more than twenty.

Other Work Experience

This variable was based on question 10 of the questionnaire which stated:

"How many years of working experience have you other than teaching?"

Replies were to be chosen from six choices ranging from none to more than ten.

Number of Children

This variable refers to the number of children which a woman teacher has and is based on part (a) of question 2 on the questionnaire. In this part of question 2, the women teachers are asked, "How many babies have you had, not counting still births?"

Marital Status

This variable was operationalized by question 1 of the questionnaire. The question provides seven categories of marital status from which the respondent

may choose. These are:

- married (once only)
- married (remarried)
- separated
- single (never married)
- single (divorced)
- single (widowed)
- religious order

The responses to this question, however, were divided to dichotomize the variable. Since we will be looking at the effects of the role of wife on the career aspirations of women teachers, the first two categories will be classed as married, since they are the only ones who will be living with a husband, thus having a wife role, while the remaining five will be classed as single.

Age

The age of the respondents was calculated from the responses given to question 74 of the questionnaire. This question asked respondents to give their date of birth.

Satisfaction with the Occupation of Teaching

This variable was a measure of the amount of satisfaction which women teachers gain from teaching; that is, an estimate of how satisfied they are with the occupation of teaching. The variable was operationalized by

Table 6 presents the results of the factor analysis.

TABLE 6

Principal Component Analysis: Professional Involvement Variable

	Factor Matrix	Communality (h^2)	Factor Score
Q64a	.651	0.424	0.380
Q68L	.796	0.634	0.465
Q68X	.809	0.654	0.473
EIGENVALUE 1.712			

Professional involvement was computed by the following equation (Nie et al. 1975, p.488):

$$\text{Professional Involvement} = .38 \times (Q64a - 1.52)/.78 + .465 \times (Q68L - 1.98)/.59 + .473 \times (Q68X - 1.69)/1.1.$$

Commitment to a Career in Education

This variable was computed by summing three weighted indicators of career commitment. These indicators were the following questions on parts of questions:

11 (D) which asks the respondent to mark:

"the career you would most prefer if you were free to choose any from the list".

The list which gives 45 choices includes nine choices which would constitute a career in education,

Professional Involvement

Factor analysis was used again to compute professional involvement. The variables used in this analysis will consist of the responses to question:

64, part (A) which states, "please indicate your agreement or disagreement with each of the following statements:

- (A) I am in frequent contact with people in my own profession.

and question 68, parts (L) and (X) which stated:

"Which of the following experiences apply to you since you completed teacher training"?

- (L) Served on N.T.A. committee

- (X) Attended in-service teacher workshop

The principal component method of factor analysis was used to determine the item weights. The inter-correlations among the variables used for the factor analysis are presented in Table 5.

TABLE 5

Correlation Matrix of Professional Involvement Variables

	Q64a	Q68L	Q68X	Mean	SD	Missing Cases
Q64a	1.000			1.521	0.776	25 (9.43%)
Q68L	0.277	1.000		1.983	0.591	29 (10.94%)
Q68X	0.300	0.477	1.000	1.690	1.072	20 (7.54%)

TABLE 3

Correlation Matrix of Teaching Satisfaction Variables

	Q1	Q7	Q10	Q13	Q16	Mean	SD	Missing Cases
Q1	1.000					1.699	0.761	19 (7.16%)
Q7	0.434	1.000				1.676	0.703	24 (9.01%)
Q10	0.478	0.628	1.000			1.591	0.713	23 (8.67%)
Q13	0.241	0.438	0.357	1.000		2.962	0.804	29 (10.9%)
Q16	0.260	0.388	0.326	0.525	1.000	3.370	1.004	19 (7.16%)

TABLE 4

Principal Component Analysis: Teaching Satisfaction Variables

	Factor Matrix	Communality (h^2)	Factor Score
Q1	0.652	0.424	0.246
Q7	0.816	0.665	0.308
Q10	0.785	0.617	0.297
Q13	0.697	0.486	0.264
Q16	0.673	0.453	0.254

Eigenvalue 2.646

Teaching satisfaction was computed by the following equation (Nie et al. 1975, p.488):

$$\text{Teaching satisfaction} = .245 \times (Q1 - 1.7)/.76 + .308 \times (Q7 - 1.68)/.7 + .297 \times (Q10 - 1.59)/.71 + .264 \times (Q13 - 2.96)/.8 + .254 \times (Q16 - 3.37)/1.$$

parts 1, 7, 10, 13, and 16 of question 26 of the questionnaire. These parts of this question stated: "please indicate your agreement or disagreement with each of the following statements":

1. strongly agree
2. agree with reservations
3. disagree with reservations
4. strongly disagree

1. Teaching is more satisfying to me than the time I spend around the house.
7. Some of my main interests and pleasures in life are connected with my career as a teacher.
10. Teaching is one of the most satisfying aspects of my life.
13. I enjoy my spare-time activities much more than my work as a teacher.
16. To me, teaching is just a way of making money.

The weights of each of these questions were determined by the principal component method of factor analysis which was also used in determining parental encouragement. The correlation matrix of the variables used for the factor analysis is presented in Table 3. Table 4 presents the results from the factor analysis.

15 (M) which states:

"Here are some characteristics or qualities of teachers (i) how would you rate yourself on these items: V - very much so, S - somewhat, or N - not at all".

(M) Dedicated to teaching, and question 65 which asks, "If you were to start college all over again, would you still choose the route that led to a career in teaching?"

Definitely yes

Probably yes

Probably no

Definitely no

The principal component method of factor analysis was used to determine item weights (Nie et al. 1975, pp. 468-513). The intercorrelations among the variables used for the factor analysis are presented in Table 7:

TABLE 7

Correlation Matrix of Career Commitment Variables

	Q11	Q15	Q65	Mean	SD	Missing Cases
Q11	1.000			1.326	0.516	47 (17.75%)
Q15	0.294	1.000		1.580	0.753	22 (8.30%)
Q65	0.396	0.232	1.000	1.896	0.916	25 (9.43%)

Table 8 presents the results of the factor analysis.

TABLE 8
Principal Component Analysis: Career Commitment Variables

	Factor Matrix	Communality (h^2)	Factor Score
Q11	0.791	0.626	0.488
Q15	0.656	0.431	0.405
Q65	0.751	0.564	0.463
EIGENVALUE 1.620			

Career Commitment was computed by the following equation (Nie et al. 1975, p.488):

$$\text{Career Commitment} = 4.88 \times (Q11 - 1.33)/.52 + .405 \times (Q15 - 1.58)/.75 + .463 \times (Q65 - 1.9)/.92.$$

Intrinsic Orientation

Intrinsic orientation was a composite variable computed with the use of factor analysis. The items weighted consisted of parts b, e, h, k, n of question 26. This question states:

"Please indicate your agreement or disagreement with each of the following statements".

1. strongly agree
2. agree with reservations
3. disagree with reservations
4. strongly disagree

TABLE 9

Correlations Matrix of Intrinsic Orientation Variables

	Q26b	Q26e	Q26h	Q26k	Q26n	Mean	SD	Missing Cases
Q26b	1.000					2.200	0.904	26 (9.81%)
Q26e	0.305	1.000				2.211	0.942	28 (10.56%)
Q26h	0.443	0.220	1.000			2.704	0.910	25 (9.43%)
Q26k	0.341	0.210	0.461	1.000		2.353	0.947	27 (10.19%)
Q26n	0.351	0.710	0.145	0.124	1.000	2.098	0.922	30 (11.32%)

- (b) It is extremely important to me to have a higher income.
- (e) I spend a lot of time thinking about how to improve my chances for getting ahead.
- (h) Getting money and material things out of life is very important to me.
- (k) It is important to me to own things, such as a home, car, or clothing, which are at least as good as those of my friends.
- (n) I am very anxious to get much further ahead.

The principal component method of factor analysis was once more used to determine item weights. Table 9 presents the intercorrelations among the items used for the analysis. The factor analysis results are presented in Table 10.

TABLE 10

Principal Component Analysis: Intrinsic Orientation Variables

	Factor Matrix	Communality (h^2)	Factor Score
Q26b	0.721	0.519	0.309
Q26e	0.742	0.550	0.318
Q26h	0.642	0.413	0.275
Q26k	0.589	0.347	0.254
Q26n	0.710	0.504	0.304
EIGENVALUE 2.334			

Professional involvement was computed by the following equation (Nie et al. 1975, p.488):

$$\text{Professional involvement} = .309 \times (Q26b - 2.2)/.9 + .318 \times (Q26e - 2.21)/.94 + .275 \times (Q26h - 2.7)/.91 + .252 \times (Q26k - 2.35)/.95 + .304 \times (Q26n - 2.1)/.92.$$

The Desire to Remain a Teacher at Present Grade Level for Remainder of Educational Career

This dependent variable will be measured by question 28 (J) of the questionnaire. This question stated:

"Please answer the question "How desirous are you? for each of the items related to promotions found below. In answering the question mark in the one code number which best represents your answer

1. Would very much like
2. Have some desire
3. Am not especially interested
4. Would not want

(J) Remain a teacher at my present grade level(s) for the remainder of my educational career."

Desire for an Administrative Position in Education

This dependent variable was computed by the principal component method of factor analysis. The items used in the analysis were parts a, b, c, d, e, and g of question 28. These items were:

- (a) Become an assistant principal or vice principal
- (b) Become the principal of an elementary school
- (c) Become the principal of a junior high school
- (d) Become the principal of a senior high school
- (e) Become a department head
- (g) Become a school superintendent

Table 11 shows the intercorrelations among the items used in the factor analysis. The results of the factor analysis is presented in Table 12.

Desire for an administrative position in education was computed by the following equation:

$$\begin{aligned} \text{ADMIN} = & .205 \times (\text{Q28a} - 3.77)/2.1 + .228 \times (\text{Q28b} - 4.12)/2.16 \\ & + .199 \times (\text{Q28c} - 4.27)/1.79 + .153 \times (\text{Q28d} - 4.19)/1.6 + .219 \\ & \times (\text{Q28e} - 4.14)/2.1 + .21 \times (\text{Q28g} - 4.38)/1.89. \end{aligned}$$

TABLE 11

Correlation Matrix of 'Desire for an Administration Position in Education'

	Q28a	Q28b	Q28c	Q28d	Q28e	Q28f	Mean	SD	Missing Cases
Q28a	1.000						3.774	2.100	26 (9.81%)
Q28b	0.831	1.000					4.125	2.162	24 (9.05%)
Q28c	0.609	0.696	1.000				4.269	1.792	23 (8.68%)
Q28d	0.287	0.477	0.539	1.000			4.189	1.591	21 (7.92%)
Q28e	0.711	0.785	0.633	0.487	1.000		4.136	2.094	23 (8.68%)
Q28g	0.595	0.732	0.534	0.437	0.728	1.000	4.382	1.865	24 (9.05%)

TABLE 12

Principal Component Analysis: 'Desire for an Administrative Position in Education'

	Factor Matrix	Communality (h^2)	Factor Score
Q28a	0.835	0.697	0.205
Q28b	0.929	0.863	0.228
Q28c	0.811	0.658	0.199
Q28d	0.622	0.387	0.153
Q28e	0.890	0.793	0.219
Q28g	0.823	0.677	0.202
EIGENVALUE 4.075			

Hypotheses

Socializing Differences Hypotheses

1. Women teachers who desire administrative positions are more likely to be children of more highly educated mothers than those who desire to remain in their present position.
2. Women teachers who desire administrative positions are more likely to be children of more highly educated fathers than those who desire to remain in their present positions.
3. Mother's education will have a more significant influence on desire for administrative position than father's education.
4. Parental encouragement will be a significant determinant of women teachers' career aspirations.
5. Women teachers from urban backgrounds are more likely to aspire to administrative positions in education than women from rural backgrounds.

Family Responsibility Hypotheses

1. The number of children will have a negative influence on a woman teacher's desire for an administrative position.
2. Married women teachers will be more likely than

- single women teachers to desire to remain classroom teachers.
3. Single women teachers will be more likely to desire an administrative position than married women teachers.
 4. Age will be positively related to the career aspirations of women teachers.

Educational Qualifications Hypotheses

1. Years of training will be a significant, positive determinant of desire for administrative position.
2. Teaching experience will not be a significant determinant of the career aspirations of women teachers.
3. Other work experience will not be a significant determinant of women teachers' career aspirations.

Value Orientation Hypotheses

1. Satisfaction with the occupation of teaching will be positively correlated with desire to remain in present position.
2. Commitment to a career in education will be correlated positively with desire for an administrative position.
3. Professional involvement will be a significant positive determinant of women teachers' career aspirations.
4. Intrinsic orientation will be more positively

correlated with desire for an administrative position than with desire to remain a classroom teacher.

Statistical Analyses

Pearson product moment correlations were used as a measure of association between the different variables. This provided a single number which summarizes the relationship between two variables and indicate the degree to which variation in one variable is related to variation in another. All of these correlation coefficients are presented in matrix form.

Correlation coefficients, however, when used alone to establish patterns of relationship between variables can be a rather crude measure. It is usually the case that the independent variables interact with one another, which in turn correlates with the dependent variables. Thus, it is seldom that a direct one-to-one relationship exists between an independent variable and a dependent variable.

We, therefore use a second mode of analysis; multiple regression. Through this statistical technique one can more precisely analyse the relationship between a dependent variable and a set of independent variables. This study used regression analysis to show the relative effect which a woman teacher's socialization,

family responsibilities, educational qualifications, and value orientations have on her career aspirations. The regression analyses were conducted in a series of steps. First, an analysis was done with the variables of each of the four arguments as independent variables and the two career aspirations variables as dependent, i.e. the four variables of the socializing argument with desire for an administrative position as dependent and the same four variables with desire to remain a classroom teacher as dependent; the three variables of family responsibility with the two dependent variables, etc. The variables from each of these submodels which was found to be significant determinant of the dependent variables were then grouped and summary regression analyses were performed for both desire for administrative position and desire to remain a classroom teacher.

CHAPTER IV

FINDINGS

Introduction

The purpose of this chapter is to present and examine the results of the statistical analyses. All statistical findings will be presented in table and/or diagram form.

First, a matrix of the Pearson product moment correlation coefficients between the independent variables and the dependent variables will be examined.

Secondly, the results of the regression analyses will be presented first in table form and then in diagram form. This procedure will be followed for each of the models: socializing differences; family responsibility; educational qualifications; and value orientation, as well as for the two summary models.

The Pearson product moment correlations are used as a measure of association between variables. The regression analyses findings will be used to identify the relative effects of the independent variables on the career aspirations of women teachers.

Socializing Differences Model

7
The results for the socializing variables are presented in Tables 13 and 14 and Figures 2 and 3. The basic zero-order relationships (correlation coefficients) presented in Table 13 indicate the degree to which variation in one variable is related to variation in another.

All of the socializing variables are positively correlated with ADMIN, however, the PAREN/ADMIN and HOMETOWN/ADMIN relationships are very slight and not statistically significant at the .01 level. The variable with the strongest relationship to ADMIN was MOTHEd with the MOTHEd/ADMIN coefficient of 0.376. This, as hypothesized, was a stronger bivariate relationship than FATHEd/ADMIN which had a coefficient of 0.260.

Parental education was more strongly associated with ADMIN than with CLASSTCH. The coefficients for the MOTHEd/CLASSTCH and FATHEd/CLASSTCH relationships were 0.218 and 0.232 respectively. The variable with the strongest relationship to CLASSTCH was FATHEd with a coefficient of 0.232 closely followed by the MOTHEd/CLASSTCH coefficient of 0.218. The only variable negatively correlated with CLASSTCH was HOMETOWN with a very low coefficient of -0.042.

Bivariate analysis, however, is in fact a rather crude measure of association, and in order to authenticate

social facts one must go beyond this statistical method. The single correlation coefficient can be misleading since it indicates a direct 1 to 1 relationship between an independent variable and a dependent variable. The relationship, however, is usually influenced by extraneous variables or other outside factors. It is for this reason that the second mode of analysis, regression analysis, was used.

The relative effects of the predictor variables - i.e. relative to the other predictors in the model, is noted under path coefficients (PC) in Table 14. It can be noted from this Table that in terms of socializing differences, mother's education has the most powerful influence on a woman teacher's desire for an administrative position, relative to the other model predictors. It is also easily noted that father's education has the most powerful influence on 'desire to remain a classroom teacher', relative to the other model predictors.

Statistical significance is conventionally defined by the criterion that absolute size of the unstandardized regression coefficient must be at least twice as large as its standard error. MOTHED is the only variable which has a statistically significant influence on the dependent variable of ADMIN. The Table also shows that FATHED is the only variable which has a statistically significant influence on the dependent variable of CLASSTCH.

Table 14 also shows that the four socializing

TABLE 13

Correlations, Means, Standard Deviations, and Case Base of Variables in the Socialization Model^a

	X ₁	X ₂	X ₃	X ₄	X ₅	\bar{X}	SD	CASE BASE
X ₁ MOTHER	-	-	-	-	-	16.36	4.824	242
X ₂ FATHER	0.531*	-	-	-	-	15.289	3.557	242
X ₃ PAREN	0.246*	0.096	-	-	-	- 0.38	1.335	265
X ₄ HOMETOWN	0.071	0.077	0.118	-	-	2.206	1.070	252
X ₅ ADMIN	0.376*	0.260*	0.077	0.043	-	- 0.230	1.199	265
X ₆ CLASSTCH	-0.218*	-0.232*	0.099	-0.042	-0.399*	1.481	0.501	239

^a X₁ = mother's education, X₂ = father's education, X₃ = parental encouragement, X₄ = size of hometown, X₅ = desire for administrative position, X₆ = desire to remain a classroom teacher at present grade level for remainder of career.

* significant at .01 level.

TABLE 14

Path Coefficients (PC), Standard Errors (SE) and Multiple R-Square for Variables in the Socialization Model^a

Independent Variables	Dependent Variables			
	ADMIN (X ₅)		CLASSTCH (X ₆)	
	PC	SE	PC	SE
X ₁ MOTHER	0.341*	0.018	-0.122	0.008
X ₂ FATHER	0.088	0.024	-0.167*	0.011
X ₃ PAREN	0.025	0.057	0.046	0.026
X ₄ HOMETOWN	0.077	0.069	-0.058	0.031
MULT R SQUARE	0.153		0.072	
RESIDUAL	0.920		0.963	

* Absolute value for the unstandardized regression coefficient is at least twice as large as the standard error.

^a X₁ = mother's education, X₂ = father's education, X₃ = parental encouragement, X₄ = size of hometown, X₅ = desire for administrative position, X₆ = desire to remain a classroom teacher.

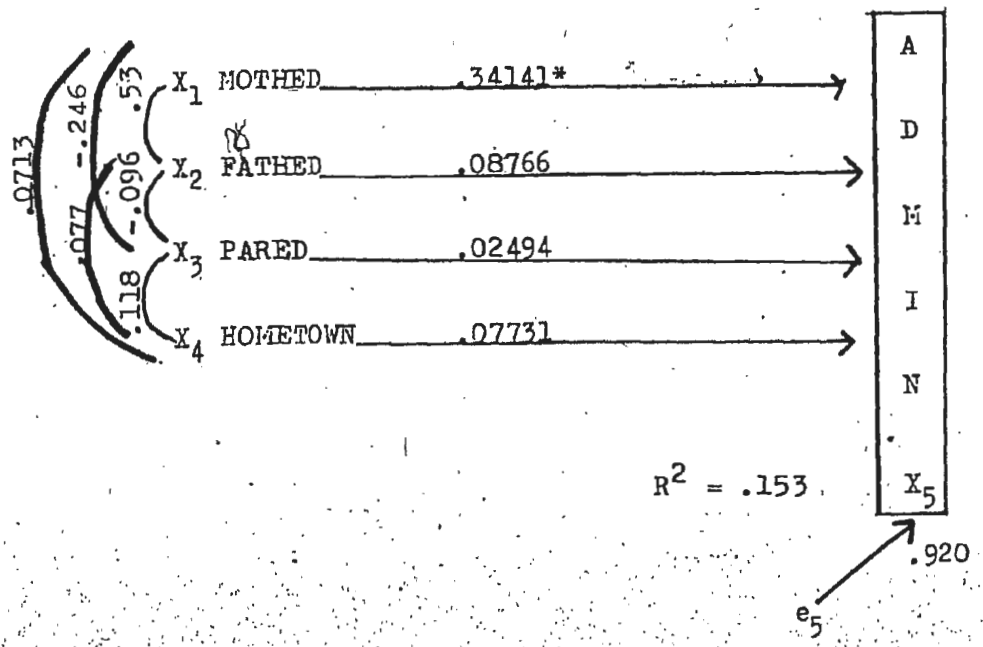


Figure 2. Path model of women teachers' desire for administrative positions in education socialization model. X_1 = mother's education, X_2 = father's education, X_3 = parental encouragement, X_4 = size of hometown.
 * statistically significant

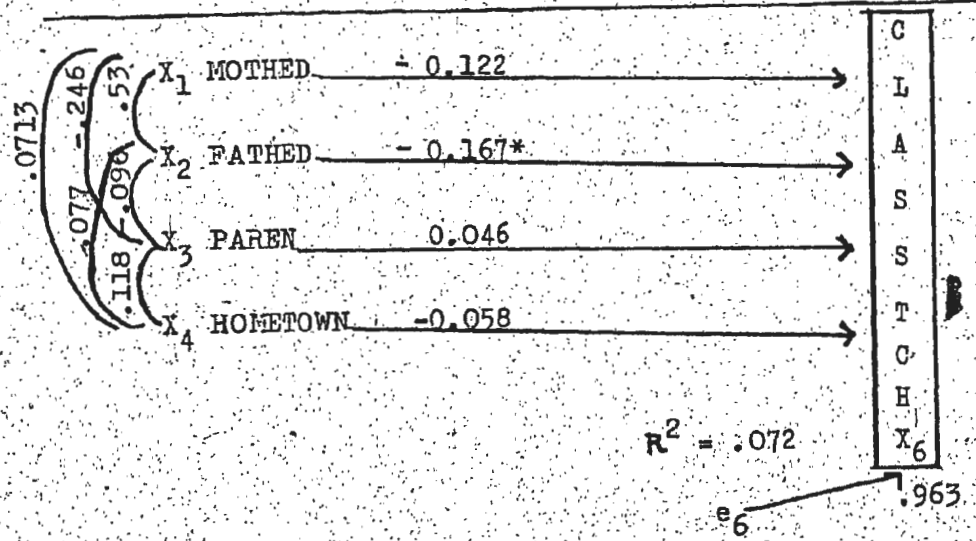


Figure 3. Path model of women teachers desire to remain classroom teachers, Socialization model. X_1 = mother's education, X_2 father's education, X_3 parental encouragement, X_4 size of hometown
 * statistically significant

variables combine to explain 15.3 per cent (multiple R square) of the variance in ADMIN and 7.2 per cent of the variance in CLASSTCH.

The information contained in Table 14 is presented in diagram form in Figures 2 and 3.

Family Responsibility Model

The findings for the family responsibility variables are presented in Tables 15 and 16 and Figures 4 and 5. Table 15 shows that all of the independent variables CHILDREN, MARITAL and AGE are negatively correlated with ADMIN with coefficients of -0.281 , -0.176 , and -0.271 respectively, all are statistically significant at the .01 level. These relationships are as hypothesized. The magnitude of the relationships between these same predictor variables and CLASSTCH are somewhat less, with coefficients of 0.082 , 0.107 , and 0.020 respectively. It should also be noted that while these relationships in the CLASSTCH model are slight and not statistically significant at .01 level, they are all in the positive (hypothesized) direction.

The results of the regression analysis are presented in Table 16 and in diagram form in Figures 4 and 5. The relative effects of the family responsibility variables are noted under path coefficients (PC) in

TABLE 16

Path Coefficients (PC), Standard Errors (SE) and Multiple R Square for Variables in the Family-Responsibility Model ^a

Independent Variables	Dependent Variables			
	ADMIN (X ₅)		CLASSTCH (X ₆)	
	PC	SE	PC	SE
X ₇ CHILDREN	-0.297*	0.027	0.073	0.013
X ₈ MARITAL	-0.172*	0.175	0.102	0.084
X ₉ AGE	-0.325*	0.007	0.039	0.004
MULT R SQUARE	0.202		0.018	
RESIDUAL	0.893		0.990	

* Absolute value for the unstandardized regression coefficient is at least twice as large as the standard error.

^a X₇ = number of children, X₈ = marital status, X₉ = age, X₅ = desire for administrative position, X₆ = desire to remain a classroom teacher.

TABLE 15

Correlations, Means, Standard Deviations, and Case Base of Variables in the Family Responsibility Model^a

	X ₇	X ₈	X ₉	X ₅	X ₆	\bar{X}	SD	Case Base
X ₇ CHILDREN	-	-	-	-	-	13.3237	3.1969	155
X ₈ MARITAL	0.130	-	-	-	-	1.625	0.4850	238
X ₉ AGE	-0.118	0.107	-	-	-	32.1102	11.4706	226
X ₅ ADMIN	-0.281*	-0.176*	-0.271*	-	-	-0.2301	1.1999	239
X ₆ CLASSTCH	0.082	0.107	0.020	-0.399*	-	1.4812	0.5007	239

^a X₇ = number of children; X₈ = marital status; X₉ = age of respondent; X₅ = desire for administrative position; X₆ = desire to remain a classroom teacher at present grade level for remainder of career.

* Significant at .01 level.

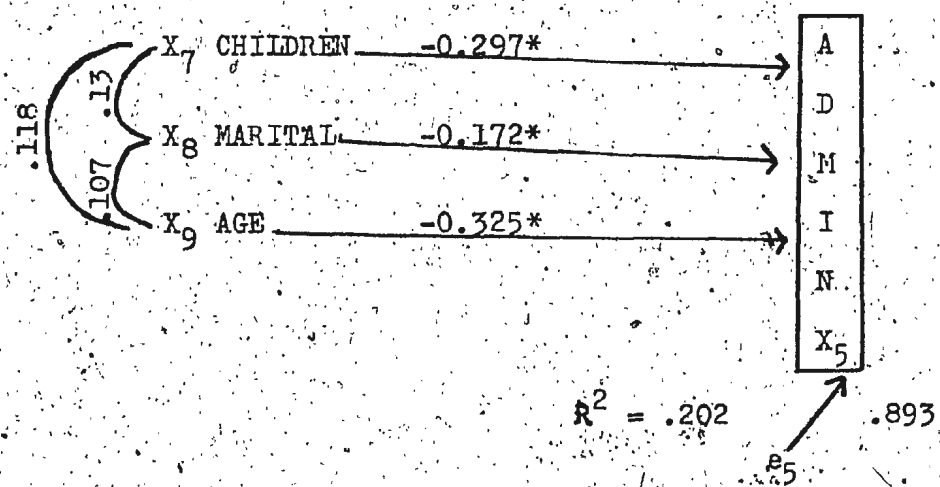


Figure 4. Path model of women teachers' desire for administrative positions in education (X₅). Family Responsibility Model. X₇ = number of children, X₈ = marital status, X₉ = age. * Statistically significant

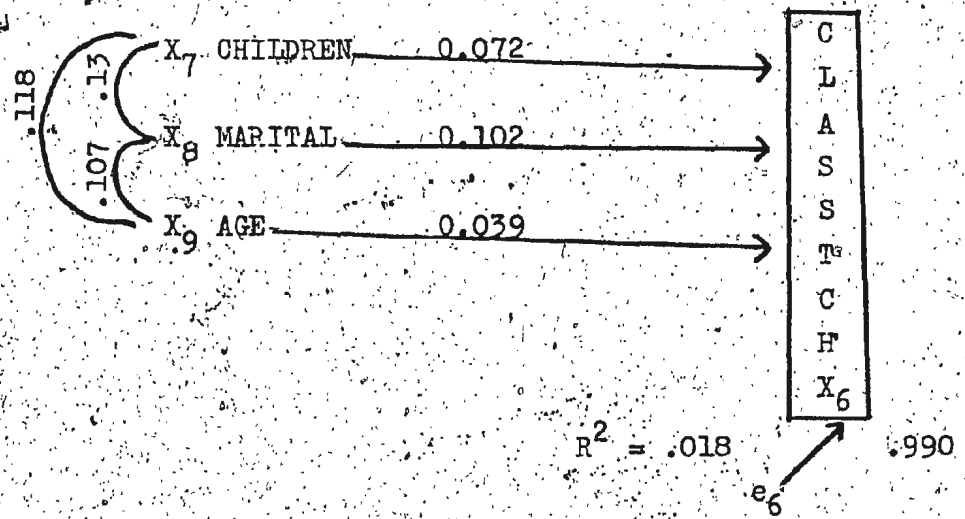


Figure 5. Path model of women teachers' desire to remain classroom teachers (X₆). Family Responsibility Model. X₇ = number of children, X₈ = marital status, X₉ = age

Table 16. The three variables, CHILDREN, MARITAL and AGE all have a statistically significant influence on ADMIN - a woman teacher's desire for an administrative position. This influence, however, is in the negative direction. These three variables together explain 20.2 percent of the variance in ADMIN.

The CLASSTCH section of Table 16 indicates that the family responsibility variables have only a very slight positive influence on a woman teacher's desire to remain a classroom teacher. None of the path coefficients are statistically significant. The three variables together explain only 1.8 per cent of the variance in CLASSTCH.

Educational Qualifications Model

The findings for the educational qualifications model are presented in Tables 17 and 18 and Figures 6 and 7. The correlation coefficients presented in Table 17 indicates the relationships between the independent variables in the educational qualifications model - i.e. LICENSE, TCHEXP, and OTHEXP; and each of the dependent variables ADMIN and CLASSTCH.

The strongest relationship presented in Table 17 is that between LICENSE and ADMIN with a coefficient of 0.432, followed by LICENSE/CLASSTCH with a coefficient of -0.255. The other predictor variables, TCHEXP and OTHEXP

TABLE 17

Correlations, Means, Standard Deviations, and Case Base of Variables in the Educational Qualifications Model ^a

	X ₁₀	X ₁₁	X ₁₂	X ₅	X ₆	\bar{X}	SD	Case Base
X ₁₀ LICENSE	-	-	-	-	-	15.834	4.086	242
X ₁₁ TCHEXP	0.249*	-	-	-	-	16.754	3.536	261
X ₁₂ OTHEXP	-0.069	0.0015	-	-	-	1.611	1.217	252
X ₅ ADMIN	0.432*	0.086	-0.032	-	-	-0.230	1.199	265
X ₆ CLASSTCH	-0.255*	0.137	-0.077	-0.399*	-	1.481	0.501	239

^a X₁₀ = years of training, X₁₁ = teaching experience, X₁₂ = other work experience,
 X₅ = desire for administrative position, X₆ = desire to remain a classroom teacher.

* Significant at .01 level.

TABLE 18

Path Coefficients (PC), Standard Errors (SE) and Multiple R Square For Variables in the Educational Qualifications Model.^a

Independent Variables	Dependent Variables			
	ADMIN (X ₅)		CLASSTCH (X ₆)	
	PC	SE	PC	SE
X ₁₀ LICENSE	0.438*	0.018	-0.230*	0.008
X ₁₁ TCHEXP	-0.023	0.021	0.080	0.010
X ₁₂ OTHER	-0.002	0.060	-0.061	0.027
MULT R SQUARE	0.187		0.074	
RESIDUAL	0.902		0.962	

* Absolute value for the unstandardized regression coefficient is at least twice as large as the standard error.

^a X₁₀ = years of training, X₁₁ = teaching experience, X₁₂ = other work experience, X₅ = desire for administrative position, X₆ = desire to remain a classroom teacher.

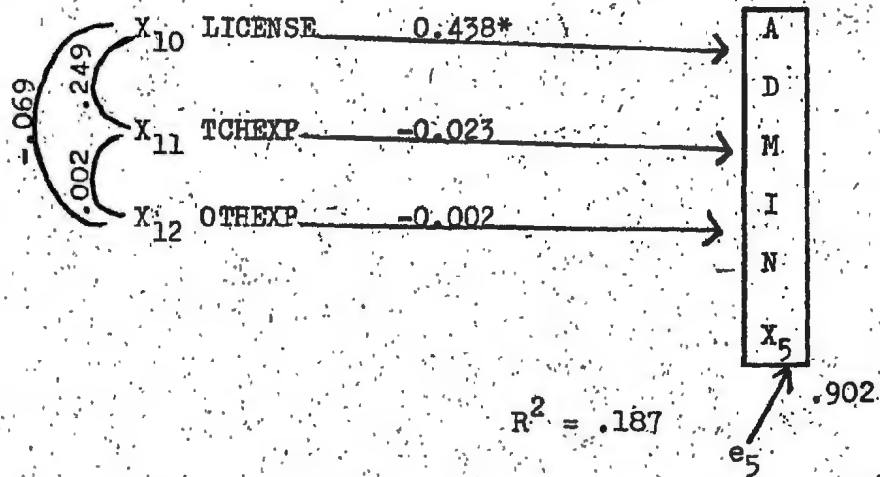


Figure 6. Path model of women teacher's desire for administrative positions in education: Educational Qualifications Model. X₁₀ = years of training, X₁₁ = teaching experience, X₁₂ = other work experience, X₅ = desire for administrative position.

* Statistically significant.

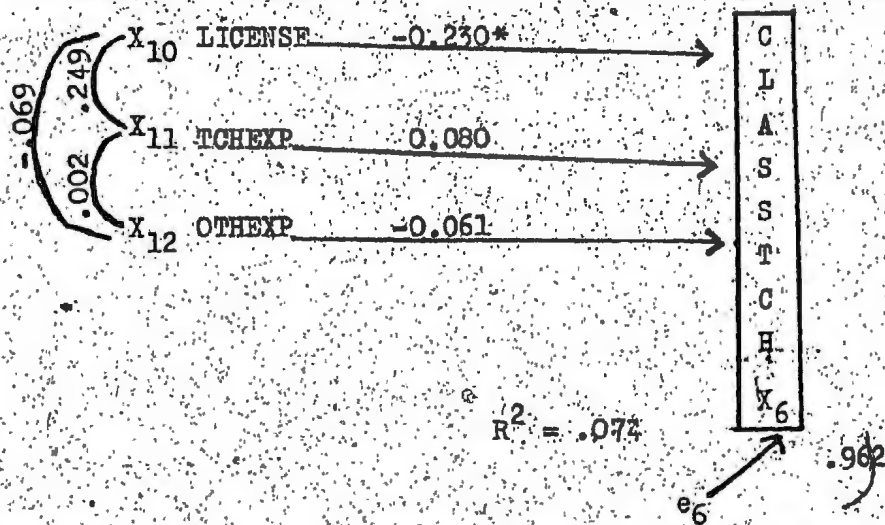


Figure 7. Path model of women teachers desire to remain classroom teachers; Educational Qualifications Model. X₁₀ = years of training, X₁₁ = teaching experience, X₁₂ = other work experience, X₆ = desire to remain a classroom teacher.

* Statistically significant.

had only very slight relationships with the dependent variables.

The regression analysis findings presented in Table 18 shows the relative effect of each of the educational qualifications variables on ADMIN and CLASSTCH. It is easily noted from this table that in both the ADMIN and CLASSTCH sections, LICENSE is the only variable which has a statistically significant influence with path coefficients of 0.438 (ADMIN) and -0.230 (CLASSTCH).

The three variables in this model, LICENSE, TCHEXP and OTHEXP, combine to explain 18.7 per cent of the variance in ADMIN and 7.4 per cent of the variance in CLASSTCH.

These findings indicate that of the variables used in the educational qualifications model, only LICENSE (years of training) has a significant influence on the career aspirations of women teachers.

The Value Orientation Model

The value orientation model findings are presented in Tables 19 and 20 and Figures 8 and 9. The correlation coefficients are shown in Table 19, with the regression analysis results in Table 20. The path coefficients from Table 20 are presented in diagram form in Figures 8 and 9.

TABLE 19

Correlations, Means, Standard Deviations, and Case Base of Variables in the Value Orientation Model^a

	X ₁₃	X ₁₄	X ₁₅	X ₁₆	X ₅	X ₆	\bar{X}	SD	Case Base
X ₁₃ TCHSAT	-	-	-	-	-	-	-0.341	1.146	265
X ₁₄ CCOMMIT	0.544*	-	-	-	-	-	-0.388	1.164	265
X ₁₅ PROFINV	0.028	0.027	-	-	-	-	-0.293	1.135	265
X ₁₆ INTRIN	0.673*	0.446*	0.078	-	-	-	-0.370	1.345	265
X ₅ ADMIN	-0.160*	0.294*	0.382*	0.205*	-	-	-0.230	1.199	265
X ₆ CLASSTCH	0.250*	-0.216*	-0.214*	-0.196*	-0.399*	-	1.481	0.501	239

^a X₁₃ = satisfaction with teaching, X₁₄ = career commitment, X₁₅ = professional involvement, X₁₆ = intrinsic orientation, X₅ = desire for administrative position, X₆ = desire to remain a classroom teacher.

* Significant at .05 level.

It can be noted from Table 19 that the value orientation variables, except for INTRIN (intrinsic orientation), are all positively correlated with ADMIN. The strongest relationship is that of PROFINV/ADMIN with a coefficient of 0.382. PROFINV (professional involvement), however, is negatively related to CLASSTCH with a coefficient of -0.214. It can also be noted from this table that the coefficient of the relationship TCHSAT/CLASSTCH is of greater magnitude than the coefficient for TCHSAT/ADMIN, 0.250 and -0.160 respectively.

The results of the regression analysis presented in Table 20 shows that of the four value orientation variables used in the model, only two, CCOMMIT (Career commitment) and PROFINV (professional involvement) have statistically significant influence on a woman teacher's desire for an administrative position. The four variables together explain 23.1 per cent of the variance in ADMIN.

The CLASSTCH section of Table 20 shows the relative effect of the four value orientation variables on a woman teacher's desire to remain a classroom teacher. It can be noted from this section that satisfaction with teaching (TCHSAT) and professional involvement (PROFINV) have a significant influence on CLASSTCH. PROFINV, however, has a negative effect with a path coefficient of -0.205. The four value orientation variables combine to explain 11.4 per cent of the variance in CLASSTCH.

TABLE 20

Path Coefficients (PC), Standard Errors (SE), and Multiple R Square for Variables in the Value Orientation Model.^a

Independent Variables	Dependent Variables			
	ADMIN (X ₅)		CLASSTCH (X ₆)	
	PC	SE	PC	SE
X ₁₃ TCHSAT	-0.065	0.083	-0.176*	0.040
X ₁₄ GCOMMIT	0.277*	0.067	-0.108	0.032
X ₁₅ PROFINV	0.369*	0.058	-0.205*	0.027
X ₁₆ INTRIN	0.097	0.066	-0.013	0.031
MULT R SQUARE	0.231		0.114	
RESIDUAL	.877		0.941	

* Absolute value for the unstandardized regression coefficient is at least twice as large as the standard error.

^a X₁₃ = satisfaction with teaching, X₁₄ = career commitment, X₁₅ = professional involvement, X₁₆ = intrinsic orientation, X₅ = desire for administrative position, X₆ = desire to remain a classroom teacher.

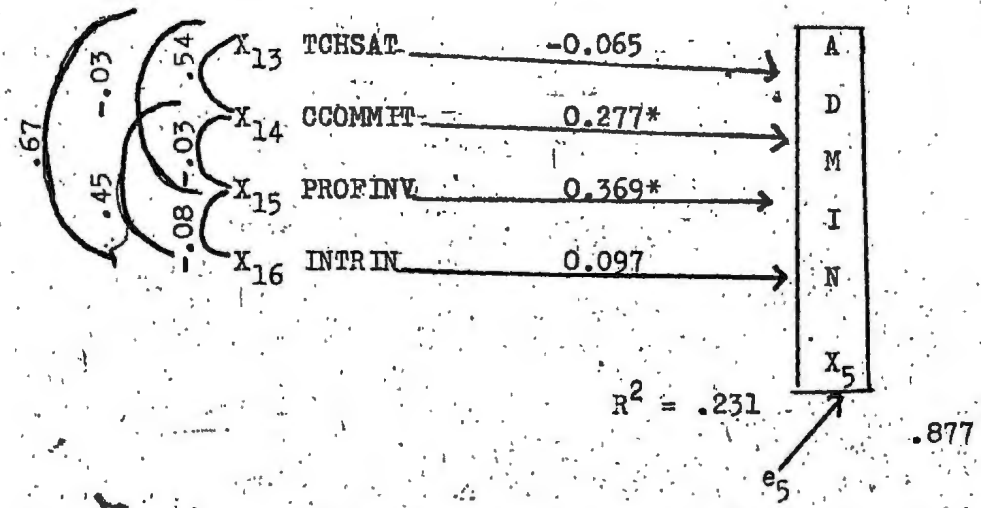


Figure 8. Path model of women teachers' desire for administrative positions in education (X_5). Value Orientation Model. X_{13} = satisfaction with teaching, X_{14} = career commitment, X_{15} = professional involvement, X_{16} = intrinsic orientation.

* Statistically significant.

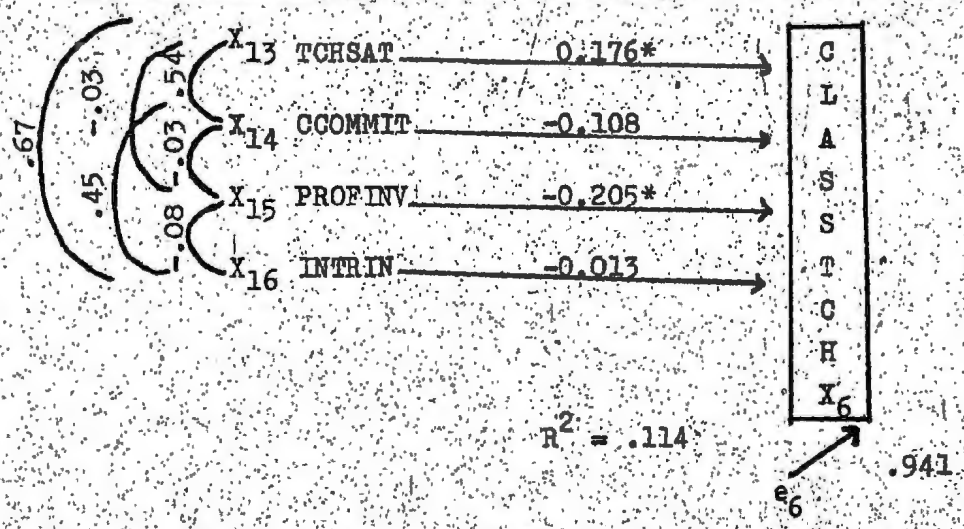


Figure 9. Path Model of women teachers' desire to remain classroom teachers (X_6): Value Orientation Model.

* Statistically significant.

Summary Models

ADMIN The variables, from each of the explanatory models which were found to have a statistically significant effect on ADMIN were grouped together in a summary model. Regression analysis was then used to show the relative effect of each of these variables, that is, the effect of one independent variable on ADMIN while simultaneously taking into account the effect of the other independent variables which had been found significant.

Table 21 presents the correlation coefficients. The strongest relationship represented in this table is that of LICENSE/ADMIN with a coefficient of 0.432. This is closely followed by PROF INV/ADMIN and MOTHEd/ADMIN with coefficients of 0.382 and 0.376 respectively.

The regression analysis results presented in Table 22 shows that all of the variables used in the summary model have statistically significant path coefficients. Thus, of all of the variables used in the various explanatory models those having a significant influence on a woman teacher's desire for an administrative position were: mother's education, number of children, marital status, age, years of training, career committment and professional involvement. These variables together explain 39.4 per cent of the variance in ADMIN. It should also be noted that MOTHEd, LICENSE, CCOMMPT and PROF INV, had positive effects on ADMIN while CHILDREN, MARITAL and

TABLE 21

Correlations, Means, Standard Deviations, and Case Base of Variables in the ADMIN Summary Model - after the deletion of non-significant variables ^a

	X ₁	X ₇	X ₈	X ₉	X ₁₀	X ₁₄	X ₁₅	X ₅	\bar{X}	SD	Case Base
X ₁ MOTHERED	-	-	-	-	-	-	-	-	16.36	4.82	242
X ₇ CHILDREN	0.166*	-	-	-	-	-	-	-	13.32	3.20	173
X ₈ MARITAL	0.05	0.130	-	-	-	-	-	-	1.63	0.49	264
X ₉ AGE	0.213*	-0.118	0.107	-	-	-	-	-	32.11	11.47	245
X ₁₀ LICENSE	0.278*	0.237*	-0.035	0.205*	-	-	-	-	15.83	4.09	242
X ₁₄ GCOMMIT	0.234*	0.160*	0.050	0.005	0.278*	-	-	-	-0.39	1.16	265
X ₁₅ PROFINV	0.246*	0.104	-0.188*	-0.249*	0.252*	0.027	-	-	-0.30	1.14	265
X ₅ ADMIN	0.376*	-0.281*	-0.176*	-0.271*	0.432*	0.294*	0.382*	-	-0.23	1.20	265

^a X₁ = mother's education, X₇ = number of children, X₈ = marital status, X₉ = age, X₁₀ = years of training, X₁₄ = career committment, X₁₅ = professional involvement, X₅ = desire for administrative position.

* Significant at .01 level.

TABLE 22

Path Coefficients (PC), Standard Errors (SE), and Multiple R Square for Variables in the
ADMIN Summary Model ^a - After the Deletion of Non-Significant Variables

Independent Variables	Dependent Variable ADMIN (X ₅)	
	PC	SE
X ₁ MOTHER	0.158*	0.017
X ₇ CHILDREN	-0.160*	0.025
X ₈ MARITAL	-0.130*	0.163
X ₉ AGE	-0.176*	0.007
X ₁₀ LICENSE	0.225*	0.021
X ₁₄ CCOMMIT	0.158*	0.070
X ₁₅ PROFINV	0.158*	0.074
MULT R SQUARE	0.394	
RESIDUAL	0.778	

* Absolute Value for the unstandardized regression coefficient is at least twice as large as the standard error.

^a X₁ = mother's education, X₇ = number of children, X₈ = marital status, X₉ = age, X₁₀ = years of training, X₁₄ = career commitment, X₁₅ = professional involvement, X₅ = desire for administrative position.

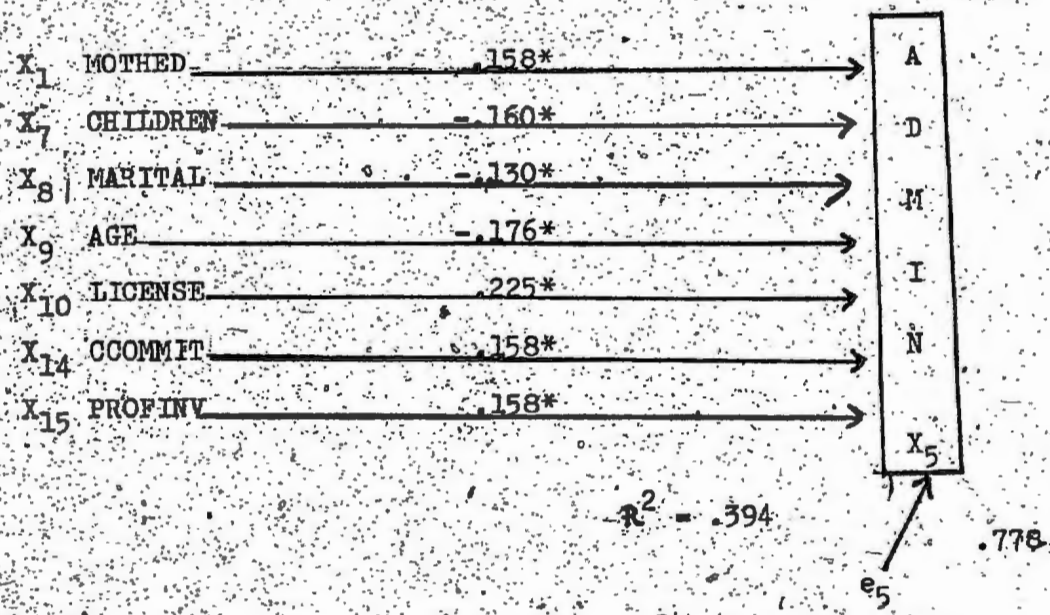


Figure 10. Path model of women teachers' desire for administrative positions in education (X₅). Admin. Summary Model - after the deletion of non-significant paths.

* Statistically significant

AGE had negative effects. These findings are presented in diagram form in Figure 10.

CLASSTCH. The variables, which were shown by regression analysis to have significant influence on the dependent variable CLASSTCH, were grouped together in a summary model. The correlation matrix for this model is presented in Table 23. Two of the four variables used in this model: LICENSE and TCHSAT were positively correlated with CLASSTCH with coefficients of similar magnitude, 0.255 and 0.250 respectively. The other variables, FATHED and PROFINV were negatively related to CLASSTCH with coefficients of -0.232 and -0.214 respectively.

The relative effect of each of these predictor variables is presented in Table 24 and in diagram form in Figure 11. All of the variables had a statistically significant effect on a woman teacher's desire to remain a classroom teacher. The variable with the greatest influence was TCHSAT (satisfaction with teaching) followed by LICENSE (years of training), FATHED (father's education) and PROFINV (professional involvement). These variables, combined to explain 15.1 per cent of the variance in CLASSTCH.

TABLE 24

Path Coefficients (PC), Standard Errors (SE) and Multiple R Square for Variables in the CLASSTCH Summary Model^a - after the Deletion of Non-Significant Variables

Independent Variables	Dependent Variable CLASSTCH (X ₆)	
	* PC	SE
X ₂ FATHED	-0.149*	0.009
X ₁₀ LICENSE	-0.167*	0.008
X ₁₃ TCHSAT	0.177*	0.029
X ₁₅ PROFINV	-0.137*	0.029
MULT R. SQUARE	.151	
RESIDUAL	0.921	

* Absolute value for the unstandardized regression coefficient is at least twice as large as the standard error.

^a X₁ = mother's education, X₂ = father's education, X₁₀ = years of training, X₁₃ = satisfaction with teaching, X₁₄ = career commitment, X₁₅ professional involvement, X₆ = desire to remain a classroom teacher.

TABLE 23

Correlations, Means, Standard Deviations, and Case Base of Variables in the
 CLASSTCH Summary Model - after the Deletion of Non-Significant Variables

	X ₂	X ₁₀	X ₁₃	X ₁₅	X ₁₆	\bar{X}	SD	Case Base
X ₂ FATHED	-	-	-	-	-	15.29	3.56	242
X ₁₀ LICENSE	0.098	-	-	-	-	15.83	4.09	242
X ₁₃ TCHSAT	0.220*	0.217*	-	-	-	-0.34	1.15	265
X ₁₅ PROFINV	-0.202*	0.252*	0.028	-	-	-0.29	1.14	265
X ₆ CLASSTCH	-0.232*	-0.255*	0.250*	-0.214*	-	1.48	0.50	239

^a X₁ = Mother's education, X₂ = father's education, X₁₀ = years of training, X₁₃ = satisfaction with teaching, X₁₄ = career commitment, X₁₅ = professional involvement, X₆ = desire to remain a classroom teacher.

* Significant at .01 level.

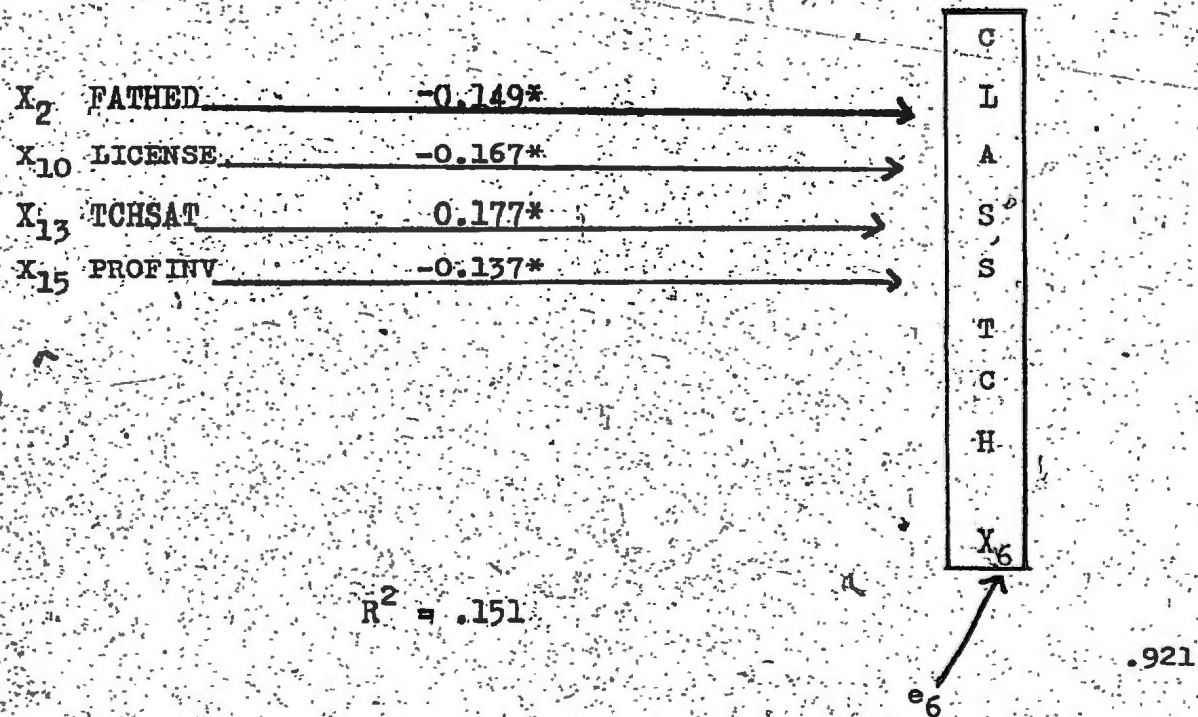


Figure 11. Path model of women teachers' desire to remain classroom teachers: CLASSTCH Summary Model - After the deletion of non-significant paths.

X₁ = mother's education, X₂ = father's education, X₁₀ = years of training, X₁₃ = satisfaction with teaching, X₁₄ = career commitment, X₁₅ = professional involvement

* Statistically significant

CHAPTER V

INTERPRETATION

The purpose of this chapter is to interpret the findings presented in Chapter IV. The chapter will be divided into two main subsections: theoretical implications and practical implications.

The first part, theoretical implications, will discuss the findings in terms of the hypotheses stated in Chapter III. The findings will be analysed in terms of the extent to which they support or fail to support each hypothesis.

The second part of this chapter, practical implications, will suggest some practical implications for education that arise from the findings in this study.

Theoretical Implications

Socializing Differences Hypotheses

Hypothesis 1. Women teachers who desire administrative positions are more likely to be children of more highly educated mothers than those who desire to remain in their present position.

Table 13 shows the relationships between these

variables. The correlation between mother's education and a woman teacher's desire for an administrative position is 0.376. The correlation between mother's education and a woman teacher's desire to remain in her present position is -0.218. This evidence indicates that mother's education is more strongly associated with a woman teacher's desire for an administrative position than with her desire to remain a classroom teacher.

In Table 14 we see that mother's education is a significant determinant of a woman teacher's desire for administrative positions. It can also be noted from this table that mother's education is not a significant determinant of women teachers' desire to remain classroom teachers.

Thus, it may be concluded that Hypothesis 1 is accepted. Women teachers who desire administrative positions are more likely to be children of more highly educated mothers than those who desire to remain in their present positions.

Hypothesis 2. Women teachers who desire administrative positions are more likely to be children of more highly educated fathers than those who desire to remain in their present positions.

Table 13 shows that the correlation coefficients between father's education and 'desire for an administrative position' (ADMIN), and father's education and desire to

remain a classroom teacher (CLASSTCH), are of similar magnitude, but in opposite directions.

The correlation coefficients for the relationships FATHED/ADMIN and FATHED/CLASSTCH are 0.260 and -0.232 respectively, both significant at the .01 level. The finding in Table 14 shows that father's education is a statistically significant determinant of a woman teacher's desire to remain a classroom teacher. In the ADMIN section of this table, father's education is a positive determinant.

These results have shown that father's education has a positive influence on a woman teacher's decision to seek an administrative position and a negative influence on her decision to remain a classroom teacher. On the basis of this finding, we accept hypothesis 2.

Hypothesis 3. Mother's education will have a more significant influence on desire for administrative position than father's education.

The correlation coefficients in Table 13 supports this hypothesis. The association between mother's education and desire for administrative position is represented by a positive coefficient of 0.376, while the association between father's education and desire for administrative position is represented by a positive coefficient of 0.260.

The desire for administrative positions' (ADMIN) section of Table 14 shows that mother's education has a

statistically significant influence on ADMIN. This influence is in the positive direction. The path coefficient for father's education, 0.088 is not statistically significant, indicating that father's education is not a significant determinant of a woman teacher's desire for an administrative position.

Based on this evidence, we accept hypothesis 3. Mother's education did have a more significant influence on desire for administrative position than father's education.

Hypothesis 4. Parental encouragement will be a significant determinant of women teachers' career aspirations.

Table 14 shows that the path coefficients for parental encouragement are not statistically significant in either the ADMIN or CLASSTCH sections of the table. This indicates that parental encouragement does not have a significant influence on the career aspirations of women teachers. Thus, hypothesis 4 is rejected. Parental encouragement over and above the other socializing considerations is not a significant determinant of women teachers' career aspirations.

Hypothesis 5. Women teachers from urban backgrounds are more likely to aspire to administrative positions in education than women from rural backgrounds.

Table 13 presents the relationships between career aspirations and size of hometown. The coefficients, however,

are very slight, indicating very modest relationships. The directions of the coefficients are as hypothesized. The association between size of hometown and desire for administrative position is positive, while the association between size of hometown and desire to remain a classroom teacher is negative.

The regression analyses results presented in Table 14 shows that size of hometown is not a significant determinant of career aspirations. Thus, based on the findings in Tables 13 and 14, hypothesis 5 is rejected.

Family Responsibility Hypotheses

Hypothesis 1. The number of children will have a negative influence on a woman teacher's desire for an administrative position.

The results of the regression analyses presented in Table 16 shows that the number of children has a statistically significant influence on a woman teacher's desire for an administrative position. This influence is in the negative direction with a path coefficient of -0.297 . Hypothesis 1 is therefore accepted.

Hypothesis 2. Married women teachers will be more likely than single women teachers to desire to remain classroom teachers.

Table 15 shows the relationship between MARITAL

hypothesis 3 is accepted. This finding confirms the effect which role conflict has for the married women.

Hypothesis 4. Age will be positively related to the career aspirations of women teachers.

The direct relationships between age and ADMIN, and AGE and CLASSTCH are shown in Table 15. The correlation coefficients for AGE/ADMIN and AGE/CLASSTCH were -0.271 and 0.020 respectively. The negative coefficient of AGE/ADMIN indicates that the younger women teachers are the ones most likely to desire administrative positions. This relationship is confirmed by the regression analyses results presented in Table 16. In this table, AGE is shown to be a significant determinant of ADMIN with a statistically significant path coefficient of -0.325.

Thus, the reverse of hypothesis 4 is true. Age is negatively related to the career aspirations of women teachers. Hypothesis 4 is, therefore, rejected on the basis of the findings presented in Tables 15 and 16.

The importance of this finding can be seen when one considers that it is generally age and experience which contributes to one's career aspirations. One ex-post-facto explanation of this might be that the young women teachers have been affected by the Women's Liberation Movement which made great strides during the Sixties. Another explanation, however, could be found in the theory that the young women

and CLASSTCH to be rather slight with a correlation coefficient of 0.107 (not significant at .01 level).

This association, however, is positive. This indicates that married women will be more likely than single women to remain classroom teachers.

It can be noted from Table 16 that marital status is not a statistically significant determinant of CLASSTCH. Thus, the relationship stated in hypothesis 2 does exist but at a very low level. Based on this evidence, hypothesis 2 is rejected.

Hypothesis 3. Single women teachers will be more likely to desire an administrative position than married women teachers.

The correlation matrix presented in Table 15 shows that the relationship between MARITAL and ADMIN is negative with a coefficient of -0.176. This indicates that single women teachers were more likely to desire an administrative position than married women teachers.

The regression analyses results in Table 16 confirms this association. Marital status has a path coefficient of -0.172 in the ADMIN section of the table. This coefficient is statistically significant, indicating that marital status has a significant influence on ADMIN. Since the coefficient is negative, it supports the hypothesis that single women teachers will be more likely to desire administrative positions than married women teachers. Thus,

have not been in the profession long enough to experience any discrimination which their older colleagues may have experienced. The perception or experience of discrimination would lead to loss of self-confidence, which in turn would lead to lower aspirations (Williams 1977).

Educational Qualifications Hypotheses

Hypothesis 1. Years of training will be a significant positive determinant of desire for administrative position.

Years of training and ADMIN have a relatively strong direct relationship with a coefficient of 0.432 (Table 17). Table 18 shows that years of training (LICENSE) has a statistically significant influence of 0.438.

Thus, hypothesis 1 is accepted for the reasons given since years of training was a significant positive determinant of desire for administrative position. The more years of teacher training a woman teacher has, the more likely she is to desire upward career mobility.

Hypothesis 2. Teaching experience will not be a significant determinant of the career aspirations of women teachers.

The direct relationships between TCHEXP, ADMIN and CLASSTCH, as presented in Table 17, are slight with coefficients of 0.085 and 0.137 respectively. Table 18 shows that path coefficients for TCHEXP are not statistically significant in either the ADMIN or CLASSTCH section of the table. This indicates that teaching experience is not a significant determinant of the career aspirations of women teachers. Hypothesis 2 is, therefore, accepted. This finding supports the theory that women lose self-confidence after being in the work force long enough to perceive and

experience discrimination.

Hypothesis 3. Other work experience will not be a significant determinant of women teachers' career aspirations.

Table 17 shows that the relationships between other work experience (OTHEXP) and ADMIN and CLASSTCH are extremely slight with coefficients of -0.032 and -0.077 respectively. The regression analysis results in Table 18 shows that OTHEXP does not have a significant effect on either ADMIN or CLASSTCH with path coefficients of only -0.002 and -0.061 respectively. Hypothesis 3 is thus accepted.

Value Orientation Hypotheses

Hypothesis 1. Satisfaction with the occupation of teaching will be positively correlated with desire to remain in present position.

The results presented in Table 19 shows that satisfaction with teaching (TCHSAT) is positively correlated with desire to remain in present position (CLASSTCH). This relationship has a moderate coefficient of 0.250 (significant at $.01$ level). Thus, hypothesis 1 is accepted.

Thus, professional involvement is a significant determinant of women teachers' career aspirations and hypothesis 3 is accepted.

Hypothesis 4. Intrinsic orientation will be more positively correlated with desire for an administrative position than with desire to remain a classroom teacher.

The correlation coefficients presented in Table 19 shows that the relationship between intrinsic orientation (-INTRIN) and ADMIN is positive with a coefficient of 0.205 while the relationship between INTRIN and CLASSTCH is negative with a coefficient of -0.196. Thus, intrinsic orientation is more positively correlated with desire for an administrative position than with desire to remain a classroom teacher. Hypothesis 4 is therefore accepted.

Practical Implications

The findings disclosed in this study have some practical implications for education. The empirical evidence on which these implications are founded could serve as a basis for more enlightened career mobility policies within the education system.

It was found that the most important determinant of a woman teacher's desire for administrative positions was years of training. It has been shown by other studies

Hypothesis 2. Commitment to a career in education will be correlated positively with desire for an administrative position.

The correlation coefficient for the relationship between commitment to a career in education (CCOMMIT) and desire for an administrative position (ADMIN) is 0.294 as presented in Table 19. This is a moderate relationship in the hypothesized direction. On this basis, we accept hypothesis 2. Commitment to a career in education is correlated positively with desire for an administrative position.

Hypothesis 3. Professional involvement will be a significant positive determinant of women teachers' career aspirations.

Table 19 shows that professional involvement (PROFINV) has a moderately strong relationship with ADMIN and CLASSTCH with coefficients of 0.382 and -0.214 respectively. This indicates that the more professionally involved a woman teacher is, the more likely she is to express an interest in administrative positions and the less likely she is to remain in her present position.

The path coefficients for PROFINV in Table 20 indicates that PROFINV has a strong effect on both ADMIN and CLASSTCH. Both the PROFINV/ADMIN and the PROFINV/CLASSTCH coefficients of 0.369 and -0.205 are statistically significant.

however, that women teachers are not encouraged to attend graduate school to the same extent as men teachers are (Shack 1975, Gosse 1976). An evident implication here is that women teachers are not encouraged to acquire the further training which would enhance their career aspirations. The decisions of school boards and principals, however, may have been based on the assumption that further training would not be instrumental in determining women teachers' career aspirations since, traditionally, women did not usually express interest in upward career mobility. School boards and principals may, therefore, increase the pool of people from which they obtain their administrative staff by considering all capable teachers, men and women, as potential candidates for further training and/or administrative positions.

This finding, 'that years of training is a strong determinant of the career aspirations of women teachers', also has implications at the lower levels of education. Coffin indicates that inequality of educational opportunity still exists in Newfoundland schools (Coffin 1976). The findings of this study provides an empirical basis for the elimination of this inequality. Schools should be required to eliminate sexism in; patterns of staffing, textbooks, teacher attitudes, separate curriculum programs for boys and girls and any other discernible sex biases. 'Years of training' is such an important factor in determining the career aspirations of women teachers that it is imperative

they be afforded equal opportunity with men to receive extra years of training. Such a development would intensify the competition for top level career positions, and hence the quality of the persons who eventually attain these positions.

The professional involvement of women teachers was found to be another important determinant of their career aspirations. Since most committees and working groups are appointed by school boards or principals, these people must be required to make these appointments on the bases of professional qualifications irrespective of sex. Professional involvement on these committees and working groups will give the woman teacher the advantage which her male colleagues have traditionally enjoyed; a chance to influence their profession and to develop an association with those in positions of power.

The finding that age is negatively correlated with the desire for administrative positions indicates the influence which the changes in traditional sex roles have had. The last ten years have been years of change for the traditional male/female roles. Though differences still exist, one cannot dismiss the increased opportunities for women which this change has brought about. It may be concluded, therefore, that by further eliminating the inequalities still evident in traditional sex roles and attitudes in our schools, as well as in society at large, a further increase in these opportunities will be realized.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to gain a better understanding of why women teachers in Newfoundland aspire to administrative positions in disproportionately fewer numbers than their male counterparts. The determinants of women teachers' career aspirations were considered under four headings:

- (a) Socializing Differences
- (b) Family Responsibilities
- (c) Educational Qualifications
- (d) Value Orientation

The socializing differences examined were mother's education, father's education, parental encouragement and urban and rural hometown. The family responsibility factors that were examined were marital status, number of children, and age. Factors examined under educational qualifications were years of training, teaching experience and other work experience. The value orientation category included satisfaction with teaching, career commitment, professional involvement and intrinsic orientation.

The extent to which socializing differences, family

responsibility, educational qualifications, and value orientation account for the covariation between women teachers' career aspirations and the extent to which these arguments are complementary on competing approaches was examined through the analysis of a conceptual model (Figure 1). A set of hypotheses were then constructed for each category which were congruent with the major question of the study. Each of the factors chosen for each category, plus the hypotheses, were based on an extensive review of literature presented in Chapter II.

The statistical analyses used in this study consisted of Pearson product moment correlations and regression analyses. The correlation coefficients measured the association between the different variables while the regression analysis showed the relative effect which the factors included in each category will have on a woman teacher's career aspirations.

The results of the study showed that the factors of each category did not have the same influence on the career aspirations of women teachers. Mother's education was the only variable in the socializing differences category which had a positive influence on a woman teacher's desire for an administrative position. This reflects not only an attempt by the women to imitate their mothers but also the efforts which educated mothers may make to communicate a sense of independence and task competence to their daughters (Williams 1977).

The three factors considered under the family responsibility argument were all negative determinants of women teachers' career aspirations. The more children a woman teacher had, the less likely she was to express a desire for an administrative position. The single woman was more likely to aspire than the married woman. This reflects the role conflict which must still exist between the roles of wife and mother and any occupational role which a woman may acquire. Studies have shown that while husbands of career women do more housework than husbands of women who do not work outside the home, child care and housework is still seen primarily as the woman's responsibility (Bahr 1974). Since these values and attitudes were instilled very early in life, they will not change easily or quickly.

The results of this study, however, did show that these traditional attitudes may be beginning to change already. Age was found to be a statistically significant negative determinant of women teachers' career aspirations. The younger women were the ones most likely to aspire to administrative positions. Thus, the awareness of women's rights, capabilities and potential which has emerged in recent years can be seen reflected in these results.

The strongest determinant of women teachers' desire for administrative positions in education was years of training. This is much as one would expect to find for any group of people in any profession. Thus, it shows the importance of equal educational opportunity for boys and

girls.

The value orientation variables which were found to be positive determinants of the career aspirations of women teachers were career commitment and professional involvement.

Women with a strong commitment to a career in education would no doubt seek positions which would give her opportunities to influence and guide what went on in that field. Professional involvement would enable her to meet people at different levels of the educational hierarchy and increase her self-confidence. She would thus have better knowledge of the skills necessary to occupy administrative positions as well as a greater confidence in her own abilities.

Conclusions

This study found that the positive determinants of a woman teacher's desire for an administrative position were: mother's education, years of training, career commitment and professional involvement. The negative determinants were: marital status, number of children, and age.

Woman teachers who have high qualifications, are single and very involved professionally, are those most likely to aspire to administrative positions.

Satisfaction with teaching was found to be the strongest determinant of a woman teacher's desire to remain

a classroom teacher for the remainder of her career. However, why someone is satisfied with a situation is difficult to determine. They may perceive their chances of getting out of the situation to be slim and thus be satisfied to stay, they may not perceive any alternatives, or they may perceive the alternatives but prefer their present situation.

Thus the lack of women at the administrative levels of education in Newfoundland can be partly attributed to the fact that women teachers have traditionally had fewer years of training than their male colleagues (Gosse 1976). The traditional roles of the sexes which meant that women were to put their roles of wife and mother before all other roles also contributed to the unequal distribution of the sexes at the top echelons of education.

It should also be concluded that the gains of the women's movement can be seen in the area of women teachers' career aspirations. The younger women teachers do not see their roles of wife and mother as being as restrictive as did their older counterparts.

Suggestions For Further Study

1. A follow-up study on the women teachers used in this study to ascertain what proportion of them fulfilled their aspirations.
2. A similar study using the same questionnaire to

determine how the aspirations of women teachers may have changed since 1972. In such a study, one could see what effect the changing sex roles, the lower birth rate and the teacher shortage may have on the career aspirations of women teachers.

3. It would also be interesting to do a similar study using both men and women teachers to determine where sex differences may lie in career aspirations.
4. The same data source as was used for this study could also be used for a number of other studies concerned with women teachers in Newfoundland. The questionnaire used covered many different aspects. One could, for example, look at the determinants of women teachers; participation in professional associations; making permanent careers in teaching; teaching in the secondary grades; or upgrading their credentials.
5. A study could use the finding of this study for a comparison with other traditionally 'female' professions and also with women in traditionally 'male' professions.
6. The data used in this study could also be used in an analysis of some of the persistent myths regarding the occupational roles of women teachers.

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APPENDIX A



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Dear Fellow Teacher:

The Faculty of Education at Memorial University with the assistance and co-operation of the Newfoundland Department of Education and the Newfoundland Teachers' Association is conducting several surveys of university graduates, students, and certificated teachers throughout the Province. The present study is a Province-wide survey of women teachers and ex-teachers. The information gathered will be used to reveal the views of women teachers on aspects of teaching, the teaching profession, and teacher training, so that the qualities of public education and the relevance of our teacher training programs may be assessed and, hopefully, improved.

You have been selected to receive this questionnaire because you are a certificated teacher and one of the one in twenty randomly selected to represent the women teachers in the Province. Your participation in this study is therefore of great value because it will permit a valid assessment of the contribution of women teachers to public education, and assist in the identification of factors affecting career choice. We are interested in your responses even if you are not now teaching in the school system.

We should greatly appreciate your help in this study by completing the questionnaire and returning it in the enclosed envelope. All the information will be coded and used in group comparisons for research purposes only. Under no circumstances will individual responses be reported. Only University research personnel sworn to secrecy will have direct access to the questionnaires. On the creation of the magnetic work tapes all the questionnaires will be destroyed. Until the anonymous questionnaire is destroyed it will be kept under lock and key.

We realize that not all questions will be equally applicable to your situation. Please try to answer each question if there is any basis at all for answering. If you do not wish to answer a question, omit it and go on to the next.

We hope that you will find the questionnaire interesting to answer, and that you will complete it and return it to us immediately.

With thanks for your co-operation.

G.A. SICKMAN, Dean, Faculty of Education, Memorial University of Newfoundland.
GILBERT PIKE, President, Newfoundland Teachers' Association.

C. Roebottom, Assistant Deputy Minister, Department of Education, Government of Newfoundland and Labrador.

CONFIDENTIAL:
All information will be treated as confidential and used for statistical purposes only.

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

MARKING INSTRUCTIONS

This questionnaire will be read by an automatic scanning device. Certain marking requirements are essential to this process. Your careful observance of these few simple rules will be most appreciated.

Use a black lead pencil.

Make heavy black marks that completely fill the box. Erase completely any answers you wish to change.

Avoid making any stray marks in this booklet.

1. What is your marital status?

- Married (once only)
- Married (remarried)
- Separated
- Single (never married)
- Single (divorced)
- Single (widowed)
- Religious Order

2. For women ever married - (a) How many babies have you had, not counting still births?

- None 5 10
- 1 6 11
- 2 7 12
- 3 8 13
- 4 9 14

(b) If you have had one or more children, please indicate the number in each of the following age groups.

- | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 (or more) |
| Less than 3 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 - 5 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 - 8 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 - 11 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 - 14 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 - 17 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 - 20 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 years and over | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. How many years of post-secondary training have you had - beyond first year at Memorial University of Newfoundland or beyond grade 12 in other provinces of Canada - either full-time or full-time equivalent?

None	<input type="checkbox"/>	Four years	<input type="checkbox"/>
Some, but less than one complete year	<input type="checkbox"/>	Five years	<input type="checkbox"/>
One year	<input type="checkbox"/>	Six years	<input type="checkbox"/>
Two years	<input type="checkbox"/>	Seven years	<input type="checkbox"/>
Three years	<input type="checkbox"/>	More than seven	<input type="checkbox"/>

4. On the following list of degrees please mark: (1) the degree(s) that you now hold (if any); (2) the degree that you are now working for. (Mark each column)

	Now Held	Working For
None	<input type="checkbox"/>	<input type="checkbox"/>
General degree of Bachelor of Arts:		
(i) Major field - Humanities	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Major field - Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>
General degree of Bachelor of Science:		
(i) Major field - Physical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Major field - Biological Sciences	<input type="checkbox"/>	<input type="checkbox"/>
General degree of Bachelor of Commerce	<input type="checkbox"/>	<input type="checkbox"/>
General degree of Bachelor of Nursing	<input type="checkbox"/>	<input type="checkbox"/>
General degree of Bachelor of Social Work	<input type="checkbox"/>	<input type="checkbox"/>
Honours degree of Bachelor of Arts:		
(i) Major field - Humanities	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Major field - Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Honours degree of Bachelor of Science:		
(i) Major field - Physical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Major field - Biological Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Honours degree of Bachelor of Commerce	<input type="checkbox"/>	<input type="checkbox"/>
Conjoint degrees of Bachelor of Education and Bachelor of Arts	<input type="checkbox"/>	<input type="checkbox"/>
Conjoint degrees of Bachelor of Education and Bachelor of Science	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor of Arts (Education) - primary programme	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor of Arts (Education) - elementary programme	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor of Arts (Education) - high school programme	<input type="checkbox"/>	<input type="checkbox"/>
Master of Arts:		
(i) Major field - Humanities	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Major field - Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Master of Science:		
(i) Major field - Physical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Major field - Biological Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Master of Education:		
(i) Educational Administration	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Counselling	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Philosophy	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

5. Since the time you entered the teaching profession, and the last year in which you taught, has your certification standing changed as a consequence of your additional professional preparation? (Mark one)

No change, certification standing the same today as on entrance to the profession

Yes, certification standing has been upgraded since entrance to the profession
 No change, but currently working on upgrading certification standing

6. Please indicate: (1) your certification standing on entering the teaching profession; (2) your certification standing at the present time. (Mark one in each column)

	Standing on entrance to teaching	Current certification standing
Uncertificated (for D license)	<input type="checkbox"/>	<input type="checkbox"/>
Uncertificated (A, B, or C license)	<input type="checkbox"/>	<input type="checkbox"/>
Grade 1	<input type="checkbox"/>	<input type="checkbox"/>
Grade 2	<input type="checkbox"/>	<input type="checkbox"/>
Grade 3	<input type="checkbox"/>	<input type="checkbox"/>
Grade 4	<input type="checkbox"/>	<input type="checkbox"/>
Grade 5	<input type="checkbox"/>	<input type="checkbox"/>
Grade 6	<input type="checkbox"/>	<input type="checkbox"/>
Grade 7	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

7. Where did you obtain your earliest certification for teaching? (Mark one)

Newfoundland	<input type="checkbox"/>	U.S.A.	<input type="checkbox"/>
Nova Scotia	<input type="checkbox"/>	Continental Europe	<input type="checkbox"/>
Other Canadian Prov.	<input type="checkbox"/>	Australia or New Zealand	<input type="checkbox"/>
United Kingdom	<input type="checkbox"/>	Asia	<input type="checkbox"/>
Rep. of Ireland	<input type="checkbox"/>	Other	<input type="checkbox"/>

8. Which category most nearly describes the position you held in your school system in the 1971/72 school year? If you did not teach in the 1971/72 school year which category most nearly describes the position in the school system that you last held?

	Position 1971/72	Position last held
Grade-classroom teacher	<input type="checkbox"/>	<input type="checkbox"/>
Subject classroom teacher	<input type="checkbox"/>	<input type="checkbox"/>
Special education teacher	<input type="checkbox"/>	<input type="checkbox"/>
Part-time, temporary, or substitute teacher	<input type="checkbox"/>	<input type="checkbox"/>
Vice-principal or assistant principal	<input type="checkbox"/>	<input type="checkbox"/>
Department head, consultant or counsellor assigned to one school (teaching half-time or more)	<input type="checkbox"/>	<input type="checkbox"/>
Librarian (teaching less than half-time or not teaching)	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor working in or from school board office	<input type="checkbox"/>	<input type="checkbox"/>
Superintendent or assistant superintendent	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

9. How many years of teaching experience have you had? (Mark one)

Less than one	<input type="checkbox"/>	Eight to ten	<input type="checkbox"/>
One	<input type="checkbox"/>	Eleven to fifteen	<input type="checkbox"/>
Two	<input type="checkbox"/>	Sixteen to twenty	<input type="checkbox"/>
Three	<input type="checkbox"/>	More than twenty	<input type="checkbox"/>
Four	<input type="checkbox"/>	None	<input type="checkbox"/>
Five to seven	<input type="checkbox"/>		

10. How many years of working experience have you other than teaching? (Mark one)

None Three to five
 One Six to ten
 Two More than ten

11. From the following list of occupations, please mark:

- A. Your first job after completing your teacher training;
 B. If you have had more than one job, your present job (including housewife);
 C. Your expected long run career occupation;
 D. The career you would most prefer if you were free to choose any from the list;
 E. If you have had work experience, other than teaching, the type of work you were in.

(Where your precise job does not appear mark the most similar category).

Mark one in each column

Physician or Surgeon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dentist	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nurse	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Therapist, Lab Technician	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home economist or dietitian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacist, Optometrist	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other medical and health professions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lawyer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administrator, Official, Politician	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military service (career)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Librarian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Worker, Welfare	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious Worker, missionary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other/Public and Social Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Architect, Designer, City Planner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Artist, Actress, Musician, Singer, Dancer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interior Designer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writer, Journalist	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fashion Model	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other/Design, Arts and Writing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, pre-school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, primary (K-III)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, elementary (IV-VI)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, secondary (VII-XI)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Administration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College Teacher, Professor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, Guidance Counselor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engineer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Technician, Programmer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientist, Researcher	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Executive, Official, Owner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private Secretary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clerk, Stenographer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saleswoman or Buyer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other/Business, Industry - non-manual	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skilled Worker, Craftsman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fish Plant Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Semi-skilled Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Waitress, Chambermaid, Servant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housewife	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. During your undergraduate years did you ever consider transferring from the degree program in which you were registered to another program either in the same Faculty or a different Faculty?

Yes, I changed my degree program
 I seriously considered changing
 I considered changing my degree program, but not seriously
 I never considered it

13. If you changed your degree program while an undergraduate student please indicate whether any of these major reasons contributed to your decision to switch. (Mark each item)

<input type="checkbox"/> 1. Definitely yes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 2. Somewhat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 3. Definitely no.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grades too low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grades high enough to permit transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dissatisfaction with intended program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed requirements to transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Found another program more interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More job opportunities in the new program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led to occupation with greater prestige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My career interests changed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My academic interests changed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. On the following list of different university fields and programs please indicate (i) the most appropriate major field category and (ii) the most appropriate degree category. Where your precise field does not appear mark the one which is most appropriate.

<input type="checkbox"/> 1. Intended undergraduate major as first year university or college student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 2. Actual undergraduate major.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 3. Intended degree program as first year university or college student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 4. Actual degree program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Major		Degree	
Agriculture and/or Forestry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Architecture and/or Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biological Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business, Commerce and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education:				
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. What is your TOTAL NUMBER of years away from teaching (since you started teaching). (Mark one)

- 1 year or less 10 - 14
 2 15 - 19
 3 20 - 24
 4 None
 5 - 9

19. Do you plan to make teaching a permanent career?

- Yes No Undecided

20. Under how many different school boards have you worked full-time?

- 1 5
 2 6
 3 7 - 10
 4 Over 5

21. In how many different schools have you worked full-time?

- 1 5
 2 6
 3 7 - 10
 4 Over 10

22. A. How did you obtain (a) your first teaching job after teacher training? (b) If you have taught in more than one school system, your most recent teaching job? (Mark all that apply)

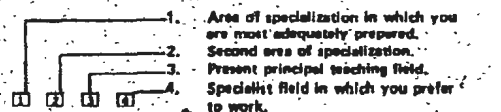
1. A method used.
 2. The successful method.

	First job	Most recent job
Initial contact through family, friends or relatives	<input type="checkbox"/>	<input type="checkbox"/>
Initial contact through colleagues or contacts in the field	<input type="checkbox"/>	<input type="checkbox"/>
Canada Manpower Centre	<input type="checkbox"/>	<input type="checkbox"/>
Private employment agency	<input type="checkbox"/>	<input type="checkbox"/>
Campus placement service or on-campus recruiting	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper or other advertisement in local papers	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper or other advertisement in papers outside your locality	<input type="checkbox"/>	<input type="checkbox"/>
Approaching employers in your area (e.g. school board, principal, clergy, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Approaching employers outside your area (e.g. school board, principal, clergy, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Write letters of application	<input type="checkbox"/>	<input type="checkbox"/>
Promotion with same employer	<input type="checkbox"/>	<input type="checkbox"/>
Continued in previous employment	<input type="checkbox"/>	<input type="checkbox"/>
Newfoundland Teachers' Association	<input type="checkbox"/>	<input type="checkbox"/>
Initial contact through sponsorship of university professor	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

B. Given the following methods of looking for a teaching position please mark them in order of importance to you personally. (Mark one in each column)

	Order of Importance		
	1st	2nd	3rd
Through family, friends or relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Through colleagues or contacts in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Through sponsorship or a university professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada Manpower Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private employment agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus placement service or on-campus recruiting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper or other advertisement in local papers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper or other advertisement in papers outside your locality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write letters of application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. From the following list mark ONE subject in each column; mark the most appropriate FINE categories if applicable; where your precise specialist field does not appear mark the most similar category.



	1st	2nd	3rd	4th
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies:				
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Social Science (e.g., Psychology, Sociology, Economics, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English:				
Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language (other than French)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science:				
Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earth Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine Arts:				
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech, Voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- I would be satisfied if a daughter of mine when she reaches my age, were in the same kind of work I am now in. 1 2 3 4
- Some of my main interests and pleasures in life are connected with my career as a teacher. 1 2 3 4
- Getting money and material things out of life is very important to me. 1 2 3 4
- I feel that my present financial situation is very good. 1 2 3 4
- Teaching is one of the most satisfying aspects of my life. 1 2 3 4
- It is important to me to own things, such as a home, car, or clothing, which are at least as good as those of my friends. 1 2 3 4
- I would be satisfied if my children received the same amount of education as I have. 1 2 3 4
- I enjoy my spare-time activities much more than my work as a teacher. 1 2 3 4
- I am very anxious to get much further ahead. 1 2 3 4
- I am pretty well satisfied with the chances for getting ahead in my present work. 1 2 3 4
- To me, teaching is just a way of making money. 1 2 3 4
- I have sometimes regretted going into teaching. 1 2 3 4
- I would be satisfied if my children when they reach my age, have the same income and live in the same way as I do. 1 2 3 4
- On the whole, my financial future looks very good. 1 2 3 4
- There are many times when I have to deny myself and my family things we would like because of our income. 1 2 3 4
- In my present financial situation, I have to worry about bills or debts. 1 2 3 4

27. Did you teach, or were you employed by a school system, in the 1971-72 school year?

Yes, full-time Yes, part-time No.

28. Please answer the question "How desirous are you" for each of the items relating to promotions found below. In answering the question, mark in the one code number which best represents your answer.

1. Would very much like.
2. Have some desire.
3. Am not especially interested.
4. Would not want.

- Become an assistant principal or vice principal. 1 2 3 4
- Become the principal of an elementary school. 1 2 3 4
- Become the principal of a junior high school. 1 2 3 4
- Become the principal of a senior high school. 1 2 3 4
- Become a department head. 1 2 3 4
- Become a staff specialist, or consultant, attached to a central office. 1 2 3 4
- Become a school superintendent. 1 2 3 4
- Remain a school teacher for the remainder of my educational career. 1 2 3 4

- Remain a teacher in this school district for the remainder of my educational career but move to a school in a "better neighbourhood". 1 2 3 4
- Remain a teacher at my present grade level(s) for the remainder of my educational career. 1 2 3 4
- Obtain a higher paying position outside the field of education. 1 2 3 4
- Leave teaching temporarily in order to devote my time to homemaking. 1 2 3 4
- Leave teaching permanently to devote my time to homemaking. 1 2 3 4

29. Comparing yourself with other women of your age and qualifications, how successful do you consider yourself in your career?

- Very successful
- Fairly successful
- Fairly unsuccessful
- Very unsuccessful

30. In which grade did you do most teaching this year?

- | | |
|---------------------------------------|--|
| Pre-school <input type="checkbox"/> | Six <input type="checkbox"/> |
| Kindergarten <input type="checkbox"/> | Seven <input type="checkbox"/> |
| One <input type="checkbox"/> | Eight <input type="checkbox"/> |
| Two <input type="checkbox"/> | Nine <input type="checkbox"/> |
| Three <input type="checkbox"/> | Ten <input type="checkbox"/> |
| Four <input type="checkbox"/> | Eleven <input type="checkbox"/> |
| Five <input type="checkbox"/> | No regular teaching <input type="checkbox"/> |

31. How many hours (per) week do you spend in classroom teaching? (Exclude time spent counselling, supervising, etc.)

- | | |
|--------------------------------------|---------------------------------------|
| None <input type="checkbox"/> | 10 to 14 hrs <input type="checkbox"/> |
| Under 2 hrs <input type="checkbox"/> | 15 to 19 hrs <input type="checkbox"/> |
| 2 to 4 hrs <input type="checkbox"/> | 20 to 24 hrs <input type="checkbox"/> |
| 5 to 9 hrs <input type="checkbox"/> | 25 to 30 hrs <input type="checkbox"/> |

32. What is the average class size of the classes that you teach?

- | | |
|-----------------------------------|--|
| Under 10 <input type="checkbox"/> | 35 to 39 <input type="checkbox"/> |
| 10 to 19 <input type="checkbox"/> | 40 to 44 <input type="checkbox"/> |
| 20 to 24 <input type="checkbox"/> | 45 and over <input type="checkbox"/> |
| 25 to 29 <input type="checkbox"/> | No regular classroom teaching <input type="checkbox"/> |
| 30 to 34 <input type="checkbox"/> | |

33. What is the total number of different pupils that you teach in a week?

- | | |
|--|--|
| Under 30 pupils <input type="checkbox"/> | 100 to 149 pupils <input type="checkbox"/> |
| 30 to 39 pupils <input type="checkbox"/> | 150 to 199 pupils <input type="checkbox"/> |
| 40 to 49 pupils <input type="checkbox"/> | 200 or more <input type="checkbox"/> |
| 50 to 99 pupils <input type="checkbox"/> | |

34. What is the approximate number of pupils in your school?

- | | |
|------------------------------------|------------------------------------|
| Under 100 <input type="checkbox"/> | 500 - 699 <input type="checkbox"/> |
| 100 - 299 <input type="checkbox"/> | 700 - 899 <input type="checkbox"/> |
| 300 - 499 <input type="checkbox"/> | Over 900 <input type="checkbox"/> |

Industrial Arts:				
Wood work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metal work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other industrial-vocational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Education:				
Typing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shorthand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Book-keeping, accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other commercial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exceptional Children and/or special education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling and Guidance Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audiovisual aid specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum consultant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-school education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kindergarten education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. What was your gross annual income (before taxes and deductions): (i) in your first teaching position; (ii) if you are no longer teaching, in your most recent teaching position; (iii) if you are currently employed as a teacher, in your present position in the school system.

	First Position	Most recent position (those no longer teaching only)	Present position (those currently teaching)
Below \$2,000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$2,000 - \$3,999	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$4,000 - \$4,999	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$5,000 - \$5,999	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$6,000 - \$6,999	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$7,000 - \$7,999	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$8,000 - \$8,999	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$10,000 - \$11,999	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$12,000 - \$13,999	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$14,000 and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Please indicate your opinion regarding each of the following matters.

	1. Very good.	2. Good.	3. Somewhat unsatisfactory - a little low.	4. Very unsatisfactory - too low.
The effect of a teacher's job on her family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The top salary available to teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The chances for receiving salary increases without a promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The state of teaching as a "profession"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of progress which may be made in a professional career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of recognition which teachers are given by society for their efforts and contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The capabilities of most of the people who are in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The possibilities for a teacher advancing to a position of greater responsibility in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of recognition which teachers are given by members of other professions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The level of professional standards maintained by most teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The opportunity which teachers have for associating with other professional people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of recognition which non-educators give to teachers, as compared to what they give to other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of time for leisure activities which teaching affords	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The level of education of most teachers in the Province	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The method employed in schools for making decisions on curriculum matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The method employed in schools for making decisions on pupil discipline matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The attitude of the students toward the staff in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The manner in which the teachers and the administrative staff work together in the schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The co-operation and help received from administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The evaluation process which administrators use to judge teacher effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The level of education of administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The adequacy of the supplies available to teachers for their use in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of time which is available to teachers for their personal professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The extent to which teachers are informed by administrators about school matters affecting them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The academic performance of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The extent to which the professional growth of teachers is subsidized by the school system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Please indicate your agreement or disagreement with each of the following statements.

	1. Strongly agree.	2. Agree with reservations.	3. Disagree with reservations.	4. Strongly disagree.
Teaching is more satisfying to me than the time I spend around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is extremely important to me to have a higher income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I have had very good financial breaks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I inherited so much money that I did not have to work, I would still take up a career in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spend a lot of time thinking about how to improve my chances for getting ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. What is the number of full-time teachers (including those without classrooms) in your school?

- 5 or less 20 - 30
 6 - 15 Over 30
 16 - 25

36. Counting the present year, what is the number of years of full-time work experience you have had in the school district where you are now employed?

- 1 15 - 19
 2 20 - 24
 3 - 4 25 - 34
 5 - 9 Over 34
 10 - 14

37. Counting the present year, what is the number of years of full-time work experience you have had in the school where you now hold a position?

- 1 10 - 14
 2 15 - 19
 3 - 4 20 - 24
 5 - 9

38. In what type of school do you work?

- Not assigned to one school (i.e., work in central office or in several schools)
 Elementary (school has some or all of Grades I-VI, but no grade above VII)
 Junior High School (has some or all of Grades VII or IX but no grades below VII or above IX)
 Senior High School (school has some or all of Grades X to XI but no grades below X)
 Elementary and Junior High
 Elementary, Jr. and Sr. High
 Junior High and Senior High
 Other

CONFIDENTIAL:

All information will be treated as confidential and used for statistical purposes only.

FAMILY FINANCES SECTION

This survey is the first ever carried out in Canada to determine the financial position of married women teachers and ex-teachers. In this section of the questionnaire we are interested in finding out the income, debt, and securities position of the families of those respondents who are married. Such information we realize, is sufficiently personal that many persons have reservations about divulging such a confidence.

Recognizing this fact we have taken stringent precautions to protect the anonymity of all respondents. The research staff, who will be the only ones handling the questionnaires, have taken an oath of secrecy. The precautions have been approved by the sponsoring authorities - Memorial University, the Newfoundland Teachers' Association and the Department of Education. A further precaution requires that after the data have been coded the anonymous questionnaires will be destroyed. We remind you, finally, that if you do not wish to answer a question, you can omit it and go on to the next.

Thank you for your consideration. Our research would be impossible without the co-operation of the many anonymous respondents such as yourself.

39. To assist you in providing the correct income information we have enclosed with the questionnaire a small booklet entitled Guide to Family Finances. On page 3 you will find the instructions on how to calculate your total before-tax income from all sources, for the preceding 12 month period.

Before-tax income of Husband from all sources for the last 12 months (that is, in the 12 months preceding receipt of this questionnaire).

NOTE: Married teachers and married ex-teachers only will answer this question, and questions 39.B, 40, 41, 42, and 43. If you are single (never married) skip to question 44.

- | | |
|--|--|
| Less than \$500 <input type="checkbox"/> | \$7,000 - \$7,999 <input type="checkbox"/> |
| \$500 - \$999 <input type="checkbox"/> | \$8,000 - \$9,999 <input type="checkbox"/> |
| \$1,000 - \$1,999 <input type="checkbox"/> | \$10,000 - \$11,999 <input type="checkbox"/> |
| \$2,000 - \$2,999 <input type="checkbox"/> | \$12,000 - \$13,999 <input type="checkbox"/> |
| \$3,000 - \$3,999 <input type="checkbox"/> | \$14,000 - \$16,999 <input type="checkbox"/> |
| \$4,000 - \$4,999 <input type="checkbox"/> | \$17,000 - \$19,999 <input type="checkbox"/> |
| \$5,000 - \$5,999 <input type="checkbox"/> | \$20,000 - \$24,999 <input type="checkbox"/> |
| \$6,000 - \$6,999 <input type="checkbox"/> | \$25,000 and over <input type="checkbox"/> |

B. If you are working, please add your before-tax income from all sources for the last 12 months to the income of your husband as indicated in question 39.A. above. The combined incomes will constitute your total family income for the twelve months preceding this survey.

To assist you in the calculation of total family income refer to page 3 of the Guide to Family Finances.

Less than \$500	<input type="checkbox"/>	\$8,000 - \$9,999	<input type="checkbox"/>
\$500 - \$1,999	<input type="checkbox"/>	\$10,000 - \$11,999	<input type="checkbox"/>
\$2,000 - \$2,999	<input type="checkbox"/>	\$12,000 - \$13,999	<input type="checkbox"/>
\$3,000 - \$3,999	<input type="checkbox"/>	\$14,000 - \$16,999	<input type="checkbox"/>
\$4,000 - \$4,999	<input type="checkbox"/>	\$17,000 - \$19,999	<input type="checkbox"/>
\$5,000 - \$5,999	<input type="checkbox"/>	\$20,000 - \$24,999	<input type="checkbox"/>
\$6,000 - \$6,999	<input type="checkbox"/>	\$25,000 - \$29,999	<input type="checkbox"/>
\$7,000 - \$7,999	<input type="checkbox"/>	\$30,000 and over	<input type="checkbox"/>

40. Short term family debts. Please indicate the short term debt position of your family as of the current week (i.e., the week in which you answered this questionnaire).

To assist in the calculation of the short term debt position of your family refer to page 5 of the Guide to Family Finances. To calculate the short term debt add the amounts owing at the present time on: (1) charge accounts (with retail stores, service stations, fuel companies, etc.); (2) continuous installment or revolving credit (e.g., on cars, furniture, appliances, etc.); (3) to stores, finance companies; (4) loans from credit unions and co-operatives; (5) loans from chartered banks secured by stocks and bonds as collateral; (6) loans from chartered banks secured by other collateral such as surrender value of life insurance and automobiles; (7) home improvement loans from chartered banks; (8) other loans from chartered banks; (9) other loans from insurance companies, stock brokers, dealers, etc.; (10) debts to doctors, dentists, and hospitals; (11) debts to other persons; and (12) any other debts.

(NOTE: Do not include mortgage debts or debts connected with business operations. Provide information on personal obligations only.)

Your short term family debt will be: (1) + (2) + (3) + (4) + (5) + (6) + (7) + (8) + (9) + (10) + (11) + (12).

No short term debts	<input type="checkbox"/>	\$3,000 - \$3,499	<input type="checkbox"/>
Less than \$100	<input type="checkbox"/>	\$3,500 - \$3,999	<input type="checkbox"/>
\$100 - \$299	<input type="checkbox"/>	\$4,000 - \$4,499	<input type="checkbox"/>
\$300 - \$499	<input type="checkbox"/>	\$4,500 - \$4,999	<input type="checkbox"/>
\$500 - \$699	<input type="checkbox"/>	\$5,000 - \$5,999	<input type="checkbox"/>
\$700 - \$899	<input type="checkbox"/>	\$6,000 - \$6,999	<input type="checkbox"/>
\$1,000 - \$1,249	<input type="checkbox"/>	\$7,000 - \$7,999	<input type="checkbox"/>
\$1,250 - \$1,499	<input type="checkbox"/>	\$8,000 - \$8,999	<input type="checkbox"/>
\$1,500 - \$1,749	<input type="checkbox"/>	\$9,000 - \$9,999	<input type="checkbox"/>
\$1,750 - \$1,999	<input type="checkbox"/>	\$10,000 - \$11,999	<input type="checkbox"/>
\$2,000 - \$2,499	<input type="checkbox"/>	\$12,000 - \$13,999	<input type="checkbox"/>
\$2,500 - \$2,999	<input type="checkbox"/>	\$14,000 and over	<input type="checkbox"/>

41. Long term family debts. Please indicate the long term debt position of your family as of the current week (i.e., the week in which you answered this questionnaire).

To calculate your long term family debt position refer to page 6 of the Guide to Family Finances. The calculation consists of adding (1) the amount of the mortgage principal still owing at the present time on your present dwelling (if owned by your family); (2) the amount of the mortgage principal still owing on other property in your possession or in the possession of your husband (e.g., country cottage, farm or estate, lots of land, etc.); (3) principal owing on

other debts of a long term nature not included as short term debts in the previous question (e.g., outstanding student loans).

(NOTE: Do not include debts connected with business operations. Provide information on family obligations only.)

No long term debts	<input type="checkbox"/>	\$13,000 - \$15,999	<input type="checkbox"/>
Less than \$500	<input type="checkbox"/>	\$16,000 - \$18,999	<input type="checkbox"/>
\$500 - \$999	<input type="checkbox"/>	\$20,000 - \$24,999	<input type="checkbox"/>
\$1,000 - \$1,999	<input type="checkbox"/>	\$25,000 - \$29,999	<input type="checkbox"/>
\$2,000 - \$2,999	<input type="checkbox"/>	\$30,000 - \$34,999	<input type="checkbox"/>
\$3,000 - \$4,999	<input type="checkbox"/>	\$35,000 - \$39,999	<input type="checkbox"/>
\$5,000 - \$6,999	<input type="checkbox"/>	\$40,000 - \$49,999	<input type="checkbox"/>
\$7,000 - \$9,999	<input type="checkbox"/>	\$50,000 and over	<input type="checkbox"/>
\$10,000 - \$12,999	<input type="checkbox"/>		

42. Liquid assets position of family. Please indicate the liquid asset position of your family as of the current week (i.e., the week in which you answered this questionnaire).

To calculate the liquid asset position of your family refer to page 7 of the Guide to Family Finances. The calculation consists of adding: (1) the money in your current account and/or personal chequing account; (2) the money in your savings account; (3) deposits with credit unions and co-operatives; (4) other deposits in the post office, trust or loan companies, cash balances with stock brokers, investment dealers, etc.; (5) amount in Canada savings bonds; (6) all other bonds - municipal, provincial, industrial, foreign, etc.; (7) the principal owing to you on mortgages or agreements of sale on other property; (8) loans to other persons (excluding members of your family); and (9) current trade-in value of publicly traded stocks, shares, stock rights, and warrants.

Your family's liquid asset position will be: (1) + (2) + (3) + (4) + (5) + (6) + (7) + (8) + (9).

No liquid assets	<input type="checkbox"/>	\$3,500 - \$3,999	<input type="checkbox"/>
Less than \$100	<input type="checkbox"/>	\$4,000 - \$4,499	<input type="checkbox"/>
\$100 - \$299	<input type="checkbox"/>	\$4,500 - \$4,999	<input type="checkbox"/>
\$300 - \$499	<input type="checkbox"/>	\$5,000 - \$5,999	<input type="checkbox"/>
\$500 - \$699	<input type="checkbox"/>	\$6,000 - \$9,999	<input type="checkbox"/>
\$700 - \$999	<input type="checkbox"/>	\$10,000 - \$14,999	<input type="checkbox"/>
\$1,000 - \$1,249	<input type="checkbox"/>	\$15,000 - \$19,999	<input type="checkbox"/>
\$1,250 - \$1,499	<input type="checkbox"/>	\$20,000 - \$24,999	<input type="checkbox"/>
\$1,500 - \$1,749	<input type="checkbox"/>	\$25,000 - \$29,999	<input type="checkbox"/>
\$1,750 - \$1,999	<input type="checkbox"/>	\$30,000 - \$39,999	<input type="checkbox"/>
\$2,000 - \$2,499	<input type="checkbox"/>	\$40,000 - \$49,999	<input type="checkbox"/>
\$2,500 - \$2,999	<input type="checkbox"/>	Over \$50,000	<input type="checkbox"/>
\$3,000 - \$3,499	<input type="checkbox"/>		

43. Non-liquid assets of family. Please indicate the non-liquid assets of your family as of the current week (i.e., the week in which you answered this questionnaire).

To calculate your family non-liquid assets position add: (1) the estimated value of your dwelling, if owned, less mortgage debt on this dwelling; (2) the estimated value of any other privately owned property held for investment purposes or for rent to other people or businesses, less mortgage debt on this property. For assistance in calculating the non-liquid assets of family refer to page 9 of the Guide to Family Finances.

Your family's non-liquid assets position will be: (1) + (2).

No non-liquid assets	<input type="checkbox"/>	\$13,000 - \$15,999	<input type="checkbox"/>
Less than \$500	<input type="checkbox"/>	\$16,000 - \$19,999	<input type="checkbox"/>
\$500 - \$999	<input type="checkbox"/>	\$20,000 - \$24,999	<input type="checkbox"/>
\$1,000 - \$1,999	<input type="checkbox"/>	\$25,000 - \$29,999	<input type="checkbox"/>
\$2,000 - \$2,999	<input type="checkbox"/>	\$30,000 - \$34,999	<input type="checkbox"/>
\$3,000 - \$4,999	<input type="checkbox"/>	\$35,000 - \$39,999	<input type="checkbox"/>
\$5,000 - \$6,999	<input type="checkbox"/>	\$40,000 - \$49,999	<input type="checkbox"/>
\$7,000 - \$9,999	<input type="checkbox"/>	\$50,000 and over	<input type="checkbox"/>
\$10,000 - \$12,999	<input type="checkbox"/>		

EMPLOYMENT STATUS SECTION

44. We are interested in your employment status; and if you are married, in the employment status of your husband.

a. Did you or your husband in 1971 look for work. For example, at any time in 1971 did you contact a Canada Manpower Centre, check with employers, place or answer newspaper advertisements, etc.?

	Respondent	Respondent's Husband
Yes	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>

b. In the last six months have you or your husband had a job on which you were on temporary lay-off?

	Respondent	Respondent's Husband
Yes	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>

c. In the last month did you at any time have a job or business from which you were absent because of illness, vacation, strikes, training courses and such like?

	Respondent	Respondent's Husband
Yes	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>

d. How many hours do you and/or your husband usually work for gain each week?

	Respondent	Respondent's husband
None	<input type="checkbox"/>	<input type="checkbox"/>
1 - 19	<input type="checkbox"/>	<input type="checkbox"/>
20 - 29	<input type="checkbox"/>	<input type="checkbox"/>
30 - 34	<input type="checkbox"/>	<input type="checkbox"/>
35 - 39	<input type="checkbox"/>	<input type="checkbox"/>
40 - 44	<input type="checkbox"/>	<input type="checkbox"/>
45 - 49	<input type="checkbox"/>	<input type="checkbox"/>
50 or more	<input type="checkbox"/>	<input type="checkbox"/>

e. How many hours of help without pay (in the operation of a family business, farm, or fishing enterprise, etc.) do you and/or your husband work each week?

	Respondent	Respondent's husband
None	<input type="checkbox"/>	<input type="checkbox"/>
1 - 19	<input type="checkbox"/>	<input type="checkbox"/>
20 - 29	<input type="checkbox"/>	<input type="checkbox"/>
30 - 34	<input type="checkbox"/>	<input type="checkbox"/>
35 - 39	<input type="checkbox"/>	<input type="checkbox"/>
40 - 44	<input type="checkbox"/>	<input type="checkbox"/>
45 - 49	<input type="checkbox"/>	<input type="checkbox"/>
50 or more	<input type="checkbox"/>	<input type="checkbox"/>

f. (i) How many weeks did you and/or your husband work in 1971? Include weeks worked part-time, leave with pay, and weeks of self-employment.

	Respondent	Respondent's husband
Did not work during 1971	<input type="checkbox"/>	<input type="checkbox"/>
1 - 13	<input type="checkbox"/>	<input type="checkbox"/>
14 - 26	<input type="checkbox"/>	<input type="checkbox"/>
27 - 39	<input type="checkbox"/>	<input type="checkbox"/>
40 - 48	<input type="checkbox"/>	<input type="checkbox"/>
49 - 52	<input type="checkbox"/>	<input type="checkbox"/>

(ii) Was this work mainly full-time or part-time?

	Respondent	Respondent's husband
Full-time	<input type="checkbox"/>	<input type="checkbox"/>
Part-time	<input type="checkbox"/>	<input type="checkbox"/>

g. (i) At the present time what is your employment status?

Housewife	<input type="checkbox"/>
Unemployed (looking for work)	<input type="checkbox"/>
Unemployed (but not looking for work at the moment)	<input type="checkbox"/>
Self-employed	<input type="checkbox"/>
Employed (part-time)	<input type="checkbox"/>
Employed (full-time)	<input type="checkbox"/>

(ii) At the present time what is the employment status of your husband?

Unemployed (looking for work)	<input type="checkbox"/>
Unemployed (but not looking for work at the moment)	<input type="checkbox"/>
Self-employed	<input type="checkbox"/>
Employed (part-time)	<input type="checkbox"/>
Employed (full-time)	<input type="checkbox"/>

45. From the following list of occupations please mark

- A. Your husband's primary occupation.
- B. Your father's primary occupation during most of his working years.
- C. Your mother's primary occupation or career occupation.

(If the precise occupation does not appear, mark the most similar category.)

111

Students had been required to spend a year in an occupation other than teaching

Students had the experience of a year's work in the community or abroad

The college or university had been governed by the faculty and students

There had been less emphasis on teacher training courses and more on broad liberal education

I took teacher training in order to:

Satisfy job requirements

Continue my intellectual growth

Obtain an occupation with high prestige

Increase my earning power

Prepare for an academic career

Find myself

Learn to get along with people

See whether I really liked a particular field of study

Obtain a well-rounded general education

Contribute to my ability to change society

Obtain an occupational training

Get away from home

Better serve mankind

Engage in political activities

Prepare for marriage

Be with my school friends

Get a fresh start in life

48. How would you rate each of the following at your teacher training institution?

1. Excellent
2. Good
3. Fair
4. Poor

The research resources (e.g. labs, computers, space, etc.)

Teaching aids (films, filmstrips, videotape, demonstration models, etc.)

The intellectual environment

Your own education

Personal relations among faculty

Faculty/student relations

Student study facilities on campus

The library resources

The academic reputation of your education faculty

Teaching load of professors

Ratio of teaching faculty to students

The administration

49. How did you rate yourself academically among (a) the other teacher training students, (b) the other students in your university? (Mark one box only)

Among the best

Teacher training

University

Above average

About average

Below average

50. What was your registration status as an undergraduate student? (Mark one box only)

I took all my undergraduate work as a full-time student

I took half or more of my courses as a full-time student

I took half or more of my courses as a part-time student (for example, through summer schools or off-campus credit courses)

51. Estimate as accurately as you can your average percentage grade in your last year as an undergraduate student.

80 - 100 per cent 55 - 64 per cent

70 - 79 per cent 50 - 54 per cent

65 - 69 per cent Other

52. How satisfied are you with the following aspects of your college or university education?

1. Very satisfied
2. Satisfied
3. Dissatisfied
4. Very dissatisfied

Ability to write and organize ideas

Ability to express ideas, or present a case verbally

Preparation for an occupation

General background of liberal education

Ability to work on one's own

Ability to do original work

Preparation in subject specialty

Preparation for more advanced academic work

Ability to make independent judgement

53. How important do you think it is that (i) high school teachers, (ii) primary and elementary school teachers have a firm grounding in the following? (Mark one in each row)

1. Extremely important
2. Fairly important
3. Fairly unimportant
4. Extremely unimportant

	High school				Elementary			
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Science (e.g. Physics, Chemistry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Science (e.g. Biology)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Science (e.g. Psychology, Sociology)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Humanities (e.g. History, Philosophy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art and Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Mark one in each column)
 Husband Father Mother

	Husband	Father	Mother
Physician or Surgeon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dentist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Therapist, Lab Technician, Hygienist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dietician or Home Economist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacist, Optometrist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other/Medical and Health Professions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lawyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administrator, Official, Politician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military service - officer ranks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military service - N.C.O. and other ranks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law Enforcement Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Librarian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clergy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other/Public and Social Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Architect, Designer, Planner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Artist, Actor, Musician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writer, Journalist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, primary & elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College Teacher, Professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engineer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientist, Researcher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Technician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Executive, Official, owner - large company with 50 or more workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Executive, Official, small company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secretary, Clerk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salesman, Buyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Business, Industry-non-manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farmer, farm owner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farm worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fishermen, Inshore:			
Boat owner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fisherman, Offshore:			
Boat owner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ship's Captain or Officer:			
Vessel 100 tons or over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vessel less than 100 tons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ship crew member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skilled craftsman or skilled worker, miner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreman, Inspector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fish plant worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Semi-skilled worker, Operator, Driver, Logger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laborer (unskilled)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housewife	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER EDUCATION SECTION

In this section of the questionnaire, we are interested in your attitudes and opinions regarding teacher training.

46. Please indicate the type of post-secondary education institution where you obtained most of your teacher training.

- Memorial University of Newfoundland
- Other Canadian university
- Other university (outside Canada)
- Teacher Training College
- Normal School
- Other post-secondary institution
- None

47. Please indicate your agreement or disagreement with each of the following statements as they applied to your undergraduate training.

1. Strongly agree.
 2. Agree with reservation.
 3. Disagree with reservation.
 4. Strongly disagree.

- Most students in teacher training programs were mature enough to be given responsibilities for their own education 1 2 3 4
- The teacher training curriculum suffered from the specialization of faculty members 1 2 3 4
- As a student in teacher training you were basically satisfied with the education you received 1 2 3 4
- Most teacher training faculty were genuinely interested in the academic problems of undergraduates 1 2 3 4
- The teacher training faculty awarded conformity 1 2 3 4
- The teacher training program stifled student creativity 1 2 3 4
- Most rules governing student behavior were sensible 1 2 3 4
- The campus rules were administered in a reasonable way 1 2 3 4
- The teacher training faculty was as concerned about students' personal values as it was with their intellectual development 1 2 3 4
- Undergraduate education would have been improved in my college or university if:
 - All courses had been electives 1 2 3 4
 - Grades had been abolished 1 2 3 4
 - Course work had been more relevant to contemporary education and educational problems 1 2 3 4
 - More attention had been paid to the emotional problems of students 1 2 3 4

54. For each of these statements, indicate whether it was true or false for your teacher training program:

1. Almost always true.
 2. Usually true.
 3. Usually false.
 4. Almost always false.

My grades understated the true quality of my work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professors gave my work the attention it deserved	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professors gave my work too much attention. I worked hard at my studies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I found myself bored in class	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I really did not know what grades I obtained. It was possible to get good grades without really understanding the material	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Some forms of cheating were necessary to obtain the grades I wanted	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I would have been happier if I had never gone to university	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Obtaining the qualifications for getting a job was more important to me than the content of my courses	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professors tended toward conformity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The best way to make it in teacher training was to tell the professors what they wanted to hear	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

55. Do you think you would have been more satisfied with the teacher training program at another university?

- Definitely yes Probably no
 Probably yes Definitely no

56. In general how did you feel about your undergraduate education at your university?

It was a good place for me
 It was fairly good for me
 It was not the place for me

57. Should academic standards in these areas at your university be:

1. Much higher.
 2. Somewhat higher.
 3. Left as they are.
 4. Somewhat lower.
 5. Much lower.

Undergraduate admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor's degrees	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate school admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grading system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allocation of marks on term paper assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admission to Honours degree programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarship and awards	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

58. Did your teacher training department change in size while you were an undergraduate? If so, did it become:

Much larger
 Somewhat larger
 About the same
 Smaller

59. Did you regard your teacher training department as:

Too big
 About right
 Too small

60. Did you feel that the administration of your teacher training department was:

Very autocratic
 Somewhat autocratic
 Somewhat democratic
 Very democratic

61. How much opportunity did you feel you had as an undergraduate to influence the policies of (a) your teacher training department; (b) your college or university? (Mark one in each column)

	Dept.	University
A great deal	<input type="checkbox"/>	<input type="checkbox"/>
Quite a bit	<input type="checkbox"/>	<input type="checkbox"/>
Some	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

62. What role should teacher training students play in decision making in the following areas:

1. Control.
 2. Voting power on committees.
 3. Formal consultation.
 4. Informal consultation.
 5. Little or no role.

Appointment of faculty in Faculty of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion of faculty in Faculty of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision and content of teacher training courses	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of student teaching during practice teaching sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course work grading in teacher training courses	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher training requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Granting honours and awards	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allocation of funds for research in education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awarding teacher certification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examination policies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Quit teaching (temporarily)
- Obtained a degree
- Travelled extensively outside the Province
- Left the Province (temporarily)
- Taught in another Province
- Taught in another country
- Served on NTA committee
- Worked with youth groups or organizations
- Served on church committee
- Joined a women's organization (e.g., I.O.D.E.,
Women's Institute, Professional women's club, a
sorority, etc.)
- Worked on behalf of a charitable organization
- Worked in a provincial or federal political campaign
- Joined a political party
- Never worked
- Experienced unemployment
- Joined a golf and/or country club
- Taught Sunday School (or equivalent)
- Attended in-service teacher workshop
- Registered for a MUN Summer School
- Registered for a MUN evening credit course
- Voted in a Federal election
- Voted in a Provincial election
- Returned to community of origin to teach (i.e. to
home town)

66. Do you feel that there are circumstances in which a strike would be a legitimate means of collective action for the members of the Newfoundland Teachers' Association?
- Definitely yes
 - Probably yes
 - Probably no
 - Definitely no

70. In the 1970-71 teachers' strike organized by the N.T.A. did you:
- Generally favour the strike action
 - Not favour the strike action
 - No answer

71. If you were born in Canada, mark the province.
- | | | | |
|----------------------|--------------------------|-----------------------|--------------------------|
| Newfoundland | <input type="checkbox"/> | Manitoba | <input type="checkbox"/> |
| Prince Edward Island | <input type="checkbox"/> | Saskatchewan | <input type="checkbox"/> |
| Nova Scotia | <input type="checkbox"/> | Alberta | <input type="checkbox"/> |
| New Brunswick | <input type="checkbox"/> | British Columbia | <input type="checkbox"/> |
| Quebec | <input type="checkbox"/> | Yukon | <input type="checkbox"/> |
| Ontario | <input type="checkbox"/> | Northwest Territories | <input type="checkbox"/> |

72. If you were born outside Canada mark the country according to present boundaries.
- United Kingdom
 - Republic of Ireland
 - United States of America
 - Other

73. Of what country are you a citizen?
- Canada
 - United Kingdom
 - U.S.A.
 - Other

74. Year of Birth.

Decade (Fill one box only)		Actual year (Fill one box only)	
189	<input type="checkbox"/>	193	<input type="checkbox"/>
190	<input type="checkbox"/>	194	<input type="checkbox"/>
191	<input type="checkbox"/>	195	<input type="checkbox"/>
192	<input type="checkbox"/>	196	<input type="checkbox"/>
		197	<input type="checkbox"/>
		198	<input type="checkbox"/>
		199	<input type="checkbox"/>

75. (a) Is there a third adult (in addition to any of your children in your household who is regarded as a member of the family)?
- Yes No

- (b) If yes, please indicate his/her relationship to you. (Mark as many as are applicable).
- Father
 - Mother
 - Father-in-law
 - Mother-in-law
 - Grandfather
 - Grandmother
 - Brother
 - Sister
 - Brother-in-law
 - Sister-in-law
 - Other (e.g., Uncle, Aunt, Cousin, etc.)
 - Not applicable

76. Please indicate the community size of (a) the place where you lived the greatest length of time while you were growing up, and (b) the place where you live now.

	Community of origin	Present Community
Under 500 people	<input type="checkbox"/>	<input type="checkbox"/>
500 - 2,999	<input type="checkbox"/>	<input type="checkbox"/>
3,000 - 9,999	<input type="checkbox"/>	<input type="checkbox"/>
10,000 - 150,000	<input type="checkbox"/>	<input type="checkbox"/>
Over 150,000	<input type="checkbox"/>	<input type="checkbox"/>

77. From what kind of high school did you graduate?
- Roman Catholic
 - Salvation Army
 - United Church
 - Pentecostal
 - Anglican
 - Amalgamated
 - Private school, religiously affiliated
 - Private school, non-religiously affiliated
 - A public high school outside province

63. Given the following four possible activities of professors in teacher training programs please mark them in order of importance to you personally. (Mark one in each column)

	First	Second	Third	Fourth
Provide students in teacher training with a broad liberal education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To prepare students in teacher training for their chosen profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Train graduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage in educational research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

64. Please indicate your agreement or disagreement with each of the following statements.

	1. Strongly agree.	2. Agree with reservation.	3. Disagree with reservation.	4. Strongly disagree.
I am in frequent contact with people in my own profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many of the highest-paid persons in my profession get where they are by being "operators" rather than by their competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching effectiveness should be the primary criterion for the promotion of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher promotions should be based in part on the parental evaluation of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A teacher in a school system should get the same pay as a university professor of equal qualifications and seniority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher training departments should be actively engaged in solving the problems of the classroom teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collective bargaining by teachers has no place in the school system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School pupils who use marijuana should be suspended or dismissed from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for the teaching profession has declined over the past ten years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher training is an essential prerequisite for any teaching position in the school system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher training turned out to be very useful to me in my work as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching could be performed just as well, if not better, by someone without teacher training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is doubtful whether I could have handled the responsibility of my first teaching position without teacher training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

65. If you were to start college all over again would you still choose the route that led to a career in teaching?

Definitely yes
 Probably yes
 Probably no
 Definitely no

66. If no, would you choose another field

Very close to your own
 Not close, but related
 Quite different

67. Which of the following experiences applied to you during your undergraduate or teacher-training years? (Mark all that apply)

Elected to student office
 Played on a varsity or college athletic team
 Played intramural sports
 Changed your long term career plans
 Flunked a course
 Changed major field
 Fell in love
 Had major part or lead role in a play or concert
 Had a part in a play or concert
 Sang in a choir
 Wrote article for university paper or magazine
 Received treatment in Student Health Centre
 Participated in an honours programme
 Placed on academic probation (or equivalent)
 Talked with an instructor about personal matters
 Voted in student election
 Discussed with an instructor a topic of intellectual interest
 Joined student political club or group
 Took part in a debate
 Worked in student election campaign
 Discussed intellectual questions with friends
 Attended lecture by visiting speaker
 Visited the home of a professor
 Chatted with Dean of Education
 Served on a joint student-faculty committee
 Played a musical instrument
 Enjoyed the friendship of a professor
 Loaned money to friends
 Awarded a scholarship for academic merit
 Took active part in a student club
 Joined a student teachers club (or equivalent)
 Had faculty member act as sponsor when looking for a job

68. Which of the following experiences apply to you since you completed teacher training? (Mark all that apply)

Elected to public office
 Moved to another school system
 Changed grade level taught
 Transferred jobs (from one occupation to another)
 Transferred jobs (one job to another, in teaching)

77.b Of the students in your high school graduating class, about what percentage went to university?

- Less than 10% 51 - 75%
 10 - 25% 76 - 90%
 26 - 50% More than 90%

78. How many high school class mates - those in the same high school class or home room - took their teacher training at the same time as you did?

- None Four - five
 One other Six - ten
 Two Eleven or more
 Three

79. At the time you decided to enter the teaching profession how many relatives or close friends did you have in teaching?

- | | None | One | Two | Three or more |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Members of your immediate family (e.g., mother, father, brother, sister or grandparents) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other family members (e.g., uncles, aunts, cousins, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Friends of the family (excluding personal friends) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Close personal friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

80. How far from St. John's were the schools where you did most of your teaching?

- In St. John's 100 - 299
 Less than 50 miles 300 - 499
 50 - 99 miles 500 - 749
 100 - 149 750 - 999
 150 - 199 Over 1,000 miles

81. How old were you when you started teaching for the first time?

- Under 20 26 - 29
 20 30 - 34
 21 35 - 39
 22 40 or older
 23 - 25

82. The following are descriptions of how some parents raise their children. Mark the response which best describes your mother and father as they were most of your life up to the time you left high school.

- Very true
 Somewhat true
 Not true at all

- | | Father | Mother |
|--|---|---|
| If I had some kind of problem I could count on them to help me out | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| They kept after me to do well in school | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

- If I did not do what was expected of me, they were very strict about it
- They comforted and helped me when I had troubles
- They kept after me to do better than other children
- They expected me to keep my things in good order
- They taught me things I wanted to learn
- They kept pushing me to do my best in everything
- They made me feel I could talk with them about everything
- When they wanted me to do something, they explained why

83. In general I would characterize my parents as: (Mark one response for each item)

- Interested in intellectual pursuits
- Interested in cultural pursuits
- Religious
- Interested in politics
- Financially comfortable
- Strict

84. How often do you attend the following:

- | | 1 | 2 | 3 | 4 | 5 |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A religious service | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A concert | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A movie | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A play | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An art exhibition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An athletic event | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A night club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
1. Once a week or more.
 2. Two or three times a month.
 3. About once a month.
 4. A few times a year.
 5. Once a year or less.

85. Would you describe yourself as conservative in your religious beliefs?

- Yes No

86. Do you consider yourself:

- Deeply religious
- Moderately religious
- Largely indifferent to religion
- Basically opposed to religion

87. In what religion were you raised?

- Anglican Seventh Day Adventist
- Roman Catholic Other
- Pentecostal None
- Salvation Army No answer
- United Church

88. What is the highest level of formal education reached by your husband? Your father? Your mother?

	Husband	Father	Mother
No answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No formal schooling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4th grade or less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8th grade or less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduated from college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attained advanced degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have any comments on any of the items or questions covered in this questionnaire please send them under separate cover to:

The "Power Teacher" Study,
 Box 19, Arts and Education Building,
 Memorial University of Newfoundland,
 St. John's, Newfoundland, Canada.

