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Factors relating to the long-range career plan of women teacher education graduates from Iowa State University

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**FACTORS RELATING TO THE LONG-RANGE CAREER PLAN OF WOMEN
TEACHER EDUCATION GRADUATES FROM IOWA STATE UNIVERSITY**

Iowa State University

Ph.D. 1986

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Factors relating to the long-range career plan of women
teacher education graduates from Iowa State University

by

D'Ann Jimmar

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY

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Ames, Iowa

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CHAPTER I. THE PROBLEM

Introduction

Many factors influence the long-range career plan of women in teacher education. This investigation examined factors that may have influenced the long-range career plan of women teacher education graduates from Iowa State University. The dependent variable was long-range career plan. It was defined as "teaching only" and "nonteaching". The independent variables were mother's occupation, community size, marital status, student teaching satisfaction, and desired job characteristics. Mother's occupation was defined as "work inside the home" and "work outside the home". Community size was defined as "rural" and "urban". Marital status was defined as "never married" and "married once or more". Student teaching satisfaction was divided into three single item variables and was defined as "satisfaction with cooperating teacher", "satisfaction with university supervisor", and "satisfaction with reaction to teaching as a career following the student teaching experience". Desired job characteristics were defined as the importance of "the opportunity to use special abilities and aptitudes", "the opportunity to work with people rather than things", "the opportunity to earn a good deal of

money", "the opportunity to gain social status and prestige", "the opportunity to help and serve others", and "the opportunity to have a relatively stable and secure future".

Initially, this investigation attempted to examine the relationship between the graduates' long-range career plan and their mother's occupation. The review of literature indicated that among public school teachers, those teachers whose mothers had been consistently employed were more committed to a career in teaching (White, 1967). Several theorists cited the importance of mother in providing a model of appropriate adult behavior for the young girl (Hoffman & Nye, 1974; O'Leary, 1974; Angrist & Almquist, 1975; Rosenfeld, 1978). The argument for including the mother's occupation in a study of factors that influence the long-range career plans of women graduates was the belief that it might represent an adult work-role model. This adult work-role model was thought to influence the occupational choice of women.

Since socialization experiences in the family as well as in the immediate community might play a predominant role in developing an individual's life career, COMMUNITY SIZE and MARITAL STATUS were also used. These additional independent variables were used to examine their potential

to influence the dependent variable (LONG-RANGE CAREER PLAN). Other independent variables used were STUDENT TEACHING SATISFACTION and DESIRED JOB CHARACTERISTICS. As cited in the review of the literature (National Education Association, 1983), more than a million women currently work outside the home. These women are represented in various occupational groups (Table 1). Of the total work force of women, those who are in the teaching profession represent the smallest percentage. There is a tendency now for women to leave the teaching profession and use their education skills in other fields or occupations (National Education Association, 1983).

TABLE 1. Percentage of total work force that are women in occupation groups (National Education Association, 1983)

OCCUPATION GROUP	PERCENTAGE
SECRETARIES, TYPISTS	98.3%
RECEPTIONISTS	97.3
BANK TELLERS	93.5
TELEPHONE OPERATORS	92.9
NURSES, DIETICIANS, THERAPISTS	92.6
BOOKKEEPERS	91.1
CASHIERS	86.2
LIBRARIANS, ARCHIVISTS, CURATORS	82.8
HEALTH TECHNICIANS	72.3
SALESCLERKS	71.2
SCHOOL TEACHERS	70.6

The broadening of career opportunities available to women in teacher education programs may also be a cause for women to seek options others than teaching. Bodger (1985) provided an overview of the various opportunities currently available to women (Table 2). Watkins (1981) pointed out that about 60 percent of the students in teacher education programs considered nonteaching careers in which they could use their education skills. Based on the literature reviewed, LONG-RANGE CAREER PLAN was defined as "teaching only" and "nonteaching" for purposes of this investigation.

TABLE 2. Percentage of women in the employment of various occupations from 1980 to 1985 and percentage point change (Bodger, 1985, pp. 1, 65)

OCCUPATIONS	PERCENT OF WOMEN 1980 - 1985		PERCENT POINT CHANGE
DESIGNERS	27.3	52.7	+25.4%
ECONOMIST	22.9	37.9	+15.0
HEALTH ADMINISTRATOR	46.2	57.0	+10.8
PSYCHOLOGIST	48.1	57.1	+ 9.0
CHEMIST	14.4	23.3	+ 8.9
ARCHITECT	5.8	12.3	+ 6.9
DRAFTER	11.1	17.5	+ 6.4
ATTORNEY	9.4	15.3	+ 5.9
ENGINEER	22.8	25.8	+ 3.0

As observed in the review of literature, several theorists cited the importance of the mother in providing a

model of appropriate adult behavior for the young girl (Hoffman & Nye, 1974; O'Leary, 1974; Angrist & Almquist, 1975; Rosenfeld, 1978). According to the above studies, it has only been within the last two to three decades that mothers have begun to take an active work-role outside the home. These conclusions about the mother as an appropriate role model were thought to influence the occupational choice of college women.

Since there is a lack of sufficiently documented data on the influence of the mother's occupation on the daughter's future career plan, it was believed that mothers entering the labor force might influence their daughters' long-range career plans. If so, this knowledge could be useful in predicting the long-range career plans of women teacher education graduates. In accordance with the literature reviewed, MOTHER'S OCCUPATION was defined for purposes of this investigation as "work inside the home" and "work outside the home".

The size of the community may be a cause for women to seek options other than teaching. For example, a teacher shortage has been noted in urban communities (Koppel, 1985). This could be the result of women being recruited into other fields or areas. On the other hand, some researchers have indicated that the supply of school teachers in rural

communities has been more than the demand (Chen, 1982). The community size influence on career choices or plans was not sufficiently documented in the review of literature.

However, career choices may vary according to the size of the community which may in turn determine the number of career choices available. For example, urban communities provide better opportunities for recruitment of women into broader areas of the labor force (Semyonov, 1980).

Therefore, COMMUNITY SIZE was defined as "rural" and "urban".

The marital status of women might be related to their long-range career plan. As cited by Chen (1982), the NEA's report on the marital status of teachers indicated that 24.6 percent of the women were single and 62.4 percent were married while the remaining women teachers were either separated, divorced, or widowed (Chen, 1982). According to Agassi (1982), the change in status from single to married lowered women's commitment to employment. The double role of homemaker and career woman was seen as an obstacle that women needed to overcome if they were to advance in the professional world. The literature reviewed in this investigation cited marital status as a predictor of women's employment, with single women under twenty-five as the major component of the female work force (Bose, 1984). As a

result, MARITAL STATUS was defined as "never married" and "married once or more" for this investigation.

Student teaching satisfaction, which represents the common experience of working in the teaching profession, was another factor that might be related to the choice of a long-range career plan. Studies have indicated that after a semester of student teaching, the attitudes of the student teachers changed toward teaching as a career (Parkay, 1982). Other studies (Bowman, 1979) indicated that the cooperating teacher had the greatest influence upon the type of teacher the student teacher would become. Conversely, the university supervisor was believed not to have had any great influence upon the achievement of the student teacher. For purposes of this investigation, STUDENT TEACHING SATISFACTION was defined as three variables: "student teaching satisfaction with cooperating teacher", "student teaching satisfaction with university supervisor", and "student teaching satisfaction with reaction to teaching as a career after the student teaching experience".

Jurik and Halemba (1984) cited considerable support for the relationship between working conditions and job satisfaction. Therefore, the aforementioned job characteristics were examined for their potential to influence the long-range career plan of women teacher

education graduates from Iowa State University. DESIRED JOB CHARACTERISTICS was defined as "the importance of: the opportunity to use special abilities and aptitudes"; "the opportunity to work with people rather than things"; "the opportunity to earn a good deal of money"; "the opportunity to gain social status and prestige"; "the opportunity to help and serve others"; and, "the opportunity to have a relatively stable and secure future".

The general design of this investigation used correlation and multiple regression analyses. Pearson's correlation was applied to test for significant relationships between the women graduates' long-range career plan and mother's occupation as well as other selected variables. Multiple regression analysis was applied to predict the future long-range career plan for women teacher education graduates from Iowa State University based on the selected variables used in this investigation.

Statement of the Problem

In this investigation, factors that might influence the long-range career plan of women teacher education graduates were examined. These factors included mother's occupation, community size, marital status, student teaching satisfaction, and desired job characteristics. A review of

the literature revealed many studies that had examined the influence of the career aspirations of college educated women. However, no study was found that examined simultaneously the selected variables included in this investigation.

Knowledge of the factors that influence the long-range career plan of women teacher education graduates who leave the teaching profession may be helpful in predicting the long-range career plan of women teacher education graduates from Iowa State University. Teacher educators, university supervisors, and advisors could be guided by this understanding in the development of their programs and activities in the area of student teaching supervision.

Purposes of the Study

Since the broadening of career opportunities and occupational choices for women has been a factor related to the decline of women teacher education graduates planning careers in teacher education, one relevant question which this investigator considered important was, "What were the other factors that influence the career plan of women teacher education graduates?" Therefore, selected variables were examined in an attempt to determine their relationships with the long-range career plan of those women who were

planning careers in teacher education. These women graduates completed the teacher education program at Iowa State University, but decided not to teach following their student teaching experience.

A critical review of the literature on the factors that were related to women's career plans indicated not only a major limitation of past studies, but also the need for a clear formulation of a series of research questions. To this end, a set of hypothetical statements about long-range career plan was generated which served as the rationale for this investigation. Thus, the purposes of this investigation were:

1. To determine the relationship between long-range career plan and mother's occupation.
2. To determine the relationship between long-range career plan and community size.
3. To determine the relationship between long-range career plan and marital status.
4. To determine the relationship between long-range career plan and student teaching satisfaction.
5. To determine the relationship between long-range career plan and the importance of desired job characteristics.

6. To determine the relationship between desired job characteristics and mother's occupation.
7. To determine the relationship between desired job characteristics and community size.
8. To determine the relationship between mother's occupation and community size.
9. To determine the relationship between long-range career plan and predictive variables, including mother's occupation, community size, marital status, student teaching satisfaction, and desired job characteristics.

Hypotheses to be Tested

A set of hypothetical statements about long-range career plan was generated which served as the rationale for this investigation. The following hypotheses were tested to achieve the aforementioned objective of formulating a set of research questions:

1. There is no significant relationship between long-range career plan and mother's occupation.
2. There is no significant relationship between long-range career plan and community size.
3. There is no significant relationship between long-range career plan and marital status.

4. There is no significant relationship between long-range career plan and student teaching satisfaction, including a) cooperating teacher, b) university supervisor, and c) reaction to teaching as a career following the student teaching experience.
5. There is no significant relationship between long-range career plan and the importance of desired job characteristics, including the opportunity a) to use special abilities and aptitudes, b) to work with people rather than things, c) to earn a good deal of money, d) to gain social status and prestige, e) to help and serve others, and f) to have a relatively stable and secure future.
6. There is no significant relationship between the importance of desired job characteristics, including the opportunity a) to use special abilities and aptitudes, b) to work with people rather than things, c) to earn a good deal of money, d) to gain social status and prestige, e) to help and serve others, and f) to have a relatively stable and secure future, and mother's occupation.

7. There is no significant relationship between the importance of desired job characteristics, including the opportunity a) to use special abilities and aptitudes, b) to work with people rather than things, c) to earn a good deal of money, d) to gain social status and prestige, e) to help and serve others, and f) to have a relatively stable and secure future, and community size.
8. There is no significant relationship between mother's occupation and community size.
9. There is no significant relationship between long-range career plan and predictive variables, including mother's occupation, community size, marital status, student teaching satisfaction, and the importance of desired job characteristics.

Hypothesis 9 was tested to achieve the aforementioned objective of predicting long-range career plan for women teacher education graduates from Iowa State University.

Basic Assumptions

The Research Institute for Studies in Education (RISE) adapted Dillman's model of questionnaire design (Dillman,

1978), and the data were in the databank in RISE.

Therefore, this investigator assumed that:

1. The instruments, procedures, and data collection methods used by the RISE were reliable and valid.
2. Long-range career plan was observable, and that influences of mother's occupation, community size, marital status, student teaching satisfaction, and desired job characteristics were the basis for daughter's long-range career plan.

Delimitations

The data analyzed in this investigation were gathered as part of a larger research effort administered by RISE which was directed toward the development and testing of a comprehensive Teacher Education Evaluation Model. It should not be assumed that Iowa State University women teacher education graduates were representative of teacher education graduates in different geographical areas or in other institutions of higher education.

Also, the sample of women graduates for this investigation came from various colleges within the University. Those colleges were: Agriculture, Design, Education, Home Economics, and Science and Humanities.

However, the majority of the respondents in this investigation were from the College of Education and the College of Home Economics. Therefore, the respondents may not be representative of other women graduates of teacher education in different colleges within the University.

ORGANIZATION OF THE INVESTIGATION

This investigation is composed of five chapters and a bibliography. Chapter I presents an introduction with an overview of the mother's occupation as influencing the daughter's career plan, a description of women employment status by categories, a rationale for selection of variables, statement of the problem, purpose of the investigation, hypotheses, basic assumptions, and delimitation of the investigation.

Chapter II includes a review of relevant literature. Part one contains parental influence: father on son, father on daughter, and mother on daughter; community size; and, marital status. Part two examines the literature on student teaching: cooperating teacher, university supervisor, and teaching as a career. Part three presents literature on the importance of job characteristics.

Chapter III provides detailed information on the methods and procedures adopted in this investigation. Chapter IV presents the findings in both tabular and narrative forms. The findings relevant to the hypotheses are discussed.

Chapter V concludes this investigation with a summary of the problem and the findings, a conclusion, and recommendations.

Summary

The major purpose of this investigation was to examine factors that might be related to the long-range career plans of women teacher education graduates from Iowa State University, and to develop a model for predicting future long-range career plans. In order to accomplish this purpose, the dependent variable of long-range career plan was examined as a dichotomous variable, having the value of teaching only and nonteaching. To examine the dependent variable, a selection of independent variables including mother's occupation, community size, marital status, student teaching satisfaction, and desired job characteristics were used to test for significant relationships.

This investigation was limited to women graduates from the Iowa State Teacher Education Program who completed the Teacher Education Program Questionnaire during three periods: Spring 1980, Academic Year 1980-81, and Academic Year 1981-82. The design of the investigation was to examine the relationships of long-range career plan with selected variables, and to suggest the regression model that could be used to predict the future long-range career plan of women teacher education graduates from Iowa State University.

CHAPTER II. REVIEW OF LITERATURE

A Teacher Shortage

Due to the current widespread concern that not enough of the high-school female students are planning careers in teacher education (Chandler, 1983; National Commission on Excellence, 1983; Delatiner, 1984, p. 52), it was important to this investigator to study some factors that may have influenced the long-range career plans of women teacher education graduates at Iowa State University. Since the shortage of the teachers which characterized the 1950s and 1960s again appears to characterized most of the 1980s (Dillich, 1980), a knowledge of these factors might give some insight on the reasons why high-school female students are planning careers outside of the teaching profession. For example, in 1980, the Center for Education Statistics reported that the nation's colleges graduated 132,000 qualified teaching candidates (Delatiner, 1984, p. 52). According to Delatiner (1984), only 15 percent of the qualified teaching candidates applied for teaching positions. Musemeche and Adams (1978) predicted a teacher shortage in the mid-1980s. These researchers contend that one of the factors deterring many prospective teachers from training for the profession was low salaries. Other

researchers (Roberson, Keith, & Page, 1983, p. 14) attribute the currently high loss of potential teachers to a number of factors: unavailability of openings; opportunities for better pay elsewhere; and, the educational background required for teaching was adequate preparation for countless jobs outside the teaching profession.

According to estimates from the National Center for Education Statistics (NCES), other factors attributed to the deduction of teachers. For example, declining school enrollment and the deep recession of a few years ago were reducing the ranks of teachers. From 1978 to 1983, the number of teachers at work dropped by 106,000 (Delatiner, 1984, p. 55). The National Education Association's status of the American public school teacher, 1980-81 revealed that if they had to do it all over again, only 46.5 percent of the teachers surveyed would "definitely" or "probably" teach. In 1966, 78 percent of those surveyed said they were happy in their teaching careers (Delatiner, 1984). Dreeben (1970) suggested that about half of the beginning teachers expected that they would be out of the classroom within five years, and only 21 percent expected to remain in teaching until they retire.

Jamar and Ervay (1983) found in a more recent study that the percentage of students who chose "classroom

teacher" as a primary goal dropped significantly over time, from 35.6 percent to 17.3 percent. Those who chose working in a field other than education increased from 1.9 percent to 5.8 percent (p. 593). According to another survey conducted by the National Education Association (Jet, 1982, June 14), only 25 percent of the teachers polled in a random sample of the nation's "2,185,000 public school teachers" indicated that they would want to become teachers today, as compared to 64 percent in 1976 (p. 42). Of those teachers polled, 12 percent indicated that they were certain to choose another career.

Some reasons why teachers are leaving the teaching field

According to Delatiner (1984), the National Education Association found some major areas of dissatisfaction among the working teachers surveyed. For example, the teachers stated that they were plagued by heavy work loads and extra responsibilities. These extra responsibilities included such activities as lunchroom duty and hall patrol. Also, the teachers felt unhappy about the lack of time they had for actual classroom teaching. They were bothered by discipline problems and the negative attitudes of the students. Other areas of dissatisfaction among the teachers surveyed consisted of incompetent and uncooperative administrators, and the negative attitudes of parents and

the public. The teachers also listed salaries as an area of dissatisfaction.

Another source of why teachers are leaving the profession was aired on ABC's Nightline program (Ted Koppel, September 4, 1984). According to Koppel's report and the teachers interviewed, teachers are leaving the profession because of a number of reasons. For example, they are no longer interested in the teaching profession because they are frustrated with the whole educational system which includes disinterested students, disinterested parents, unappreciative administrators, and the loss of buying power.

The classroom teacher today according to the NEA's report earned an average salary of \$22,019 in 1983-84. The salaries ranged from a low of \$15,895 in Mississippi, to a high of \$36,564 in Alaska (Delatiner, 1984). The average salary in Iowa is \$20,934, while the national average is \$23,537 (Iowa State University Daily, February 1, 1985, p. 3).

Career attrition

Previous research examining the rate at which teachers leave the teaching profession has shown that about one out of every four teachers eventually changes to another career (Charters, 1970; Mark & Anderson, 1978). Watkins (1981) suggested that about 60 percent of the students in teacher

education preparation programs considered nonteaching careers in which they could use their education skills. Further, only 20 percent of the teachers in the survey planned to stay in teaching all their lives (Watkins, 1981).

While skills developed in educational preparation programs were considered useful in other areas, Chen (1982) suggested that certain personal characteristics were also transferable to jobs other than those in the teaching field. For example, good interpersonal relationships, decision-making abilities, ability to think of ideas in almost any situation, ability to use an objective problem-solving approach, and having a sense of curiosity were viewed as important personal characteristics needed in a job situation (Chen, 1982, p. 27).

Industrial psychologists have maintained that the interaction between workers' characteristics and the characteristics of their jobs effects workplace attitudes and behaviors (Rumberger, 1981). For example, discrepancies between workers' characteristics and job characteristics caused workers to respond in two adverse ways. First, individuals whose skills were underused in their jobs were more likely than other workers to be dissatisfied, to have poor mental health, and to exhibit poor work performance. Second, workers with unfulfilled expectations, whether these

expectations had to do with salary or with other job characteristics, were believed to have displayed similar adverse responses (Rumberger, 1981). While job characteristics included such social aspects as relationships with fellow workers and supervisors, they also included technical aspects, such as salary and fringe benefits.

Other issues reported to have influenced career attrition were autonomy, job challenge, and compensation. For example, Chapman and Hutcheson (1982) maintained that in fields where the achievement of job autonomy, job challenge, or compensation was limited or constrained, individuals valuing these criteria would be more likely to leave the field to seek success in other ventures (p. 95). Relatively, teachers in Iowa have been under financial pressure to forego teaching and get jobs in private industry, where starting salaries were 30 to 100 percent higher than those in teaching (Iowa State University Daily, February 1, 1985, p. 3).

Parental Influence

Some researchers have been aware of parental influence upon the vocational decisions of their children (Ginzberg, Ginsburg, Axelrad, & Herma, 1951; Roe, 1957; Bordua, 1960;

Blau & Duncan, 1967; Sewell & Shah, 1968). In 1960, Bordua presented an analysis of variables related to the plans of ninth through twelfth grade students to attend college. He found that sex, religious affiliation, and socio-economic status were all related to his index of college plans (Bordua, 1960). In addition, Bordua (1960) and Sewell and Shah (1968) have shown that parents' expectations for the youths' attainment were important influences on later aspiration and attainment.

Father's influence on son

Blau and Duncan's (1967) work examined the contribution of both family background as indicated by father's occupational status and education, and son's education to the son's occupational status and achievement. The important conclusion derived from their model was that an individual's occupational status depended largely on his background. While Blau and Duncan's (1967) work examined the contribution of family background, Mortimer (1974) investigated the relationship between father's occupation and male college students' career choices. A strong pattern of occupational inheritance was indicated. For example, the findings supported their hypothesis that distinctive attributes of father's occupation were related to values which were transmitted to sons and reflected in their

vocational decisions. These studies demonstrated that the father's occupational level sets important limits on the social status of the son's probable occupational destination (Blau & Duncan, 1967; Mortimer, 1974).

Comparatively, Centers' (1948) study suggested that the most obvious relationship to be found was the tendency for the occupational level of the son to be substantially more commonly the same as that of his father than to be of any other particular level (Centers, 1948). For example, large business owners and managers most commonly had sons who were also large business owners and managers. Similarly, professional men more commonly had sons who also became professional men than they had sons who became small business or white collar workers (Centers, 1948, p. 199). Another study (Werts, 1968) showed that sons of professional men broadly categorized in medical, social, and physical science groups tended to choose occupations that were similar to their fathers.

Father's influence on daughter

While distinctive occupational values have been shown to be transmitted from father to son, they have also been shown to be transmitted from father to daughter. Previous researchers have reported a strong relationship between a woman's occupation and that of her father's occupation

(Tyree & Treas, 1974). To study this relationship, earlier researchers borrowed the model developed for the study of the linkage between men's occupational origins and destinations (Blau & Duncan, 1967; DeJong et al., 1971; Rosenfeld, 1978; Stevens & Boyd, 1980). For example, following Blau and Duncan's (1967) method of analysis, DeJong et al. (1971) compared the intergenerational occupational mobility patterns of men from Blau and Duncan's sample with the patterns for "ever-employed" women included in six National Opinion Research Center (NORC) surveys. They concluded that mobility patterns did not differ by sex. After re-analyzing DeJong et al.'s (1971) data, Tyree and Treas (1974) found that daughters as compared to sons of professional and farmer fathers were likely to be in white collar jobs (Tyree & Treas, 1974).

Mother's influence on daughter

Some researchers have argued that women who were committed to a career were likely to be more closely identified with their fathers than their mothers (Oliver, 1975; Medvene & Schueman, 1978). However, the opposite has also been argued. Studies have suggested that "career-oriented" women were more likely to have identified with an employed mother who was educated than with their father (Almquist & Angrist, 1970; Baruch, 1972). White (1967)

found in an earlier study that among public school teachers, those teachers whose mothers had been consistently employed were more committed to a career in teaching.

Siegel and Curtis (1963) did a study to examine the extent to which college women were oriented toward future employment, and to determine the relationship between students' orientation toward work and certain characteristics of their families. They found a significant correlation between the work orientation of the college women and the work orientation of the mother (p. 202). While females with doctoral degrees were found to be likely in the labor force if their mothers worked (Astin, 1967), a follow-up study (Astin, 1969) found that the mother's career orientation and type of work she did while her children were growing up were important in determining the woman's doctorate field of choice. The follow-up study (1969) also found that the mother's work situation was important in determining the woman's employment status as well as her scholarly and scientific productivity.

While studies (Siegel & Curtis, 1963; Astin, 1969; Almquist, 1974) have suggested that a working mother might provide a positive role model for her daughter, Treiman and Terrell (1975) have also found that the mother's occupation had a significantly positive influence on the daughter's

educational attainment. Other researchers have suggested that college women whose mothers worked outside the home have higher estimates of their own competence and potential for a professional career. As a result, college women whose mothers worked outside the home were believed to have had higher levels of aspirations (Parsons et al., 1978, p. 338). Similarly, Stevens and Boyd (1980) have found that women whose mothers worked outside the home were themselves more likely to join the labor force. Also, their occupations were likely to resemble the occupations to their mothers.

Overall results from the review of the literature have suggested that the occupation of the mother may have some influence on the daughter's future career choice.

Community Size

There were no studies found that reported on the influence of community size on career choice. However, it has been suggested that the size of the community determines the school enrollment. For example, 75 percent of the U.S. school population come from school districts with fewer than 2,500 pupils enrolled. Fifty-four percent of them enrolled fewer than 1,000 pupils (Dunathan, 1980).

With the enrollment being so small in rural areas, the supply of teachers has been reported to be more than the

demand (Astin, 1978; Chen, 1982). While the job market for teachers has been considered better in small, rural areas, large school districts salaries are higher than their rural competitors (Dunathan, 1980). Even though the size of the community determines the number of occupational options prospective workers may opt for, small schools have been reported to need teachers who can teach a variety of subjects. Therefore, the community size might influence the future choice of long-range career plans for women.

Marital Status

Unlike the male's job, the female's job has been previously held in combination with the traditional family role which had the primacy. The rearing of children and managing the household were the central aspects of the role, while working outside the home was viewed as secondary. For example, in their study to determine the relationship between work orientation and background characteristics, Siegel and Curtis (1963) found that college women were secure in their expectation of marrying, and that their views of their own future did not extend very vividly beyond the period of involvement in childrearing. Researchers have suggested that the demands inherent in the wife-mother role have predicted women's occupational aspirations (Poloma &

Garland, 1971). For example, whether a woman is married and has children or not might have an effect on her occupational decision. Such factors were believed to have been reflected in college women's judgments and beliefs regarding the practicality of combining career and family roles (Nye & Hoffman, 1963).

According to the study done by Astin (1978), women who were married as undergraduates were also less likely to become teachers. The National Education Association (NEA, 1983) found that two-thirds of the nation's teachers were women, with 70 percent married and 90 percent of those in two-career families (Delatiner, 1984). The study indicated that when marriages broke up, many women found they could no longer afford to teach. Therefore, marital status might have some influence on the choice of long-range career plans for women.

Student Teaching Satisfaction

Student teaching is a part of nearly every teacher's preservice training. According to the literature reviewed, questions persist with respect to how much influence student teaching plays in the teacher socialization process (Tabachnick & Zeicher, 1984). Researchers suggested that student teaching does have a significant impact on the

development of the teachers. The major debate is over which particular socializing agents play the most influential role.

Cooperating teachers were found to wield the greatest influence upon the attitudes of student teachers (Boschee et al., 1978). Attitudes of elementary student teachers changed considerably after their student teaching experience. The distinctive change tended to be in the direction of attitudes held by the classroom teachers whom the student teachers worked with.

The university supervisor did not play a significant role in the development of the student teacher (Bowman, 1979). Yates (1982) outlined the findings of a recent national survey of "teaching practice and teaching practice supervision" in England and Wales. The survey identified a variety of approaches adopted in the organization of "practice teaching supervision". From the study, it appeared that the cooperating teacher was of greater help to the student teacher than the college supervisor. According to the study, 72 percent of the student teachers felt that the cooperating teacher was of greater help than the college supervisor (Yates, 1982).

Parkay (1982) did a study to discover how student teaching influenced the attitudes of secondary education

majors. He found that after a semester of student teaching, the attitudes of the student teachers toward teaching differed significantly from those of the control group. The study indicated that the actual work setting may have served to present a reality picture of teaching. Therefore, student teaching satisfaction might have some influence on women's long-range career plans.

Desired Job Characteristics

While some studies indicated that women who were teachers valued a secure future (Bradley, 1983), women who decided to be nonteachers were found to value a job that provided them with a good salary (Simpson & Simpson, 1963; Almquist & Angrist, 1971). These reviews tended to be related to the hypothesized relationship between long-range career plan and the importance of both the opportunity to have a relatively stable and secure future, and the opportunity to earn a good deal of money.

Some studies indicated that women who were teachers were found to value helping others (Roberson, Keith, & Page, 1983). Other studies showed that women who decided to be nonteachers were found to value the opportunity to use their special skills and aptitudes (Simpson & Simpson, 1963; Almquist & Angrist, 1971). These reviews were similar to

the hypothesized relationship between long-range career plan and the importance of both the opportunity to help and serve others, and the opportunity to use special abilities and aptitudes.

While women who were teachers were found to value working with people (Bradley, 1983), women who decided to be nonteachers were found to value the high prestige of the occupation (Simpson & Simpson, 1963; Almquist & Angrist, 1971; Mortimer, 1974; Bradley, 1983). These reviews were similar to the hypothesized relationship between long-range career plan and the importance of both the opportunity to work with people rather than things, and the opportunity to gain social status and prestige.

This investigator concluded from the review of literature that in attempting to examine the factors that are related to the long-range career plan of women teacher education graduates of Iowa State University, the mother's occupation, community size, marital status, student teaching satisfaction, and desired job characteristics would be the point of focus. From the review of literature, several factors were found that influenced college women's career aspirations. But, no study was found that examined simultaneously the selected variables presented in this investigation. Since the studies that were reviewed by this

investigator were closely identified with the factors that are related to career plans of college women, the related findings from them were included in this review of literature. In this framework (or manner), all of these variables were cast into a form to search for the one that had the most relationship with long-range career plan, and to find the one that was most predictive of long-range career plan.

CHAPTER III. METHODOLOGY

Introduction

The data used for this investigation were drawn from a research study administered by the Research Institute for Studies in Education (RISE) at Iowa State University. The RISE study was a research effort directed at the development and testing of a comprehensive teacher education evaluation model. The first study was conducted by Drs. Harold Dilts, Richard Warren, Pat Keith, and Ann Thompson. The Iowa State University Committee on the Use of Human Subjects in Research reviewed and approved of the project. The Committee concluded that the rights and welfare of the human subjects were adequately protected, that risks were outweighed by the potential benefits and expected value of the knowledge sought, that confidentiality of data was assured, and that informed consent was obtained by appropriate procedures. The respondents for the project were teacher education students at the time of graduation. The research effort focused primarily on obtaining demographic information, program information, program evaluation, and occupational plans and values of the graduates. Also, information was collected about the students' academic records, student teaching experiences,

self-evaluations as future teachers, evaluations of the teacher education program, evaluations of the importance of various job characteristics, and future occupational plans.

RISE serves as an integral part of research activities for the College of Education. The data collected from the "The Teacher Education Program Questionnaires" are used to develop profile reports on the teacher education graduates. The profile reports are done annually and are available for review by the public.

Objectives of the RISE's research

The primary objectives of RISE's research effort directed at the development and testing of a comprehensive teacher education evaluation model were:

1. To obtain baseline data on these graduates for longitudinal analyses relating to the teacher education program and its participants.
2. To obtain a demographic profile of teacher education graduates with respect to sex, age, marital status, family background, and academic achievement.
3. To determine students' attitudes and opinions about the quality of the teacher education program at Iowa State University.

4. To obtain information about the importance of job characteristics to teacher education graduates.
5. To obtain information about students' occupational plans.

Objectives of this investigator

The primary objectives of this investigation were to determine the relationships between long-range career plan and selected variables, and to determine the best combination of predictor variables for the long-range career plan of women teacher education graduates of Iowa State University. The objectives were:

1. To determine the relationship between long-range career plan and mother's occupation.
2. To determine the relationship between long-range career plan and community size.
3. To determine the relationship between long-range career plan and marital status.
4. To determine the relationship between long-range career plan and student teaching satisfaction, including a) cooperating teacher, b) university supervisor, and, c) reaction to career following the student teaching experience.
5. To determine the relationship between long-range career plan and the importance of desired job

characteristics, including the importance of the opportunity a) to use special abilities and aptitudes, b) to work with people rather than things, c) to earn a good deal of money, d) to gain social status and prestige, e) to help and serve others, and f) to have a relatively stable and secure future.

6. To determine the relationship between desired job characteristics, including the importance of the opportunity a) to use special abilities and aptitudes, b) to work with people rather than things, c) to earn a good deal of money, d) to gain social status and prestige, e) to help and serve others, and f) to have a relatively stable and secure future, and mother's occupation.
7. To determine the relationship between desired job characteristics, including the importance of the opportunity a) to use special abilities and aptitudes, b) to work with people rather than things, c) to earn a good deal of money, d) to gain social status and prestige, e) to help and serve others, and f) to have a relatively stable and secure future, and community size.

8. To determine the relationship between mother's occupation and community size.
9. To determine the relationship between long-range career plan and selected variables, including mother's occupation, community size, marital status, student teaching satisfaction, and desired job characteristics.

Survey Procedures

The research methodology for this investigation embodied the use of survey research. According to Borg and Gall (1979), survey research can be "used simply to collect information, such as the percentage of respondents who hold or do not hold a certain opinion"; survey research "can be used to explore relationships between different variables" (p. 282). The questionnaire was the method used to collect the data. This investigation was based on the questionnaire entitled "What You Think of the Teacher Education Program" which was administered by the RISE. The RISE's procedures were in agreement with those outlined by Dillman (1978, p. 133-165).

A copy of "What You Think of the Teacher Education Program" was sent to all graduates at the end of Spring Quarter 1980, Academic Year 1980/81, and Academic Year

1981/82. The initial questionnaires were sent approximately three weeks prior to the end of each of the quarters and semesters. A second set of questionnaires and reminder letters were sent to all teacher education graduates who did not return the first questionnaires following a two-week period. For the first and second studies, a total of 496 (72%) questionnaires were returned and included in the combined study. A total of 268 (70%) questionnaires were returned and included in the third study. Of the total 764 returned questionnaires, approximately 75 percent (n=572) were women selected for this investigation. The data were collected, coded, and compiled by RISE. The keypunching was done by the Iowa State University Computational Center.

Instrumentation

The questionnaires developed by the Research Institute for Studies in Education (RISE) at Iowa State University were designed to assess the opinions of the graduates about the Iowa State University Teacher Education Program. Six of the questions on the 24-item instrument were relevant to this investigation. These items included information on mother's occupation, community size, marital status, student teaching satisfaction, importance of job characteristics, and long-range career plan.

Even though the questionnaires administered to the groups of graduates were similar, slight modifications in the questionnaire instrument were made after the Spring 1980 results. Thus, a few of the questions were asked only to graduates after the spring of 1980. Because different coding schemes were used, the data for community size and long-range career plan were recoded so that the values matched across studies. In 1980, respondents could choose one or more of eight categories for long-range career plan. In 1980/81, five categories were available and by 1981/82, only one response was encouraged. The earlier data were then recoded into four categories for consistency across studies. (Detailed descriptions and frequency reports on each of these studies are available through the Research Institute for Studies in Education at Iowa State University.)

The questions drawn from the RISE research effort that were used in this investigation were directly related to occupational plans, demographic information, opinions on student teaching satisfaction, and attitudes on the importance of job characteristics. The graduates voluntarily responded to the questionnaire. All male respondents were excluded from this investigation.

Data were drawn from six of the items on the questionnaires. They were:

1. What is your long-range career plan? (Please check the most appropriate response. Check only one.)

teaching

employment in education other than

teaching

employment outside the field of

education

other

2. What was your mother's occupation most of the time while you were living at home? (Please be specific.)

3. Up to the present, where have you spent the majority of your life?

on a farm

in a non-farm country home

in a small town with population less than

2,500

in a town with population between 2,500

and 5,000

in a town with population between 5,000

and 50,000

in a town with population over 50,000

4. Marital status

- single
 married, no children
 married, one or more children
 other

5. Using the rating scale below indicate how satisfied you were with aspects of your student teaching experience.

- very satisfied.....5
 satisfied.....4
 neutral.....3
 dissatisfied.....2
 very dissatisfied.....1
-

Please circle your response

- a. Getting your choice of geographical location for your student teaching assignment... 5 4 3 2 1
 b. Your cooperating teacher..... 5 4 3 2 1
 c. Your university supervisor.... 5 4 3 2 1
 d. Based on your student teaching experience, what is your reaction to teaching as a career for you?..... 5 4 3 2 1

6. How important is it that a job provide you with

the following characteristics? (Please circle one number for each characteristic. Use the following response categories.)

very important... 5 4 3 2 1

important..... 5 4 3 2 1

neutral..... 5 4 3 2 1

unimportant..... 5 4 3 2 1

very unimportant. 5 4 3 2 1

Please circle your response

- a. Opportunity to be creative
and original..... 5 4 3 2 1
- b. Opportunity to use special
abilities and aptitudes..... 5 4 3 2 1
- c. Opportunity to work with
people rather than things..... 5 4 3 2 1
- d. Opportunity to earn a good
deal of money..... 5 4 3 2 1
- e. Social status and prestige.... 5 4 3 2 1
- f. Opportunity to effect
social change..... 5 4 3 2 1
- g. Relative freedom from supervi-
sion by others..... 5 4 3 2 1
- h. Opportunity for advancement... 5 4 3 2 1
- i. Opportunity to exercise leader-

ship.....	5	4	3	2	1
j. Opportunity to help and serve					
others.....	5	4	3	2	1
k. Adventure.....	5	4	3	2	1
l. Opportunity for a relatively					
stable and secure future.....	5	4	3	2	1
m. Fringe benefits (health care,					
retirement benefits).....	5	4	3	2	1
n. Variety in the work.....	5	4	3	2	1
o. Responsibility.....	5	4	3	2	1
p. Control over what I do.....	5	4	3	2	1
q. Control over what others do...	5	4	3	2	1
r. Challenge.....	5	4	3	2	1

Selection of the sample

Data for this investigation were selected from three samples based on a larger research effort by RISE. The selection consisted of all 572 women graduates who completed the Teacher Education Program at Iowa State University between 1980 and 1982. Accordingly, the first sample was selected from the study conducted at the end of the Spring Quarter in 1980; the second sample was selected from the study conducted at the end of the Fall, Winter, and Spring Quarters during the Academic Year 1980/81; And, the third sample was selected from the study conducted at the end of the Fall and Spring Semesters for the Academic Year 1981/82.

Treatment of the Data

The preliminary purpose of this investigation involved an examination of the relationship between long-range career plan and mother's occupation. To investigate whether or not a relationship existed between the women graduates' long-range career plans and their mothers' occupations, it was necessary to devise an occupational code which would reflect the occupational experiences of the mothers. The occupational data were first classified by a 41-category code, modeled after the detailed census classification of occupations, to allow inspection of the distribution of occupations of the mothers. This preliminary coding revealed the low-status origins of the sample based on the mothers' occupations. Only 42 percent of the mothers were white collar workers.

Second, the occupational data were further classified into a supplementary code designating the occupational groups (professional and technical; clerical and kindred; manager/owner; sales and kindred; services; craftswoman; general labor; and, homemaker). This code showed that the mothers were concentrated in work involving the home and family: 47.8 percent were classified as homemakers.

The final code was constructed to reflect whether or not the mothers were employed in the labor force.

Therefore, as a final step in the development of the code, the mothers' occupations were recoded as "work inside the home" and "work outside the home".

Other data used in this investigation were taken from SPSS system files created by researchers in RISE. According to Nie et al. (1983, p. 65), a SPSS system file is "a self-documented file containing data and descriptive information" (Nie et al., 1983). Along with data on mother's occupation from the original schedules, a data set was created by pulling information on ID and time of graduation from the SPSS system files. This involved keypunching the information and saving it on a WYLBUR file.

A system file was then made from the main system file containing information on the graduates' ID, student teaching satisfaction, importance of job characteristics and size of residence lived longest. The IDs were listed to get the correct list of respondents and were compared to the data set created by combining ID, time of graduation, and mother's occupation. The latter data set was adjusted to include all respondents by adding and deleting cases where necessary.

The two data sets were matched. The results included a system file with ID, time of graduation, mother's occupation, student teaching satisfaction, importance of job characteristics, and residence lived longest.

The main raw data files for Teacher Education Graduates Spring 1980 to Spring 1981 and Fall 1981 to Spring 1982 were used. A WRITE CASES procedure was used to get a raw data file from each of the variables ID3, SAMPLE (time of graduation), MS (marital status), and LRCP (long-range career plan). In Spring 1980 to Spring 1981, long-range career plan was computed from eight questions (TC1 to TC8). These two files were added together and the ID numbers were rechecked with the original list of 572 women graduates.

A system file was made for variables ID3, SAMPLE, MS, and LRCP. This file was matched with the previously matched file by SAMPLE and ID. The results included a system file with ID, time of graduation, mother's occupation, student teaching satisfaction, importance of job characteristics, community size, marital status, and long-range career plan.

Statistical Procedures

In order to test the hypotheses for this investigation, the data were analyzed using the Statistical Package for the Social Sciences (Nie et al., 1983). Two statistical procedures (or methods of analysis) were used: Pearson product-moment correlation and multiple regression analyses.

Pearson's correlation was used to test for significant relationships between long-range career plan and selected

variables. Through the multiple regression procedure, a prediction equation was obtained to indicate how scores on the independent variables could be weighted and summed to get the best possible prediction of long-range career plan for the sample of women graduates.

Definition of Variables

Dependent variable

The dependent variable in this investigation was long-range career plan. The long-range career plan was hypothesized to be directly influenced by the independent variables selected for examination.

Long-range career plan Data for the long-range career plan were obtained from the women graduates' responses to a multiple-choice item asking them to check the most appropriate response which applied to them (See Question 1, p. 42). These responses were categorized into four career plans. These groups were further dichotomized into "teaching only" and "nonteaching" career plans. Those graduates who indicated that their long-range career plan was within teaching were included in the "teaching only" group and given the value of 1. Those graduates who indicated that they preferred a nonteaching position in education, or a position outside of education were included in the "nonteaching" group and given the value of 2. The

responses in the nonteaching position within the education category included the desire to be either administrators, guidance counselors, advisors, resource specialists, special educators, adult educators, or higher educators. The responses coded "other" reflect the graduates' desire for alternative degrees and were included in the "nonteaching" group.

Independent variables

The independent variables were mother's occupation, community size, marital status, student teaching satisfaction, and desired job characteristics.

Mother's occupation Mother's occupation data were obtained from the graduates' responses to the item asking them to specify their mother's occupation (See Question 2, p. 42). These groups were further dichotomized into "work inside the home" and "work outside the home". Those graduates who indicated that their mothers were either housewives or homemakers were included in the "work inside the home" category and were given the value of 1. The value of 2 was given to those graduates who indicated that their mothers worked in one of the occupational groups listed and was coded "work outside the home". The responses coded "no responses" reflect the graduates failure to respond to the item and were not included in this investigation.

Community size Data for community size were obtained from graduates' responses to the item asking them to indicate the population size of the place where they spent the majority of their lives (See Question 3, p. 42). This variable was dichotomized into "rural" and "urban" categories. For those graduates who indicated that they lived either on a farm, non-farm country home, or less than 5,000, the community size was recoded "rural" and given the value of 1. For those graduates who indicated that they lived in a place with more than 5,000, but less than 50,000; or, more than 50,000, the community size was recoded as "urban" and given the value of 2.

Marital status Marital status data were obtained from the graduates' responses to the item asking them to check their marital status (See Question 4, p. 43). Marital status was then dichotomized into "never married" and "married once or more" categories. For those graduates who indicated that they were single, marital status was recoded "never married" and given the value of 1. For those graduates who indicated that they were either married with no children, or married with children, marital status was recoded "married once or more" and given the value of 2. The responses in the "other" category included those graduates who were either separated, divorced, or widowed and were not included in this investigation.

Student teaching satisfaction Data for student teaching satisfaction were obtained from graduates' responses to the item asking them to rate how satisfied they were with aspects of their student teaching experience on a Likert scale from 1 to 5, 1 being very dissatisfied and 5 being very satisfied (See Question 5, p. 43). The combined percentages of "satisfied" and "very satisfied" were discussed as "more satisfied", whereas the remaining percentages were discussed as "less satisfied".

Desired job characteristics The importance of desired job characteristics data were obtained from graduates' responses to the item asking them to rate on a Likert scale from 1 to 5 how important it was that a job provide them with certain characteristics (See Question 6, p. 43). A rating of 5 was indicated if the job characteristic was very important, while a rating of 1 indicated very unimportant. The combined percentages of "important" and "very important" were discussed as "more important", whereas the remaining percentages were discussed as "less important".

In summary, the variables in this investigation were used to examine the relationship between long-range career plan and mother's occupation. The sample used for this investigation was women teacher education graduates from

Iowa State University, Ames, Iowa. Other variables were included in an effort to assist in the search for the one that had the most relationship with long-range career plan as well as the best predictor of long-range career plan.

CHAPTER IV. RESULTS AND DISCUSSION

Introduction

The findings of this investigation are presented in this chapter. The data were analyzed by examining the relationships between long-range career plan and selected variables. Questions used to obtain these data may be found on page 42. They were subjected to two statistical procedures: Pearson product-moment correlation and multiple regression.

Dependent variable

The dependent variable was LONG-RANGE CAREER PLAN which was defined as "teaching only", "nonteaching position in education", "position outside of education", and "other" (Table 3). These groups were further dichotomized into "teaching only" and "nonteaching" (Table 4). The category defined as "other" was not used in these analyses. Fifty-one percent of the women graduates indicated that their long-range career plan was "teaching-only", whereas a little over 47 percent indicated a "nonteaching" long-range career plan.

TABLE 3. Categories of LONG-RANGE CAREER PLAN for Women Teacher Education Graduates from Iowa State University by Frequencies and Adjusted Percent

BY GROUPED ITEMS	FREQUENCY	ADJUSTED PERCENT
TEACHING ONLY	287	50.2
NON-TEACHING POSITION IN EDUCATION	55	9.6
POSITION OUTSIDE OF EDUCATION	73	12.8
OTHER	145	25.0
NO RESPONSE	12	N/A
TOTAL	572	97.6

TABLE 4. LONG-RANGE CAREER PLAN Recoded for Women Teacher Education Graduates from Iowa State University by Frequency and Adjusted Percent

LONG-RANGE CAREER PLAN	FREQUENCY	ADJUSTED PERCENT
TEACHING ONLY	287	50.2
NON-TEACHING	273	47.4
NO RESPONSE	12	N/A
TOTAL	572	97.6

Independent variables

The independent variables were demographic variables, student teaching satisfaction variables, and job

characteristics variables. The demographic variables were the mother's occupation, community size, and marital status. The majority of the 572 women graduates came from families where the mothers were primarily homemakers (47.8%). Of the women graduates who had mothers that were employed outside the home, 23 percent indicated that their mothers had professional or technical occupations. While 12.4 percent of the women graduates indicated that their mothers had clerical and kindred occupations, both managerial and farmwife occupations were presented by 4.2 percent of the mothers in each category (Table 5).

TABLE 5. MOTHER'S OCCUPATION for Women Teacher Education Graduates from Iowa State University by Frequency and Percentage

MOTHER'S OCCUPATION	FREQUENCY	ADJUSTED PERCENT
HOMEMAKER	266	47.8
PROFESSIONAL AND TECHNICAL	123	23.0
CLERICAL AND KINDRED	69	12.4
MANAGER/OWNER	23	4.2
FARMWIFE AND KINDRED	23	4.2
SERVICE WORKER	19	3.4
SALES AND KINDRED	13	2.3
GENERAL LABOR	9	1.7
CRAFTSWORKER	2	0.4
OTHER	5	N/A
NO RESPONSE	20	N/A
TOTAL	572	99.4

MOTHER'S OCCUPATION was dichotomized into "work inside the home" and "work outside the home" (Table 6). The category "no response" was not used in these analyses. As can be seen in Table 6, 47.8 percent of the mothers were employed inside the home while 51.6 were employed outside the home.

TABLE 6. Recoded MOTHER'S OCCUPATION for Women Teacher Education Graduates from Iowa State University by frequency and percentage

MOTHER'S OCCUPATION	FREQUENCY	ADJUSTED PERCENT
WORK INSIDE THE HOME	266	47.8
WORK OUTSIDE THE HOME	286	51.6
NO RESPONSE	20	N/A
TOTAL	572	99.4

COMMUNITY SIZE was dichotomized into "rural" and "urban" categories. The category of "no response" was not used in this analysis. The percentage of the women graduates who lived in rural communities was almost identical for those who lived in urban communities. While 38 percent of the women graduates lived in rural communities (Table 7), 37 percent lived in urban communities (Table 8).

Women graduates (n=137) who graduated in Spring 1980 were also not included in this analysis.

TABLE 7. COMMUNITY SIZE for Women Teacher Education Graduates from Iowa State University by Frequency and Percentage

COMMUNITY SIZE	FREQUENCY	ADJUSTED PERCENT
FARM	136	32.0
NON-FARM COUNTRY HOME	12	2.8
LESS THAN 5,000	68	16.0
MORE THAN 5,000, BUT LESS THAN 50,000	113	26.6
MORE THAN 50,000	96	22.6
NO RESPONSE	8	N/A
NOT ASKED IN SPRING 1980	139	N/A
TOTAL	572	

A large majority (77.8%) of the women graduates had never been married. Almost 78 percent indicated that they were single, whereas a little over 21 percent indicated that they had been married (Table 9). For those graduates who indicated that they were single, MARITAL STATUS was recoded "never married". Marital status was recoded "married once or more" for those graduates who indicated that they were either married with no children or married with children.

TABLE 8. Recoded COMMUNITY SIZE for Women Teacher Education Graduates from Iowa State University by Frequency and Percentage

COMMUNITY SIZE	FREQUENCY	ADJUSTED PERCENT
RURAL	216	38.0
URBAN	209	37.0
NO RESPONSE	8	N/A
NOT ASKED IN SPRING 1980	139	N/A
TOTAL	572	

TABLE 9. MARITAL STATUS for Women Teacher Education Graduates from Iowa State University by Frequency and Percentage

MARITAL STATUS	FREQUENCY	ADJUSTED PERCENT
SINGLE	441	77.8
MARRIED, NO CHILDREN	90	15.9
MARRIED, CHILDREN	30	5.5
OTHER	6	N/A
NO RESPONSE	5	N/A
TOTAL	572	99.2

Variables on student teaching satisfaction were satisfaction with COOPERATING TEACHER, UNIVERSITY SUPERVISOR, and REACTION TO TEACHING AS A CAREER FOLLOWING

TABLE 10. Recoded MARITAL STATUS for Women Teacher
Education Graduates from Iowa State University by
Frequency and Percentage

MARITAL STATUS	FREQUENCY	ADJUSTED PERCENT
NEVER MARRIED	441	77.8
MARRIED ONCE OR MORE	126	21.4
NO RESPONSE	5	N/A
TOTAL	572	99.2

THE STUDENT TEACHING EXPERIENCE (Table 11). A little over 88 percent of the women graduates were either satisfied or very satisfied with their cooperating teachers, whereas almost 77 percent chose one of these descriptors for their university supervisors. When asked about their reaction to teaching as a career following their student teaching experience, 83 percent of the women graduates replied that they were either satisfied or very satisfied (Table 12).

Variables on desired job characteristics included the importance of the opportunity to USE SPECIAL ABILITIES AND APTITUDES, to WORK WITH PEOPLE RATHER THAN THINGS, to EARN A GOOD DEAL OF MONEY, and to gain SOCIAL STATUS AND PRESTIGE. Other desired job characteristics variables were the importance of the opportunity to HELP AND SERVE OTHERS and

TABLE 11. STUDENT TEACHING SATISFACTION for Women Teacher Education Graduates from Iowa State University by Percentage

STUDENT TEACHING SATISFACTION	ADJUSTED PERCENT

COOPERATING TEACHER	
Very satisfied	64.2
Satisfied	23.8
Neutral	7.0
Dissatisfied	3.9
Very dissatisfied	1.1

TOTAL	100.0
UNIVERSITY SUPERVISOR	
Very satisfied	51.4
Satisfied	25.4
Neutral	13.4
Dissatisfied	6.9
Very dissatisfied	2.9

TOTAL	100.0
REACTION TO CAREER	
Very satisfied	55.3
Satisfied	28.0
Neutral	11.7
Dissatisfied	3.4
Very dissatisfied	1.6

TOTAL	100.0

the opportunity to have A RELATIVELY STABLE AND SECURE FUTURE (Table 13). In regard to their attitude on the importance of the opportunity to help and serve others, 97.3

TABLE 12. Combined Percentages of VERY SATISFIED and SATISFIED for aspects of STUDENT TEACHING SATISFACTION for Women Teacher Education Graduates from Iowa State University

COMBINATION OF VERY SATISFIED AND SATISFIED ASPECTS OF STUDENT TEACHING SATISFACTION	ADJUSTED PERCENT
COOPERATING TEACHER	
Very satisfied	64.2
Satisfied	23.9
TOTAL	88.1
UNIVERSITY SUPERVISOR	
Very satisfied	51.4
Satisfied	25.4
TOTAL	76.8
REACTION TO CAREER	
Very satisfied	55.3
Satisfied	28.0
TOTAL	83.3

percent of the women graduates rated this characteristic either important or very important. The opportunity to use special abilities and aptitudes was rated either important or very important by 97.1 percent of the sample. The opportunity to work with people rather than things was rated either important or very important by 95.5 percent of the sample. The opportunity to have a relatively stable and

secure future was rated either important or very important by 86.5 percent of the sample. The opportunity to earn a good deal of money was rated either important or very important by 45 percent of the women graduates while the opportunity to gain social status and prestige was rated either important or very important by 37.9 percent (Table 14).

Although not supported in the literature reviewed, Table 15 represents six other job characteristics that were indicated by the graduates as being either very important or important. These job characteristics were not included in the present investigation, but were placed in Table 15 for inspection.

Correlation Analyses

The Pearson product-moment correlation procedure was used to estimate the bivariate relationships between the dependent variable (LONG-RANGE CAREER PLAN) and selected variables. The correlation coefficients between the dependent variable and the independent variables can be seen in Tables 16 and 17.

The following hypotheses were tested and found to have been highly significantly ($p < .01$), or significantly ($p < .05$) related to long-range career plan. A single asterisk

TABLE 13. The IMPORTANCE OF DESIRED JOB CHARACTERISTICS
critical to investigation for Women Teacher
Education Graduates from Iowa State University by
Percentage

CHARACTERISTIC/IMPORTANCE	ADJUSTED PERCENT
WORK WITH PEOPLE	
Very important	76.3
Important	19.2
Neutral	4.5
Unimportant	----
Very unimportant	----
TOTAL	100.0
HELP OTHERS	
Very important	72.5
Important	24.8
Neutral	2.6
Unimportant	----
Very unimportant	----
TOTAL	99.9
USE SPECIAL ABILITIES	
Very important	63.3
Important	33.8
Neutral	2.9
Unimportant	----
Very unimportant	----
TOTAL	100.0
STABLE AND SECURE FUTURE	
Very important	31.4
Important	55.1
Neutral	11.8
Unimportant	1.4
Very unimportant	.2
TOTAL	98.9
GOOD DEAL OF MONEY	
Very important	5.9
Important	39.1

Neutral	40.3
unimportant	12.6
Very unimportant	2.0

TOTAL	99.9
SOCIAL STATUS AND PRESTIGE	
Very important	3.3
Important	34.6
Neutral	45.0
Unimportant	14.7
Very unimportant	2.4

TOTAL	100.0

(*) was used in the tables to denote significant relationships at the .05 level, and the double asterisks (**) were used to denote significant relationships at the .01 level. Those hypotheses that were not rejected due to not enough sufficient evidence to indicate that they were significant will follow those that were rejected.

Testing of Hypothesis 4a

Hypothesis 4a: There is no significant relationship between long-range career plan and student teaching satisfaction with cooperating teacher.

On the basis of the results from the analysis, the correlation coefficient value ($r = -.14$) given in Table 17 suggested that Hypothesis 4a was rejected since there was a highly significant ($p < .01$) relationship with a small (or a

TABLE 14. Selected DESIRED JOB CHARACTERISTICS Critical to Investigation by Combined Percentage of VERY IMPORTANT and IMPORTANT for Women Teacher Education Graduates from Iowa State University

COMBINATION OF VERY IMPORTANT AND IMPORTANT CHARACTERISTIC	ADJUSTED PERCENT

HELP AND SERVE OTHERS	
Very important	72.5
Important	24.8

TOTAL	97.3
USE SPECIAL ABILITIES	
Very important	63.3
Important	33.8

TOTAL	97.1
WORK WITH PEOPLE	
Very important	76.3
Important	19.2

TOTAL	95.5
STABLE AND SECURE FUTURE	
Very important	31.4
Important	55.1

TOTAL	86.5
A GOOD DEAL OF MONEY	
Very important	5.9
Important	39.1

TOTAL	45.0
SOCIAL STATUS AND PRESTIGE	
Very important	3.3
Important	34.6

TOTAL	37.9

TABLE 15. Six other CHARACTERISTICS rated either VERY IMPORTANT or IMPORTANT by the Women Graduates but not supported by the literature

COMBINATION OF VERY IMPORTANT AND IMPORTANT CHARACTERISTIC	ADJUSTED PERCENT
CONTROL OVER SELF	
Very important	56.7
Important	40.6

TOTAL	97.3
VARIETY	
Very important	63.3
Important	33.6

TOTAL	96.9
CHALLENGE	
Very important	65.0
Important	31.4

TOTAL	96.4
CREATIVE	
Very important	60.3
Important	35.8

TOTAL	96.1
LEADERSHIP	
Very important	39.1
Important	46.0

TOTAL	85.1

TABLE 16. Pearson Correlation Coefficients of LONG-RANGE CAREER PLAN with selected variables

VARIABLES	PEARSON'S r
MOTHER'S OCCUPATION	r = .07
COMMUNITY SIZE	r = -.02
MARITAL STATUS	r = -.01
COOPERATING TEACHER	r = -.14**
UNIVERSITY SUPERVISOR	r = -.15**
REACTION TO TEACHING	r = -.38**
USE OF ABILITIES	r = -.07
WORK WITH PEOPLE	r = -.15**
A GOOD DEAL OF MONEY	r = .07
SOCIAL STATUS AND PRESTIGE	r = .07
HELP AND SERVE OTHERS	r = -.13*
STABLE AND SECURE FUTURE	r = -.05

** .01 level of significance.

* .05 level of significance.

TABLE 17. Pearson Correlation Coefficients between LONG-RANGE CAREER PLAN and Selected Variables

VARIABLES	PEARSON'S r
REACTION TO CAREER	r = -.38**
UNIVERSITY SUPERVISOR	r = -.15**
WORK WITH PEOPLE	r = -.15**
COOPERATING TEACHER	r = -.14**
HELPING OTHERS	r = -.13*

** Significant at .01.

* Significant at .05.

very weak) negative correlation between LONG-RANGE CAREER PLAN and COOPERATING TEACHER. Results indicated that the more satisfied the women graduates were with their cooperating teacher, the more likely they were to choose teaching as a long-range career plan.

Testing of Hypothesis 4b

Hypothesis 4b: There is no significant relationship between long-range career plan and student teaching satisfaction with university supervisor.

As a result of the analysis, the correlation coefficient value ($r = -.15$) given in Table 17 indicated that Hypothesis 4b was rejected since there was a highly significant ($p < .01$) relationship with a small negative correlation between LONG-RANGE CAREER PLAN and UNIVERSITY SUPERVISOR. The results indicated that the more satisfied the women graduates were with their university supervisor, the more likely they were to choose teaching as a long-range career plan.

Testing of Hypothesis 4c

Hypothesis 4c: There is no significant relationship between long-range career plan and student teaching satisfaction with reaction to teaching as a career following the student teaching experience.

According to the results from this analysis, the correlation coefficient value ($r = -.38$) as presented in Table 17 suggested that Hypothesis 4c was rejected since there was a highly significant ($p < .01$) relationship with a low negative correlation between LONG-RANGE CAREER PLAN and REACTION TO CAREER. The results suggested that the more satisfied the women graduates were with teaching as a career following their student teaching experience, the more likely they tended to choose teaching as a long-range career plan.

Testing of Hypothesis 5b

Hypothesis 5b: There is no significant relationship between long-range career plan and the importance of the opportunity to work with people rather than things.

Results ($r = -.15$) from the data analysis given in Table 17 showed that Hypothesis 5b was rejected since there was a highly significant ($p < .01$) relationship with a small negative correlation between LONG-RANGE CAREER and WORK WITH PEOPLE. From the results, it appeared that the more the women graduates valued the opportunity to work with people rather than things, the more likely they tended to choose teaching as a long-range career plan.

Testing of Hypothesis 5e

Hypothesis 5e: There is no significant relationship between long-range career plan and the importance of the opportunity to help and serve others.

The correlation coefficient value ($r = -.15$) given in Table 17 indicated that Hypothesis 5e was rejected due to a significant ($p < .05$) relationship with a very weak negative correlation between LONG-RANGE CAREER PLAN and HELP AND SERVE OTHERS. The results suggested that the more the women graduates valued the opportunity to help and serve others, the more likely they tended to choose teaching as a long-range career plan.

Testing of Hypothesis 7a

The following hypothesis between two independent variables was tested and found to have been highly significant ($p < .01$).

Hypothesis 7a: There is no significant relationship between the importance of the opportunity to use special abilities and aptitudes, and community size.

According to the results from this analysis, the correlation coefficient value ($r = .17$) as shown in Table 19 revealed that Hypothesis 7a was rejected since there was a highly significant ($p < .01$) relationship with a small positive correlation between the importance of the

opportunity to use SPECIAL ABILITIES AND APTITUDES and COMMUNITY SIZE. The interpretation of the results suggested that the higher the graduates rated the importance of the opportunity to use special abilities and aptitudes, the more they tended to have lived in an urban community. All interpretation of results was based on the coding procedures used in this investigation.

The following hypotheses were also tested. As can be seen in Tables 18, 19 and 20, they were not rejected since there was not sufficient evidence to suggest that there were no significant relationships between the variables:

Hypothesis 1: There is no significant relationship between long-range career plan and mother's occupation.

Hypothesis 2: There is no significant relationship between long-range career plan and community size.

Hypothesis 3. There is no significant relationship between long-range career plan and marital status.

Hypothesis 6: There is no significant relationship between the importance of desired job characteristics, and mother's occupation.

Hypothesis 8: There is no significant relationship between mother's occupation and community size.

The initial research question of interest in this investigation was: Is there a relationship between long-range career plan and mother's occupation? It was hypothesized that mother's occupation was not related to long-range career plan. Women graduates in this

TABLE 18. Pearson Correlation Coefficients of DESIRED JOB CHARACTERISTICS with MOTHER'S OCCUPATION

VARIABLES	PEARSON'S r
USE OF ABILITIES AND APTITUDES	r = .04
WORK WITH PEOPLE	r = .00
A GOOD DEAL OF MONEY	r = -.06
SOCIAL STATUS AND PRESTIGE	r = -.03
HELP AND SERVE OTHERS	r = -.02
STABLE AND SECURE FUTURE	r = -.03

TABLE 19. Pearson Correlation Coefficients of DESIRED JOB CHARACTERISTICS with COMMUNITY SIZE

VARIABLES	PEARSON'S r
USE OF ABILITIES AND APTITUDES	r = .17**
WORK WITH PEOPLE	r = .07
A GOOD DEAL OF MONEY	r = -.04
SOCIAL STATUS AND PRESTIGE	r = -.06
HELP AND SERVE OTHERS	r = .02
STABLE AND SECURE FUTURE	r = .07

** Significant at .01.

TABLE 20. Pearson Correlation Coefficient of MOTHER'S OCCUPATION with COMMUNITY SIZE

VARIABLE	PEARSON'S r
MOTHER'S OCCUPATION	r = .07

investigation came from families where the mothers were primarily homemakers or worked inside the home. In answer to the initial research question, these data suggest that there was no significant relationship between long-range career plan and mother's occupation. Therefore, other variables were added in order to test for significant relationships as well as to examine for the variables that would assist in predicting long-range career plan.

The highest significant correlation coefficient between the dependent variable (LONG-RANGE CAREER PLAN) and any one selected variable (REACTION TO TEACHING AS A CAREER) was $r = -.38$, and the lowest significant correlation coefficient (HELP AND SERVE OTHERS) was $r = -.13$. LONG-RANGE CAREER PLAN (dependent variable) significantly correlated with all three student teaching satisfaction variables (UNIVERSITY SUPERVISOR, COOPERATING TEACHER, and REACTION TO TEACHING AS A CAREER), and two job characteristics variables (HELPING OTHERS and WORKING WITH PEOPLE).

Multiple Regression Analyses

Hypothesis 9 was tested using the forward stepwise regression procedures in SPSSx to predict LONG-RANGE CAREER PLAN.

Hypothesis 9: There is no significant relationship between long-range career plan and selected variables including mother's occupation, community

size, marital status, student teaching satisfaction, and desired job characteristics.

On the basis of the results from the multiple regression analysis, Hypothesis 9 was rejected at the .01 level of statistical significance. This analysis yielded a multivariate F value of 39.54 for student teaching satisfaction with REACTION TO TEACHING AS A CAREER and MOTHER'S OCCUPATION (Table 21). The R-Square value ($p < .01$) for inclusion in the model revealed that approximately 20 percent of the variance in LONG-RANGE CAREER PLAN was explained by the combination of these two predictor variables.

TABLE 21. Regression Analysis of LONG-RANGE CAREER PLAN

MODEL VARIABLE IN MODEL	ESTIMATED COEFFICIENT			F STATISTICS		R-SQUARE VALUE
	B ₀	B ₁	B ₂	PARTIAL	OVERALL	
1 REACTION	2.40	-.24		71.83**	71.83**	.18
2 REACTION AND MOTHER	2.58	-.23	-.12	39.54**	39.54**	.20

** Significant at .01.

The results from the analysis indicated that student teaching satisfaction with REACTION TO TEACHING AS A CAREER

TABLE 22. Regression Analysis of LONG-RANGE CAREER PLAN

VARIABLES ^a	MULTIPLE R	R-SQUARE	B ^b
REACTION TO TEACHING	.43	.18	-0.23
MOTHER'S OCCUPATION	.45	.20	-0.12
CONSTANT			2.58

^a COMMUNITY SIZE, MARITAL STATUS, and DESIRED JOB CHARACTERISTICS would not make an additional contribution, hence were not entered into the equation.

^b B is the coefficient of the variable in the prediction equation.

following the student teaching experience was the best predictor of long-range career plan, accounting for 18 percent of the variance. MOTHER'S OCCUPATION accounted for approximately an additional 2 percent of the variance. After considering the said predictor variables, none of the remaining variables made a significant contribution to the prediction of LONG-RANGE CAREER PLAN.

From the summary of results (Table 21), Model 2 including student teaching satisfaction with REACTION TO TEACHING AS A CAREER and MOTHER'S OCCUPATION was chosen for the best predictor model. The R-Square value in Model 1 indicated that REACTION TO TEACHING AS A CAREER (X_1) alone

significantly helped in predicting LONG-RANGE CAREER PLAN (Y), accounting for a little over 18 percent of the variation (Table 22). Also, the R-Square value indicated that the addition of MOTHER'S OCCUPATION (X_2) significantly improved the predicting of LONG-RANGE CAREER PLAN (Y) after controlling for the contribution of REACTION TO TEACHING AS A CAREER (X_1). The addition of MOTHER'S OCCUPATION accounted for nearly 2 percent increase in the value of R-Square from going to Model 1 to Model 2. Thus, the best predictor equation (See Table 23) based on the regression procedure is given by $LRCP = 2.58 - .23REACTION - .12MOTHER$.

TABLE 23. Predictor models for LONG-RANGE CAREER PLAN

MODEL 1	$Y = a - bX$ $LRCP = 2.40 - .24REACTION$
MODEL 2	$Y = a - b_1X_1 - b_2X_2$ $LRCP = 2.58 - .23REACTION - .12MOTHER$

Summary

The findings reported from the multiple regression analyses were somewhat consistent with the findings from the Pearson product-moment correlation with the exception of one

predictor variable. According to the analysis from the Pearson correlation procedure, there was no significant relationship between LONG-RANGE CAREER PLAN and MOTHER'S OCCUPATION. This was inconsistent with the findings from the regression analysis which indicated a significant contribution to the prediction of the dependent variable. Also, the results from the Pearson correlation analysis indicated a significant relationship between LONG-RANGE CAREER PLAN and the importance of the opportunity to WORK WITH PEOPLE rather than things. However, this was inconsistent with the findings from the multiple regression analysis which revealed no contribution in predicting LONG-RANGE CAREER PLAN. The suggestion is that some other variables not included in the model could be related to the importance of the opportunity to work with people rather than things that might be causing this inconsistency.