Perceptions of the Teaching Profession Among Academically Successful Students of Selected Affluent High Schools in Cook and Dupage Counties of Illinois

Stephen Heller
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PERCEPTIONS OF THE TEACHING PROFESSION
AMONG ACADEMICALLY SUCCESSFUL STUDENTS OF
SELECTED AFFLUENT HIGH SCHOOLS
IN COOK AND DUPAGE COUNTIES OF ILLINOIS

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

DEPARTMENT OF
EDUCATIONAL LEADERSHIP AND POLICY STUDIES

BY

STEPHEN HELLER

CHICAGO, ILLINOIS
JANUARY 1996
ACKNOWLEDGMENTS

I wish to thank my wife, Lauren, whose unflinching support has provided me the opportunity to complete this work. It has been truly a combined effort.

I also thank my children, Carolyn, Christina, Alexandra and Olivia for their assistance and patience.

Thank you to my parents, Frances and Maurice Heller, for prioritizing education in our household and for being lifelong learners themselves.

Thank you to Glenbard District 87 and Dr. Robert Stevens, Superintendent, for facilitating my graduate work during my employment as an English teacher at Glenbard East High School.

I am indebted to my dissertation committee at Loyola University: Dr. L. Arthur Safer (my adviser), Dr. Philip Carlin and Dr. Max Bailey.

Finally, I wish to thank those many teachers that I have had in my own experiences, whose inspiration and efforts have encouraged me to dedicate my career to the field of education. These individuals include Leonard Barkan, John Vargo, Henry Strater, Pat Meyer, Moshe Arbiv, Bernie Phelan, Jim Littwin, Jim Tannenbaum, Barbara Green Hron and Sidney Wasserman.
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CHAPTER ONE—INTRODUCTION

Too many teachers are being drawn from the bottom quarter of graduating high school and college students... Half of the newly employed mathematics, science and English teachers are not qualified to teach these subjects; fewer than one-third of the U.S. high schools offer physics taught by qualified teachers.¹

Statement of the Problem

An Academic Profile of Yesterday's Teachers

In April of 1983 the National Commission on Excellence in Education published A Nation at Risk, an “open letter” to the American people regarding the perceived problems of public education. One key problem was the academic abilities of current teachers, and one recommendation stated:

Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline. Colleges and universities offering teacher preparation programs should be judged by how well their graduates meet these criteria.²

Following the publication of A Nation at Risk, educational journals presented a plethora of studies regarding the current teaching pool. At the front of these reports was the Carnegie Foundation's The Condition of Teaching: A State by State Analysis. Measuring trends between 1970 and 1982, the report identified a shortage of students entering education programs in college, a problem exacerbated by an increasing enrollment. In 1972 data showed "that


²Ibid., 26.
12 percent of the college-bound seniors said they intended to major in education. In 1980, only 7 percent chose education as an intended major.\(^3\)

The total number of degrees in education dropped significantly in the areas of elementary education, mathematics education and science education. Special education showed a significant increase. The report also stated that

[not] only are fewer persons choosing teaching, but the caliber of those entering the teaching profession is low and continues to decline significantly. Data on intended education majors ... showed that college aspirants who intended to major in education scored lower on standardized vocabulary, reading, and mathematic achievement tests than other college bound seniors. The prospective education majors also averaged lower high schools grades and fewer courses in science and mathematics than students intending other majors.\(^4\)

This dissertation profiles academically able students of selected affluent high schools. Academically able students' perceptions of the teaching profession are certainly important, especially if we wish to recruit these individuals into the profession. Since national research fails to consider the most lucrative teaching posts in assessing perceptions of the teaching profession, this research also adds a new dimension to the existing data.

In 1986 The Holmes' Group's *Tomorrow's Teachers* directly confronted this issue of teacher caliber and named five goals for the improvement of a profession that has been "intellectually weak". These goals were:

1. To make the education of teachers intellectually more solid.
2. To recognize differences in teachers' knowledge, skill, and commitment, in their education, certification, and work.
3. To create standards of entry to the profession—examinations and educational requirements—that are professionally relevant and intellectually defensible.


\(^4\)Ibid., 88.
4. To connect our own institutions (universities) to schools.
5. To make schools better places for teachers to work, and to learn.5

*Tomorrow's Teachers* repeatedly affirmed the importance of intellectualism in the teaching profession. Jobs must "challenge and reward the best minds".6

The prescription for enhanced professionalism included doctoral study in areas of education, like teachers' learning, and demonstration of practical competence in areas of specialization, like curriculum.

The study also criticized colleges and universities for less than rigorous standards in preparing for the actual art of teaching. Three recommendations pointed towards improved teacher education programs. One, much student work must focus on the pedagogy of specific subjects to replace the traditional methods courses. Two, students should learn more about teacher learning. Three, improvements in assessments of professional performance and the evaluation of instruction are needed.

Unequivocally, said the Holmes Group, only "the best and brightest should be entitled to teach, and the best should be better prepared by taking more subject matter courses".7 Academic success as a student did not necessarily guarantee effectiveness as a teacher. Schools suffered from "simplistic" views about teaching, where all one did was prepare and present the lesson in an orderly fashion. "Unfortunately, simple models of teaching are often most attractive to bright, studious individuals who took major responsibility for their own learning as students—once they were pointed in the general

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6Ibid., 8.

7Ibid., 25.
direction by a ‘presenting’ teacher”. The Holmes Group stated that teachers’ professional opportunities will improve only with a restructuring of the position.

Today, concluded the report, the teaching profession must overcome an ingrained anti-intellectualism. Historically, the profession developed as a migrant and flexible work force with an “intellectually dependent ‘tell-me-what-to-do’ attitude became the norm”. Given an increasingly distant student body, changing social context and the biases of school practices teachers are confronted with, intellectualism and critical thinking easily loses its place in the average classroom, a phenomenon with “insidious consequences for children”.9

In addition to confirming the national report’s assessment that mediocre students were becoming teachers, studies sought to determine why better students were avoiding the teaching profession. Most commonly identified problems were salary, perception of teacher as “disciplinarian,” better opportunities for promotion outside of teaching, and status.10

Less visible, but equally significant obstacles included the implicit messages teachers sent students about the teaching job. Writing in 1987, Timothy Sullivan posited that “teachers are actively discouraging academically talented students from considering a career in teaching”.11 In the same year

8Ibid., 28.

9Ibid., 30, 33.


11Sullivan, Timothy & Charles Dziuban. “A Study of the Current Manner in Which Public Teaching is Portrayed to Our Most Able Young People.“ Paper
Barnett Berry reported that "today's frustrated teachers do not necessarily leave teaching. Rather, because of limited alternatives, they stay behind and become "negative recruiters" for the teaching profession."\textsuperscript{12} Indeed, the quality of the teachers' working condition has deteriorated since the publication of \textit{A Nation at Risk}; this work environment is characterized by "larger caseloads of diverse students, burdensome paperwork, increased regulation of and political interference in teaching, and less preparation time."\textsuperscript{13} Gail Kelly writes in \textit{Excellence in Education} that "the teaching profession has gone downhill". She alleges that unionization discourages school systems from fully rewarding quality teachers. Kelly reports from numerous national reports that salary alone could provide adequate incentive for improvement on all levels. Related to the motivational issues presented in this discussion, Kelly points out that many of these reports fail to acknowledge the intangible aspects of the job—like autonomy or opportunity for growth—that frequently encourage teachers from staying in the profession.\textsuperscript{14}

In the 1990s, research has focused less on the needs of teachers as more emphasis is placed on meeting the diverse needs of students. The push towards a student-centered curriculum has engendered revision in teaching methodology and heretofore accepted standards of content mastery.


Metropolitan Life's *Survey of the American Teacher, 1991* reveals that after one year of teaching, many new teachers feel that they lack the appropriate training. This trend is commensurate with a decrease in the belief that they (new teachers) can make an impact after one year on the job. "[Even] the best teachers will find it difficult to really teach more than two-thirds of their students". New teachers in suburban districts experienced the least difficulty in dealing with students' issues outside of school walls. Still, 40% of new suburban teachers believed that students were coming to school with too many non-academic concerns.

*The Survey of the American Teacher, 1991* also identified areas of improvement in teacher training. The majority of the responses focused on helping students develop self-esteem and personal growth; teaching basic skills and maintaining order in the classroom were briefly mentioned. Working conditions—smaller classrooms, support services—were an area of concern. Interaction with parents and experience with multiple ethnicities were also included in responses. The national survey, then, failed to acknowledge the concerns of *The Holmes Report* and the academic histories of new teachers.

**An Academic Profile of Today's and Tomorrow's Teachers**

In *America's Teachers* author Joseph W. Newman reveals that salaries have actually improved within the last decade.

I can report that since the early 1980s, public school teaching has outpaced virtually every other occupation in real income growth. Teachers have improved their economic position relative to all

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16Ibid.
workers, to government workers, and to white-collar workers. Remember, though, that these gains for teachers came after steady losses during the 1970s. So far during the 1990s, the challenge for teachers and teacher organizations has been holding onto their gains in a stagnant economy.\textsuperscript{17}

Newman says that salaries improved largely because of the publication of \textit{A Nation at Risk}. In comparing teacher salaries to other professions, Newman cites the Labor Department's \textit{Occupational Outlook Handbook, 1992-1993 Edition}. His findings are listed in Table 1 below.

Newman points out several movements to increase the overall salary structure of teachers. Most prominent among these is the American Federation of Teachers' (AFT) National Career Ladder proposal, a wide-scale version of merit pay. The main contention here for many is the question of evaluation; how does one determine efficacy as a teacher?\textsuperscript{18}

Table 1. Average Salaries of Major Occupations

<table>
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<th>Occupation</th>
<th>Average Starting Salary (with Bachelor's degree)</th>
<th>Average Salary</th>
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<tbody>
<tr>
<td>Teacher</td>
<td>$22,171</td>
<td>$34,148</td>
</tr>
<tr>
<td>Social Worker</td>
<td>$23,000</td>
<td>$30,638</td>
</tr>
<tr>
<td>Staff Nurse</td>
<td>$29,159</td>
<td>$33,696</td>
</tr>
<tr>
<td>Accountant</td>
<td>$26,600</td>
<td>$37,000</td>
</tr>
<tr>
<td>Engineer</td>
<td>$31,900</td>
<td>$49,195 to $93,514</td>
</tr>
<tr>
<td>Mathematician</td>
<td>$27,000</td>
<td>$49,500</td>
</tr>
<tr>
<td>Chemist</td>
<td>$23,000</td>
<td>$39,000 to $45,000</td>
</tr>
<tr>
<td>Attorney</td>
<td>$47,000</td>
<td>$60,000 to $120,000</td>
</tr>
<tr>
<td>Physician</td>
<td>$26,000 to $33,000</td>
<td>$95,900 and up</td>
</tr>
</tbody>
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\textsuperscript{17} Newman, Joseph W. \textit{America's Teachers: An Introduction to Education}. (White Plains, Longman Publishing Group, 1994), 33.

\textsuperscript{18} Ibid., 34-5.
Relevant to this study is Newman's characterization of the present teacher shortage. America is in the midst of increased enrollment, which has historically attracted more applicants to the profession. Unfortunately "academic standards have taken a back seat to market demands". Several states have revised certification requirements, substituting work experience for pedagogical expertise. Several regions in America impose a single certification process. Job fairs and toll-free advertisement for teaching jobs also fill posts; again, the danger is what Albert Shanker, President of the AFT calls "the Labor Day Special" syndrome where we struggle to fill vacancies independent of the qualifications.  

Shanker also admonishes the American public on education's low standards for teaching posts:

The consequences for students will be devastating. The effect on able teachers will be demoralizing. They will certainly not tolerate the minute supervision that a corps of unqualified teachers will bring down on everyone's head, and they will leave. The message to bright college students considering teaching will be negative. They go to college to become something, and becoming something that anybody can become is not a mark of achievement (emphasis added).21

Undoubtedly a profession's self-image has much to do with its ability to recruit talented applicants. And the well-publicized factors about teachers' working conditions do remain integral to the application process.

While the average teaching environment may remain substandard to other professions, many Illinois suburban teaching posts offer competitive salaries, supportive services and an unprecedented degree of professionalism.

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19Ibid., 18.


21Ibid., 426.
in education. In suburban Chicago, for example, beginning teachers with Masters degree will earn over $30,000; teachers at the top end of the pay scale make over $70,000. Increased recognition of diverse learners provides for an array of support services to the classroom teacher. Progressive districts continually in-service their staffs on recent pedagogy, or they seek opportunities for growth, like conferences, outside of their own districts. Appendix A indicates relative suburban salaries and expenditures per pupil in Illinois.

Early retirement incentives in Illinois created many openings in some of the most competitive districts. An interview with Dr. Ronald Smith, Assistant Superintendent of Personnel with Glenbard District 87, profiled the qualifications of the 2000+ applicants for the 1993-1994 school year.

This year was unique because of the state of Illinois' early retirement incentives; District 87 had 69 certified positions to fill. Many of these students, says Smith, came from very successful experiences in schools. And they were products of Illinois universities. "They're very well in touch with suburban education and they're very good candidates". Other applicants left from sister schools who were attracted to higher salaries. Students from prestigious universities, especially minority students, were recruited by north shore districts who offered signing bonuses.

Smith also acknowledges more individuals are now leaving college, and indeed, leaving other professions, to enter teaching. "What's happened in the private sector, especially in the last five years, with massive layoffs and cutbacks—the last five years have become very competitive." Smith points out that entry level engineering jobs pay the same amount as an entry level B.A. position. "When you can get a $30,000 a year teaching job . . . and the real

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position. "When you can get a $30,000 a year teaching job . . . and the real possibility of a lifelong career with incredible benefits—a lot of people are looking for this."

Smith also points out that young people, however, elect teaching as a position for non-material reasons. "They're incredibly naive," he says. "They're charged up and ready to go. There's a spark and enthusiasm, and they want to get out there and teach." Increased selection standards in schools of education have also enhanced the caliber of student graduating teaching programs.23

The Purpose of This Study

Will our most talented high school students apply for the best teaching jobs that America has to offer? In examining the perceptions that the most academically successful student have towards teachers, this discussion postulates that the best and brightest students do not apply for these jobs. Despite the relatively competitive features of some teaching jobs, other reasons discourage students from entering the profession. Indeed, these reasons will reveal a cultural attitude towards learning—in the classical sense of the word—concomitant with an absence of a social conscience and/or a belief that the "golden fleece" lay elsewhere.

This study seeks to answer six main questions.

1. What perceptions do academically successful students of affluent high schools have towards the teaching profession?

Historically, students have had low perceptions of the profession. Given the focus on affluent high schools, however, where working conditions have

23Ibid.
achieved an unprecedented degree of excellence, these perceptions may well change.

In northern Illinois, state-imposed tax caps have redefined the relationship that suburban schools have with their communities. A blessing to homeowners and a bane to schools, the tax cap may send a message to students that this is a profession headed for financially troubled times and should be avoided.

One aspect of this question—as with all research questions—is to see how students’ perceptions compare and/or contrast with those of their parents. As school reform looks to local communities as the foundation for change, attitudes and perceptions of parents play a key role in its movement for school reform.

This study will also examine the type of influence that parents, teachers and mentors have on students. Indeed, the type of relationship that a student has with her or his parent may well reveal the types of relationships and career interests the student develops later on in high school.

2. How often do perceptions of the teaching profession include extra-curricular duties, such as advising or coaching?

Included in assessing perceptions is the question of extra-curricular duties of teachers. How many students and/or parents consider activities like coaching or advising as integral to the job of teaching?

Given the impetus to educating the whole student—academic, emotional and social aspects—one’s participation in non-academic activity is an important element of the high school years. The extent to which respondents perceive these extra-curricular duties as part of the teaching job is one measure of their relationship with their instructors.
If the majority perceive extra-curricular duties as actually part of the profession, this suggests that individuals perceive teaching to include more than an academic purpose.

3. What constitutes a “successful” experience with a classroom and a mentor? How do these perceptions compare and/or contrast between students and parents?

Despite academic ability, this research postulates that students often seek out an interpersonal component to their learning, and that this component may have as much meaning to the student as their academic work. The relationships that students have with mentors also serve to illustrate the paths towards self-actualization students will take, and this research hopes to reveal patterns that students establish as they search for their own self-respect and self-actualization.

4. What are the career interests of academically successful students in affluent high schools? How do these responses compare and/or contrast with the choices of their parents?

In ascertaining career interest, this study will also examine motivation. There are essentially two types of motivation this study will focus on: hygienic and non-hygienic. For those students who are motivated hygienically, they pursue careers based upon external measures of reward, such as money or status. For those students who are motivated non-hygienically, they pursue careers based upon internal measures of reward, such as a love for the work itself or the degree of responsibility.

Indeed, this research is ultimately more interested in the types of motivation these students exhibit, and how these motivations might relate to the students’ successful experiences and their experiences with their parents.
5. Who among the academically successful in our affluent high schools will elect teaching as a profession?

Career interests among students is certainly an important element to the study. Even if students are not inclined to become teachers, they may be inclined to enter professions that have “teaching” or “helping” components, like physical therapy or nursing. Ultimately, the students’ reasons for selecting professions, and how these reasons correspond to their views of their own success in school, are as important to this study as the actual job titles themselves.

6. What do academically successful students in affluent high schools think makes them successful? To what extent do they attribute this success to their parents? Do their responses agree with those of their parents?

An important research question ascertains the degree of attribution students give to parents for their success. Undoubtedly a high degree of parental involvement relates to academic success, but does this involvement stress hygienic or non-hygienic motivation? In other words, do students ultimately respond more to the work itself of school, or are they responding to the urges of their parents, regardless of what the work is? For parents, do they perceive their role as facilitating internal or external rewards for their students?

The Procedure

This study follows a qualitative and quantitative approach. Two surveys were developed for the purpose of this study.

1. Survey of perceptions towards teaching.

2. Survey of criteria for career selection.
These essays were modeled on ones used for previous doctoral research by Ibrahim Mohammed Al-Houthy in 1986. Al-Houthy assessed perceptions of the teaching profession among Yemenite males. Despite the orientation towards gender in his study, the issues of overall perceptions and career selection motivation remain similar to the purport of this research.

The first two surveys were distributed to students and parents. Individuals did not complete the survey unless they agreed beforehand to a telephone interview as part of the process. The surveys and interview schedule (Appendix B) assessed student and parent perceptions of the teaching profession, focusing on successful experiences, career interests and family influence.

Two high schools in northern Illinois were selected. The first is located in southern Cook County and the second is located in central DuPage County. Both high schools rank among the top thirty in the state of Illinois, in terms of teacher salaries and expenditures per pupil.

The students selected for this study were members of either school's National Honor Society (NHS). A nationally recognized charter, NHS members demonstrate excellence in scholarship, leadership and service. While individual schools have slightly different criteria and procedures for admission into NHS, the minimum grade point average reflects a "B" grade, and students receive endorsements from several faculty members. Appendix C details the respective NHS entry requirements for both schools used.

Data was collected over an eight week period. While surveys were returned, interviews were conducted. The objective of this research was to complete the acquisition of data before Spring vacation in late March, as students' perceptions of school and/or teachers during the final quarter might not fully represent their experiences.
Data was analyzed both qualitatively and quantitatively, and the full explanation for this process is described in Chapter Three.

**Limitations of This Study**

This dissertation recognizes the following limitations to the study.

1. Academically able students might not possess the maturity to accurately reflect their ambitions in the survey.

2. Operating cost per district does not correlate directly with highest average salaries. Indeed, it is a subjective measure to determine which factors comprise "affluence" of a school district.

   Further, affluence alone does not comprise the complete atmosphere of a given high school. In other words, a school might not have the same resources as a more affluent building, but it may have a personal environment that is equally conducive towards students wanting to become teachers. Ultimately, affluence may not be the key element in determining internal recruitment among academically successful students.

3. Students and parents may be reluctant to speak as openly to an outside observer, and their responses might not fully reflect their opinions.

4. For the purposes of this study, academic "success" and "ability" are used interchangeably, though actual definitions of these terms vary with respective school districts and studies.

**Organization of This Study**

Chapter One describes the general questions behind this research, its overall purpose, and the general procedures used.
Chapter Two is the review of literature on student perceptions of the teaching profession, coupled with the theoretical frameworks of Frederick Herzberg and Dan Lortie.

Chapter Three describes the methods and detailed procedures used in the study. The description of field testing is also included here.

Chapter Four described the qualitative and quantitative results of this study.

Chapter Five is the conclusion and the confirmation and/or disconfirmation of research questions. Also included here are recommendations for further research.
CHAPTER TWO—REVIEW OF RELATED LITERATURE

Theoretical Framework

Frederick Herzberg’s Motivation/Hygiene Theory

In examining the perceptions of a career and career choices, a combination of theories regarding career selection and job satisfaction is necessary.

Frederick Herzberg’s Motivation/Hygiene Theory more clearly illustrates the visible and “invisible” factors in people’s career satisfaction (see Table 2 below). The Motivation to Work, published in 1993, represents Herzberg’s most recent testing of his hypotheses about work. Specifically, it is internal factors like the work itself that provides the greatest satisfaction, and external factors, like salary and working conditions, rank second in motivating people. Related to the work itself are Herzberg’s non-hygienic or motivating factors, which include achievement, recognition, responsibility and professional growth. Further, one’s satisfaction is derived primarily from motivating factors, though hygienic factors have an undisputed place. External, or hygienic factors include salary, interpersonal relations, technical supervision, administrative policy, working conditions and job security. These factors are related to one’s environment. Herzberg’s findings paralleled Maslow’s Hierarchy of Needs, which ranks self-actualization and recognition as more prominent and higher than our more physical needs.

Table 2. Motivation/Hygiene Theory of Frederick Herzberg

<table>
<thead>
<tr>
<th>DISSATISFIERS or HYGIENIC FACTORS</th>
<th>SATISFIERS or NON-HYGIENIC FACTORS</th>
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<tbody>
<tr>
<td>Salary</td>
<td>Achievement</td>
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<td>Interpersonal Relations</td>
<td>Recognition</td>
</tr>
<tr>
<td>Technical Supervision</td>
<td>Work Itself</td>
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<tr>
<td>Administrative Policy</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Job Security</td>
<td>Professional Growth (Advancement)</td>
</tr>
<tr>
<td>RELATED TO ENVIRONMENT</td>
<td>RELATED TO WORK ITSELF</td>
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Background and Procedures of Herzberg's Work

Herzberg made extensive use of the critical-incident methodology and in-depth interview with a cross-section of Pittsburgh's industrial and corporate communities. He hoped to identify concepts that would be labeled either as "satisfiers" or "dissatisfiers" in an effort to help create a more enriching job atmosphere. This study will also make use of the critical-incident methodology and in-depth interview.

Citing the work of Elton Mayo, Herzberg identified the workers' relationship to supervisors and to the group as a whole as key ingredients in productivity. In many respects the supervisor-employee relationship parallels the teacher-student relationship. Student performance has traditionally been viewed as a direct function of teacher-directed learning. Current reform efforts look to student-owned learning as a more lasting and meaningful experience.

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2 Ibid., 8-9.
Herzberg's research examined specific attitudes, the identification of factors in job attitudes and the effects of job attitudes. He called this the triad of factors-attitudes-effects (F-A-E) and determined three main components to responses given to interviews:

1. **First-level factors.** These are a description of the objective occurrences during the sequence of events, like a good grade, which may significantly affect attitudes.
2. **Second-level factors.** These reveal the reasons given by the respondents for their feelings; "they may be used as a basis for inferences about the drives or needs which are met or which fail to be met during the sequence of events".
3. **Effects.** These revealed attitudinal changes beyond behavioral ones.  

We note that achievement and recognition ranked as offering the most consistent sources of high attitudes, while job security and working conditions rank near or at the bottom.

Reasons most commonly cited for job dissatisfaction are the lack of recognition and possible growth, while those less frequently cited include security and status.

Herzberg stated that "all of the factors responsible for good feelings about the job relate to the doing of the job itself or to the intrinsic content of the job rather than to the context in which the job is done." The context, or environment, of the job holds many of the major job dissatisfiers. In sum, "the job satisfiers deal with the factors involved in doing the job, whereas the job dissatisfiers deal with the factors that define the job context".  

Categories of effects applicable to this study include performance and attitudinal effects. (Other categories, such as mental health and turnover, pertain to students less literally.) Performance on the job improved with improved

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3 Ibid., 28.
4 Ibid., 82.
attitude. Of significance here is one’s attitude towards the company, which also improved with commensurate attitudinal shifts. Related to our question of how students might perceive teaching as a career, the author states that “a company may expect the degree of loyalty it gets from its employees to vary with the degree of job satisfaction.”  

Internal recruitment in education, however, can be oxymoronic, for much of the program stresses a “promotion” or graduation to another level. Continued alliances with the world outside of the school walls reinforces the notion of departure.

In assessing attitudinal effects, Herzberg noted that positive influences engender more lasting influences than negative influences. We note ironically how “security” ranks lowest among those areas influenced. Salary “was mentioned in the high stories as something that went along with a person’s achievement on the job. It was a form of recognition; it meant more than money; it means a job well done; it means that the individuals was progressing in his work”. 6

Implications of Herzberg on Teachers

Man tends to actualize himself in every area of his life, and his job is one of the most important areas. The conditions that surround the doing of the job cannot give him this basic satisfaction; they do not have this potentiality. It is only from the performance of a task that the individual can get the rewards that will reinforce his aspirations. 7

Employees must contend with the “motivators” on their job on a regular basis, for these bring about the greatest degree of satisfaction. The author revealed

5 Ibid., 90.

6 Ibid., 83.

7 Ibid., 114.
that there are groups in work who strictly want their hygienic needs met; for them, the ability to do so only prevents dissatisfaction.

Herzberg repeatedly indicated that social science is in the era of "human relations," and the study of how individuals inter-relate is critical. He wrote that "the basic need of the worker is to be treated with dignity and with an awareness of his unique personality". Human relations, however, did not substitute leisure for hard work, and Herzberg cautioned our society against displacing his professional needs outside of his workplace. He also provided an historical perspective, indicating that Western man has become increasingly divorced from the work place. While we should not romanticize the primitive working conditions, where eighty percent of the labor went directly for food, we needed to somehow overcome the challenges of a machinized, bureaucratic work place. The promulgation of leisure failed to provide the professional satisfaction. We needed to somehow determine "psychological income".

The Motivation to Work concluded by suggesting applicability to areas outside of industry, and one can readily examine the educational workplace. In the assessment of student perceptions towards the teaching profession, one will undoubtedly discern perceptions that educators have of themselves.

As industry enters an era of human relations, so too do schools seek to individualize instruction and leave the "plant" mentality. As managers and supervisors assume more responsibility for motivating employees, so too do teachers become integral to the degree of satisfaction students achieve. Participatory management applies to both industry and schools. And

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8 Ibid., 108.
9 Ibid., 123.
Herzberg's final remarks about the nature of motivation and feelings of satisfaction apply to all work arenas:

[Achievements] in themselves are only a partial reward. The accumulation of achievement must lead to a feeling of personal growth in the individual, accompanied by a sense of increasing responsibility. Is interest in the operations of work a critical factor? Very likely, as we can see in our findings, interesting work is often the cue to a higher level of motivation.

Supervisors and managers should not be only "dispensers of recognition." The work itself must provide satisfaction. Thus it becomes incumbent upon the schools to provide opportunities for all to achieve this.

Though Frederick Herzberg analyzed the industrial sector of Pittsburgh, Pennsylvania, numerous connections to the school environment can be made. Indeed, current literature regarding school restructuring speaks to marriages with the business community, in the hopes of providing more grounded curricula and diverse role models for students. An executive with Xerox during the 1980s, David Kearns wrote that schools should harness the powers of the Information Age to "develop whole new learning environments that put our students and our work force on the cutting edge."11

Chris Whittle's Edison Project exemplifies schools as for-profit institutions. Whittle's groundbreaking partnership with the business community came with his Channel One effort: an in-school television service that provided both educational service and, to the dismay of critics, promotion for advertisers. The Edison Project itself, with start-up capital of $60 million, features outcome-based education as the cornerstone of student achievement. Similar to a corporation, the Superintendent becomes the Chief Executive Officer, and the

10 Ibid., 133-5.

school board sticks to its main purpose of directing policy. In assessing the Edison Project, Ben Brodinsky identifies the student as a product; if she or he fails to succeed, the teacher becomes much more accountable. "[E]ducation is now seen by entrepreneurs as a function of the marketplace—and schools, students, and curriculum are to be used for generating profit." 12

Noted quality-control expect W. Edwards Demming espoused ideas applicable to both business and schools. He wrote that people, teams and divisions are ranked on the job; further, institutions held systems of rewards and punishment that created even more division. Thomas J. Sergiovanni and Robert J. Starratt showed that, as Demming said, the continued focus on performing for someone else’s rewards, as opposed to a higher, broader level of commitment, would create mediocrity.13

Not all educators embrace the marriage with the business community. Gail Kelly, for example, sees this alliance as “proletarianizing teacher labor.” She argues that such a relationship blurs the skills necessary for good teaching, further relegating the teaching environment to little more than “a technician in an industrial plant.”14 Bernard Phelan, a teacher at Barrington High School in Barrington, Illinois, indicates that “no one will know what the job market is in five years’ time. Why do we ally ourselves with that market now?”15

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Implications of Herzberg on Students

Herzberg's motivators can be easily applied to the work of students. He writes that "achievement has been the most frequent factor leading to job satisfaction. [Behavior] or performance leads to satisfaction and positive attitudes." Appropriate feedback, which should be more constructive than a mere letter grade, provides the necessary recognition students need for their work. Since *The Motivation to Work* first appeared in 1959, Herzberg and his colleagues Bernard Mausner and Barbara Block Snyderman identified the client relationship as integral to the satisfaction of the worker. Responsibility also ranks as a key component to worker satisfaction; this factor addresses the workers' level of autonomy, accessibility to supervisors and subordinates, control of resources and accountability. *Herzberg lists advancement and growth* as the final non-hygienic ingredients.

Current school reform connects these components of Herzberg's theory. In an effort to make students more accountable for their own learning, schools invoke many of the strategies and ideals articulated by Herzberg. Gone are the days when "the sage on the stage" delivers the entirety of the lesson. The more that students can take charge of their own learning, the more involved they will become in their work. Herzberg's introductory remarks warn that "when workers are forced to seek satisfaction only through hygiene, they must either strike or [give] up their motivators and become addicted to hygiene." Again, we consider the many students who either value part-time jobs ahead of school, or even those more motivated students (towards whom this study is addressed)

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16 Herzberg, *Motivation*, xv.

17 Ibid., xiv-v.

18 Ibid., xvii.
that perceive school as a necessary but not exceptionally relevant means to an end.

According to Newman and corroborated by numerous studies, individuals generally elect teaching as a profession based on positive experiences in school, a love for students, perceived advantages of the job (like summers off), and a concern for social welfare.¹⁹

Students’ perceptions, however, do not automatically correlate to career choices. For example, one can say that she or he really likes school, or even respects their supervisors, but this does not necessarily mean they will become a teacher. It is reasonable to assume that a student might be more likely to elect teaching as a career if their feelings about their work as a student reflect non-hygienic motivations. In *Job Attitudes: Review of Research and Opinion*, published in 1957, Herzberg discussed the impact that education has on one’s attitude about their job. In respect to medicine, law and teaching, he writes that many experienced a high degree of satisfaction with their work, often because of their higher degree of training and education. Herzberg himself, however, indicated that the literature is inconclusive regarding job performance.²⁰

**Dan Lortie’s Career Selection Theory**

Motivation theory alone will not account for why talented students elect to pursue certain professions. The application of career selection theory bridges

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our discussion of student perception of careers and actual choices. We will find
in this section that clear similarities exist between all theorists.

Ibrahim Mohammed Al-Houthy studied factors which influenced
secondary school students' career choices and their attitudes toward the
teaching profession.\textsuperscript{21} Al-Houthy provides an overview of career selection
theorists, beginning with Abraham Maslow.

• Abraham Maslow's showed a hierarchy of needs which motivates
people in their career choices and includes a sociological dimension. Like
Herzberg, it is our more physical needs that we must first meet, but the ones that
provide the greatest fulfillment are more emotional and spiritual.

The application of Herzberg's theory to student life is facilitated by
analyzing Abraham Maslow's Theory of Motivation. Maslow grouped all
human needs into five categories, with the lowest categories speaking to the
more physical needs, and the higher ones, like autonomy and self-actualization,
speaking to more ideological and spiritual needs. Sergiovanni points out that
"physical needs cannot be realistically considered to have motivational
potential in most work settings."\textsuperscript{22}

Ironically, many teenagers' jobs today are strictly for the purpose of
making money. Given an appropriate and challenging curriculum, schools may
well be freer to address these higher level needs according to Maslow.

Herzberg himself connected Maslow's work to his own theory. He wrote
that as Maslow's concepts applied to job motivation, "the basic biological
motivations are generally found to be at a sufficient level of satisfaction so that

\textsuperscript{21} Al-Houthy, Ibrahim Mohammed. \textit{A Study of Factors Influencing Secondary School Student Career Choices and Their Attitudes Toward the Teaching Profession: The Case of the Yemen Arab Republic.} (Florida State University, Ibrahim M. Al-Houthy 1986).

\textsuperscript{22} Sergiovanni, \textit{Supervision}, 54.
the hierarchy lies within the various psychological and social needs of the individual.\textsuperscript{23} The role of supervisor became increasingly important in understanding human motivation and implementing "therapeutic and manipulative" skills to help workers actualize themselves.\textsuperscript{23}

The second significant theorist Al-Houty introduces was Dan Lortie.

Dan Lortie offered a thorough account as to why young people might be attracted into the teaching profession. In 1975 Lortie published *Schoolteacher: A Sociological Study*, which examined the intramural "recruitment resources" that influence students.\textsuperscript{24} We shall see that Lortie's discussion of these resources—delineated as attractors and facilitators—bear similarities to Herzberg's discussion on motivation.

Lortie posited the following *Attractors to teaching*:

1. The Interpersonal Theme. The opportunity to work with young people ranked as chief among reasons given. This attractor set teaching apart from other major middle-class occupations. The need to care for young people, said the author, is an understandably complex one and applies more towards the traditional roles of women in our society. Ironically, "the data do not show that women have a marked preference for this attraction". A variation of this attractor was the desire to work with people, without specific reference to age. When respondents said "working this people," this "carried a certain aura, and to so define the work of teachers adds dignity and enhances the self-esteem of members of the occupation".\textsuperscript{25} Clearly this pertained to the higher levels of motivation along Herzberg's continuum. We should not confuse this with the

\textsuperscript{23} Herzberg, *Motivation*, 110.


\textsuperscript{25} Ibid., 27-28.
more common definition of interpersonal relations, which incorporated the less formal aspects of collegiality and emotional ties.

2. The Service Theme. Lortie reported that this ranked second among responses. Citing a sense of "moral worth," the author connected this response to the Judeo-Christian heritages of our society. Women and elementary school teachers identified this response most frequently.

Herzberg's motivators of "the work itself" and "responsibility" connected to this theme.

3. The Continuation Theme. This response pertained to students who wished to remain in school. It also pertained to those whose interests were most closely met by the teaching profession. For example, an English teacher might be an aspiring writer; or a history teacher might have a deep, but unemployable attraction to ancient history. For those who wanted something new in their lives, however, staying in school would not be the response. And for those who did, they probably felt "positive enough about school to stay with it . . . and will be less motivated to press for change."26

This motive could be either satisfying or dissatisfying. It is satisfying because teachers still have an interest in their subject matter, though it is dissatisfying because they have approximated their interests to an external or hygienic force. We also note that intellectualism or academic ability might apply to this category.

4. Material Benefits. Security and financial rewards, ranked as satisfiers for Herzberg, were a key attractor here. Lortie believed that since many of the respondents to the survey were women, the salaries were not significantly low. Although this response was given less frequently, he noted that material

26 Ibid., 30.
benefits became a more frequent answer when teachers were asked to consider why their colleagues remained in the profession. He also noted that men might have greater "regrets" about this attractor and thus implicitly discouraged other young men from entering the profession.\textsuperscript{27} Clearly this factor, as well as the next, related to the hygienic, dissatisfying factors in work.

5. \textit{The Theme of Time Compatibility.} The relatively lesser amount of time given to the job—in comparison to most jobs in America—also attracted students. Most commonly quoted demands on time were wifehood and motherhood. Ironically, "occupational leaders do not seem inclined to use this attraction to obtain recruits; they probably feel that it is inconsistent with the occupation's status as a service field and that treating teaching as a means to other ends tends to reduce its intrinsic value".\textsuperscript{28}

6. \textit{Social Mobility} also had a significant effect upon the students' career choice. In this study, the general perception of teaching was as a middle-class position and it would thus be more appealing to individuals with blue-collar backgrounds. The author reported that exceptions to this maxim occurred more with women, and he suggested that middle to upper class men perceive themselves as having more options. This was an extrinsic or hygienic factor in deciding to work.

Also significant was the relatively few times "intellectual" reasons were given to enter teaching. The subjective warrant is what aspirants perceived is needed to enter the profession. Interpersonal skills ranked highest among these, and the diffusion of knowledge and call for creativity were not cited with consistency.

\textsuperscript{27} Ibid., 34.

\textsuperscript{28} Ibid., 32.
Further, Lortie described *Early and Affective Decisions*, or those reasons students have for selecting the teaching career early on—a unique feature given the early and frequent exposure of young people to the profession. Each of these three factors could be both motivating or dissatisfying, for they related to deep psychological, often non-rational reasons individuals may have. They more or less adhered to the cliché of a teacher “calling,” and they may have been integral to self-actualization.

These next reasons may also be dissatisfying because of a temporary nature. Teaching may fulfill an immediate psychological need, but over the career of a lifetime, these needs must begin to resemble Herzberg’s more motivating factors; otherwise, burnout will occur.

7. **Identification with Teachers and the Marginality Hypothesis.** Some students identified strongly with individual teachers and therefore select this as a path. Some might have selected teachers because of their social “marginality,” a phenomenon more applicable to non-Americans. “The teacher can stand as an image of mastery of the world which is problematic for the marginal student . . . the teacher possesses and share the knowledge needed to escape that strangeness.”

8. **Continuity within the Family.** If students have parents or relatives who have been teachers, they would be more likely to embrace the profession. The devotion to service is a value passed along to younger generations.

9. **Labeling by Significant Others.** When others perceive strengths that connected to a profession, this had a powerful effect. For example, a young person might be told that they are always good at explaining things and might

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29 Ibid., 43.
be encouraged to become a teacher. Birth order (having younger siblings) can also incur such labeling.

A correlation between Lortie and Herzberg appears in Table 3 below. We see that there are hygienic reasons for selecting teaching as a career, but as the case studies reveal, these will not be the reasons of the most committed teachers, nor of the aspirants to teaching. Topical concerns, like job market trends, may have influenced Lortie's determination of hygienic benefits as a reason for entering teaching.

Table 3. Dan Lortie's Career Selection Theory

<table>
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<tr>
<th>Dan Lortie's Theory</th>
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<tr>
<td>Interpersonal</td>
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<td>Time Compatibility</td>
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<td>Social Mobility</td>
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<td>Identification with Teachers</td>
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<td>Continuity within Family</td>
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<td>Labeling</td>
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Case Study Analyses

Limitations

This section reviews the literature on the perceptions of the teaching profession and reasons why young people choose to enter this profession. Following is a chronological account of significant studies on students' perceptions of the teaching profession. These accounts are augmented with
discussion on how the academically able students have perceived and faired in the teaching profession.

This overview is essentially two parts. The first part deals with recent studies as to why individuals elect teaching. The second part deals with how academically able students have perceived teaching. Considering that academically able students have not comprised a majority of teacher candidates, there is more literature on why talented students avoid the profession.

A second limitation is the paucity of studies given to students of more affluent districts. As a field, we seem less willing to analyze the more privileged in the name of reform.

1960-1982: Reasons to Enter Teaching

In analyzing what motivated students to teach, Karlyn E. Wood cited earlier studies in ascertaining why students may or may not be applying for teaching jobs during a time when there is a shortage. These findings are tabulated in Table 4 below. The final row indicates Wood's own studies at SUNY College at Old Westbury.

Wood's study focused on college students. Still, we discern that the reasons given over two decades fluctuate between extrinsic and intrinsic motivations. The earlier studies by Haubrich, for example, cited job security as a main reason to enter the profession. Later studies, including Wood's, adhered more to Herzberg's satisfiers as reasons for entering the profession. We note that altruism and a sense of social welfare rank high in Wood's study. Responses correlated to satisfiers, such as liking for children and altruism, comprised 76% of all responses given. Responses correlated to dissatisfiers,
such as “Advantages of the Job,” “Criticisms of Schools” and “Former Teachers” comprised only 13 percent of all responses given.

Table 4. Survey of Literature on Why Students Enter Teaching

<table>
<thead>
<tr>
<th>Researcher, Year and Location</th>
<th>Greatest Reasons Given by Students to Enter Teaching (In descending order)</th>
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<tbody>
<tr>
<td>Fielstra, 1959, UCLA</td>
<td>Persuasion of former teachers, friends and relatives</td>
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<tr>
<td>Haubrich, 1960, University of Utah</td>
<td>Job security, professional standing, liking for children</td>
</tr>
<tr>
<td>Richards, 1960, Ohio State University</td>
<td>Influence of former teachers, the desire to help children</td>
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<tr>
<td>Fox, 1961, Northern Illinois University</td>
<td>Impart knowledge, continue own education, serve society, teach a particular subject, flexibility of working environment</td>
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<tr>
<td>Saxe, 1969, Illinois Teachers College</td>
<td>Idealism or altruism, perception that teaching is a good job, persuasion by another, personal experiences, love for school</td>
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<tr>
<td>Wood, 1976-7, SUNY College at Old Westbury</td>
<td>Experiences with children, liking for children, altruism, relatives, criticisms of schools, job advantages, former teachers, liking for school and learning</td>
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Wood himself stated: “[This] shift in the nature of motivations would raise several questions. If students now entering the teaching profession are motivated more from within than students in the past, will there by any effect on the profession?”

Wood’s findings that one’s experiences with children is also significant, for, as Newman indicated, students need to have a sense of caring for children to enter the profession.

“A liking for school and learning” also ranked at the bottom of Wood’s survey (three percent of all responses). One reason for this may be Wood’s survey sample of elementary and pre-school teachers. Newman, too, says that only 20% of all new teachers choose the field for a love of learning.

Studies during the early 1980s offered renewed focus on student perceptions of the teaching profession. In 1981 Bergsma and Chu identified the reasons students gave to enter the teaching profession. These corroborated Lortie’s views on why students entered the profession; there was a high degree of intrinsic reward.\textsuperscript{31} We also note the absence of scholarship as a motivating reason. In 1982 Page et al. discussed factors that influenced one’s decision to become a teacher.\textsuperscript{32} Table 5 reveals the similarities that exist between Lortie’s research and the studies during the 1970s and 1980s on why students enter the profession.

Table 5. Career Selection Theory with Selected Studies

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<td>Continuity within Family</td>
<td>M</td>
<td>L</td>
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[Correlation of career choice, motivations and studies from 1978-1982. H=High frequency in reasons to enter teaching; M=Medium; L=Low.]


1960-1982: The Academically Able and Teaching

These reports bear significant interest in that they preceded the publication of *A Nation at Risk*; in each case, however, they seemed to foreshadow the national report's message.

W. Timothy Weaver argued in "The Talent Pool in Teacher Education" that SAT verbal and math scores were lower for prospective teachers than they were for those in business. What we had now were "graduates with [lower] test scores than the potential applicant pool four years earlier." In one major eastern university, Weaver found that schools of education awarded higher percentages of A's while ranking lower among schools in freshman average SAT scores.33

The author speculated that academic qualifications were not the only measure of prospective teachers; still, "there [remained] the issue of reasonable expectation. A profession would simply cease to have legitimacy if it never produced any results that were thought to be casually connected to competent practice."34 Weaver portrayed the cyclical effect of ineffective teaching. The product of this bore the fruits of more qualified applicants; indeed, SAT verbal and math scores declined foremost among incoming freshman in 1980.

Nancy Cummings Perry corroborated Weaver's findings that "academic criteria played no significant role in the job-hunting" of prospective teachers.35 Perry cited the work of Hal Jenkins, who discerned that the most significant

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34 Ibid., 33.

independent predictor of teaching competence was student grade-point average. She also cited Joseph Fratiani, who found that "academic criteria were good predictors of teaching success." Perry also provided an overview of similar research during the first half the century, where positive correlations between academic and teaching success were also established. "Unfortunately," Perry writes, "research such as Jenkin's, Fratiani's . . . has gone largely unheeded." 36

Pioneering studies by Phillip Schlechty and Victor Vance documented that academically able teachers leave education. The main tenets of their work offered the following facts:

- There is considerable evidence that those who choose to major in teacher education are, as a group, less academically able than most other college majors.
- There is some strong evidence that graduates of teacher education institutions are not as academically proficient as most other categories of college graduates.
- There is now some evidence to suggest that some teacher education graduates do not perform as well on tests of academic achievement as do many of the students they intend to teach.

Further, those students who do stay in teaching the longest come from the ranks of the least academically able. Schlechty and Vance suggested that a relationship may well exist between academic ability and teacher competence. And if so, then "policies that attend only to selection criteria for teacher education programs may do nothing more than produce a teacher shortage." 37 Their words were a harbinger of the many studies which were to attack teacher education programs for their relative "lightness" in the college curriculum.

36 Ibid., 114.

Unlike Weaver, Schlechty and Vance cited factors outside of education as the cause for the decline in the talent pool. Alternate employment opportunities for women and blacks during this time is a significant cause.

Schlechty and Vance also assessed the retention rate of teachers who started between 1973 and 1980. They discovered by the ninth year of teaching, approximately one half of those initially employed would still be teaching. More significant, however, was the conclusion that "there is a strong negative relationship between measured academic ability and retention in teaching."38

The authors qualified their research by saying that their findings may be unique to North Carolina, or the southeast, where the socioeconomic standards are generally lower in the country. Finally, they argued that educators must begin to look outside of education for their answers. Reminiscent of Herzberg's ideology, they felt that somehow upgrading supervisory or technical standards (i.e., teacher education schools or recruitment programs) may have a deleterious effect on teacher candidates, for with that "same effort and commitment, they [could] get more of what society has to offer from other occupations."39

Schlechty and Vance completed a follow-up study in 1982 called "The Distribution of Academic Ability in the Teaching Force: Policy Implications." In defense of the previous year's work, they wrote that "teaching is more attractive to those individuals with low measured academic ability than to those persons with high measured academic ability." Not only did teaching fail to attract and retain a proportionate number of the able students, it did attract a disproportionate number of the less able.

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38 Ibid., 110.

39 Ibid., 112.
[We] think it is reasonable to suppose (and we believe the empirical evidence would support our view) that competence in teaching requires a level of intellectual ability that is at least equal to, if not superior to, that of the average college student. This supposition seems a matter of simple logic, but it also has empirical support.\textsuperscript{40}

The authors cited the work on effective teaching and noted that such teachers generally are more academically capable.

Negative public perceptions of teaching also influenced the academically able, said Schlechty and Vance. This negative perception contributed to adverse consequences on teacher education programs, the degree of research given education and the depth of commitment given education by more prestigious universities.

1983-1994

Following the publication of \textit{A Nation at Risk} several documents reinforced the need for improved teacher training and recruitment. The bulk of this work was completed over a three year span, from 1983 through 1986. A higher number of reports monitored and addressed the issue of academically successfully students' perceptions of teaching, thus blending the seemingly separate issues of academic success and perceptions of teaching as a career. Many of these reports cited findings that were similar to the previous decade.

But while the research on perceptions of the teaching career embraced the academically able, a new aspect of education to study emerged. As a partial consequence of \textit{A Nation at Risk}, \textit{The Holmes Report}, and other nationally funded studies disparaging the low salaries, many suburban teaching positions improved their working conditions and salaries—positions

which have been alluded to above. The teacher-student dynamic of affluent public schools may challenge Herzberg's theory in a way not often considered in teaching: given the best possible working conditions as a teacher, does the recruitment of academically able students increase? Why or why not?

In "Now Who Aspires to Teach?" Sandra Roberson described the perception of teaching "as something to fall back on." Those who actually did pursue the profession adhered to Herzberg's non-hygienic motivators, which included a liking for children; material satisfaction ranked lower on their list of reasons to enter the profession. Those who aspired to teach, as of 1983, were:

1. white females (75%)
2. less concerned with material benefits than those who elect other professions.
3. less concerned with job security
4. "somewhat less able intellectually than their classmates."

Page concurred with earlier research that students perceived teaching primarily for its hygienic conditions, as opposed to more rewarding aspects of the job. She discerned adult influence, as in parents or counselors, as the most important determinant of whether or not students would enter the profession.

Other studies described students' perceptions of the more hygienic aspects of teaching. In "Restructuring the Teacher Work Force To Attract the Best and the Brightest", James N. Fox argued that working conditions contributed more to the decision about whether or not to teach. A key argument here is to raise salary by $10,000 for all teachers, which would cost the country


42 Ibid., 20.
an estimated $20 billion. He also outlined a Teaching Service program, an incentive for college tuition payment in exchange for educational work.43

Donald Empey, in the same year, wrote that today's college freshmen are much less interested in becoming elementary and secondary teachers than in previous years. Only 5.1% of the respondents are planning careers in teaching now as compared with 21.7% in 1966.

The freshman survey also reveals some interesting shifts in values that are important to teacher supply. The 1983 freshmen, for example, show a greater degree of materialism and less altruism and social concern than those of previous entering classes.

Empey's discussion actually paralleled Herzberg's motivators as he revealed the increasingly hygienic, dissatisfying reasons students give for not electing teaching as a career:

"Being very well off financially" was endorsed as a "very important" goal by more than two-thirds of the 1983 freshmen (69.3% compared with 43.5% in 1967). By contrast, fewer of the 1983 freshmen endorsed goals such as "helping others in difficulty" (61.3%, down from 66.0% in 1975) and "helping to promote racial understanding" (30.3% compared with 35.8% in 1977). The goal of "developing a meaningful philosophy of life" continued to decline (44.1% as compared with 82.9% in 1967).

Helping other and correcting social problems are values that teachers generally hold high. Based on the shift in attitudes by current college freshmen, it appears that teaching does not interest them, not only because of minimum financial rewards but because of their attitudes towards others.44

Katherine Clay confirmed Empey's point that extrinsic factors become more important to teachers when intrinsic ones are diminished.45

43 Fox, James N. "Restructuring the Teacher Work Force To Attract the Best and the Brightest." *Journal of Education Finance* (Fall 1984), 214-237.


More studies examined the perceptions of the teaching profession by the academically successful students, once the concern over this shortage was published in *A Nation at Risk*. John D. Marshall (1987) Sally Evans (1986) and Rose A. Howard & M. Serra Goethals (1985) introduced actual plans to lure talented students into teaching. These included stringent certification standards, closer interaction with high school students from teacher education programs, active recruitment from minority groups and consistent mentoring.

Despite progressive recommendations, studies towards the last half of the decade revealed a similar phenomena of ten years earlier: academically able students were not choosing teaching as a career. Timothy Sullivan opined that teachers implicitly discouraged their students from entering the profession, largely through their own dissatisfaction with material aspects of their work. When Lortie describes identification with teachers as a possible attractor, we see that most students perceive the working conditions as dominant over the more non-hygienic factors.

Berry's survey of talented high school sophomores (also in the southeast) were equally disconcerting. Key points included:

1. Only 2% of the advanced students indicated an interest in teaching.
2. Most students perceived teaching as negative.
3. Advanced students did not feel teaching would allow them "to exercise technical skills and expert judgments nor to have flexibility and fun on the job." (emphasis added)

Ironically, it is this final point, and not low salary, that caused talented students to avoid teaching as a career, argues Berry. Table 6 below compares Berry's work with talented students with the Herzberg/Lortie career selection model.


47 Berry, Barnett et. al. "Recruiting the Next Generation of Teachers," i, 7.
Berry's research revealed that the *dissatisfiers* have a greater impact on student perceptions than satisfiers. Indeed, for "Identification with Teachers" and "Continuity within Family," the dissatisfying aspects of teaching were more prominent. "[Children] of teachers were less likely to want to become teachers."

Table 6. Reasons Why Academically Talented Avoid Teaching

<table>
<thead>
<tr>
<th>Lortie's Theory</th>
<th>Herzberg Application</th>
<th>Berry's Research on Student Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td>Motivator</td>
<td>NA</td>
</tr>
<tr>
<td>Service</td>
<td>Motivator</td>
<td>NA</td>
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<tr>
<td>Continuation</td>
<td>Motivator and Dissatisfier</td>
<td>NA</td>
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<tr>
<td>Material Benefits</td>
<td>Dissatisfier</td>
<td>Strong</td>
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<tr>
<td>Time Compatibility</td>
<td>Dissatisfier</td>
<td>Strong</td>
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<td>Social Mobility</td>
<td>Dissatisfier</td>
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<td>Identification with Teachers</td>
<td>Motivator and Dissatisfier</td>
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<td>Continuity within Family</td>
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<td>Labeling</td>
<td>Motivator and Dissatisfier</td>
<td>NA</td>
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Those students of Berry's study who did *express* an interest in teaching fell in line with the profile of earlier beginning teachers: white, female, and enrolled in a "regular" academic track. Ironically, females and blacks demonstrated a degree of "social consciousness"—high among the Herzberg motivators—and earning a high salary was not their sole objective.

Newman's characterization of *veteran teachers* revealed that non-hygienic factors do, indeed, provide the greatest degree of satisfaction. Recent

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48 Ibid., 17.
polls indicate that more teachers are satisfied now with their jobs than before, despite the fact that the public seems largely unaware of or apathetic to the teacher’s working environment. Teachers remain in the profession not only because of their commitment to student learning, but also that some teachers work in schools with “healthy vital signs other schools lack: supportive parents, adequate financial resources, and interested, well-behaved students.” Newman points out that people do not choose this profession for money.

Conversely, salary is the main reason given by a recent sampling of teachers who left the profession. Here, salary becomes a dissatisfier and reinforces negative feelings about the job. Salary does not act as a motivator; as Herzberg states, it is an “avoidance need” of the employee who fails to get “positive returns” on the job. Similarly, Herzberg cites James E. Lincoln, president of Lincoln Electric Company of Cleveland, Ohio, who says:

Money is of relatively small importance. Beyond enough of our real needs, money itself is valued less for what it will buy than as an evidence of successful skill in achievement.

Salary, instead, is a direct consequence to the more salient satisfiers of Herzberg’s work: recognition and achievement. Admittedly, low levels of hygiene will significantly affect worker attitude; therefore, salary, along with other physical working conditions, remain integral to the prevention of job dissatisfaction. Kelly’s discussion of progressive studies on how to improve teacher morale also focuses on the non-hygienic aspects of autonomy and professionalism.

49 America’s Teachers, 9.

50 Ibid., 4,9.

51 Ibid., 111,116.

52 Herzberg, Motivation, 117.
Newman issues a challenge central to the concern of this discussion.

The best teachers strike a balance between their concern for academics and their concern for students... Will people with excellent academic skills please step forward? Of these, the candidates who care about students and are able to help them learn can become teachers.53

Summary of Literature

The research on why students enter or avoid the teaching profession confirms the theories of Herzberg and Lortie. These theorists regard the less material aspects of teaching as those reasons for selecting (and working hard in) this profession. Studies which discern why people avoid teaching cite the more hygienic, or dissatisfying aspects of the job. Studies which discern why people enter the profession cite the non-hygienic, or satisfying aspects of the job.

Perhaps Herzberg's most intriguing application to teaching lies in the heritage of the profession itself. The teacher-student dynamic speaks to a fundamental bond of our humanity. It is a family relationship devoted towards knowledge of the world and of the self. It is a relationship whose value cannot be assessed and which is perhaps manifested in fields beyond teaching. But few jobs adhere to that family relationship as strongly, and there is much to be said for the studies of family influences upon children's learning.

In terms of the academically able among our most affluent high schools, how do they perceive the teaching profession? Not only have the students had optimal resources and success, but so have their teachers. The extent to which recruitment of the academically able fails here offers potential insight into the relationships that students carry from their family experiences into their school experiences. If, in fact, such students profess less interest in becoming

53 Newman, America's Teachers, 8.
teachers, then perhaps the system itself fails to instill a higher level of self-actualization. Reformation of such would dictate changes in how we structure curricula, the standards by which we graduate students, and the types of relationships that would exist among members of educational institutions.
CHAPTER THREE—METHODOLOGY

Design of This Study

At the core of this study is the desire to understand academically able students' perceptions of the teaching profession. Given that certain adults play significant roles in these students' perceptions, it is important to consider the role these adults have or had; thus, students were asked to identify one parent who would also participate in the research. In the discussion of the actual interview questions, we shall see that students also describe the impact that key educators have had in their lives.

This study also built upon prior research, especially that of Dan Lortie and Ibrahim Al-Houthy. Lortie's identification of attractors to the teaching profession, coupled with Frederick Herzberg's discussion of occupational motivators and non-motivators, provides a philosophical framework by which to address the issues of student perceptions. Are students perceiving the job of teaching more for its hygienic, or extrinsic rewards, or are they able to perceive some of the more intrinsic, and ultimately more rewarding aspects to teaching? Further, does this deeper insight occur at institutions of greater privilege? In an extreme example, schools besieged by violence would have difficulty transmitting favorable messages about the teaching job. But what about those buildings where educational resources are superior; does this environment promote greater internal recruitment?
Barnett Berry's qualitative survey of Sophomore Honors students' perceptions of teaching is similar in that this study also assesses the perceptions among Honors students.

Al-Houthy's work did much to provide the quantitative framework for this research. His doctoral study assessed Yemenite male student perceptions of teaching. His survey instruments focused on actual perceptions of the position itself, as well as categories of interest for career selection.

Two areas build upon no precedent in this area of research. The first is the analysis of parental impact. Many studies examine student perceptions once they are in college, though few are able to work at the high school level. The involvement of parents in the research only seems to compound the complexity in getting the project started, as there may be an overall reluctance on the part of families and/or school administrators to involve said parties.

Yet the input of parents remains an integral part of this research from the beginning. Given that self-actualization represents the highest form of motivation, according to both Maslow and Herzberg, it is incumbent upon the research to examine the school experience in its widest possible context. Concomitant with the growing awareness of the social and emotional needs of students that schools must embrace, educators look at the experiences of home to help solve the riddles of effective education.

For the most part, schools contact parents for anomalous examples. In an effort to account for a student's behavior, we often cite the examples they see at home. Transferring this to the experience of academically successful students, it becomes worthwhile to examine the relative degree of hygiene that students experience—at home and at school—in motivating them. For example, it is likely that in the early years of a student's education, the parents impose largely external demands upon the student to achieve success in
school. There is little speculation on the student's part as to why doing one's homework has any greater consequence beyond the immediate success in school. But as the student matures, they may see that preparation for this test involves wider dimensions to their adult lives.

Yet most students do not graduate high school as purely academic creations. There is a large interpersonal, pre-professional and social aspect to their learning, which the curriculum still struggles to address. As these non-academic aspects contribute to a student's self-actualization, he or she also reveals that their home life has played an important role to this step. Parental support is often integral in terms of pure work ethic; but parental influence may also condition students as to how they perceive academics. If it strictly for success by letter grade, the student's overall involvement with their learning, much less their desire to teach when they are older, may be significantly less. Conversely, if the parent lets the student meet the curriculum strictly on the student's own terms, that parent runs the risk of the child not achieving "their potential."

The second path which distinguishes this study is the selection of affluent schools. The selected high schools have a starting salary that is $10,000 higher than the national average; ironically, this is the exact figure that Fox described earlier in attracting more competitive applicants to teaching. The analysis of such schools provides an interesting complement to the opus of research that asks for improved working conditions. In effect, using affluent schools calls the bluff of such research.

The selected schools come from wide assortment of affluent suburban high schools in the Chicagoland area. Indeed, "affluence" has become an issue in northern Illinois, where recently imposed tax caps provide relief to homeowners at the expense of school programs. Thus the relationship that
these schools have enjoyed with their communities is changing, and a worthwhile study will be to determine any real changes in academic performance among schools who have suffered tax cap cutbacks. The tax cap itself, however, represents a larger political perception of teaching that is largely non-supportive.

There are two criteria used to determine affluence. The first obviously benefits teachers: salaries. Appendix A indicates the top 30 salaries in the suburban Chicago districts, beginning with starting salaries at the B.A. and M.A. level, and ending with maximum salaries. We note that entry level salaries among these top districts are $10,000 higher than the national average.

The second criteria is operating expenditures per pupil (OPP), also cited in Appendix A. The OPP of a district naturally benefits the student, though the student is generally not cognizant of how her or his situation might be elsewhere. OPP also allows for improved working conditions, so the teachers benefit as well. There are limitations to this criteria, for several districts’ OPPs are inflated due to federal aid. For example, one of the top districts in the state of Illinois receives a substantial amount of Chapter One funding for at-risk students. While we cannot say that the property tax revenue alone makes these districts affluent, we can argue that the combination of expensive real estate and government aid create for a more affluent working environment for the students.

Both schools in this study rank among the top 30 in both teacher salaries (at all levels) and OPP. Given that the state of Illinois has 113 high school districts (excluding unit districts), we are looking at two high schools that rank among the more affluent in both the state of Illinois and the entire country.

In order to determine academic success, students of respective National Honor Societies (NHS) were chosen. The NHS chapters are of public record,
and all participating students demonstrate academic success (overall grade average of “B” or better), character and community service. Originally, this study wished to take the students with the top 100 grade point averages, but this was determined to be of a confidential nature. The aspects of character and service certainly contribute to the overall profile of the student, and certainly these attributes would only help students in the event they wished to become teachers.

This study is designed in two parts. The first part is a survey response on perceptions of teaching and career motivation for both students and parents. In order to be interviewed (the second part), both members of the family had to return the surveys. Chapter Four provides the qualitative assessment of the interview, and then supports these responses with quantifiable data from the surveys.

Sample

The selection of cooperating schools was perhaps the most difficult aspect in getting the research started. Among the top 30 districts in Chicagoland (in terms of salary), there existed a variety of schools to select. Originally, the study wished to focus on a district’s “best and brightest,” and in order to minimize confusion about who these students were, only districts with a single high school were selected. Once the decision to work with NHS students was reached, working with multiple high school districts became an option.

The request was first brought to the attention of the respective districts’ Superintendents. Once the Superintendents approved of the study—which excluded the option of publication, for now—an interview was set up with the building principal. The researcher presented artifacts, which included an
overview of the research, a sample mailing and a description of the interview questions.

Both building principals were very cooperative in familiarizing the respective sample populations. At School #1 the principal attended an NHS meeting, and, working with the NHS adviser, acquainted students and parents with the purpose of the project. The principal distributed initial questionnaires as to who would be interested in participating. Affirmative responses included the identification of one parent—at the choice of the student and parent involved. At School #1, of 35 potential student-parent respondents, 21 expressed a desire to cooperate. Of this number, 14 finally completed the research. Follow up postcards were sent to complete the surveys, but seven parties did not respond.

Similarly, the principal at School #2 sent a letter to NHS students and parents, also asking for their participation. This principal also sent a follow-up letter. Of 95 potential respondents, 52 indicated a desire to cooperate. 49 finally completed the research. Again, follow-up postcards were sent.

While both schools rank as "affluent," there are different demographic statistics. At School #1, the student population is equally divided into three parts: Caucasian, Hispanic and Afro-American. At School #2 there is a 25% minority population, of Asian, Hispanic and Afro-American students. Explication of demographics appears in Chapter Four.

Thus, this research had a 49% rate of return, or 126 respondents. Once surveys were returned, the student and parent engaged in an 8-10 minute interview with the researcher. Respondents were asked if the conversation could be recorded for the purposes of accurate note-taking only, and all respondents agreed. (In the field testing, some respondents were recorded,
others were not. There was no discernible difference in the length or depth of responses.)

**Instruments and Treatment of Data**

Appendix B provides the survey instrument and interview schedule. Each parent and student completed a three part survey. The first part measured perceptions of the teaching profession, and responses adhered to Lortie’s research regarding attractors to the teaching profession. Responses also adhered to some of the traditional “labels” about teaching based on studied perceptions during the 1960s through the 1990s. For the parents, this part of the survey asked them to imagine their child becoming a teacher. Parents had the opportunity to give their own immediate impressions of the profession through the interview.

The second part measured both student and parent priorities in career selection. The responses generally adhered to reasons why individuals would or would not select teaching; however, individuals would apply these responses to their own interests. The purpose of this survey was to see how closely Lortie’s attractors to the teaching profession were part of the overall students’ and parents’ career motivations. For example, did respondents generally view the opportunity to work with young people as a high priority? The first two parts of the surveys were measured by Likert scale responses.

The third part asked for information on gender and race, the categories of which included: white, Afro-American, Hispanic, Asian and other (filled in only once by 126 student-parent respondents, with Mexican.)

The surveys were designed to provide quantitative support to the qualitative responses on the interview questions. Specific questions were geared towards the qualitative purposes: what were particular extrinsic
motivators or intrinsic motivators? What perceptions of teaching focused more on the material aspects? the interpersonal aspects? Detailed listings of which questions were analyzed appear in Chapter 4. For each quantitative analysis, an analysis of variance was conducted through the variables of gender, school and race. Correlations between student and parent responses were also determined, as both parties responded to similar questions.

The first question on the interview schedule was: What are your overall perceptions of the teaching profession, and have these perceptions remained the same over the years? Why or why not?

Responses were analyzed for emergent categories and themes. Quantitative data used for support were questions #1-8, 13 on Part I of student and parent surveys. These nine responses corresponded to Lortie's attractors to the teaching profession, and they also represent a range of extrinsic and intrinsic rewards to teaching. Data was also assessed by race, gender and separate and combined schools, using an analysis of variance (ANOVA) procedure through race, gender and school. Correlation between student and parent responses was also measured.

The second question asked was: When you think of teaching, do you consider other aspects to the profession, like advising clubs and/or coaching sports? No numerical data was used to support this response.

The third question asked students to identify one successful experience with a teacher and/or classroom. What made that experience so successful? For parents, the same question was asked about their students. Numerical data for support used questions #9-12 on Part I of student and parent surveys. These questions describe the relationship that students have had with adults during their academic experiences, and how
significant these relationships were in formulating impressions of teaching. These questions were also applicable to the first interview question.

For students only, they were asked to identify a mentor and explain why this individual was a mentor to them. Responses were solely qualitative here.

The fourth question asked students was: **What are your professional interests? Why?** To parents we asked: **What are your son's/daughter's professional interests? Why?** Numerical data used for support were all the questions on Part II of the surveys, which described occupational motivations. Further breakdown of these responses featured separation into hygienic and non-hygienic motivators, through ANOVA and correlational procedures.

The fifth question asked students was: **What do you think about becoming a teacher? Would the competitive suburban salary influence your decision in any way?** To parents we asked: **What do you think about your son/daughter becoming a teacher? Does the competitive suburban salary influence your thoughts in any way?** Numerical data used for support here were the same data used for questions #3 and #4; this time, however, the breakdown was identified by students interested in pursuing teaching and/or teaching-type professions (like nursing or physical therapy). The purpose here was to see how well Lortie's traditional attractors to teaching held up with respondents who were interested in becoming teachers and with those who were selecting different career paths.

The final question sought to examine the degree of influence parents have had on their children's academic history: **What do you think made you (the student) successful in high school? What did your parents typically say or do to encourage you?** The parents were asked the same question about their own involvement with their children. For the most part,
numerical data could not fully ascertain the degree of influence, for parents have been very involved early on, but later the students exhibit a high degree of autonomy.

**Administration of the Instruments**

At both schools, letters of introduction and request were sent to students and parents from the building principal (after receiving approval from the district Superintendent). These responses also served as permission to work with students, which satisfied the research requirements of working with minors.

Affirmative responses from families were forwarded to the researcher, who then sent each family copies of the surveys. At School #1, all surveys were returned before interviews could begin, because the survey responses included telephone numbers. Thus, 21 families agreed to cooperate at School #1, though 14 actually did.

At School #2, interviews began before surveys were returned, as the research request form (sent by the principal—twice) already included their telephone numbers. Out of 51 family who cooperated, 49 returned their surveys.

The opinion of the researcher is that a higher rate of survey return was possible because the families were reminded about the surveys during the actual interview.

All respondents indicated the best time for a telephone interview.

In most cases, students and parents were interviewed on the same call. In other words, after one would speak, the other would come on the phone. No interviews were with students and parents simultaneously, though occasionally
they would speak to each other for verbal confirmation of a response. For the most part, however, responses were autonomous.

130 interviews were completed, and 126 surveys were returned. The four interviews without surveys were not included in the research.

**Field Testing**

Field testing of the survey instruments occurred at a third suburban high school, which was in the same district as one of the two high schools used for the actual study.

Ten student-parent units participated. The procedure for soliciting involvement began with the building principal, who sent a letter of request to NHS parents and students.

During the field testing the survey instrument remained the same. The interviews were recorded by both tape and handwritten notes. There was no substantive changes in responses from parents or students. (Permission was asked from each respondent prior to tape recording). Interviews lasted approximately 8-10 minutes. All notes were transcribed by the researcher.

There was no substantive changes in the survey instrument or interview schedule as a result of the field testing.

**Research Questions**

The interview schedule reveals the key questions for this study. The six questions, corresponding to the questions of the interview, are explained below:

#1: Are overall perceptions of the teaching profession more favorable than unfavorable? Historically, there has never been a time when the overall perceptions of teaching were poor; even during the 1960s and 1970s, long
before awareness of school reform began, teaching was attractive for many of
the extrinsic aspects, such as long vacations or job security. Indeed, teaching
became (and still becomes) an overcrowded profession during times of high
unemployment.

But there are two distinguishing factors that make this question integral to
this study. First, we are examining a profession in locales where school reform
has had its impact. These suburban districts feature higher salaries and
improved working conditions. Many of the complaints against the profession,
articulated in prior studies, would not be applicable by today's standards.
Second, and even more important, we are in a unique job market today. Not
only are suburban high school salaries competitive with other professions that
heretofore outdistanced the teaching salary—like engineering or law—but other
professions are experiencing a glut, where teaching is not. The year 1995
marks the third year of a three year early retirement window in the state of
Illinois, and there is an unprecedented number of vacancies for teaching
positions in competitive districts. Appendix C articulates the actual numbers of
applicants for positions in one district used for this study.

Thus one suggestion is that teaching is going to look better and better to
students and parents, especially those who live in districts that have benefited
from a growing awareness of school reform. Given the current professional
climate, our overall perceptions of teaching are critical to assess at this time.

#2: Do perceptions of teaching often include extracurricular duties? The
question here is that most individuals do see extracurricular features as part of
the profession. Unlike prior assessments of teaching, this study seeks to
ascertain the extent to which respondents regard co-curricular duties as part of
the job. There are two reasons for this hypothesis. First, many teachers enjoy
relating to students outside of an academic context. Indeed, there is a much higher interpersonal aspect that the traditional academic assessment provides.

The second reason is that many students themselves find these experiences as important as their academic ones. While students may not be able to appreciate the long term effects of their academic upbringing in school, they have immediate sense of the importance of their extra-curricular work. Given the high degree of "well-roundedness" that students of high achievement often exhibit, it is likely that many will see these co-curricular duties as integral to their overall school experience, and thus assess the teaching profession as one that naturally incorporates these duties.

#3: When academically successful students, or their parents, describe a "successful" experience in a classroom or with a teacher, does this experience incorporate a non-academic aspect? What role does the mentor have in students' overall experiences? A large measure of the success of these NHS students is their traditional academic work; yet, when asked to describe their overall successful experiences, they will refer to an interpersonal relationship with a teacher as part of their response. When parents describe the successful experiences of their students, they, too, will be less likely to describe a moment of scholastic success, but rather will refer to an interpersonal experience as well.

There are two reasons for this question. The first refers to the growing body of research which is slowly redefining our notion of academic success. Rather than finding out whether or not our students are intelligent, we are seeking to find out how our students are intelligent. Multiple learning styles, different intelligences and authentic assessment lead the curricular efforts of reform. Thus there is an aspect of the traditional curriculum being called into
question, and we should regard achievement as being only one measure of student performance in high school.

The second reason examines student motivation itself. NHS students will most likely vary in their degree of effort needed to attain high achievement. But few, if any, will consider their sole purpose to be strictly academic achievement. Similarly, how many adults—in professions of choice—are oblivious to the interpersonal aspects of their work? Many students are “turned on” by an exciting teacher; conversely, a dull classroom experience makes it much harder for students to want to excel. Further, much of the curriculum in high school is self-serving. Beyond the last test or essay, students will forget what they “learned.” They will not forget the process, or degree of effort, or the relationship that they themselves have with the material, which may explain why many students remember teachers more than they remember what the teacher actually taught them. Indeed, an identification of a mentor confirms the importance of the interpersonal experience with an adult as a motivator for success in a given field of work.

This question also identifies an irony in this study. Ultimately, what motivates us as adults, according to Herzberg, is a love for the work itself. Yet rarely will teenagers exhibit this behavior. Perhaps teenagers lack the maturation to realize the full depth of this notion. More likely, however, is that teaching automatically incorporates an interpersonal component. An educators’ ability to relate well to students is as important as the academic context of their work. Yet at the same time there is much discussion of empowerment of our students. Educators wish for students to take responsibility for their own learning—to achieve a Herzberg-like atmosphere of love for the work itself. If this is to happen, then, the relationship that students have with teachers may change. Instead of prioritizing that valuable
interpersonal, or non-academic aspect of the teacher, students may come to see this as a bonus.

Conversely, the relationship that teachers have with students may change as well. If teachers are to experience a systemic reform in how they view curriculum, with the end result being students taking charge of their own learning, this may revise the overall context in how teachers and students interact.

One question that this study does not assess is one posed earlier: do teenagers have the maturity to take charge of their own learning? If so, what will this learning look like? What sacrifices to our curriculum will occur? And in the long run, are these really "sacrifices," or have the students gained an understanding of something that will be more valuable to them in the long run?

The relationship that students have with their mentors will also reveal a mix of academic and non-academic components. As students describe these relationships, we shall see a stage in the development of student self-actualization. As the mentor's role is to help students determine their own paths in life, we shall see that the mentor's influence further illustrates the student's definition of "success."

#4: What are the professional interests of students of academic success in affluent high schools? What makes these jobs appealing? How do these aspirations compare with their parents' career selections?

In assessing students' professional motivations, it is important to make comparisons with their overall "successful" experiences in school. Can these experiences serve as predictors for future career motivation? For example, if a student does exceptionally well in an academic area, how fully does that signal a professional interest? Might this same student experience a non-academic relationship that plays an equal role in determining career motivation?
Further, the comments and actions of students' parents are also important to discuss. The element of choice, especially among women, will certainly differ for students of the next generation. Even the example of a woman's career choice, however, points to the issue of self-actualization. How do the perceptions of one's achievement of self-actualization compare between parents and students? For example, if parents selected careers based on financial security, did students do the same?

#5. Will students of academic success in affluent high schools have a desire to enter the profession? Does the competitive salary of suburban high schools influence their decision in any way? Despite improved perceptions of the teaching profession, and overall successful experiences in school, students of academic ability will wish to pursue professions other than teaching for their career. There are several reasons for this hypothesis. The first is historical. Like preceding similar studies, students still operate under a notion that "success" and "prestige" are associated in our culture. Given their acclimation to a school-wide prestige, and their desire to achieve, students will seek professions with a much higher profile, like medicine, law or engineering. These professions, traditionally, carry high salaries, though numerous examples exist to the contrary. Indeed, a student could even believe that a teacher might make more money than a lawyer, which is becoming more common, but the profession of being a lawyer is more attractive to the student.

A second reason students will not want to enter teaching is because of our cultural definition of growing up. The sense of leaving, establishing one's own identity, separating from familiar contexts—these are powerful and ingrained motifs of our teenagers' culture. The traditional notion is that one goes to college if they are successful in school, gains successful employment, and works in an area where they can use that sophisticated training. For many,
teaching is a step "backwards." What is the sense of graduation? Or promotion? Also, we do not live in a culture that prioritizes working with young people. Indeed, much of our current media glamorizes freedom from childhood responsibility, though not necessarily freedom from youth.

Finally, there is a growing sense of concern about the actual efficacy educators feel in the classroom. The traditional parameters of academic success are even changing. College admissions, tax caps, grade inflation, school to work initiatives, plus an ever-increasing host of family and social concerns—these issues dramatically influence the reality of the teacher's job, and teachers, or even entire schools, may feel that their impact is not nearly as strong as it was two or three decades ago.

This is not to say that respondents in this study are somehow denying themselves by not becoming teachers. Rather, we are not accustomed to thinking about teaching as a glamorous position. Much like parenting itself, it is a "noble" thing to do, but given the choice, how many who have experienced "success" in their school will want to achieve a similar degree of "success" outside of school? Ironically, even though students describe success in intrinsic terms, they will still evaluate their own success by extrinsic measures.

#6: What is the degree of involvement between parents of academically successful students of affluent high schools and their students themselves? Does this involvement engender extrinsic or intrinsic motivation, or both? Assessment of parent responses will reveal a high degree of similarity to their students in responses to the above questions. For example, if a student indicates a desire to enter a certain profession, that parent will have knowledge of what that profession is. Or if a student describes a certain successful experience in school, that parent will describe a similar experience.
The issue of autonomy in student work becomes an important one in examining parental influence. We shall see two types of parent influence: hygienic and non-hygienic. Hygienic influence is the parent who says: "Do the homework because I say so. This is your job in school, work hard, and do it well." For these parents, high grades are extremely important. Non-hygienic influence is the parent who says: "Do the best job you can. We support you in your decisions. Naturally we want you to give it your best effort." For these parents, an average grade is acceptable.

Certainly there is a mix of styles among parents. This study hypothesizes that most parents offer some type of hygienic influence on their children. In other words, students' academic success is, in part, attributable to the standards that their parents set.

This notion of conformity has been called into question recently. One study in a recent issue of the Chicago Tribune labels school valedictorians as individuals who have simply learned to cooperate with the system more than others.1 Ironically, this study examined valedictorians from the state of Illinois from the year 1981, and concluded that these students are not "future visionaries." Instead, they have learned to cooperate with a system that often has not rewarded them.

Rather than mitigate the efforts or direction of academically able students, we can say that schools and teachers serve as stages for self-actualization. It may be that students might not achieve this awareness until much later in their lives.

Obviously, there needs to be a balance between the early extrinsic motivators and ultimate inculcation of these values. This study does not

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1 "Being at head of class isn't same as having inside track on life." Chicago Tribune. 11 June 1995. 1.1.
examine the psychological purport of parental influence beyond student behavior. (Further, is it even appropriate that schools examine the psychological value of curricula?) But student behavior itself is important, and if NHS students are accustomed to acting as models for their parents expectations, there is an element of hygienic influence in student's lives, and if this element is strong enough, then students may be too accustomed to looking for external motivators in their post-academic years.
CHAPTER FOUR—ANALYSIS OF DATA AND RESEARCH FINDINGS

Description of Sample

The total number of respondents from School #1 was 28—or 14 student and parent units. The total number of respondents from School #2 was 98—or 49 student and parent units.

Tables 7 and 8 below illustrate the population sample garnered through both high schools, as defined by race and gender.

In Table 7 we see that the overall distribution of respondents was relatively equal. The major disparity occurred with the number of female respondents from School #2 (which was over twice as high as the number of male respondents at the same school), unlike School #1, where there was an equal number of male and female student respondents. A similar disparity—though common to both schools—was in the number of female parents to respond. In both schools this number was over twice as high as the number of male parents.

In Table 8 we see that the total population emphasizes a high Caucasian population. Conversely, we observe that there is a disproportionate number of Afro-American students, especially given the demographic composition of both schools. The representation of Afro-Americans and Hispanics in the National Honor Society sample is much less than the state average.
Table 7: Total Population by Gender, Student, Parent and Schools

<table>
<thead>
<tr>
<th>Population</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (N=126)</td>
<td>24% (31)</td>
<td>76% (95)</td>
</tr>
<tr>
<td>Students 50% (N=63)</td>
<td>43% (21)</td>
<td>57% (28)</td>
</tr>
<tr>
<td>Parents 50% (N=63)</td>
<td>8% (10)</td>
<td>31% (39)</td>
</tr>
<tr>
<td>School #1 Students 11% (N=14)</td>
<td>5% (7)</td>
<td>5% (7)</td>
</tr>
<tr>
<td>School #2 Students 39% (N=49)</td>
<td>11% (14)</td>
<td>28% (35)</td>
</tr>
<tr>
<td>School #1 Parents 11% (N=14)</td>
<td>3% (4)</td>
<td>8% (10)</td>
</tr>
<tr>
<td>School #2 Parents 39% (N=49)</td>
<td>8% (10)</td>
<td>31% (39)</td>
</tr>
</tbody>
</table>

Note: Total numbers appear in parenthesis.

Table 8. Total Population by Gender and Race

<table>
<thead>
<tr>
<th>Total Population</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (N=126)</td>
<td>24% (31)</td>
<td>76% (95)</td>
</tr>
<tr>
<td>Caucasian 81% (N=103)</td>
<td>20% (25)</td>
<td>62% (78)</td>
</tr>
<tr>
<td>Asian 10% (N=13)</td>
<td>2% (3)</td>
<td>10% (13)</td>
</tr>
<tr>
<td>Afro-American 1.5% (N=2)</td>
<td>0% (0)</td>
<td>1% (2)</td>
</tr>
<tr>
<td>Hispanic* 5% (N=7)</td>
<td>2% (3)</td>
<td>3% (4)</td>
</tr>
</tbody>
</table>

Note: Total numbers appear in parenthesis.
*One student identified his race as "Mexican."

Tables 9 and 10 illustrate the demographic profiles of both schools, as well as the State of Illinois. We also see that the composition of Asian students in our sample exceeds the total state average. The percentage of Hispanic students in the NHS sample is slightly slower than the state average of Hispanic students and considerably lower than the school population of School #1.
Table 10 also indicates several important distinctions between the two schools. We observe that School #1 has a significantly higher percentage of low income students (closer to the state average), and a significantly lower number of students taking the ACT. Yet, the average ACT score for students from both schools is commensurate with the overall state average. We also note that School #2 has a significantly larger student population—by almost 1000 students. Despite the larger population, School #2 has a considerably smaller percentage of low income students, a higher percentage of students taking the ACT, and a slightly higher overall ACT score.

Table 9.: Racial Profile of High Schools in Comparison to Illinois

<table>
<thead>
<tr>
<th>School</th>
<th>% Cauc</th>
<th>% Hisp</th>
<th>% Asian</th>
<th>% AfroAm</th>
<th>% Nat Am</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>42.7</td>
<td>30.0</td>
<td>0.1</td>
<td>27.3</td>
<td>0.1</td>
</tr>
<tr>
<td>#2</td>
<td>75.4</td>
<td>6.0</td>
<td>15.2</td>
<td>3.1</td>
<td>0.3</td>
</tr>
<tr>
<td>Illinois*</td>
<td>65.5</td>
<td>10.7</td>
<td>2.8</td>
<td>20.8</td>
<td>0.1</td>
</tr>
</tbody>
</table>

*State totals based on 1992-93 school year data
District totals based on 1993-94 school year data.

Table 10: Demographic Profile of High Schools in Comparison to Illinois

<table>
<thead>
<tr>
<th>School</th>
<th>% low inc</th>
<th>ACT ave</th>
<th>Tot ACT</th>
<th>% ACT</th>
<th>Tot Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>32.7</td>
<td>20.9</td>
<td>627</td>
<td>47.3</td>
<td>1325</td>
</tr>
<tr>
<td>#2</td>
<td>1.2</td>
<td>22.0</td>
<td>1461</td>
<td>62.7</td>
<td>2331</td>
</tr>
<tr>
<td>Illinois*</td>
<td>30.3</td>
<td>21.0</td>
<td>NA</td>
<td>62.2</td>
<td>NA</td>
</tr>
</tbody>
</table>

*State totals based on 1992-93 school year data
District totals based on 1993-94 school year data.

Several limitations to our sample exist. Despite the random sampling, we have a higher number of female parents responding. Also, the representation of non-Caucasian students in the sample population does not represent the larger demographic profiles of the school or the state of Illinois. This disparity might ultimately be more a reflection of current practices in the
overall school curriculum, as opposed to the individual NHS memberships of high schools. Indeed, this is a disparity among NHS students and schools that exists nationwide at present.

The remainder of this chapter is divided into six parts, each part corresponding to one of the interview questions. Each part begins with the actual interview question, an analysis of the qualitative responses, and then proceeds to provide quantitative assessment when applicable. All italicized responses refer to actual quotes from respondents. Given names, however, are fictitious.

**Qualitative and Quantitative Assessment**

Research Question #1—Overall Perceptions of the Teaching Profession

Interview Question. *What are your overall perceptions of the teaching profession? How have these perceptions changed as you've gotten older?*

**Qualitative Analysis**

Much of this chapter will attempt to discover upon what students base their favorable or unfavorable impressions. Unlike parents, it appeared that students often rely upon their own experiences. Indeed, when asked this question, many students chose to respond as if the question were “What do you think of teachers?”, which then easily translated into, “What do you think of your teachers?” Consequently, a number of students simply responded by describing their general perception of favorable teachers they have had. A few students did seem to have a more global sense of the profession as a whole, and these students often resembled the viewpoints of their parents.

**Student Perceptions—School #1**
Responses to this question fell into three categories. Favorable responses were those which consisted of entirely positive comments about the teaching profession. Unfavorable responses were those which consisted of entirely negative comments about the teaching profession. Mixed responses were those comments which consisted of both positive and negative comments about the teaching profession. While both schools' respondents conveyed largely positive perceptions of the teaching profession, School #1 showed a higher incidence of mixed and negative perceptions. Tables 11-13 refer to these responses.

Table 11. Overall Perceptions of the Teaching Profession in School #1

<table>
<thead>
<tr>
<th>SCHOOL #1</th>
<th>Favorable</th>
<th>Unfavorable</th>
<th>Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>50% (7)</td>
<td>14% (2)</td>
<td>36% (5)</td>
</tr>
<tr>
<td>Parents</td>
<td>71% (16)</td>
<td>7% (1)</td>
<td>21% (3)</td>
</tr>
<tr>
<td>Total (N=28)</td>
<td>61% (17)</td>
<td>10% (3)</td>
<td>29% (8)</td>
</tr>
</tbody>
</table>

(Total numbers appear in parenthesis)

Table 12. Overall Perceptions of the Teaching Profession in School #2

<table>
<thead>
<tr>
<th>SCHOOL #2</th>
<th>Favorable</th>
<th>Unfavorable</th>
<th>Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>61% (3)</td>
<td>6% (3)</td>
<td>33% (13)</td>
</tr>
<tr>
<td>Parents</td>
<td>51% (25)</td>
<td>6% (3)</td>
<td>43% (21)</td>
</tr>
<tr>
<td>Total (N=96)</td>
<td>56% (55)</td>
<td>9% (6)</td>
<td>38% (37)</td>
</tr>
</tbody>
</table>

The overall student perception of the teaching profession at School #1 was generally more favorable than unfavorable. Seven of the fourteen students perceived the profession in positive terms, and two factors emerged as positive, motivating and non-hygienic attributes: service and interpersonal value in working with children. I really respect teachers for the hard work they do. It's a noble profession. Or, Teachers have a chance to make a great impact on
young people. Teaching is an important service for the future of our society, and teachers themselves have an important role with students.

Table 13. Overall Perceptions of the Teaching Profession—Total

<table>
<thead>
<tr>
<th>SCHOOL#1 &amp; #2</th>
<th>Favorable</th>
<th>Unfavorable</th>
<th>Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>59% (37)</td>
<td>8% (5)</td>
<td>33% (21)</td>
</tr>
<tr>
<td>Parents</td>
<td>56% (35)</td>
<td>6% (4)</td>
<td>38% (24)</td>
</tr>
<tr>
<td>Total (N=126)</td>
<td>57% (72)</td>
<td>7% (9)</td>
<td>36% (45)</td>
</tr>
</tbody>
</table>

Five students gave a mixed review, and emergent themes featured both hygienic (or less motivational) aspects of why people pursue work and non-hygienic aspects.  Table 14 illustrates the breakdown of students’ unfavorable responses.  

(Total numbers appear in parenthesis)

Table 14. Factors Contributing to Unfavorable Perceptions at School #1

<table>
<thead>
<tr>
<th>Factors</th>
<th>Non-hygienic factors</th>
<th>Hygienic factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Difficult work with kids 28% (2)</td>
<td>Salary 14% (1)</td>
</tr>
<tr>
<td></td>
<td>“Hard job” 14% (1)</td>
<td>Status 43% (3)</td>
</tr>
<tr>
<td>Total (N=7)</td>
<td>43% (3)</td>
<td>57% (4)</td>
</tr>
</tbody>
</table>

Those individuals whose unfavorable comments featured hygienic elements described money, job security and public perception as influences.

_It's a pretty good job. After a while, the money's pretty good. People think if you're smart, you shouldn't be a teacher. Maybe you don't find steady jobs. Before I never thought there was much wrong with it._
While most students’ opinions of teachers improved as they grew older, this individual became more influenced by others’ perceptions of the profession.

Jack:

*It’s a good profession to get into, except for, one of the most obvious reasons that most people cite, the money. Other things, it takes quite a while to get your degree and get into a student teaching situation. Plus, you have to have a certain type of personality to deal with children or students, and that a long term teaching career is very stressful, in a different way that normal industrial jobs are. . . . But a lot of teachers do like to work with the students, which is good.*

This student’s responses seem to be generated more upon his experiences of others; and they are beyond the experiences of high school students. Still, he echoes what “most people cite,” or he has had selected experiences with members of the profession. Also, this student’s father was employed as the mayor of his local town, and there was a common element of public awareness among both respondents.

Non-hygienic responses which were unfavorable featured the interpersonal requirements of teaching. Two students perceived the job as an important one, but one that they themselves would not do. They expressed concerns about the maturity level of students, the required amount of patience or the interpersonal skills needed to work with these students.

Two students had unfavorable perceptions of the profession. The first student focused again on the traditional public image of teachers: *Teachers want to get more in touch with kids, but they’re not appreciated much. Obviously, they enjoy what they do, and they have some kind of love for it, but they are not appreciated much.* The second student focused on salary:

*It’s a middle class job. It’s not too much of a way to get rich. Especially if you’re trying to get ahead, like me. Yes, I respect teachers. They’re doing a good thing. I was never really attracted to the profession because I wanted to make money.*
That the two negative responses featured largely hygienic, or non-motivational aspects to professional pursuits suggests that negative perceptions of the teaching profession do not fully take into account the more ingenuous purposes for teaching.

**Parent Perceptions—School #1**

The parent perceptions were more consistently favorable than their students; emergent themes focused on the importance of the work itself, the interpersonal value to the children and the overall public service that teaching provides. If these perceptions changed, they improved as the parents' children went into school.

*It's necessary for the future of our country and our society. I believe that many of the problems in society can be solved through education and active participation with teachers and their roles with the young of our country. When I was a student, I didn't feel this way. You have a better concept as you get older as you see society and get active in things. You see skills that people need as adults.*

Most parents perceived the job as very difficult and requiring much patience. Another positive perception was its influence on young people.

Three responses were more mixed in their perceptions. Table 15 illustrates the breakdown of these perceptions. While the parents acknowledged the important impact that dedicated teachers have, they cited factors beyond the teachers' control in their less favorable perceptions. One indicated that there was more dedication (despite being underpaid) in the elementary levels than in the high school levels.
Table 15. Factors of Parents’ Unfavorable Perceptions at School #1

<table>
<thead>
<tr>
<th>Factors</th>
<th>Non-hygienic factors</th>
<th>Hygienic factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>difficult work with kids</td>
<td>25% (1)</td>
<td>Salary 25% (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lack professionalism 50% (2)</td>
</tr>
<tr>
<td>Total (N=4)</td>
<td>25% (1)</td>
<td>75% (3)</td>
</tr>
</tbody>
</table>

I think I’m less happy with the higher levels. I see less dedication. And I don’t know if that’s more because kids are a little more rebellious and difficult to deal with, and maybe there’s some resignation in teachers. I’m not as impressed.

One parent indicated that the difficulty in working with children was not entirely the teachers’ responsibility: So much comes from home, and it is carried into the school. Teachers have to take this and that’s not fair. A third parent said that it’s a “hard job” and one that not every one is able to do well.

The one parent response which was unfavorable focused on salary:

I think teachers are under-rated. I think that a lot of people don’t try to persuade their kids to become teachers, because everyone thinks they’re underpaid. I could tell from the survey questions, that as far as community prestige, a lot of that isn’t focused upon.

This response was the only response that featured an hygienic reason for an unfavorable perception.

Parents undoubtedly generate their perceptions from a variety of sources: the media, their own memories, or opinions on other teachers. A final group bases its perceptions on actual research and knowledge. One limitation of this study is to fully distinguish the sources for parents’ opinions.
Conclusions—School #1

In sum, School #1’s National Honor Society featured a majority of students and parents—61%—who viewed the teaching profession favorably. These responses illustrated Lortie’s research on why people choose to teach, namely—the love for children and the impact teaching has on our society. Respondents acknowledge the hard work and dedication teachers bring to the classroom. More parents than students, however, had positive perceptions, and only three parent stated hygienic reasons for viewing the profession unfavorably. The students, however, demonstrated a higher incidence of hygienic responses in account for unfavorable perceptions. School #1 featured an equal number of students and parents (three students and three parents) who offered non-hygienic factors in their mixed perceptions. Finally, no major differences occurred between students and parents in their responses—that is, there was no student-parent unit which contained both a completely favorable and a completely unfavorable perception.

Student Perceptions—School #2

Several differences occurred between schools here. The first occurred with the number of students who viewed the teaching profession favorably at School #2. Unlike the 50% of students with favorable responses at School #1, School #2 had 61% of the NHS students offer favorable responses. Again, categories which emerged in these responses focused on service and interpersonal value to young people. I think it’s very honorable, for those who teach, like people you look up to. The percentage of students at School #1 (35%) with mixed perceptions was similar to the percentage of students (32%) with mixed perceptions at School #2. The percentage of students with
unfavorable impressions of the teaching profession was 16% at School #1 and 14% at School #2.

Sixteen students gave mixed reviews of the teaching profession, and like School #1, almost half (six) of the unfavorable responses featured hygienic reasons, and the remainder featured non-hygienic reasons for unfavorable impressions. The breakdown of unfavorable responses is indicated in Table 16 below:

Table 16. Factors for Students' Unfavorable Perceptions at School #2

<table>
<thead>
<tr>
<th>Factors</th>
<th>Non-hygienic factors</th>
<th>Hygienic factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult work with kids</td>
<td>31% (6)</td>
<td>Salary</td>
</tr>
<tr>
<td>Negative experiences</td>
<td>11% (2)</td>
<td>Status</td>
</tr>
<tr>
<td>&quot;Hard job&quot;</td>
<td>16% (3)</td>
<td></td>
</tr>
<tr>
<td>Total (N=19)</td>
<td>58% (11)</td>
<td>42% (8)</td>
</tr>
</tbody>
</table>

Jill: At first glance, I see a job that you get off all summers. And you’re constantly with students and kids. So if you like that, and that’s what you like to do, then that’s what you like to do. While this student response contained generally positive remarks, her emphasis on the vacations and an almost idiosyncratic portrait of those who like to work ("constantly") with children reveal a less than favorable perception of the teaching profession. Other hygienic qualities focused on salary and the generally low image that teachers experience from the public, as in Casey’s response here:

I think teachers in general get into the profession for all the right reasons. Such as forming the minds of America’s youth. I couldn’t see any other reason why teachers would get into the profession. I think that’s a very good purpose. Perception of the income isn’t that great. So they’re doing it more for America’s youth than for themselves. As I’ve gotten into High School, they’ve changed somewhat. I think high school teachers
get into their jobs much more. Probably because they’re specialized. They have to be on top of their profession.

Casey reconciled her own personal feelings with those of the public at large. It is understandably difficult for a student to consider “public perception”, much less have that influence their own perceptions, but more commonly, from students themselves. Salary, also, was difficult for students to grasp, and when they cited salary as a reason for their unfavorable perception, their individual experiences and expectations were vastly different, as in this boy’s response:

I would have to say it’s a very rewarding profession in that you get back from everything you give. As far as pay is concerned, I think that it’s hard to say. I hear so much about how teachers are so underpaid and this and that, but then I read articles and magazines and see surveys and studies that seems as so they’re not underpaid as they claim to be. An article in our magazine 2-3 weeks ago, and it said that the average salary for teachers at our particular school was in the sixty thousand range. I don’t consider that too little amount of money. That’s basically it.

This student had a sense that “sixty thousand dollars” is a substantial salary, yet he still is aware of the salary as an impediment. The issue of public perception also appeared: It is like one of those things such as farming, or another necessary skill that doesn’t get enough recognition as it should.

Six students, conversely, incorporated non-hygienic factors for their unfavorable impressions. Like School #1, these students described the intensely difficult interpersonal aspects to teaching, as in Jennifer’s response: They have to be able to tolerate a lot of emotions between and conflicts between students and teachers, and between other students. I think they have a very hard job. Indeed, the difficulty in working with children was the most often cited reason for unfavorable impressions:

I’m a teacher, not a school teacher. I teach ice-skating to younger students. And I find it enjoyable. But I don’t think I’d go into the profession. Maybe I have a wrong perception about the pay, or about maybe how—in my family, you’re supposed to be able to be a doctor, etc.
You never say a teacher, because that isn't hardly every thought of. But I think there's something wrong with that. I love my teachers, and they seem like they enjoy their jobs. I could picture myself doing that, but how other people view it as not being as high as other professions.

One student also identified the Regular classes as being inferior to the Honors classes; students were better behaved in an Honors class, or the teacher himself tried more for the Honors class. Two students said they had "bad teachers." Two other students said only that it was a "hard job."

Three students at School #2 had unfavorable impressions of the teaching profession. Two focused on hygienic reasons: money and status. One simply said that teachers fail to earn enough of a salary for him to do it. The second focused on the lack of appreciation: My mom's a teacher. They try hard. Many don't want to be teaching. Administration overlooks them. They are under-appreciated. I've always felt this way. Indeed, this chapter will later examine the fourteen parents who either did or do work as teachers, and we shall discern the often inverse impact these parents had on their children. In other words, children of teachers generally did not wish to become teachers, though this student's responses was more unfavorable than most of his contemporaries.' The third response was more non-hygienic: this student described the intensely difficult task of working with young people: Have seen how rowdy people I know are. I wouldn't do it. I don't have enough interest in any subject to learn about this and communicate that to others. Interestingly, of the sixty-three students interviewed, only one student (from school #2) mentioned love of a particular subject (English) in her desire to teach, which suggests that academic motivation—cited by Lortie as a major reason to teach—is not fully developed in high school students, even if they are members of an academically successful group.
Based on students' unfavorable impressions of the teaching profession, we cannot say that unfavorable impressions are directly related to hygienic or non-hygienic factors alone.

Parent Perceptions—School #2

Where a majority of parents in School #1 (71%) viewed the teaching profession favorably, approximately half of the parents (51%) viewed the teaching profession favorably at School #2. Also, while 21% of the parents at School #1 had more mixed impressions of the teaching profession, nearly double that (43%) at School #2 had mixed perceptions. The percentage of parents with unfavorable perceptions remained almost the same, with 6% of the parents at School #1 having unfavorable impressions and 7% at School #2 having unfavorable impressions.

Table 17. Factors for Parents' Unfavorable Perceptions at School #2

<table>
<thead>
<tr>
<th>Factors</th>
<th>Non-hygienic factors</th>
<th>Hygienic factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult work with kids</td>
<td>29% (4)</td>
<td>Salary</td>
</tr>
<tr>
<td>Negative experiences</td>
<td>14% (2)</td>
<td>Status</td>
</tr>
<tr>
<td>&quot;Hard job&quot;</td>
<td>14% (2)</td>
<td>Lack professionalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Working conditions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parental interference</td>
</tr>
<tr>
<td>Total (N=24)</td>
<td>33% (24)</td>
<td>67% (16)</td>
</tr>
</tbody>
</table>

A significantly higher number of parents had mixed perceptions of the teaching profession at School #2. The categories for their less favorable perspectives fell into hygienic and non-hygienic factors. Table 12.1 illustrates the breakdown of parents' unfavorable perceptions at School #2.
At School #2, like School #1, we saw a much higher incidence of hygienic factors influencing parents' perceptions. A majority of the responses focused on hygienic, or non-motivational factors which influence perceptions of teaching. The lack of professionalism was cited as frequently as any other factor, and parents indicated that the problems were more systemic and not individual, as in Bill's perceptions here:

*I think the profession is a difficult situation to be in the teaching profession. It's a job that demands a great deal of sacrifice on the part of individuals involved. It's something that a lot of talented people should aspire to. I guess I go back to my own learnings as a student, and I think about what that did for me, and I think about the future of the world, and I guess I'm a little concerned that unless we draw really talented people into the profession, in the long run, we are going to be less than successful competing in the world. On the business, social levels, and the ability to interact with others.*

Parents also cited teacher burnout as part of an absence of professionalism.

Paul:

*I think teaching can be a really exciting profession for the right person, and I'm not sure. I think that a really good teacher can make a tremendous difference, but unfortunately I think there are a lot who got complacent in their jobs. They make their lesson plans when they're younger, and they follow the same ones for twenty or 25 years. And the system, with tenure, makes it very difficult to move people out who are really treating it as a job for those who might be more excited. Because it's so important to what kids are doing with their whole lives, and later one what kinds of careers they're going to get into. Teachers are making a big difference, and it's a shame that our educational system isn't better than it is.*

Salary, public status and working conditions were also hygienic factors cited.

*It's an honorable profession. I was interested as a younger man, but the money was too low. One parent expressed concern that teaching was a "dangerous" job given the increase in juvenile crime. Another said that teachers needed more "support" from the community: The teaching profession is a group of hard working people, and they are not recognized as such by the public.*
Non-hygienic factors paralleled those of School #1 parent respondents. Two parents cited difficult experiences their children had with teachers. Two others said that it was a "hard job." The majority, as before, cited the difficulty in working with children as a cause for their unfavorable perceptions: I think of them as very brave. Again, respondents often project their own feelings about working with children in stating their unfavorable impressions. Admittedly, it is difficult to work with children, and not everyone can do it. But these perceptions—much like an individual's negative experience—reflect more on the personality than on the system as a whole.

Three parents had completely unfavorable perceptions of the teaching profession at School #2. One focused on salary. The second focused on the "difficulty" of the job. The third focused on a perceived lack of professionalism:

It's been years since I've been in school. Based on my kids experiences of today, I don't care for their methods. Overall, I don't sing the praises. Every year, there are problems with teachers. They seem to not have the time. I spoke with teachers who didn't seem to judge my child on his/her merits. Group work is only good for socializing. For kids my children's age, you have 3-4 group members, and most of them are lax. It's really laziness on the teacher's part. My kid has to keep up with their end. Real life is not like that.

This parent's response targeted not only teachers themselves, but also their methodology. The focus on "group work" is particularly interesting, saying that "real life" is not like that. Much of the current research points to the value of group work; this parent's experiences recall a more traditional approach towards school, and they do speak to the issue of the role of students with academic ability.

Conclusions—School #2
A majority of the students and parents at School #2 had favorable impressions of the teaching profession. These perceptions confirmed much of Lortie's theory as to why people teach: love for working with younger people and the sense of service to one's society. Among the parents there were a higher number who had mixed perceptions of the teaching profession. These perceptions were largely hygienic in their nature; in other words, parents identified factors outside of Lortie's identifiers. Students, like parents, cited both hygienic and non-hygienic factors in their unfavorable impressions. With students, however, we cannot say that unfavorable impressions rest solely in hygienic factors, for students' range of life experience is vastly different and often undeveloped. Among the 49 student-parent units, there was only one major difference in responses between student and parent. This student had a favorable impression, while the parent's response was unfavorable.

General Perceptions of the Teaching Profession

Table 13 at the beginning of this section identified the total numbers of respondents. A majority of the respondents (57%) identified positive perceptions of the teaching profession. Of the total number of respondents, 36% had mixed perceptions, and 7% had unfavorable perceptions. Since an integral feature of this study was to examine this question in affluent high schools, it is worthwhile to note the number of respondents who cited factors such as salary, working conditions, prestige, or, in general, hygienic responses—which we hypothesized would be offered less, given the affluence of these schools.

Table 18 illustrates the breakdown of unfavorable perceptions by hygienic and non-hygienic responses for students and parents in both schools.
Table 18. Breakdown of Unfavorable Responses for Both Schools

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Parents</th>
<th>Total Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hygienic factors</td>
<td>22% (12)</td>
<td>35% (19)</td>
<td>57% (31)</td>
</tr>
<tr>
<td>Non-hygienic factors</td>
<td>26% (14)</td>
<td>16% (9)</td>
<td>43% (23)</td>
</tr>
<tr>
<td>Total Unfav Respons</td>
<td>48% (26)</td>
<td>52% (28)</td>
<td>100% (54)</td>
</tr>
</tbody>
</table>

The majority of unfavorable responses came from parents, and they focused on hygienic, or extrinsic factors. Of the sixty-three student-parent units, all but one showed similarity in their perceptions.

One limitation here was the analysis of “non-hygienic” factors with student perceptions. Given the wide variety of life experience, especially in the area of working with young people, students might not have been able to fully articulate their feelings about the teaching profession beyond the range of their immediate experiences. As stated, many interpreted the question as “What do you think of your teachers?” and they either did not or could not extend their response.

Quantitative Analysis

Student and Parent Response

To support the qualitative responses, analysis of survey responses reveals a similarity in perceptions. Table 19 outlines nine areas of perceptions for the teaching profession among students. This table illustrates the frequency of response (by percentages) among these nine areas.

As the table below illustrates, many of the student perceptions were favorable. When presented with Lortie’s attractors to the teaching profession, students often considered these factors as advantageous aspects to the job. Noteworthy here was the high number of students for whom working with subject matter would be an important component to teaching. Also significant
was the large number of students who did not see teaching as a profession that was easier than other occupations. Finally, a majority of the students referred to the hygienic aspects of teaching, such as job security and working conditions, as important advantages to teaching.

Table 19: Perceptions of Teaching Among Students (%)

<table>
<thead>
<tr>
<th>Areas of Perception</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to work with young people</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>44</td>
<td>38</td>
</tr>
<tr>
<td>Important service to the community</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Opportunity to advance personal knowledge</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>38</td>
<td>54</td>
</tr>
<tr>
<td>Working conditions and salary</td>
<td>3</td>
<td>6</td>
<td>38</td>
<td>30</td>
<td>22</td>
</tr>
<tr>
<td>Long vacations</td>
<td>2</td>
<td>5</td>
<td>18</td>
<td>49</td>
<td>37</td>
</tr>
<tr>
<td>Job security</td>
<td>0</td>
<td>5</td>
<td>25</td>
<td>39</td>
<td>38</td>
</tr>
<tr>
<td>Enjoyable and exciting</td>
<td>5</td>
<td>6</td>
<td>25</td>
<td>37</td>
<td>27</td>
</tr>
<tr>
<td>Respect from family</td>
<td>2</td>
<td>5</td>
<td>37</td>
<td>49</td>
<td>18</td>
</tr>
<tr>
<td>Easier than other occupations</td>
<td>13</td>
<td>13</td>
<td>62</td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

Key: 1 = clear disadvantage; 2 = disadvantage; 3 = not sure; 4 = advantage; 5 = strong advantage (N=63)

Table 20: Perceptions of Teaching Among Parents (%)

<table>
<thead>
<tr>
<th>Areas of Perception</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to work with young people</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>38</td>
<td>54</td>
</tr>
<tr>
<td>Important service to the community</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>33</td>
<td>56</td>
</tr>
<tr>
<td>Opportunity to advance personal knowledge</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>52</td>
<td>37</td>
</tr>
<tr>
<td>Working conditions and salary</td>
<td>3</td>
<td>18</td>
<td>32</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>Long vacations</td>
<td>0</td>
<td>5</td>
<td>19</td>
<td>27</td>
<td>49</td>
</tr>
<tr>
<td>Job security</td>
<td>0</td>
<td>6</td>
<td>30</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>Enjoyable and exciting</td>
<td>0</td>
<td>5</td>
<td>32</td>
<td>51</td>
<td>13</td>
</tr>
<tr>
<td>Respect from family</td>
<td>0</td>
<td>2</td>
<td>19</td>
<td>52</td>
<td>27</td>
</tr>
<tr>
<td>Easier than other occupations</td>
<td>16</td>
<td>29</td>
<td>37</td>
<td>13</td>
<td>3</td>
</tr>
</tbody>
</table>

Key: 1 = clear disadvantage; 2 = disadvantage; 3 = not sure; 4 = advantage; 5 = strong advantage (N=63)

Table 20 illustrates these same nine areas of perceptions for parents. In several of these nine areas, we saw parents perceiving traditional aspects of
the teaching job as being even more advantageous. This perception extended equally to non-hygienic aspects (as in important service) to hygienic aspects (like long vacations or job security). Parent responses generally affirmed student responses, though there were several notable exceptions. Fewer parents found the opportunity to advance personal knowledge as a "strong advantage" to teaching. Also, more parents saw respect from family as a stronger advantage to teaching. Finally, as indicated, parents valued the hygienic aspects of the teaching job more than students.

Table 21 examines the degree of significance among student responses, using an analysis of variance, by gender, race and school. Degree of significance (in all statistical equations) is determined by a P-value of less than 0.05.

Table 21. Degree of Difference Among Student Responses for Overall Perceptions of the Teaching Profession

<table>
<thead>
<tr>
<th>ANOVA Variable</th>
<th>F value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>0.76</td>
<td>0.38</td>
</tr>
<tr>
<td>School</td>
<td>0.37</td>
<td>0.54</td>
</tr>
<tr>
<td>Race</td>
<td>0.76</td>
<td>0.55</td>
</tr>
</tbody>
</table>

Table 21 illustrates that no significant difference existed among student respondents as determined by gender, school or race in regards to overall perceptions of the teaching profession.

The quantitative analysis of parent responses reveals different patterns. Table 22 illustrates overall parent responses, using the same ANOVA factors. Table 22 illustrates that parents from different schools did reveal a significant difference in regards to their overall perceptions of the teaching profession. This concurs with the qualitative discussion that parents at School #2 had fewer favorable perceptions of the teaching profession. Table 23 synthesizes earlier
results of this section to review the differing parent responses. Ironically, the school which had a substantially lower percentage of low income students (School #2) had a much higher incidence of unfavorable responses, and we recall that many of these unfavorable perceptions focused on material aspects of the teaching profession.

Table 22. Degree of Difference for Parent Responses for Overall Perceptions of the Teaching Profession

<table>
<thead>
<tr>
<th>ANOVA Variable</th>
<th>F-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>1.27</td>
<td>0.29</td>
</tr>
<tr>
<td>Gender</td>
<td>0.61</td>
<td>0.43</td>
</tr>
<tr>
<td>School</td>
<td>4.58</td>
<td>0.03</td>
</tr>
</tbody>
</table>

Table 23. Overall Perceptions of the Teaching Profession—Parents

<table>
<thead>
<tr>
<th>Parent Response</th>
<th>Favorable</th>
<th>Unfavorable</th>
<th>Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>School #1 (N=14)</td>
<td>71% (10)</td>
<td>7% (1)</td>
<td>21% (3)</td>
</tr>
<tr>
<td>School #2 (N=49)</td>
<td>51% (25)</td>
<td>4% (2)</td>
<td>43% (22)</td>
</tr>
</tbody>
</table>

**Correlation Between Student and Parent Responses**

Examining the correlation between student and parent responses, we discover the following in Table 24:

Table 24. Correlations Between Student and Parent Overall Perceptions

<table>
<thead>
<tr>
<th>Correlated Area</th>
<th>r value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions</td>
<td>0.14</td>
<td>0.10</td>
</tr>
</tbody>
</table>
Thus, no significant difference existed between student and parent overall perceptions of the teaching profession. There was only a moderate correlation between parent and student response in regards to overall perception of the teaching profession.

On the other hand, when we examined an analysis of variance by group (students and parents), we discovered an F-value of 2.72 and a P-value of 0.10, which indicated that no significant difference existed between student and parent responses.

One limitation to this quantitative analysis was the difficulty in measuring non-hygienic or hygienic perceptions to teaching. This analysis with career motivation related directly to the desired experiences, but to attempt to do so with perceptions of teaching was problematic, for we could not be sure of the degree of involvement in the response. For example, a student might see the service component of teaching as a very strong advantage of the job, yet she or he will not be very interested in becoming a teacher. Thus, it behooves us to examine student and parent career motivation, and then compare these observations with respondents' perceptions of teaching.

Research Question #2—Perceptions of Extracurricular Duties as Part of the Teaching Job

Interview Question #2: When you consider teaching, do you consider other aspects of the job other than working with students in an academic context, such as advising clubs or coaching sports?

Qualitative Analysis

Responses to this question were very similar in both schools. A clear majority of respondents did perceive extra-curricular duties as part of the teaching job. Table 25 identifies the responses from School #1. Table 26 identifies the
responses from School #2. Table 27 gives the total responses. Given the high degree of similarity between schools, this section will discuss both school together.

Table 25. School #1 Extra-Curricular Duties

<table>
<thead>
<tr>
<th></th>
<th>Students (N=14)</th>
<th>Parents (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71% (10)</td>
<td>57% (8)</td>
</tr>
<tr>
<td>No</td>
<td>7% (1)</td>
<td>28% (4)</td>
</tr>
<tr>
<td>Maybe</td>
<td>12% (3)</td>
<td>14% (2)</td>
</tr>
</tbody>
</table>

Table 26. School #2 Extra-Curricular Duties

<table>
<thead>
<tr>
<th></th>
<th>Students (N=49)</th>
<th>Parents (N=49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>65% (32)</td>
<td>65% (32)</td>
</tr>
<tr>
<td>No</td>
<td>32% (15)</td>
<td>32% (15)</td>
</tr>
<tr>
<td>Maybe</td>
<td>3% (2)</td>
<td>3% (2)</td>
</tr>
</tbody>
</table>

Table 27. Total Respondents on Whether or Not They See Extra-Curricular Duties Are Part of the Teaching Profession

<table>
<thead>
<tr>
<th></th>
<th>Students (N=63)</th>
<th>Parents (N=63)</th>
<th>Total (N=126)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>67% (42)</td>
<td>63% (40)</td>
<td>65% (82)</td>
</tr>
<tr>
<td>No</td>
<td>25% (16)</td>
<td>30% (19)</td>
<td>28% (35)</td>
</tr>
<tr>
<td>Maybe</td>
<td>8% (5)</td>
<td>6% (4)</td>
<td>7% (9)</td>
</tr>
</tbody>
</table>

Responses fell into three categories. **Yes** responses indicated that students or parents felt that extra-curricular duties, like advising clubs or coaching sports, were part of the teaching job. **No** responses indicated that students or parents felt that the teacher's primarily responsibility was to work with students in an academic context; the other duties were important but **not integral** to teaching. **Maybe** responses acknowledged the possibility of extra-curricular work, but these responses focused on specified areas. For example, an English teach
should coach drama; or teachers themselves can act in "mentoring" capacities outside of a structured program. Another maybe response reflected the student's belief that teachers would be more fulfilled by coaching or advising, but they did not see that as integral to the position.

**Student Perceptions**

Most students perceived ancillary duties to teaching—such as advising clubs or coaching sports—as part of the teaching profession. At School #1, 71% of the students considered extra-curricular assignments as integral, and 93% considered these assignments as either integral or beneficial. Students either projected themselves into these roles—Personally I would enjoy doing this, or running a club, to get involved with students—or their own extracurricular experiences influence their perceptions—that can be part of your job, and I think it should be. Like English—they should do something with speech. One student equated extracurricular duties with vacations; her other responses were of a highly personal nature and not representative of scholastic achievement in school.

Only one student of fourteen did not see these ancillary duties as part of the profession. I just want to help the students and make learning enjoyable for them. This student closely identified with her teachers, wants to be one, and views her successful experiences in school in terms of scholastic achievement.

At School #2, 65% of the students felt that extra-curricular duties were part of a teacher's job. This became 70% when considering those students who indicated a maybe response. In both schools, students strongly believed that such jobs, while time consuming, were extremely important to the students. I think of extracurricular activities a lot. mainly coaching, because I play a lot of
sports. Or, *Extra-curricular activities are another big thing*. So many teachers I talk to as just friends. They could be my little parents. It's not just the subject matter. They could teach you about other things. One student who was not in sports, and who gave a *maybe* response, said that "newspaper or something" would be good for teachers to do. The other student talked about informal counseling as a way for teachers to enrich their lives. Of all students interviewed, 74% felt that extra-curricular assignments were part of the teaching job.

At School #2, however, we found nearly one-third of the students who did not consider such duties as part of the teacher's job. *I hadn't thought about it, but it still wouldn't make a difference.* Or, *I know that coaching and advising is part of being a teacher, but that never crosses my mind since I never had one.* As before, students' perceptions were products of their experiences. Sally said here: *Teaching sports you don't really need. To be a teacher, you need to—I don't know how to say this. I don't really picture teachers being sports coaches or advisers.* In her interview, Sally did not cite experiences with a coach or adviser; for her, school was preparation for a future career interest.

Also, we may consider the different demographics at School #2. The higher socio-economic status and greater tradition of entrance into four year colleges may have accounted for the greater incidence of students who did not consider these extra duties as integral to teaching.

**Parent Perceptions**

Parent responses paralleled student responses. A majority of parents at School #1 (57%) considered extra-curricular duties as part of the teaching job;
this became 71% when including the *maybe* responses. Like School #2, 70% of the parents indicated through a *yes* or *maybe* response that such duties were integral. Thus, 70% of parent respondents indicated that these extra-curricular assignments were part of the teaching job.

At both schools, parents saw these duties as part of the “whole package.” *Education isn’t just out of a book. It’s in the classroom, socially, or other programs in the school.* Another: *Oh yes, when I was younger, I never thought of coaching. That’s something now my daughter is very interested in. She’s very interested in becoming a principal, coach, counseling—because of the effect of all these people at high school and their effect on her.*

Among the four *maybe* responses, one parent identified these duties as important only in high school. Another parent identified these activities as secondary to teaching: *It’s good for teachers to get involved with kids, as long as it doesn’t take away from teaching and learning the major subjects.*

At School #1, four parents (28%) did not see these duties as being part of the profession. These four parents, ironically, differed with their children in their perceptions of extracurricular duties, suggesting that the parents’ actual experiences in high school were much different than their children’s. At School #2, fifteen parents (31%) did not see these duties as part of teaching: *As an extra activity, it would be extra payment for them. Not automatically, no.* Another parent said:

*I have never been of the opinion that in order to be a successful coach you have to be a teacher. Or to be a counselor or in administration you have to be a teacher. As I look at the teaching profession, I think of it as people who spend time in the classroom. The classroom may be the gym or P.E. instruction, but it’s pretty pure as far as the academic side of it goes.*
Of the fifteen parents who did not perceive these duties as part of teaching, eight differed from their children which again suggests, but does not prove, that parents' experiences outside of the classroom were largely different than their children's.

Conclusions

Of the 126 respondents to this question, 91, or 73%, indicated that coaching and advising were a part of the teaching profession (this total incorporates Maybe responses; the figure was 65% without these responses, which was still a sizeable majority). Coaches and advisers occupied a prominent place in the perceptions of students and parents. Clearly an interpersonal quality existed to nurture the students and to complement the parental role. The interpersonal value of these duties was corroborated by later responses which spoke to successful experiences in school, most of which were not of a scholastic nature.

Given the high degree of rigor that many of these students experienced, it is interesting that relatively few (7% at School #1; 31% at School #2; 25% total) commented on the teaching role as exclusively academic.

A higher number of parents (30%) did not consider extra-curricular duties as part of the teaching job. For those parents who did not see this, it was possible that they viewed academic gain (via a college degree) as most helpful; or, their own experiences in high school were substantially different from their children's. Thus, they do not automatically consider what they themselves did not experience.

That a clear majority of respondents—both students and parents—acknowledged the necessity of teachers being involved outside of the classroom spoke to the larger issue of schools being facilitators for children's
emotional and social development as well. One limitation of this question, which also appeared, in the last question, was the failure to probe from where the perceptions come. This information would help us distinguish why some individuals perceived extra-curricular assignments as more important.

Quantitative Analysis

Quantitatively, no questions on the survey asked respondents to address extra-curricular areas. We shall see, however, that the non-academic component of NHS student experiences plays a pivotal role in career motivation and thoughts about becoming a teacher.

Research Question #3—Analysis of Successful Experiences and Influence of Mentors

Interview Question #3: (To students and parents): As a member of the National Honor society, you (or your child) has undoubtedly had a number of successful experiences with teachers. Please describe one of these successful experiences.

(Follow up to students only): Which of your teachers, if any, would you consider to be mentors? Why?

Qualitative Analysis

In identifying a “successful” classroom experience, students either focused on a particular teacher or coach, or a particular class. Rarely did they describe one specific moment, like kicking the winning goal or getting a high grade on a test. And rarely did they give nebulous responses, where no adult or class was indicated. Parents often cited the same experiences of their children (65% of the parents identified the same experience as the student), which suggests a high degree of involvement between parents and children in their schooling.
In responding to this question about a "successful" experience, student and parent responses fell into three categories: academic, academic-interpersonal or interpersonal. An academic response focused exclusively on subject matter and content; i.e., the student learned a great deal about a subject. An academic-interpersonal response combined both academic and interpersonal gains; i.e., the student not only learned a lot, but she/he felt the teacher really got to know them as a person, or that teacher contributed something to the non-academic development of the student. An interpersonal response focused exclusively on non-academic issues; i.e., the student really felt like they could talk to the teacher as a friend.

Further, each response spoke to varying degrees of impact that this success had: for some, success was equated with a future career choice, or modeling; for some, success signified a rite of passage; where the student acknowledged a traverse from one point to another. For some, success had no lasting impact. Further, we shall see that the more interpersonal the successful experience was, the less likelihood there is of a lasting impact.

Both schools followed similar patterns in their responses. Thus, this section will analyze responses by categories; within each category there will be a separate discussion of schools. Tables 28-30 below illustrates the breakdown of responses by students and parents. We can see that the greatest number of responses focused on experiences that were academic and interpersonal in their nature; further, they offered some degree of lasting impact.

Student Responses

Academic Responses
Of the sixty-three students interviewed, fifteen (24%) described experiences which were academic. These experiences focused on classroom content, where a particular skill or mastery of subject matter occurred.

In School #1, two of fourteen students (14%) described an academic experience. One girl said of her 3rd grade teacher: *She inspired me to do my best in school.* Another lauded an English teacher he has had for three years, for the teacher could understand how he had progressed and could also write effective letter of recommendation for college.

In School #2, thirteen of forty-nine students (26%) described a successful experience in largely academic terms. Some students, like Carissa, spoke only of grades: *My Sophomore year English teacher. She tutored me, and finally my grade went up.* Or David: *In 3rd grade I was an average student, but somehow the teacher started giving me more difficult tests and finally moved me up to the higher reading group and the higher math course.* Others were able to articulate their learning more explicitly:

### Table 28. Successful Experiences and Degree of Impact — Students

<table>
<thead>
<tr>
<th></th>
<th>Academic</th>
<th>Academic-Interperson</th>
<th>Interperson</th>
<th>Total Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeling</td>
<td>1.5% (1)</td>
<td>16% (10)</td>
<td>0% (0)</td>
<td>17% (11)</td>
</tr>
<tr>
<td>Rite of passage</td>
<td>19% (12)</td>
<td>28% (18)</td>
<td>1.5% (1)</td>
<td>49% (31)</td>
</tr>
<tr>
<td>No impact</td>
<td>3% (2)</td>
<td>16% (10)</td>
<td>14% (9)</td>
<td>33% (21)</td>
</tr>
<tr>
<td>Total Experience</td>
<td>24% (15)</td>
<td>60% (38)</td>
<td>16% (10)</td>
<td>100% (63)</td>
</tr>
</tbody>
</table>

In both cases, these students demonstrated a *rite of passage.* In other words, the teacher helped to create a situation where the student either overcame adversity or succeeded in ways they had not originally anticipated. This is what made the experience a memorable one for them.
Probably my successful experience was with one of my science teachers. What they did was make us think through everything we were doing. They made us sit through and not only solve the problem, but how do get to the problem. They took us the full way step by step. I was not only able to know it, but to understand it more.

In each of the above examples, we saw a rite of passage; the students felt that they had crossed an academic hurdle. Their recognition was external (as in grades), or, like we see in the most recent example, the recognition came from within.

Of the fifteen students who described an academic experience in successful terms, ten (67%) identified a rite of passage.

One student, Bill, identified a degree of modeling in terms of impact:

The person that comes to mind first is Mrs. J. I had her as a chemistry and physics teacher my sophomore and junior year. She got me really interested in both subjects. Especially chemistry. Mostly because of her influence that I’m going into a career in science.

Bill’s example raises the question of how much real impact a teacher can have on a student, and the later discussion on the mentor influence will shed light on this. There were many students who wished to pursue careers that were related to a successful experience they had with a teacher, but the distinction with Bill is his choice of credit. He attributes his decision to the influence of Mrs. J. Others were less explicit, and referred to these teachers (or mentors) as adults who helped them find their own paths.

Two students identified an academic experience where there was no lasting impact. One said of his English teacher: He helped me write an essay for a college application, and he helped me revise it and everything. The other: My 4th grade teacher had many interesting ways of teaching regular old stuff. These responses reveal a short, almost blurred image; it is possible that there was a higher degree of impact that was not articulated. In sum, a “successful”
academic experience would most likely be accompanied by a lasting degree of impact.

Academic-Interpersonal Responses

In describing a successful experience, most students described the experience in more than academic terms. Of the sixty-three students interviewed, thirty-eight (60%) described an experience that was both academic and interpersonal in its nature. Given the academic success of these students to begin with, it is interesting note how many of them responded in terms outside of academic.

At School #1, of the fourteen student responses, ten (71%) fell into the academic-intepersonal category. Their successful academic experience was accompanied by positive interpersonal relationships with the instructor. Students often linked academic progress to an interpersonal connection with a teacher—often one whom they have had for several years. The following student describes his cumulative experiences with a math teacher:

I think that one main thing that I've gotten out of them would be probably that they trust me, just because if I was to do something wrong, they'd let it go, and they'd knew that I didn't intend to have it happen. I don't know how I can explain it. Say if I were to mess up on a test. They'd give me a chance to make it up, because they know I'm not normally like that. They're understanding if they know I mess up.

Students clearly equated academic success as connected to the personality of the instructor. While the academic, pre-collegiate or pre-professional goal may have been foremost, they recognize the input of the instructor in their progress. Another boy said of his social studies teacher:

I was going to apply for some essay competition for the scholarship. I went to a teacher, and it was one teacher that I'd known for years that I've
been in high school, and I enjoyed her teaching style and the way she communicated with the students. She's very accessible, and I asked her to help me. We went over everything. She criticized it. Sometimes I felt her opinion wasn't justified. She realized that, but she helped me through it, and I ended up doing well in this contest. I didn't win it, but I was proud to accomplish something there.

Of the ten students whose responses fell into the category of academic-interpersonal, four students described a rite of passage—some achievement, usually academic, that described a promotion of sorts. Further, this achievement held a personal investment with the student as much as an academic one. Like we saw in the previous example, this student did not concern himself as much with winning the competition; rather, it was a mix between adjusting his own standards to those of the world around him, including one (his teacher) whose respect he wanted. Even one student's description of his choir teacher described an interpersonal rite of passage that transcended the academic content:

> My choir director really got me started with drama and singing. I was always leery of this. I had low self-confidence. But she gave me the confidence to sing out for her. I've been in plays here, and I want to go into college into the dramatic arts.

Three students of the academic-interpersonal category described much deeper impacts—to the extent of actually modeling their futures based on this successful instructor. One boy, Alfred, described his Freshman year history teacher as follows: He made me think about entering the teaching profession. He did a lot of acting. The involvement was really fun. It was a prerequisite for other courses, and he taught you things you'd remember. He didn't just teach the course from a book. [We note the difference in this response versus the previous academic one which also featured a degree of modeling.] One girl also described her child-care teacher as being a model for her own future, though this student appears to have already been interested in becoming a
Our current teacher always tells us what to do—for our lesson plan, she told us what we could do, how we could do it, and ran through our day with us. Unlike Alfred, whose teacher stimulated new thoughts about his future and represented a longer impact, this girl entered a class which already spoke to a future ambition; her description of the teacher’s influence shows less original stimulation with the student. However, we again see a strong interpersonal bond that clearly retains the student’s interest in her teacher’s profession.

A third student provided another example of patterning. He was very nurtured by the attentiveness of his teachers—irrespective of their subject matter—and his future ambition was to emulate that attentiveness in professions such as teaching or therapy.

Two of the ten students who responded did not describe a lasting impact of sorts. These students described subject matter that was made more enjoyable or accessible by an exceptional teacher.

At School #2, nineteen of forty-nine students’ responses (39%) fell into the academic-interpersonal category. That School #2 has a higher incidence of academic responses and a lower incidence of academic-interpersonal responses suggests a different profile of the National Honor Student at either school. While academic criteria are the same, we see that the relationships that students have with their academics at either school, at least insofar as the National Honor Societies are concerned, reveal a discrepancy in the attitudes of students about their successful experiences.

Like School #1, those students of School #2 whose responses were academic-interpersonal in nature described three types of impact. The most common degree of impact was a rite of passage. Again, we observe the interpersonal element inherent in the academic success of students:
Most of my teachers have been really good. They've worked with me, and if I have a question they're willing to help. One was my Chem-Phys II and AP Physics. He really made me love physics. He made it easy to understand. He's always there. He's willing to joke with you and talk to you as a real person. My other teacher I had for AP Calc BC; he pushes you really hard and makes you learn the stuff. After you have his class, it all seems really easy.

Probably one of my sophomore English teachers- he really had an impact on me. He not only taught me about English, he also changed my views on High School and how important it is. What it teaches you about your future in life.

My biology AP teacher, this year, senior year, he has shown me how to study for when I go to college. He's shown me methods of studying. He's made the class very enjoyable. It's a lot of lab work. It's a lot of hands on.

While two of the above examples focus on advanced placement, we saw that the core of the success rests as much with the personal interaction the students share with the teacher and subject matter.

So strong was the interpersonal factor with students that eight from School #2 expressed an interest in modeling their futures based on a successful academic-interpersonal experience. As we examine three of them we shall again consider whether or not the adults themselves truly impacted the students, or whether they were more means of self-actualization.

I would say my chemistry class, I wasn't really sure what I was going into for the future. My chemistry teacher is outstanding, and she just made the class so interesting and so fun, that I'd like to go into pre-pharmacy and hopefully have something to do with chemistry. Maybe go back and teach it. She just made the class so fun. [Student wants to enter chemistry related field.]

Probably my choir, which sounds strange. But I always sung, and the choir director dragged me in. She pretty much forced me in. Out of all the classes, I think I grew the most in classes. The choir made me a stronger person, I think. The teacher or director was absolutely wonderful, and as a teacher and person, she was absolutely amazing. [Student wants to become a professional singer or actress.]

My favorite teacher was Mr. H, an English teacher who died this year of cancer. He was the most --have you ever seen “Dead Poets Society”?
That was him. At the end of the year, we bought him a plaque that said O captain, my captain. He didn't teach the class. He organized it so we could bring in our thoughts and how we felt on certain subjects into the class discussion. It made it feel more like a classroom that you don't normally get in an English class. You are willing to speak out loud on certain subjects. He was a poet, so we did a lot of out-loud sharing, which was different than any other class I'd been in.

Mr. H [was my mentor] because of the way he lived his life. He taught his students to always tell the truth. If you have a goal, and it's in your reach, go for it. Nothing else can stop you from getting it. [Student wants to go into court reporting.]

With the first student above who likes chemistry, we saw someone who actually attributed their future interest to their current teacher. The success of the class was a mixture of academic and interpersonal qualities; clearly the student's learning was invigorated by the important relationship he shared with his teacher.

The second student's decision to pursue the field of professional entertainment posed a complex question. Did the choir instructor really "make" her into a singer, or was the potential more brought out by the choir instructor? And further, what did it mean for the student herself to acknowledge that perhaps her instructor was more a facilitator than a life changer? When we examine the question of mentors later this section, we shall consider that the paths to self-actualization rest as much within the student; teachers are merely guides.

The third student posed the most complex question in this analytic scheme. He spoke glowingly of his teacher, to the extent of modeling his own future behavior on him. Yet, his professional ambitions literally avoided teaching. He said of teachers: They're not respected anymore. They put in so much, and they get so little back. I wouldn't want to do that. Ironically, this student's mother was also a teacher, and he made similar disparaging
comments about the profession based on her experiences. And he attributed a lot of his success in school to his parents themselves.

Regardless of this student's professional paths, he still acknowledged a deeper code by which to live his life, and he attributed this value to his teacher and perhaps to some of the admiration he may have held for his mother.

The remaining five students from School #2 who identified modeling as a degree of impact are as follows. One girl wished to be a psychology teacher and said her current teacher's help and guidance has been much of a help to me. Another boy also identified School #2's psychology teachers as guides for the future. Another girl's biology teacher was always asking how the rabbits that I show are doing and how the shows are going, if we're winning. He's really into, and he's truly interested. She wanted to major in Biology and pursue a career in veterinary medicine. The final student described her gains on the basketball court with her coach, who taught her things about getting along. Even spiritual things—she led me towards that. Similar to the student above who spoke glowingly about his English teacher, this individual was choosing to be something other than her mentor. However, she did wish to pursue biomedical engineering, and we discern a connection to her interest in physical fitness: I enjoy physics, learning about the body, and how I can improve it with devices. The last example is of a student who wished to enter journalism based on her experiences with her newspaper adviser:

The best experience would probably be my newspaper adviser. He's--I guess all of us on the editorial board got closer to him than we expected. But you learn more about him by hanging around him so much. You practically live at the school during production week. He's very opinionated and blunt, and he's made everyone on the editorial board cry at one time. But I don't know, he's become more of a father figure, I guess. He offers advice. We'll probably get a sharp remark or judgment. But we could talk to him about most things.
Interpersonal Responses

A third category of responses featured successful experiences of an entirely non-academic nature. Ten of sixty-three students (16%) cited an interpersonal experience. We shall also see that among these ten students, the majority identified a lesser degree of impact, which suggests that non-academic relationships with teachers might not be as memorable. All teachers would like to effect a healthy personal rapport with their students, but there is a vehicle—usually the subject matter, discipline, activity—by which teachers do that. The question of which takes precedence in a teacher-student relationship is an important one, for students enter the relationship with a complex set of needs. They may certainly wish to learn, but there are emotional factors also present. National Honor Society students may well be able to prioritize the academic side of the relationship, and thus experience a degree of “success.”

Conversely, a student’s decision to create an exclusively interpersonal relationship with a teacher did not necessarily reflect poorly on a student. It may be that this type of relationship did not receive much attention or priority among National Honor Society students.

At School #1 three of fourteen students (14%) identified a successful experience without reference to academic content. One girl identified a third grade teacher who was a “close friend of the family.” Another girl spoke of her sophomore and junior math teacher who was more open with the class, and he joked with us. It was like instead of a teacher-student level, he was more like on a friend level. He was funny, and you could goof around with him. And just talk school stuff. The successful experience with a teacher for both of these examples had no lasting impact. The students’ future ambitions are not related to their experiences in the class.
One student responded to "success" by describing her third grade teacher as one who "inspired me to do my best in school." This student, however, described her mentor—a high school English teacher—as one who connected on a more personal level. This student also identified a possible career as teaching, so it is likely that she did not articulate what "her best" actually meant as far as an interpersonal relationship was concerned.

At School #2 seven of forty-nine students (14%) identified an interpersonal experience with their teacher. In all seven of these cases, there was no identifiably lasting impact. Let us observe three examples:

*My Sophomore English teacher was really good. She took time to talk to us. We got really close and got together at her house and had a picnic.*

*I just had one teacher that I was really, really close to, and I still am. He was more than just teacher—just a friend. I'd go to him and talk, and he would do it to me, too.*

*The adviser I had for NHS—he always had constructive criticism. He was really nice to all of us and guided us through the NHS application process. He told us what our strongest points would be. He's a really good teacher.*

In the first example, the student recalled an academic meaning to the class, but he remembered most the picnic at his teacher's house. The second student talked about the friendship she shared with her Ecology teacher; this was often paralleled in students' responses who remembered being "treated like an adult" by a teacher. The third student did focus on a content-related area: NHS membership. This student's induction into NHS, however, was a product of his past work; thus, the adviser's role was as a facilitator.

The remaining four students are described as follows. One identified a substitute who was willing to help. Another described lunchroom work as a teacher's aid: *It's a friendship relationship. I see her more than just a typical*
teacher. Another described a chemistry teacher, sophomore year, who made it fun. Another described his Sophomore year English teacher as the grandmother type. Again, these students may have had more lasting impacts with other teachers, or with these individuals themselves. They chose to describe to the researcher, however, experiences that were primarily interpersonal in nature and possessive of little or no lasting impact.

Parent Responses

Parent perceptions revealed the extent of their involvement with their children's academic experiences, as well as their own conceptions about what accounts for "success." On twenty-two occasions, out of sixty-three respondents (or slightly more than one-third) parents differed from their children's responses. A "difference" here was defined as identifying a different category; i.e., student X cited an academic experience, while said student's parent cited an academic-interpersonal experience. Differences did not take into account the varying degrees of impact. A majority of the responses, however, identified the same category in their response, if not the same teacher. An example of a similarity between student and parent is as follows:

Table 29. Successful Experiences and the Degree of Impact—Parents

<table>
<thead>
<tr>
<th></th>
<th>Academic</th>
<th>Academic-Interperson</th>
<th>Interperson</th>
<th>Total-Impac</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeling</td>
<td>1% (1)</td>
<td>13% (8)</td>
<td>1% (1)</td>
<td>15% (10)</td>
</tr>
<tr>
<td>Rite of passage</td>
<td>24% (15)</td>
<td>36% (23)</td>
<td>1% (1)</td>
<td>62% (39)</td>
</tr>
<tr>
<td>No impact</td>
<td>9% (6)</td>
<td>8% (5)</td>
<td>4% (3)</td>
<td>23% (14)</td>
</tr>
<tr>
<td>Total-Experien</td>
<td>35% (22)</td>
<td>57% (36)</td>
<td>8% (5)</td>
<td>100% (63)</td>
</tr>
</tbody>
</table>

STUDENT A:
The person that comes to mind first is Mrs. J. I had her as a chemistry and physics teacher my sophomore and junior year. She got me really interested in both subjects. Especially chemistry. Mostly because of her influence I’m going into a career in science.

Parent A:

When she was in grade school she had a teacher named Nancy, who was very instrumental. She was in charge of the gifted program. She was very instrumental in helping my daughter. She was very dedicated and really got the kids interested in doing various projects.

While the parent cited an experience much earlier in his child’s academic career, they both signaled the academic impact of their experiences. That nearly two-thirds of the responses were similar in this nature suggests that both parents and students looked for similar experiences in school, and that parents ultimately had a very high degree of influence on what comprised their children’s academic experiences in school.

Academic Responses

Of the sixty-three parent responses, twenty-two (or 35%) identified an academic experience as the student’s most successful one. Compared to the 23% of the students who cited an academic experience, and coupled with the substantially fewer number of parents who cited an interpersonal response, evidence suggested that parents were more likely to consider students’ successful experiences in academic, as opposed to interpersonal, contexts.

At School #1 three of fourteen parents (21%) identified an academic rite of passage, and they were very clear about the purport of a successful academic experience. One parent identified his son’s first “induction into the National Honor Society.” Another parent simply said that teachers help his daughter “strive to do her best.” A third identified an eighth grade teacher:
Back in 8th grade, when my son had a teacher whom I was able to communicate with very well. I was really pleased with. We got a report card, and I wasn't pleased with his grade. Some teachers said, "This is 8th grade, and it's tough." But I spoke to the other teachers and said that if this continued, would you please call me. And she called me one day, and said "I know you and I know your son, and you wouldn't be pleased with the grades he's pulling." And that was before the marking period. So I knew that there were some who were really concerned. She was one of the social studies--one of the teachers he saw during the day.

Each of these parents also identified a rite of passage as the degree of impact of the successful experience.

At School #2 sixteen of forty-nine parents (33%) cited an academic experience. Nine of these responses identified a rite of passage, six identified no lasting impact, and one identified a degree of modeling for impact. The majority of responses for the academic category, similar to the students', cited a rite of passage. One parent referred to learning English: She had a teacher who stayed with her and helped her after school. The most common response, however, referred to attaining an academic standard set by the teacher:

Billy had a math teacher, freshman year, and it started out pretty rough, and to be honest with you, and it was an honors class, and he was lost. He transferred out, and he said he had trouble understanding the teacher. This year, senior year, he got a C in this same teacher's class. This teacher is really challenging him, and I don't think he was used to that. He didn't have that trouble before. Now he's a little bit older, and I think he can handle the challenge, even though he got a B on his report card. That's one thing very positive.

Content mastery, as in the case of the above two examples, was the basis for academic rites of passage.

As stated, six parents identified no lasting impact in describing an academic experience. These parents usually considered a teacher that brought a subject to life for a student, as in the following example:

She had a science teacher, male, in seventh grade. It was the first year she showed an interest in science. It was because of the way he ran the class and taught it. He made science enjoyable for her. She's a bright
student, and science has never been one of her top interests until that year. He was able to get her more interested in science. It is still definitely not one of her strong subjects.

Another parent described a particular essay that challenged her daughter, but this parent focused more on the impact the essay had on her: I was just amazed—I'm 47 years old—and the things she was learning at that period of time were so far advanced from what I'd be doing at that same time period. I think about education and how far it's come in the last twenty to thirty years. Three parents identified an academic experience, like their children, but they did not discern as great an impact, as seen in the following juxtaposition of student and parent responses:

STUDENT B:

In 3rd grade I was an average student, but somehow the teacher started giving me more difficult tests and finally moved me up to the higher reading group and the higher math course. It really started me off on a better track.

PARENT B:

Extra time teachers give and do take in giving extra projects. Just recently one of his teachers gave him a book. It was special to him. It was because of a movie review he had done. Government teacher.

The student above felt he had challenged himself academically and had “moved up”. His parent, however, did not describe the same sense degree of impact. Granted, this was an important moment in the child’s academic development, but we even noticed that the parent’s comment referred to the “extra time” teachers gave, as opposed to the expectations they may have placed on students.

One parent identified an academic degree of modeling, and this was in the example cited above. This parent described an elementary school teacher who enabled his daughter motivated to enjoy the sciences, and she was not
interested in pursuing this as a career. She was very instrumental in helping my daughter. Other parents recognized career implications from parents, but their responses incorporated an interpersonal impact as well.

Academic-Interpersonal Responses

A majority of parent responses, like students, fell into this category. Thirty-nine of sixty-three parents (62%) cited an academic-interpersonal experience, and a majority of these responses indicated a lasting degree of impact.

At School #1 ten of fourteen (71%) parents identified successful experiences with teachers that were in the academic-interpersonal category. Not only did their children experience academic success in the classroom, but they also established a positive rapport with their teacher, and this rapport was often integral to the academic success. In some cases, academic success was integral to the rapport. The following student and her mother had the following perception about a successful experience with a teacher:

**STUDENT C:**

I didn't like math when I went into high school, and I wanted to go into teaching. I liked the way she taught, and the way she explained that. Now it's my favorite subject

**PARENT C:**

In grammar school, she had some teachers that would help her privately. It seems that they're doing that in high school, too. They're willing to take the time to help her out. I think that's good to answers her questions. When she was younger, she just couldn't get it. I think it was 4th or 5th grade. One of the teachers came to the house and tutor her. In high school, her math teacher had a big influence on her. That's why she wants to go into teaching. I'm very surprised at math, because that was her hardest subject. But her teacher encouraged her and really brought her talents in that. She wants to be a math teacher. I think the influence of the teachers she's had has influenced her to go into the profession.
She likes working with children, and I think teachers she's had so far have influenced her, and I think it's good for her to be with children and help children.

We notice the difference between daughter and mother in their identification of respective successful experiences with a teacher. But the difference is largely superficial; the experience of close communication and identification with a teacher remained similar in both accounts. Indeed, the reasons for the successful experiences in school remained the same.

The perceived degree of impact among the academic-interpersonal responses was similar to the students. Eight parents at this school acknowledged a rite of passage as a degree of influence. One student, for example, admired her child-care teacher, and even though she entered the class thinking about becoming an early childhood instructor, she wished to model her future goals based on this teacher. Her mother's description of a successful academic experience was as follows: I really can't think of a successful experience. She went to a parochial school. She was probably closely watched and encouraged by everyone of the teachers there. In high school, there was none in particular. Referring to being "closely watched" as an element of a successful school experience, this parent connected the interpersonal deportment of students and teachers to academic progress.

Of the two parents who acknowledged a different degree of impact, one parent perceived a more lasting impact; the other perceived a less lasting impact. In the former case, the student was already looking to her teachers as a resource; she had decided to go into elementary education before even taking the class (I respect all my teachers), and there was little acknowledged impact. Her mother, however, spoke of a single (English) teacher as one who significantly affected her daughter's future. The latter example revealed the student to describe a degree of modeling (He had significant control over the
classroom and he made learning history fun), while his parent spoke of the overall positive disciplinary experience in his parochial elementary school.

At School #2 twenty-nine of forty-nine (59%) parents identified an academic-interpersonal response. Like School #1, a majority of these responses identified a rite of passage or modeling as a degree of impact: fifteen parents identified a rite of passage and seven identified modeling. Twenty-six of these twenty-nine responses revealed a similarity to student responses in acknowledging the same category. The following girl, for example, described her Sophomore year English teacher as follows:

**STUDENT D:**

There's been tons of little things. Even just getting along with my teachers. I've never had a teacher I didn't like or felt that a teacher didn't like me. Honors course with Mr. K. I really learned a lot about myself, and not just English. The teacher knew how to relate everything we learned in class to our own lives, and put it into our own perspective. He's written a lot of recommendations for college for me, and stuff.

**PARENT D:**

She's developed a close relationship with her coach in volleyball in high school. She's had her two out of four years. She's a guidance counselor, but she's been a big influence on my daughter being more rounded in her approach to education. She also had an English teacher who one year kind of did some things that were non-traditional with the class, and that was also something that broadened her idea of school into things that could be fun.

Though this girl's mother did not refer to Mr. K's experience as involving a rite of passage—school could "be fun"—she did discern an impact with the volleyball coach—and Josie, too, concurs that her development in school broadened her perspective.

In comparing Tables 28 and 29, the greatest differences occurred in discerning relative degrees of impact. More students cited no lasting impact, while more parents saw a greater degree of impact.
Three parents at School #2, who responded in the academic-interpersonal category, spoke of a different degree of impact than their children. As with School #1, there was no pattern as to when parents cited a greater or lesser degree of impact. One student spoke of his Chemistry teacher as cool and funny. She understands things, and she can come down to your level. Some teachers have high expectations, but she's very understanding. This student revealed no lasting impact, but his father said of his son's academic progress: In 7th grade there was an excellent lady in the Chicago public school. She was a coach and mentor who motivated my son to take Honors classes at a special high school. His mom had passed away. She was the best teacher. The father, here, could describe a more lasting impact that the student, for perhaps deep reasons, could not articulate.

Another student described her Spanish teacher who wrote good recommendations for her: I gave them to her because she was not only nice, but she really encouraged me and made me feel good about what I did in the class. Her parent could not think of a particular teacher or classroom: I don't remember, but she usually has been shy and not really expressing herself well in school. This parent was not a natural American citizen, which may account for some of the distance.

Conversely, a student like Benny could cite no lasting impact with his teachers: What do you want? Freshman year, math teacher. I just liked the class because I was doing good in class. Other classes that I was in that I did well, I liked the teachers. I felt comfortable and felt good about what I was doing. The teachers I succeed in their classes are the ones I like. Benny's father described a deeper impact: The teacher just loved him so much that she said he was bright, and one time he was in sixth grade and asked by the math teacher to go to eighth grade and explain to them how to solve the problem,
which I thought was wonderful that the teacher would be encouraging her to do more.

With Benny, he attributed his success to his own predilection for the teacher's personality, while his parent suggests that it was the teacher's program which encouraged the success of his child.

Interpersonal Responses

A third category of parent responses was the interpersonal category. This was clearly the least frequently cited response. Five of sixty-three parents (8%) described a successful experience in interpersonal terms alone. These responses did not reflect academic work; they referred exclusively to the friendship and guidance that an adult provided for the student. Three times as many students referred to this type of friendships (and having no impact as well) as did parents, which suggests that parents were looking for more permanent or lasting impressions from their teachers.

At School #1, two parents of fourteen (14%) described an interpersonal experience. One parent identified a successful experience as involving friendship; the student also responded in the same category. Another parent spoke of the impact that the choral teacher had; she gave her daughter self-esteem and confidence in a new area. Again, the daughter also spoke of the choral teacher as one who helped develop character.

At School #2, three of forty-nine parents (6%) described an interpersonal experience. One parent referred to the personality of the school principal as motivating her daughter to pursue this career:

She was very shy when she started, compared to what she is now. She always held back, but now she's growing up and realizing there's thing she could do now that she never did before. The school was number one in the state, and that helped with the pep rally. She came on
One parent discerned a rite of passage. She described a personal injury that her son had had—he was scarred in the face by a dog—and the teacher helped to ease the transition back into school. The third parent spoke of her son's impact on teachers:

Joey has such a great sense of humor, his teachers have always gotten along with him. Very companionable. He has a teacher now who he loves. They have fun together. He admires this teacher greatly. They talk all the time. Ben seeks out the company of the teacher, who is also a sports enthusiast.

In sum, parents generally considered an academic-interpersonal experience most often when thinking of a successful school experience. That academically successful students, and their parents, cited the interpersonal aspect so frequently suggested that “success” had as much to do with student interest and interpersonal involvement as it did with natural academic aptitude or inquiry.

As Table 30 illustrates, the majority of responses (58%) from students and parents focused on the academic-interpersonal level, and 46% of all respondents in this category described a lasting degree of impact. Further, only 27% of respondents described an experience with no lasting impact, which suggests that NHS students do have to commit themselves to working hard; success does not simply come “easy” to them. Also, 31%, or one-third, focused on an academic response alone. This suggests that the academic priority of our students and parents remains embedded in the expectations. It would be worthwhile to conduct a similar study with non-achieving students, to see if their perceptions of school are any more or less academic.
Table 30. Total Successful Experiences and Degree of Impact

<table>
<thead>
<tr>
<th></th>
<th>Academic</th>
<th>Academic-Interperson</th>
<th>Interpersonal</th>
<th>Total Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeling</td>
<td>1% (2)</td>
<td>14% (18)</td>
<td>1% (1)</td>
<td>16% (21)</td>
</tr>
<tr>
<td>Rite of passage</td>
<td>21% (27)</td>
<td>32% (41)</td>
<td>2% (3)</td>
<td>56% (71)</td>
</tr>
<tr>
<td>No impact</td>
<td>5% (7)</td>
<td>12% (15)</td>
<td>10% (12)</td>
<td>27% (34)</td>
</tr>
<tr>
<td>Total Experience</td>
<td>27% (36)</td>
<td>58% (74)</td>
<td>13% (16)</td>
<td>100% (126)</td>
</tr>
</tbody>
</table>

Mentors

Student identification of mentors revealed an even greater emphasis on an interpersonal relationship that students shared with teachers. In describing the impact of mentors, student responses again fell into three categories. Academic mentors were those who inspired the students academically, and students often wished to pursue careers based on this academic success. Academic-interpersonal mentors were those who provided both academic and interpersonal guidance; students usually looked up to these individuals more for their values than for their particular subject matter. Interpersonal mentors were those who provided significant and lasting friendship. In both schools, a total of nine students did not cite any individuals as being mentors.

The mentors were usually the same individuals with whom students had a successful experience. Significant to this study was that twenty-two of sixty-three students (34%) described a lasting degree of impact on their respective futures.

Mentors of Both Schools

At School #1, two mentors were academic, eight were academic-interpersonal, and two were interpersonal. (One student did not have any mentors.)
Like School #1, the majority of students (20) described mentors in academic-interpersonal terms. Seven students described academic mentors, and fourteen described interpersonal mentors. Eight students at School #2 did not have any mentors.

In ten cases out of fourteen at School #1, these mentors were the actual individuals (of successful experiences) themselves. Of the forty-one students who had mentors at School #2, thirty-four were the actual teachers themselves. In both schools, these students did not consider mentorship in an academic context. According to student responses, mentors played a more prominent role with students who described a successful experience as one involving a rite of passage. More than influencing students to enter a particular profession, the mentor helped students to learn more about themselves. The academic or pre-professional experience became less important than a deeper, more personal impact that the mentor provided.

Forty-two of fifty students whose mentors were the same individuals as their successful classroom teachers did not emphasize the academic content, despite this emphasis being there when students described successful experiences in school. For example, a student who spoke about the successful relationship between himself and his math teacher explained that this same teacher was a mentor because he was trusting and you can talk to him about stuff. The student who competed in the scholarship competition explained that his mentors were mentors because of the way they communicate with you and are open towards other people. They can express what they want to teach you. And the girl who succeeded with choir also identified highly personal connections to her mentor: She gave me confidence. She talked to you as a person. She helps us find new directions. A good example of an academic-interpersonal mentor is described by Joey:
My biology teacher this year. He takes teaching to a different level. I've seen him outside of the school, and he's offered to come and have counseling with us. To come to our house if we have questions, say about college. That's a good example of a mentor.

Similarly, another student, Betsy, described her ecology teacher. He's not just a teacher. He wants to be more than just a teacher. He actually wants to be your friend.

Twelve students described mentors who were different individuals than their teachers with whom they had a successful experience. Yet each of these responses revealed an interpersonal connection that went beyond the regular classroom experience. One identified a substitute teacher as her mentor, because she was somebody you can talk to. Another student saw his mentor as one who helped me out with different things outside of class. Twice these mentors were defined as the entire corps of teachers who acted as role models.

These mentors could often be a coach as well, corroborating the high response to teaching as a job which includes extracurricular duties.

Nine descriptions of mentors were academic. Ironically, one of the students who described her successful experience with a teacher in strictly interpersonal terms then described her mentors as follows: What's a mentor? Actually, any one of my teachers would be good, because they helped me in my classes and I get along with them pretty good. The student for whom math became the favorite subject also described her mentor in more academic terms: If you have problems, she doesn't say wrong. She explains it and makes sure you understand it. When we later examine those students for whom mentors had the most lasting impact, the academic context reveals a strong pull towards a specific occupation.
Mentors with Lasting Impacts

On twenty-two occasions students described mentors with a lasting impact. This response revealed not just a rite of passage, but a definite impact on the student's future. Students acknowledged that the mentor had provided something that they could carry with them into their adult lives. As we examine these responses, we shall determine whether or not these mentors really instilled something new within students, or if the students somehow knew this before, and the mentors brought the value or path to fruition.

At School #1 three students clearly identified the mentor as influencing their future aspirations. One student said of her Junior English teacher year: She's a fascinating teacher. I want to be an English teacher. She makes the class interesting and fun. I look forward to it every day. This student also, however, identified medicine and physical therapy as possible career choices. One student indicated a desire to enter a profession—like teaching or therapy—where he could talk to people in a helpful manner, similar to the experiences he had with his mentor. The third student indicated a desire to enter the performing arts, attributable, in part, to her choir director; ironically, the strongest influence of a mentor in School #1 manifested itself in an occupation other than high school teaching.

For the student who enjoyed the interpersonal rapport with teachers and wanted to help people himself, or for the student who had success with choir, the mentor provided an opportunity for the student’s innate interests and abilities to surface. While the student may not have been able to articulate that, the mentor had not been described in absolute terms. To take an extreme example, not all choir students wanted to enter the performing arts. The element of self-actualization, then, could be analyzed, in part, by whom students select as their mentors; also, this selection process by students is largely
determined by their early life experiences and interests, most of which were not articulated by the students.

At School #2, nineteen students attributed future change based on their mentors. Following is a partial list:

In 5th grade—I was an average student before, but now I get straight A’s.

A lot of times math teachers. They really make it interesting. Science teachers are usually very good. (Wants to go into Engineering.)

All of them. They show by example. They instill values in you.

The theater director. Because I’m planning on majoring in theater, I really respect his opinion on everything I do. I always go to him with questions.

Mrs. S., my Sophomore English teacher. The first time I ever enjoyed English, and now it’s been one of my favorite things in the world. She made me see things I never saw before—so many of them. (Wants to be a teacher.)

My wrestling coach is a mentor to me. He not only teaches me wrestling, he also incorporates setting goals for your life, and taking a look at the big picture. That’s how he has been a mentor for me.

My Chemistry teacher, and one of my current history teachers. I’ve really enjoyed them so far. They treat the students as equals. I’ve had teachers that get off on being in charge of you. These others talk to you as a person and treat you with respect. So you respect them. (Wants to go into pharmacy.)

If I consider any, it would be my newspaper adviser. She’s focused me on where I want to go with the rest of my life.

My choir director inspired me to try more things with my voice. He made me more sure of myself.

My Psychology teacher is someone I look up to, and I see some of the problems she goes through daily, because I’m her student aid.

My English Honors teacher. I not only learned things from books, but she was also a good role model. She was a good example of how I would like to live my life. Some teachers are very open. She was very simply and very intelligent about it.
My coach has been a great influence on my life. She taught me things about getting along. Even spiritual things—she led me towards that.

My Calculus teacher, freshman year, was always telling us things about college. There's only seventeen people in the entire school taking his class, and he's always telling us to keep our studies up.

My English teacher. I look up to her, and she's taught me a lot. (Wants to be a teacher.)

Several of the remaining five students have been cited elsewhere in this study. One referred to a departed English teacher whose overall demeanor was an inspiration to the students, who referred to him as if he were the mentor of Dead Poets Society. Two students referred to science teachers who influenced future career decisions. One student described her newspaper adviser as influencing her to become a journalist.

Some students actually described spiritual qualities about their mentor, while others focus on future career goals. The interview itself did not ask students to question whether the mentor reflected innate interests; however, given the relatively short time these students have been with their mentors—as compared to their seventeen or eighteen years of living—we can raise the question of what the mentor's actual role in the process of self-actualization actually is. That the mentor has an actual influence is undeniable. But what the student ultimately takes away from the experience reflects more upon their own emotional and intellectual maturation. Forty-four of the students who had mentors (70%) described mentors who imparted values and attitudes as much as academic content. Yet only a handful (nine) wish to actually follow in the same footsteps of their mentor. When we later examine parental influence, we shall be able to determine the type of influence these parents have had on their students, which will suggest that the positive experience with the mentor was, in some ways, chosen for the student.
Relationship Between General Perceptions and Successful Experiences

Earlier we identified the incidence of favorable and unfavorable impressions of the teaching profession, and we now compare these responses to students' and parents' identifications of successful classroom experiences. When we examine those thirty-seven students who identified favorable impressions of the teaching profession, we observe that only five (14%) identified an interpersonal experience with teachers. The remaining students identified experiences that involved academic interaction with teachers. The breakdown of these 37 students appears in Table 31 below.

Table 31. Students' Perceptions with Successful Experiences

<table>
<thead>
<tr>
<th>Students' Responses</th>
<th>Academic</th>
<th>Academic/Interpers.</th>
<th>Interpers.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable</td>
<td>15% (9)</td>
<td>37% (23)</td>
<td>8% (5)</td>
<td>75% (47)</td>
</tr>
<tr>
<td>Mixed</td>
<td>3% (2)</td>
<td>23% (15)</td>
<td>6% (4)</td>
<td>33% (21)</td>
</tr>
<tr>
<td>Unfavorable</td>
<td>5% (3)</td>
<td>1% (1)</td>
<td>1% (1)</td>
<td>8% (5)</td>
</tr>
<tr>
<td>Total</td>
<td>23% (15)</td>
<td>61% (39)</td>
<td>15% (10)</td>
<td>100% (63)</td>
</tr>
</tbody>
</table>

At School #1, of the seven students who offered a favorable impression of the teaching profession, six of these students fell into the academic-interpersonal category, and five students identified rites of passage as part of their successful experiences. The sixth student did indicate an interest in choosing a related field, like therapy, which suggests more of a modeling impact. The remaining student who had a positive impression of the teaching profession indicated no substantive impact from his teachers. Ironically this student's response about a successful experience fell into the interpersonal
category, which suggests an absence of personal connection with academic content.

At School #2 the majority described a rite of passage or modeling as the degree of impact. Only ten of thirty students (33%) who had favorable impressions of the teaching profession described a degree of impact that was not lasting. Only four of these responses, like School #1, fell into the interpersonal category.

We may conclude that while students may exhibit favorable impressions based upon their interpersonal experiences, they are more likely to describe an experience that included both academic and interpersonal aspects.

Nineteen of sixty-three students (30%) did not discern experiences with any lasting degree of impact.

In sum, a majority of students discerned experiences that were either favorable or mixed, and a majority of these students revealed a lasting degree of impact. These students also described successful experiences that were of an academic-interpersonal nature.

The analysis of students with unfavorable or mixed perceptions of teaching did not reveal conclusive trends. Students who provided mixed or unfavorable perceptions to teaching were more likely to identify academic-interpersonal experiences as much as purely academic or purely interpersonal experiences. Significant here, however, was to note that students did not cite only interpersonal experiences when accounting for unfavorable impressions. In other words, students are were to differentiate between their interpersonal and academic experiences. Hence, the almost cliché response: *It's a noble job, but it's one that I would not want to do.*

The relationship between positive perceptions of the teaching profession and a sense of a lasting impact appeared less consistent when analyzing
parental input. Table 32 provides the breakdown of parent responses and categories.

Most significant here was the paucity of parents who cited interpersonal moments when recalling their children's successful experiences. A majority of parents, like students, first thought of experiences that included academic content.

Table 32. Parents' Perceptions with Analysis of Successful Experiences

<table>
<thead>
<tr>
<th>Parents' Responses</th>
<th>Academic</th>
<th>Academic/ Interpers.</th>
<th>Interpers.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable</td>
<td>21% (13)</td>
<td>25% (16)</td>
<td>5% (3)</td>
<td>51% (32)</td>
</tr>
<tr>
<td>Mixed</td>
<td>11% (7)</td>
<td>27% (17)</td>
<td>2% (1)</td>
<td>40% (25)</td>
</tr>
<tr>
<td>Unfavorable</td>
<td>3% (32)</td>
<td>5% (3)</td>
<td>2% (1)</td>
<td>9% (6)</td>
</tr>
<tr>
<td>Total</td>
<td>35% (22)</td>
<td>57% (36)</td>
<td>9% (5)</td>
<td>100% (63)</td>
</tr>
</tbody>
</table>

Less conclusive was the analysis of lasting impact. At School #1 almost all parents (eleven of fourteen, or 79%) showed a positive perception of the teaching profession, and eight of these parents indicated a rite of passage in their descriptions of successful academic experiences for their children.

Of the three parents who had unfavorable impressions of the teaching profession, all identified a significant rite of passage for their children's successful school experiences. We recall the parent who feels teachers are "under-rated" and "underpaid"; still, she recalled the 8th grade teacher who dramatically influenced her child's academic work.

At School #2 there was a higher number of parents who had mixed or unfavorable impressions of the teaching profession; twenty-five of forty-nine (51%) had favorable impressions. They acknowledged varying degrees of impact with their children. One parent with unfavorable impressions—quoted
earlier in this research—said that his daughter's psychology teacher changed her life; My daughter switched to her class because this was a chance for a career interest. This example was demonstrative of how perceptions of the profession and recollections of individual experiences did not necessarily relate to one another. Indeed, a breakdown of parents' responses by impact revealed that only nineteen of sixty-three parents (30%) discerned no impact.

Data suggested that parents' discernment of their children's successful academic experiences was loosely connected to their overall impressions. A clear majority of parents (94%) had favorable or mixed impressions of the teaching profession, and a majority (70%) of these parents cited experiences that involved a greater degree of impact.

Since it appeared that students based their perceptions of the teaching profession largely on their own experiences in school, it was likely that parents used similar criteria—but not entirely the same. Some parents did base their opinions on the experiences they have with their children's teachers; others relied on media reports; still others recalled their own experiences in school. Whether the lasting impact was an actual cause of the positive perception—for either parents or students—was unable to be determined at this time.

Quantitative Analysis

Student and Parent Response

Assessment of career selection through a quantitative analysis included questions #9 through #12 on Part I of the surveys. These questions focused on perceptions of becoming teachers, the opportunity to work with teachers, and the chance to follow a mentor's example. In sum, this section examines the
perceived impact of others, especially adults, on the academic and pre-professional lives of students. Table 33 illustrates the frequency of responses (by percentages) for these five areas for students, and Table 34 illustrates the frequency of responses for these four areas for parents.

Table 33. Impact of Others on Students (%)

<table>
<thead>
<tr>
<th>Areas of Perception</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to work with other teachers</td>
<td>2</td>
<td>3</td>
<td>33</td>
<td>43</td>
<td>19</td>
</tr>
<tr>
<td>Opportunity to fulfill parents' expectations</td>
<td>14</td>
<td>6</td>
<td>41</td>
<td>29</td>
<td>10</td>
</tr>
<tr>
<td>Opportunity to gain friends' respect</td>
<td>10</td>
<td>13</td>
<td>49</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>Opportunity to fulfill mentors' example</td>
<td>6</td>
<td>5</td>
<td>32</td>
<td>48</td>
<td>8</td>
</tr>
</tbody>
</table>

Key: 1 = clear disadvantage; 2 = disadvantage; 3 = not sure; 4 = advantage; 5 = strong advantage
(N=63)

Table 34. Impact of Others on Parents (%)

<table>
<thead>
<tr>
<th>Areas of Perception</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to work with other teachers</td>
<td>0</td>
<td>2</td>
<td>16</td>
<td>52</td>
<td>30</td>
</tr>
<tr>
<td>Opportunity to fulfill parents' expectations</td>
<td>3</td>
<td>8</td>
<td>32</td>
<td>37</td>
<td>19</td>
</tr>
<tr>
<td>Opportunity to gain friends' respect</td>
<td>0</td>
<td>5</td>
<td>38</td>
<td>44</td>
<td>13</td>
</tr>
<tr>
<td>Opportunity to fulfill mentors' example</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>41</td>
<td>14</td>
</tr>
</tbody>
</table>

Key: 1 = clear disadvantage; 2 = disadvantage; 3 = not sure; 4 = advantage; 5 = strong advantage

We observed some distinct differences in perceptions among students and parents. Most noticeably, the influence of others—either friends, mentors, teachers, or parents—was perceived as being much more important among parents than teenagers. In addition, a majority of parents saw the influence of friends as being more prominent in their children's career selection.

Further explication of any significant differences among student responses which may have existed appears in Tables 35 and 36 below. These responses were analyzed by the variables of race, gender and school.
Table 35. Students' Academic and Pre-Professional Interests

<table>
<thead>
<tr>
<th>ANOVA Variable</th>
<th>F-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>1.19</td>
<td>0.32</td>
</tr>
<tr>
<td>Gender</td>
<td>1.57</td>
<td>0.21</td>
</tr>
<tr>
<td>School</td>
<td>0.72</td>
<td>0.39</td>
</tr>
</tbody>
</table>

As Table 30 indicates, no significant difference occurs between the variables of race, gender and school in describing influence of others.

As Table 36 indicates, no significant difference occurs between the variables of race, gender and school when parents describe the influence of others on their children's academic experiences.

Table 36. Parents' Academic and Pre-Professional Interests

<table>
<thead>
<tr>
<th>ANOVA Variable</th>
<th>F-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>0.31</td>
<td>0.81</td>
</tr>
<tr>
<td>Gender</td>
<td>0.20</td>
<td>0.65</td>
</tr>
<tr>
<td>School</td>
<td>0.43</td>
<td>0.51</td>
</tr>
</tbody>
</table>

In prioritizing factors towards career selection, we also asked respondents to examine the influence of mentors again. This was in response to question #11 on Part II of the surveys. The analysis of these responses appears in Tables 37-39 below.

Table 37. Influence of Mentor on Career Choices

<table>
<thead>
<tr>
<th>Following Mentor's Example for Career Choice</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students' Responses≠</td>
<td>24</td>
<td>44</td>
<td>25</td>
</tr>
<tr>
<td>Parents' Responses*</td>
<td>14</td>
<td>49</td>
<td>29</td>
</tr>
</tbody>
</table>

Key: 1 = not a priority; 2 = not a high priority; 3 = a high priority
≠ 6.3% of respondents did not answer
*7.9% of respondents did not answer
Table 38. Influence of Mentors by Race, Gender and School

<table>
<thead>
<tr>
<th>ANOVA Variable</th>
<th>F-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>0.60</td>
<td>0.65</td>
</tr>
<tr>
<td>Gender</td>
<td>4.07</td>
<td>0.005</td>
</tr>
<tr>
<td>School</td>
<td>0.01</td>
<td>0.92</td>
</tr>
</tbody>
</table>

Table 39. Parent Perception of Mentors by Race, Gender and School

<table>
<thead>
<tr>
<th>ANOVA Variable</th>
<th>F-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>2.30</td>
<td>0.10</td>
</tr>
<tr>
<td>Gender</td>
<td>0.74</td>
<td>0.39</td>
</tr>
<tr>
<td>School</td>
<td>0.94</td>
<td>0.32</td>
</tr>
</tbody>
</table>

We note that a significant difference occurred between males and females in their response to how much of an influence mentors had been. Generally, the females in the study described a higher degree of priority in following the mentors' examples. Of the seven students in the study who indicated a strong interest in becoming a teacher, five were female (see Part V in Chapter 4).

Among parents, there was no significant difference in responses.

Correlation Between Student and Parent Responses

Table 40. Correlation Between Student and Parent Responses on Influence of Others in Academic Experiences

<table>
<thead>
<tr>
<th>Correlated Area</th>
<th>r-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of Others</td>
<td>0.27</td>
<td>0.001</td>
</tr>
</tbody>
</table>
A significant difference does exist in the correlation between students and parents responses, as indicated in Table 40.

This significant difference concurred with the students' responses that others did have a more significant role in the lives of their students. We can interpret this data in two ways. One, parents, being farther removed from the experiences of their children, did not discern the immediate impacts of others' in their children's lives. Two, students attributed greater influence to others in their own development, for they had yet to achieve a degree of autonomy and perspective on the influence of others. This significant difference concurred with the earlier illustration of disparate frequencies in responses to these questions regarding the influence of others.

Table 41 examines the correlation between student and parent responses in regards to following the mentor's example for career selection.

<table>
<thead>
<tr>
<th>Correlated Area</th>
<th>r-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor’s Influence for Career Choice</td>
<td>0.09</td>
<td>0.28</td>
</tr>
</tbody>
</table>

No significant difference occurred with the perception of the relative importance of the mentor in the student's career selection. This data can be discussed in two ways. That nearly one-quarter of all respondents labeled the mentor influence as a "high priority" suggested that both students and parents did perceive the mentor as having a critical role in one's self-actualization (a belief also illustrated through the interview response). Or, that a majority of respondents did not see the mentor's influence as having a high priority suggests that most do not wish to become teachers, nor did they perceive the
mentor's role as an exceptionally critical one in selecting a career. As our interview responses indicated, however, the mentor's influence may have more interpersonal, as opposed to academic, repercussions on the student.

Research Question #4—Analysis of Professional Interests

Interview Question #4: (To students and parents): What are your (or your child's) professional interests at this time? What is the motivation for this area?

Student Professional Interests

Apart from those who wanted to become a teacher, the actual jobs themselves were of less interest to this research than the motivations for pursuing those jobs. It became clear that students were probing ways in which they would ultimately be self-actualized, and that their respective paths towards self-actualization were based on varying stages of Herzberg's motivation theory. All of the students' responded with truly motivating factors, according to Herzberg. Students aspired to higher levels of responsibility, enjoyment of the work itself, achievement and recognition (or, no student simply said they wanted to be "rich" or "famous"). These students were interested in attending college and most decisions bore little resemblance to their parents' field of work. Three categories emerged in student motivation: there were those whose interests were based exclusively on academic interest, those whose interests were based on academic-interpersonal interests, and those who were completely unsure at this time.

Table 42 illustrates the categories of interests that students from both schools illustrated in selecting their career professions. This section discusses schools separately.
School #1—Student Responses

At the high school level students begin to articulate those areas which they felt would help self-actualize them. There were varying degrees of certainty regarding students’ sense of what would work would allow them to become self-actualized.

Joe: A four year university. I want to get a baseball scholarship—that’s my dream. Business management is my other goal. I’d like to open up my own chain of hotels. Entrepreneurship.

Beth: Performing arts. I love movies. I want to entertain. It’s fun to be someone you’re not. I like to tell a story.

Two students also identified the work itself as the key towards their future fulfillment; they both wanted to be teachers. I want to be a teacher. I love being with kids and teaching kids. The last student who fell into this category was interested in medicine—I am interested in children and helping to take care of people.

As students described their eventual work, they often considered high levels of responsibility that accompanied that work:

I’d probably like to be a therapist, or I’d like to think about teaching, probably at the younger, elementary ages. That’s mainly about it right now. My motivation for them would be to help people. I’m not really sure about physical therapy, but I’d like to be a trainer. I’d like to see people successful at what they do, and I’d like to help them.
This student also had identified an interpersonal-academic rapport with his successful school experience.

At School #1, two of the students were certain they wanted to be teachers (at the elementary level), but half of the students were interested in holding teaching-type positions. Further, for those students who considered jobs based solely on intellectual strengths or interests, these positions did not reflect teaching-type positions.

Indeed, of the eight students who expressed an interest in a career that involved teaching or helping other people, all had described their successful school experiences and mentors in more interpersonal terms. While only two of these eight chose teaching, the other four were clearly interested in areas where they would act in a teaching capacity, like being a physical therapist, nurse or doctor. One student in school #1 was considering becoming a chiropractor because his father did it. He also said that he wanted to do this because of a personal successful experience with one when he was younger. This student's identification with his father also reveals an extra-curricular motivation for entering a profession.

No connection is established between an articulated level of self-actualization and the type of profession students wish to enter. There is, however, a relationship between motivation for career selection and the types of careers students are interested in.

Of the ten students who identified an academic-interpersonal interest for career selection, eight identified jobs that incorporated teaching of others. Two students chose non-teaching type professions based upon their intellectual and emotional aptitudes: Joe and Beth (cited above), who wished to pursue entrepreneurship and performing arts, respectively.
Four students relied solely upon their academic or intellectual interest in the profession. For example:

*My main interest is engineering school, and going to college to get a degree. That's something I've had experience and success with.*

or

*I want to go into the business field and accounting and bookkeeping. I like working with numbers because I like the math.*

Interestingly, *none* of these four expressed a desire to work in a teaching capacity. Their interests focused generally on business, law and journalism. This study does not disparage these students' professional interests. Self-actualization certainly does not mandate entering a teaching-type profession, as the aspiring actress or entrepreneur indicates.

But we do point out that for those students who expressed more intellectual interests to become self-actualized, there was an absence of a teaching element. These student responses revealed that teaching-type professions—to which more than one half of the students aspired—must incorporate an interpersonal motive. A strictly academic lead, based on six students’ responses here, did not engender decisions to become teachers.

School #2—Student Responses

Table 37 indicates a different patterns of responses at School #2. A higher percentage of students wished to pursue careers based on academic interests alone (47% at School #2, over 29% at School #1). Further, a greater percentage of students at School #1 wished to pursue careers based on academic-interpersonal interests. This suggests a corroboration with the higher
percentage of students at School #2 who take the ACT and who plan to enroll in a four year college or university.

At School #2, the number of students relying upon academic interests (twenty-three) was smaller than the total number of those students who relied upon an academic-interpersonal motivation (twenty-five). Given that two students coupled academic interests with experiences within their own family—one wanted to go into business, the other into law, in part, because family members were already engaged—the difference between student populations is negligible.

(One student of the entire sixty-three interviewed clearly did not know: *I have no idea what I'm going to do. I'm not really sure.* This student, however, articulated an academic-interpersonal history with his successful experiences and mentor.)

The pattern of students selecting teaching-type professions based on academic-interpersonal interests also continued with School #2. Eighteen of twenty-five students who cited academic-interpersonal interests expressed an interest in working in a teaching or helping capacity. Six of these students wished to become teachers, a subject we shall explore in the next section. Eight students selected teaching jobs because of prior family experiences: *I'd like to become either a chiropractor or a general practitioner. My father's a chiropractor, so I'd be motivated to do that because I know how good it is. And the motivation for general practitioner is because I like helping people.* Only one student did not articulate an expressed desire to help others, yet her interest in science was clearly related to helping people: *I want to major in biomedical engineering. Work in a hospital or research area. I enjoy physics, learning about the body, and how I can improve it with devices.* Two of these students also selected journalism, and they attributed their decisions based on
the strong influence of their adviser. This professional interest does not necessarily incorporate teaching others, though journalism itself is an educational resource.

Four students expressed academic-interpersonal motivations for careers that did not involve helping or teaching others.

Goes from vocal performance to advertising to law. Psychology. I'm interested in all those things. I guess, being academically successful makes me feel like I have a lot of options. I would say just what makes me happiest, I guess. Like when I sing, I get this really good feeling about myself. It makes me feel like I'm being successful, even if others don't see me as successful.

Major in theater and minor in vocal performance. I really want to be in the performing arts. I really want to act. I really, really, really love acting. . . . I love making people happy, making them laugh, cry, feeling some sort of emotion.

I want to be a lawyer. . . . My family got into some trouble, so it's something that kind of came into my mind.

I own my own business on weekends. It's like a little side job . . . I want to be an entrepreneur, and I've worked for two different companies.

Similar to School #1, we find three of four examples entering areas where self-actualization is intimately connected to the profession, regardless of how much teaching goes on. The performing arts provides an outlet for two of the students at School #2, and owning one's own business provides a similar sense of satisfaction. The student who expressed an interest in law did so for familial purposes: we may also speculate that her immediate hope is to help or teach others, namely, her family.

For those twenty-one students who cited an academic motivation for a future interest, twenty selected professions that incorporated little direct teaching of others. These professions were mostly in the sciences, such as computer science or engineering. One student selected psychology, but
focused more on the fact that his brother was in it: *It’s my brother’s major. He’s taking a psych course now, and he loves it.*

Comparison Between Student Motivation and Experience with Mentors

We now compare students’ motivations for professional interests and the experiences they had with their mentors. The type of motivation that students expressed in selecting a career often corresponded with their influence of the mentors, confirming that the mentor acts more as a reflection of what the student innately wants. For example, if a student cited an academic-interpersonal interest in selecting a future career, they also showed a similar relationship with their mentor. Or if a student chose a career based on an academic interest, she/he also often identified the mentor as someone who provided strong academic support.

At School #1, of the ten students who identified an academic-interpersonal motivation, all described their mentors in either academic-interpersonal or interpersonal terms. Let us focus on the student interested in entering the performing arts, who had the following to say about his mentor:

**STUDENT E:**

*[The choir director] gave me confidence. She talked to you as a person. She helps us find new directions.* [On career selection and motivation]: *Performing arts. I love movies. I want to entertain. It’s fun to be someone you’re not. I like to tell a story.*

**PARENT E:**

*She wants to work with movies—cinematography. In front of the screen (acting). Ever since grade school, she had lead roles. She had a great teacher in grade school. She always loved TV. When she was little he loved Star Wars.*

With this example, we see how the mentor’s role was one of fulfillment of earlier interests. Even the student who dreamed of becoming an entrepreneur
cited the entrepreneurial qualities of his mentor: *He taught you things you’d remember. He didn’t just teach the course from a book...* Not very bright people were really into it as well as the Honors students. Perhaps unintentionally, this response also reveals the extra-curricular appeal of both his mentor and his future career goals.

At School #2, of the twenty-five students who described an academic-interpersonal motivation, sixteen expressed an academic-interpersonal experience with a mentor. Six of these students stated they had no mentors, though four of them expressed career interest based on family patterns; hence, the mentor already existed outside of the school, for example:

*I don’t know if I would consider them [teachers] mentors. [On career selection]: Basically, my dad has been in business all his life, and he owns his own camera store. I used to go down there and work with him. It’s something I know. I like working with people.*

One student claimed not have any mentors because “he didn’t want to be a teacher.” The remaining student who cited an academic-interpersonal motivation for career and did not describe any mentors had graduated early, which may account for a certain element of self-mentoring.

There were also three students who cited academic-interpersonal motivations for a career, but they expressed primarily academic experiences of a mentor. One such student described her mentor as one who taught his students to always tell the truth. *If you have a goal, and it’s in your reach, go for it.* Yet this student’s interest is court-reporting. The mentor may have had an influence on the degree of self-actualization, but the manifestation of this influence might not necessarily be in a student’s career selection.

Conversely, of the students who cited a more academic motive in career selection, their experiences with their mentors were less consistently academic.
At school #1 two of the four students cited more academic connections with their mentors, while the remaining two cited more interpersonal, or academic-interpersonal connections with their mentors. At School #2, ten of the twenty-three students who cited a more academic motive in career selection also cited an academic experience with a mentor. For example, Joy:

“My chemistry/physics teachers know so much about their subjects. They don’t have to be teachers. They enjoy what they’re doing. My literature and math teachers were also mentors. [Professional interests]: medical research. I like science, chemistry, genetics.

Of the eleven who did not cite an academic experience with a mentor, four stated they had no mentor, but were also following family models for career selections; i.e., entering a profession because a family member does it. The remaining students, as before, described an experience with a mentor that diverged from their motivation for career selection. For example, one student described his Biology teacher as one whose mentoring included home-counseling and answers about college—He takes teaching to a different level. The student’s professional interests are in technology programs. Despite the interpersonal interaction with his mentor, this student wished to pursue a career based upon his academic interests. Even this example, however, shows a similarity between subject areas that perhaps worked because of the strong influence of the mentor. Another example of this divergence was a student who wishes to pursue engineering, but his mentor was the band instructor.

Thus, the relationship between the student’s professional interest and her/his mentor focused more on the issue of self-actualization of the student her/himself. Many of the students identified some form of a lasting impact from their mentor and/or academic experiences. The students who opted for a career based on extra-curricular interest and experience, however, showed
consistently similar feelings in describing their relationship with their mentors. Those students whose professional interests were based more on academic experiences occasionally showed a similar feeling about their mentor; for over half of these students, though, their feelings about their mentors included interpersonal feelings. It should be noted that self-actualization might not necessarily manifest itself in the form of career selection. Further study would be needed to fully gauge the long-term impact of mentors.

Parent Perceptions of Daughter's/Son's Professional Interests

Table 43. Parents' Perception of Students' Career Selection

<table>
<thead>
<tr>
<th>Schools</th>
<th>Academic Interests</th>
<th>Academic-Interpers. Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 (N=14)</td>
<td>22% (3)</td>
<td>78% (11)</td>
</tr>
<tr>
<td>#2 (N=49)</td>
<td>47% (23)</td>
<td>53% (26)</td>
</tr>
<tr>
<td>Total (N=63)</td>
<td>41% (26)</td>
<td>59% (37)</td>
</tr>
</tbody>
</table>

Most parents' thoughts about their children's professional interests corresponded to what the students themselves said. On occasion parents differed in what the job would actually be, but most recognized similar motivations as their students in selecting a career. This indicated a high level of involvement between parents and students; the parents know quite well what their children's strengths and professional interests are. Table 43 illustrates the number of parents who identified academic and academic-interpersonal motivations for their children's career selection.

School #1—Parent Responses

At School #1, we found a parallel between parents' perceptions and students' interests. For those students who expressed an academic-
interpersonal motivation for a job, their parents cited similar feelings about their children. For example, we recall the student above who expressed some idea of working with people in a helping capacity. His parent offered the following on his future:

He interacts well with children, and we encourage him to do something with kids. Right now, he’s more interested in medical areas, like physical therapy. I think he has a younger sister, almost by six years. I work at night, and when we’re both at work, he’ll sit down and do homework with her. When he teaches her something, he sees a great sense of accomplishment.

A number of parents, like this one, identified a non-academic motivation for their children. Indeed, of the ten students who identified interpersonal motivations for career selection, nine of their parents recognized similar attributes in their children. One parent simply said that anything is okay. This response, however, was uncommon throughout the study.

Conversely, of the four students who cited more academic areas for their professional interests, three of their parents concurred in citing their children’s motivations. Further, these parents (and students) revealed a greater disparity in professional choices, and there was a higher incidence of uncertainty. For example, one student said she was interested in broadcasting or political science and law. Communication, radio and public speaking are my interests, as are law issues of government and politics. Her parent said that her daughter was interested in journalism and broadcasting and/or political science and pre-law. She likes to talk, she’s intelligent, and she has a good grasp of current events and cultural differences. Among those students who selected a profession based primarily on academic leads, there were also two cases where parents cited completely different professional interests. One student indicated an interest in going to business; his parent said he has expressed an
interest in computers—he wants to design security programs for computers. I don't know why—we have no computers in the house.

The only anomalous example was with one boy who said that he was interested in going into Engineering; his parent stated that his son was not sure: his biggest emphasis right now is how he can best work with people.

School #2—Parent Responses

At School #2, we found similar patterns. Students who cited more academic-interpersonal motivations for career selection corresponded to parents who cited similar motivations. This was also true for students who cited academic motivations for career selection. While the numbers were the same, there were three discrepancies between parents and students, which shall be examined here.

One boy cited an academic-interpersonal motivation as follows:

STUDENT F:

I'm trying a lot of different stuff lately. I'll go into college undecided. I guess just to make a difference—somehow. I want to do something where I need to improve myself. I want to work every day and accomplish something. Make myself better every day and hopefully help others in the process.

PARENT F:

I really think he's going to end up in a sales or advertising position, dealing with computer or graphics. His motivation is from within. He sees something, he sets a goal, and he knows what he has to do to get it.

Despite the absence of any mention of her son's academic work elsewhere in the interview, this parent felt that her son's academic work would guide him. She implied an interpersonal drive to her son's work as a salesperson; still, there is no mention of interest in computers or graphics by the son either.
One student said he simply had no clue, though he would depend on college for his future goal in life. His mother said of her son: He really is undecided, but he's really interested in the social sciences. People respond well to him. This parent's response indicated a more academic-interpersonal direction, though the student implied a more academic approach to his future.

The last student said that he had no idea what he was going to do. Her parent offered a variety of academic leads: journalism, economics, English, debate and music. Similar to School #1, the academic interests alone revealed a greater disparity in response.

In sum, parents generally understood their children's perspective in future career selection. A majority of students and parents relied upon academic-interpersonal motivation in selecting careers; approximately one-third of students and parents relied mostly upon an academic factor in selecting a career. For those students who examined careers based on academic-interpersonal motivations, there was a higher incidence of "helping" or "teaching" type professions. Of forty-nine student respondents, 25, or over half, were interested in pursuing jobs that would directly help or teach others. Further, we saw the mentor as a path towards this process of self-actualization.

Quantitative Analysis

Student and Parent Responses

Tables 44-45 indicate the frequencies of responses for career motivation interests. Both surveys asked students and parents to assess their career motivations. These tables indicate a mix of hygienic and non-hygienic motivations. For example, a clear majority of respondents identified "job
Table 44. Student Career Selection Priorities (%)

<table>
<thead>
<tr>
<th>Factors Which Influence Career Selection</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to work with young people</td>
<td>19</td>
<td>51</td>
<td>24</td>
</tr>
<tr>
<td>Opportunity to serve the community</td>
<td>6</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>Opportunity to use academic skills on the job</td>
<td>2</td>
<td>21</td>
<td>71</td>
</tr>
<tr>
<td>Material benefits, including salary</td>
<td>3</td>
<td>27</td>
<td>64</td>
</tr>
<tr>
<td>Long vacations</td>
<td>11</td>
<td>56</td>
<td>32</td>
</tr>
<tr>
<td>Opportunity for promotion</td>
<td>3</td>
<td>29</td>
<td>62</td>
</tr>
<tr>
<td>Autonomy</td>
<td>14</td>
<td>41</td>
<td>29</td>
</tr>
<tr>
<td>Respect from family</td>
<td>13</td>
<td>40</td>
<td>41</td>
</tr>
<tr>
<td>Opportunity to work with teachers</td>
<td>30</td>
<td>49</td>
<td>13</td>
</tr>
<tr>
<td>Opportunity to gain friends' respect</td>
<td>21</td>
<td>49</td>
<td>24</td>
</tr>
<tr>
<td>Opportunity to follow mentors' example</td>
<td>24</td>
<td>44</td>
<td>25</td>
</tr>
<tr>
<td>Reward from supervisor</td>
<td>19</td>
<td>37</td>
<td>38</td>
</tr>
<tr>
<td>Job security</td>
<td>3</td>
<td>11</td>
<td>79</td>
</tr>
<tr>
<td>Opportunity to impart learning to students</td>
<td>13</td>
<td>32</td>
<td>49</td>
</tr>
<tr>
<td>Social prestige</td>
<td>18</td>
<td>49</td>
<td>27</td>
</tr>
</tbody>
</table>

Key: 1 = not high priority; 2 = not a high priority; 3 = a high priority

Table 45. Parent Career Selection Priorities (%)

<table>
<thead>
<tr>
<th>Factors Which Influence Career Selection</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to work with young people</td>
<td>14</td>
<td>30</td>
<td>49</td>
</tr>
<tr>
<td>Opportunity to serve the community</td>
<td>10</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>Opportunity to use academic skills on the job</td>
<td>2</td>
<td>13</td>
<td>80</td>
</tr>
<tr>
<td>Material benefits, including salary</td>
<td>5</td>
<td>38</td>
<td>51</td>
</tr>
<tr>
<td>Long vacations</td>
<td>21</td>
<td>40</td>
<td>33</td>
</tr>
<tr>
<td>Opportunity for promotion</td>
<td>10</td>
<td>37</td>
<td>48</td>
</tr>
<tr>
<td>Autonomy</td>
<td>11</td>
<td>46</td>
<td>35</td>
</tr>
<tr>
<td>Respect from family</td>
<td>8</td>
<td>35</td>
<td>51</td>
</tr>
<tr>
<td>Opportunity to work with teachers</td>
<td>16</td>
<td>54</td>
<td>22</td>
</tr>
<tr>
<td>Opportunity to gain friends' respect</td>
<td>18</td>
<td>49</td>
<td>27</td>
</tr>
<tr>
<td>Opportunity to follow mentors' example</td>
<td>14</td>
<td>49</td>
<td>29</td>
</tr>
<tr>
<td>Reward from supervisor</td>
<td>18</td>
<td>41</td>
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</tr>
<tr>
<td>Job security</td>
<td>6</td>
<td>19</td>
<td>68</td>
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<tr>
<td>Opportunity to impart learning to students</td>
<td>10</td>
<td>27</td>
<td>57</td>
</tr>
<tr>
<td>Social prestige</td>
<td>32</td>
<td>41</td>
<td>21</td>
</tr>
</tbody>
</table>

Key: 1 = not high priority; 2 = not a high priority; 3 = a high priority

security" as a high priority, though a majority of respondents also identified non-hygienic priorities, such as "impacting knowledge to others."
security" as a high priority, though a majority of respondents also identified non-hygienic priorities, such as "imparting knowledge to others."

Explication of the above data by analysis of variance—through race, gender and school—offered clearer understanding of hygienic and non-hygienic motivation. Tables 46-47 illustrate the analysis of variance for non-hygienic motivation.

Table 46. Students' Non-hygienic Aspects of Career Selection Motivation

<table>
<thead>
<tr>
<th>ANOVA Variable</th>
<th>F-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>0.48</td>
<td>0.78</td>
</tr>
<tr>
<td>Gender</td>
<td>1.36</td>
<td>0.24</td>
</tr>
<tr>
<td>School</td>
<td>0.00</td>
<td>0.98</td>
</tr>
</tbody>
</table>

Table 47. Parents' Non-hygienic Aspects of Career Selection Motivation

<table>
<thead>
<tr>
<th>ANOVA Variable</th>
<th>F-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>0.37</td>
<td>0.77</td>
</tr>
<tr>
<td>Gender</td>
<td>1.09</td>
<td>0.31</td>
</tr>
<tr>
<td>School</td>
<td>0.00</td>
<td>0.98</td>
</tr>
</tbody>
</table>

As Tables 41-42 indicate, no significant difference occurred between student and parent responses regarding non-hygienic motivation in career selection. Students and parents perceive the non-hygienic motivations to be relatively the same.

Tables 48-49 illustrate by variance analysis the differences among student and parent responses for hygienic motivation. As these tables indicate, no significant difference between parents' and students' hygienic responses existed. We did notice, however, a closer degree of significance among the gender and school variables for students, and we recall that more students at
School #2 indicated that salary would play a more significant role in their thinking.

Table 48. Students' Hygienic Aspects of Career Selection Motivation

<table>
<thead>
<tr>
<th>ANOVA Variable</th>
<th>F-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>0.60</td>
<td>0.66</td>
</tr>
<tr>
<td>Gender</td>
<td>3.01</td>
<td>0.08</td>
</tr>
<tr>
<td>School</td>
<td>3.07</td>
<td>0.08</td>
</tr>
</tbody>
</table>

Table 49. Students' Nonyhygienic Aspects of Career Selection Motivation

<table>
<thead>
<tr>
<th>ANOVA Variable</th>
<th>F-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>1.06</td>
<td>0.37</td>
</tr>
<tr>
<td>Gender</td>
<td>0.08</td>
<td>0.77</td>
</tr>
<tr>
<td>School</td>
<td>1.58</td>
<td>0.21</td>
</tr>
</tbody>
</table>

Correlation Between Student and Parent Responses

Table 50 examines the correlation that exists between student and parent responses regarding hygienic and non-hygienic motivations on career selection.

The table below indicates a significant difference existed between parent and students in regards to their perception of non-hygienic motivation in career selection. We also see that the correlation itself was not particularly strong; so parent responses and student responses did not bear a strong relationship to each other. In regards to hygienic motivation, we observed an even weaker relationship, though there was no significant difference in responses here. Referring to the earlier frequencies of responses in Tables 39-40, however, we see that parents offered a higher frequency of prioritizing non-hygienic motivations.
Table 50. Correlation of Hygienic and Non-hygienic Career Interests

<table>
<thead>
<tr>
<th>Correlated Area</th>
<th>r-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-hygien Motiv.</td>
<td>0.19</td>
<td>0.04</td>
</tr>
<tr>
<td>Hygienic Motivation</td>
<td>-0.09</td>
<td>0.31</td>
</tr>
</tbody>
</table>

Research Question #5—Assessment of Student Interest in Becoming Teachers

Interview Question #5: (To students and parents): What are your thoughts on (your child) becoming a teacher? Does the competitive salary of a suburban high school district have any influence on your thinking?

Student Responses on Becoming Teachers

In responding to the likelihood of their becoming teachers, student responses fell into four categories. 1st Choice responses were students who clearly indicated that they wanted to become teachers. 2nd Choice responses were students who indicated a possibility of becoming a teacher, and often these students expressed an interest in a teaching-type profession, like physical therapy or medicine. 3rd Choice responses were students who considered teaching as a possibility, but their first choices bore little resemblance to teaching positions. Do Not Want to Teach was the category for students who were certain they would not become teachers.

The second category of student responses regarded salary. Yes responses indicated that salary could influence their decision to enter the teaching profession; it is important to note that these Yes responses also included those students who felt that salary might have an impact later on in their lives, though at present they were not entirely sure how important salary
was. No responses indicated that salary would not have a substantial impact. As Table 51-53 indicate, most did not cite salary as an influence in their thinking about becoming teachers, though we shall see later in this discussion that students still operate under hygienic influences, regardless of how aware they are of these influences.

Table 51. Teacher-Salary—School #1

<table>
<thead>
<tr>
<th>Teaching as 1st Choice &amp; Reasons</th>
<th>Teaching as 2nd Choice &amp; Reasons</th>
<th>Teaching as 3rd Choice &amp; Reasons</th>
<th>Do Not Want to Teach &amp; Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>$Yes 7% (1)</td>
<td>$No 14% (2)</td>
<td>$Yes 7% (1)</td>
<td>$No 21% (3)</td>
</tr>
<tr>
<td>$Yes 21% (3)</td>
<td>$No 21% (3)</td>
<td>$Yes 14% (2)</td>
<td>$No 7% (1)</td>
</tr>
</tbody>
</table>

Key: $Yes = Salary Could Be an Influence; $No = Salary Is Not an Influence (N=14)

Table 52. Teacher-Salary—School #2

<table>
<thead>
<tr>
<th>Teaching as 1st Choice &amp; Reasons</th>
<th>Teaching as 2nd Choice &amp; Reasons</th>
<th>Teaching as 3rd Choice &amp; Reasons</th>
<th>Do Not Want to Teach &amp; Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>$Yes 4% (2)</td>
<td>$No 4% (2)</td>
<td>$Yes 24% (12)</td>
<td>$No 18% (9)</td>
</tr>
<tr>
<td>$Yes 12% (5)</td>
<td>$No 6% (3)</td>
<td>$Yes 6% (3)</td>
<td>$No 22% (11)</td>
</tr>
</tbody>
</table>

Key: $Yes = Salary Could Be an Influence; $No = Salary Is Not an Influence (N=49)

The discussion of this section is divided by responses; individual schools will be examined within these responses, though there is similarity between both schools.

Teaching as a 1st or 2nd Choice—Student Responses

One half of the students sampled identified teaching as either a 1st or 2nd choice. Only 27% of student respondents said they would not want to teach at all, and nearly one-third of these students admitted that salary would have an
influence. Thus, a clear majority of students would consider teaching as a possible profession.

Table 53. Teacher-Salary—Both Schools

<table>
<thead>
<tr>
<th>Teaching as 1st Choice &amp; Reasons</th>
<th>Teaching as 2nd Choice &amp; Reasons</th>
<th>Teaching as 3rd Choice &amp; Reasons</th>
<th>Do Not Want to Teach &amp; Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ Yes 5% (6) $ No 6% (8)</td>
<td>$ Yes 20% (25) $ No 19% (24)</td>
<td>$ Yes 14% (18) $ No 8% (10)</td>
<td>$ Yes 8% (10) $ No 19% (24)</td>
</tr>
</tbody>
</table>

Key: $ Yes = Salary Could Be an Influence; $ No = Salary Is Not an Influence
N=126

Three of the fourteen students at School #1 cited teaching as a 1st Choice, as in the following example:

"I've seen a lot of ways teachers teach. I like kids, and I want to teach elementary school kids. I want to help them learn. I love kids. (Regarding salary): I know some elementary school teachers do not make a lot of money, but to me it doesn't really matter. What I want to do now—it doesn't matter if I get a lot or less."

All three of these students expressed a desire to work with elementary age students, and only three of the eight students in the 2nd Choice category expressed a desire to work with high school students. At School #2 four students selected teaching as a first choice. One student identified youth ministry as her area of focus; another identified "little kids." For both, salary was not important. One student explained that he wanted to teach science, though he did not identify an age preference. Another said he wanted to be a teacher to help students, and make a difference in students' lives. These latter two both acknowledged that salary would have an impact. Of the seven students total who selecting teaching as a 1st Choice response, five were female.

As the above sample response indicates, the reasons for teaching were clearly non-hygienic. Salary had little influence on these students; they may
have even been aware of making less money. One of these three students said that salary was "kind of" important, "but not really." For these three, love of the work itself—helping young people learn—accounted for the motivation.

The largest percentage of students indicated teaching as a 2nd Choice. Teaching would be either literally their second choice, a job that they felt they would like to try or could be successful at, but they were currently not committing themselves. If their desired position had a direct teaching or helping element, like physical therapy or nursing, these responses also qualified as 2nd Choice. Further, the highest percentage of individuals for whom salary would be important occurred within this group (though a preponderance of this number occurred at School #2). An examination of their outlook on salary appears later in this section. In summary, salary did play a significant role among those considering the teaching profession; nearly one-half of all students (47%) indicated that salary would influence their thinking about entering the profession. It is important to note that only one student interviewed was fully aware of the actual salary scale; most either showed no knowledge of the suburban salary scale, or they considered teachers' salaries to be low, based on public perception. Given the relative inexperience of students, professional salary might not have been a particularly high level of concern.

At School #1, four students indicated teaching as a 2nd Choice. All of these students indicated as a first choice a profession that incorporated teaching or helping others. These first choices were physical therapy and medicine.

I've thought about it for a little while. I'm thinking about it, but it would be hard with some of the kids—especially the way they act. Negative—the ones that don't behave and stuff. I don't know—I kind of like to help people out. If I had kids, I'd teach them well. By being a doctor, I could help them out as well. (Regarding salary): I don't know. Not really. I
don't think money is my main thing in choosing a job. I'd rather choose something I'd like, rather than something else to make a lot of money.

This student demonstrated both non-hygienic and hygienic reasons for his indecision. He had a sense of his own personal contribution and self-worth, though he cited personal relations (a lack of patience for students) as a deterrent. Another response cited poor working conditions as a deterrent: Maybe in four years guns will be required. It might be safer to teach in J----Penitentiary. This same student also expressed a desire to enter physical therapy, however, because of his own positive experiences as a patient. The remaining two responses were clearly undecided: I want to go into medicine, physical therapy or be a pediatrician. I am interested in children and helping take care of people. I would teach English because I love words and literature. I would want to teach high school. I love literature very much. Ironically, this student's reasons for entering teaching were more hygienic as she expressed an interest in the salary—this was the only student of this category from School #1 to acknowledge the effect of salary.

A much larger percentage of students from School #2 selected teaching as a 2nd Choice. Almost one-half of the students from School #2 (43%) fell into this category. And a majority of these students indicated salary would be an important factor, as in the following cases:

When I go to school next year I want to study biology. I am thinking right now it's very important, many of the issues we have today, we need people working on them, and biology is a pretty general field, and then I can narrow it down, maybe environmental work.

[Teaching] is definitely a possibility. Because nothing is more important than understanding something and providing others with that information, and that has to be an option for me.

[Would salary be an influence?] Yes. Obviously it would make the job more interesting. But if part of what you wish to get out of your job is to lead more than a crappy life, and do something where you can definitely benefit yourself through helping the community—plus a good salary—that would definitely be a benefit.
This student expressed a genuine interest in helping the world around her; she also acknowledged the importance of salary, though she did not rank salary as the greatest motivator. Other students cited salary as a more prominent factor:

I plan on majoring in journalism or education. It's not the money for either. Teaching—I think would be neat because I think that teaching should be the most highly regarded career. You're totally influencing tomorrow's leaders. I don't know—in journalism, I just think it's an effective job because you have to inform everyone of what's going on. Let them know what's out there. Plus I love to write. I don't know if I like to write articles, but it's always been a big part of my life. That's also why I consider teaching, because some of my best teachers made you realize how beautiful literature can be. Also, I get summers off. I don't know.

If I were to compare teaching and journalism, I'd probably say that teaching would be easier, but I can't imagine writing every day for the rest of my life and worrying about a deadline. [Would salary be a factor?] I don't think my parents want me to be a teacher, for salary reasons. All the money's in science. I figure you might as well do something you like for the rest of your life. I could be an engineer, but I'd probably get really tired of it.

That this student cited salary in the context of parental wishes indicated an element of extrinsic motivation. Whether it was parents or salary, the student relied upon external factors for motivation.

Other extrinsic factors, like the school setting, was linked to this student's response:

Speech pathology and language pathology. Audiology. There's a real need for it. I would be really helping people. I've also been interested in language development and in specific language problems. Because I think it's sad when people aren't taking seriously when they can't speak properly. These people need someone to work with them, and I want to be that person. There's been a lot of people who have become good speakers with the help of a speech pathologist. Like the guy who did the voice for Mufasa in The Lion King. He had a speech problem. And audiology is also interesting. The science of hearing, helping people with hearing problems.

I haven't totally ruled [teaching] out. I think it's a really good profession. If the speech thing didn't work out, I would seriously consider education. It all depends on what I'm geared for in college.

I don't know [about salary]. I guess it would. I mean, it differs. I didn't know that teachers got paid that much. Would I feel confined being in a high school setting for the rest of my life? You think you should go on
with your education beyond high school. I think it's good to get involved with the lives of youth and things like that. Make a difference for the future. Yes, I think there are good and bad aspects of teaching. The bad would be that you've never left the high school setting.

That 47% of the students interviewed indicated salary to be an important factor could be considered in two ways. On one level, we had a significant number for whom salary played an important role. But on another level, many of these students were still considering the teaching profession as a possibility. Thus, the salary and working conditions of teaching at affluent high schools did have an important impact.

We should also note that the same number of students for whom teaching was a second choice did not indicate salary to be a factor; for these students, locale of high school might have meant less, as in this student's response:

I was thinking of going into pharmacy school. My parents--they think it's a good profession to get into. I wasn't quite sure of what I wanted to do. I say, sure why not?

I don't know [about teaching]. Actually, I've said stuff that it would be so neat to teach little kids because it's a great feeling you get, but I'm not so sure about that.

[On salary]: I don't think so. If I really wanted to be a teacher, then I would have that feeling. I don't know how to explain it. I don't have the drive to be a teacher, not yet anyways.

Teaching as a 3rd Choice and Those Who Do Not Want to Teach

Nearly one-quarter of the students indicated teaching to be a 3rd Choice. These students were clearly interested in pursuing other professions, though teaching would be a possibility. Further, these professions—in the way students articulated them—had little or no direct teaching or service components. Such professions included engineering, court reporting, and owning one's own business.
At School #1 there were four students for whom teaching was a 3rd Choice. First choices for these students were business, performance, engineering and broadcast journalism. Many of these students exhibited a more academic, as opposed to interpersonal, relationship with their learning and career choices. Teaching history would be fun for me, because I know the subject. My uncle is a college psychology teacher, and he always is looking for work. That’s a negative aspect. (Regarding salary): It’s OK to live on. It would be OK with me. This student does include an hygienic reason—working conditions—for being cautious about entering teaching. Another student indicated that she would like to teach theater if she could not succeed as a performer. A third said that teaching was always a spot in the back of my mind. I grew up with one. And the last expressed an interest to coach if he were to teach.

Indeed, three of four students of this category (at School #1) acknowledged low salary as a deterrent to teaching. There was a higher incidence of hygienic motivation among these respondents than in the groups for whom teaching was a first or second choice.

At School #2 a similar pattern developed. Ten students indicated teaching as a 3rd Choice, and six of these students indicated salary to play an important factor in their thinking. The following student’s response indicated that the decision to become a teacher had as much to do with one’s experiences in school as anything else:

I’ve actually thought about teaching. I don’t see it as a bad thing. It’s just that the experiences I’ve had have all been good. So it makes the goal of becoming a teacher more—makes it look better. I don’t know right now if I could be a teacher. I’m not very good in front of lots of people, especially talking about something. I could talk to people, but standing up in front is not something I’m good at. Everyone—society, sees teaching as a charitable job as low paying and isn’t worth doing. But money shouldn’t have an effect on what I’m going to do with my life.
[A larger salary] would make it more positive on me becoming a teacher. Money will have some factor in my final decision in what to do. A decent salary would make it look better.

Other students of this category expressed an interest to teach after they had established other careers:

[Professional interests]: More computer science in programming. I'm interested in doing animation, graphical work in general. I like art, too, but there's not a lot of people hiring in art. So my other, almost second choice, is computers. Almost combing the two.

I don't really know about teaching. In my experience with sports, I'm not a very good teacher. It would be interesting.

[Salary] would have an impact, but personally if I were to teach, I'd wait until after I was programming for a while. Then, I'd teach upper level students and be more of a mentor.

And there were four students for whom salary would not play an important role, as in the following example:

I have been accepted to the University of 1----- and the University of 1----- and P-----

School of Engineering. Planning on going into environmental or material engineering (plastics). As long as I can remember, I've loved to build things. My favorite toy was LEGO's. I continue to play with them. I love to create things. Stuff like that.

I haven't seriously considered teaching. If I were to become a teacher, I would probably go to the high school or secondary education. I don't know. I don't know if it would be easier. I kind of would relate more to the high school kids. And if I were a high school, I'd teach probably the sciences and math, but English is not my strong point.

Actually, I don't know if pay would have anything to do with my influence on whether I'd become a teacher. Just because--of course, money is important, but I'd rather be doing something I'd be interested in, or like, have fun with, whatever. But if I were to get into teaching, I probably wouldn't do it for the money. Even if the money was high, I wouldn't do it.

The final seventeen students were clearly against teaching. These students fell into the category of Do Not Want to Teach. The percentage of students at School #1 and School #2 against teaching was identical (29%). Four of these students cited salary as a deterrent, as in the following example of
one student citing teaching as a middle class job. It's not too much of a way to get rich. On teaching: Not likely. It's not that attractive. I never really knew how much they make. Beginning teachers don't make that much. You do have more freedom, but most lesson plans are too strict. Teachers say it's a district requirement. Clearly his perception focuses on working conditions and salary. This student, however, saw entrepreneurship as a means of self-actualization. Thus, we must be careful in equating the abstention from teaching with less-than-noble reasons for choosing other jobs. At School #2, there was also one student who cited only a desire to work as an engineer, as opposed to offering any disparagement to the teaching job.

The remainder of these students, however, had more personal reasons for not pursuing teaching. The following student, like most, acknowledged a lack of patience in working with children: I could not see me doing it because I'm not very patient. I couldn't handle teenagers. (Regarding salary): Maybe a little, but I wouldn't really say. I look more at the job than how much I make. Or:

I want to major in chemical engineering and then become an astronaut. Ever since I was five years old I wanted to go into space and see other plants. There's so much beauty out there and I want to see it all.

I don't have the patience for [teaching]. If they don't get it right away, I don't want to waste my time.

[On salary's impact]: Not really, because you have to get into higher teaching levels to get paid more, and I don't see the great increase in wages like you can in other professions. It just doesn't seem to make up for the hassles you have in trying to teach kids. I don't think there's enough money to keep me from being frustrated.

Again, we noticed the reference to interpersonal relations and working conditions, two factors that Herzberg cited as failing to motivate us on the job. Not every teenager should feel the desire to work with children, but to cite this
reflects largely on the present working conditions and academic experiences of the student.

For those students against teaching, then, we saw that salary and working conditions, especially at an affluent high school, bore little impact on the students. One way of considering this data would be to say that students who wish to teach will do so regardless of the degree of affluence. Given that the majority of students sampled considered teaching as a possibility, and that over half acknowledged salary to play an important role in whether or not they become teachers indicates that students (a) did have favorable thoughts on becoming teachers and (b) salary would be an enticing element.

**Relationship Between Perceptions of Teaching and Likelihood of Becoming a Teacher**

Table 54 compares student perceptions of the teaching profession with their likelihood of entering the profession.

<table>
<thead>
<tr>
<th>Perceptions (N=63)</th>
<th>1st Choice</th>
<th>2nd Choice</th>
<th>3rd Choice</th>
<th>Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable</td>
<td>6% (6)</td>
<td>27% (17)</td>
<td>13% (8)</td>
<td>8% (5)</td>
</tr>
<tr>
<td>Unfavorable</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>5% (3)</td>
<td>3% (2)</td>
</tr>
<tr>
<td>Mixed</td>
<td>1% (1)</td>
<td>11% (7)</td>
<td>8% (5)</td>
<td>14% (9)</td>
</tr>
</tbody>
</table>

The examination of student perceptions of the teaching profession and their thoughts about becoming teachers revealed that favorable impressions of the profession did not guarantee one’s decision to become a teacher. Favorable impressions of the teaching profession could not serve as a predictor of likelihood to enter teaching. While no student who held an unfavorable impression indicated a real desire to teach, a significant number who had favorable perceptions also indicated no real desire to teach. What appears
obvious, however, is to acknowledge that students with unfavorable impressions of the teaching profession would not be likely to select teaching as a 1st or 2nd choice.

Of the thirty-six students who had favorable impressions of the teaching profession, five students expressed no desire to teach and eight student expressed teaching as a 3rd choice. Following is sample response from a student:

I think [teaching is] real important, and our society must have this and all that. I mean it's a vital part. We need teachers. I think they should be respected people, probably more than they actually are. It's one of the higher jobs in our society, I'd say. No, probably not. As a kid, I don't think I appreciated it as much. As I've matured, I've gotten to understand it a bit better...

I own my own business on weekends. It's like a little side job. After college--majoring in business--I'm not that sure. It's possible I might want to own my own business. I haven't decided on what field I'd like to go into. I have always been good with money, ever since I was a little kids. I want to be an entrepreneur, and I've worked for two different companies--both small business--and from what I've seen, to be an entrepreneur is something I might enjoy.

[On teaching as a career]: Probably very unlikely. It would be fun and everything, but it's really not for me. I like to socialize with people and everything like that, but it's probably better for me to socialize with people my own age.

Others were more succinct: I think it's a nice for people in it, but I can't see myself becoming a teacher. Of students who had favorable impressions of the teaching professions, 21% did not express a desire to teach, and 56% considered teaching as their 3rd Choice or not at all.

One student for whom teaching would be a first choice also had a mixed perception of the profession:

Some teachers are really into teaching, and some are really boring. I love teachers that get into it with you. They'll dress up. Others are at one level. They're really boring. Some teachers are just hired to be hired, and they're so boring. It depends on who the teacher is. Like this one
teacher, he was so fun. Once I get to know the teacher after a couple weeks, I'll judge them then.

This student also wanted to become a teacher, though she viewed the profession almost entirely on its interpersonal nature—she enjoys working with young people. Ironically, for those fifteen students who did perceive a service aspect to the profession, none of them cited teaching as their first choice, six considered it a second choice, four considered it a third choice and the other five had no desire at all to teach. There seemed to exist an inverse relationship between student awareness of the service dimension of teaching and their willingness to pursue it. I think it's a good opportunity to teach kids and work with people . . . I could not see me doing it because I'm not very patient.

Conversely, of those students with favorable perceptions who identified only interpersonal factors in their perceptions of teaching, a higher incidence occurred of students who considered teaching as their 1st or 2nd choice. What this suggested was that the attraction to the teaching profession among academically able students rested more with interpersonal factors than other ones. The academic motives with which we work, or the more service-oriented motivations we may feel, do not appear to be strong links between student perceptions of teaching and their likelihood of entering the profession.

Parent Responses on Children Becoming Teachers

Table 55. Parents' Support of Children Becoming Teachers (Yes or No)

<table>
<thead>
<tr>
<th>Salary Influence</th>
<th>Supports Child Pursuing Teaching</th>
<th>Not Support Child Pursuing Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>$: Yes</td>
<td>36% (23)</td>
<td>13% (6)</td>
</tr>
<tr>
<td>$: No</td>
<td>32% (20)</td>
<td>19% (12)</td>
</tr>
</tbody>
</table>

Key: $ Yes = Salary Could Be an Influence; $ No = Salary Is Not an Influence
As Table 55 indicates, most parents had a supportive view of their children becoming teachers. Sixty-eight percent of parents support the idea of their children becoming teachers. For those who did not support their children becoming teachers, these are parents of children who do not want to be teachers in the first place. Nearly one-half of the parents (49%) did perceive salary as an influential factor in this decision, and these parents generally support their children’s approaches to career selection. There were sixteen students who did not want to become teachers at all, and there were twenty parents who did not support their children entering the profession.

Ten differences existed between student and parent responses. Here, a difference indicates a strong desire to become a teacher or not. For example, a student might express a 2nd Choice response to become a teacher, and his/her parent indicates that the child would not want to pursue teaching. In other words, there had to have been a difference of at least two levels in responses between students and parents.

At School #1, all agreed with their children’s feelings about becoming teachers. For those eleven students who expressed an interest in teaching, their parents supported the possibility of their children becoming teachers. For those three students who did not want to teach, these parents also felt their children would not want to teach or would not be effective teachers. The high similarity between student and parent perceptions revealed another example of the close communication that exists between students and parents here.

The reasons that parents provided fell into three categories: Hygienic, Non-hygienic or Inconclusive. Hygienic responses referred to those motivations that have less to do with self-actualization. In teaching, this often referred to salary and working conditions. Non-hygienic responses leaned more towards support of the student’s quest for self-actualization. Parents who said they fully
support of the student's quest for self-actualization. Parents who said they fully supported their children's career path demonstrated a degree of autonomy that ultimately helps to fulfill individual needs.

In examining why parents supported the thought of their children becoming teachers, most parents demonstrate a non-hygienic motivation. They supported the autonomous decisions of their children to the best of their ability.

Well, my main thing I've told her-any profession she picks, not to look to the money. I mean, that does have some influence on her type of job. But the main thing is something she enjoys doing, and that she can help other people in whatever profession she does pick. I think money is an important thing, but it shouldn't be the most important towards her profession.

Indeed, only four of the fourteen parents at School #1 indicated that salary would have a substantive influence on their thoughts of their child becoming a teacher, and even these examples revealed a mix of hygienic and non-hygienic motivation. Parents may have been interested in the degree of income their children would earn, but they exhibited a desire to support their children's own self-actualization:

The first thing he says is that teachers don't make much money. We encourage him to do something that he'll be happy doing. He's been affected by some high school teachers who have made a real nice impression on him. I don't know if he'll actually go into it or not.

[Regarding salary]: I don't know. I don't know if he's as interested in the money as much as we've encouraged him to follow his heart. I work retail, and I'm not totally thrilled with it. I think that's influenced him. He sees me wanting me to be fulfilled and not something that makes the most money.

Only one parent had completely hygienic motivations—salary—for their children's careers.

Limitations exist when it comes to determining the hygienic or non-hygienic support that parents provided for children regarding teaching. Salary
was a more concrete example, but as we have seen, even this response rarely existed by itself. A closer inspection of parent motivation for their own careers, coupled with their views on salary, gave a clearer picture of parental influence being hygienic or non-hygienic.

At School #2, parents provided similar correspondence to their children's answers. Ten differences did exist, however, and as stated, these revolved around the decision to actually teach or not. In most cases (9), parents felt more strongly about their children teaching, while the children themselves did not, as in this example:

**STUDENT G:**

I've never really thought about it--teaching, but I guess if there is something I was interested in, and I did have an interest, that would be possible. But I don't know right now.

[On salary]: Depending on the class I would teach, the higher salary would make kind of a difference. My goals don't necessarily include making lots and lots of money. I'd rather live comfortably than make a lot of money.

**PARENT G:**

If she became a good teacher, I would feel she was contributing a great deal of her life to others. Financially, however, I'd like to see her pursue other fields.

One example showed just the opposite: the parent did not favor their children teaching, while the children themselves did:

**STUDENT H:**

I'm not sure about being a teacher. I might think about it. $: No, but I do want more money. I guess it depends.

**PARENT H:**

Not teaching—she really wanted to be a teacher until she actually taught. She likes her psychology class. She loves the teacher and the material is interesting. She's compassionate. $: I would like her where the $ is better. It does influence me.
was a more concrete example, but as we have seen, even this response rarely existed by itself. A closer inspection of parent motivation for their own careers, coupled with their views on salary, gave a clearer picture of parental influence being hygienic or non-hygienic.

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**PARENT H:**

*Not teaching—she really wanted to be a teacher until she actually taught. She likes her psychology class. She loves the teacher and the material is interesting. She's compassionate. $: I would like her where the $ is better. It does influence me.*
Ironically, this parent worked as a teaching assistant, and she described how her daughter actually had taught and then discovered teaching was not for her (the daughter).

Given that nine of the ten differences showed parents favoring their children entering the profession more than the children themselves, data suggested that parents show a greater range of possibilities in considering their children's careers.

What parent responses also suggested is a greater awareness of the importance of salary, but, like the students, these parents supported their children's own paths to autonomy. On those occasions where parents discouraged children from entering the profession, the feelings were corroborated by the children themselves.

Parent Influence Re-examined: Hygienic or Non-hygienic?

Table 56 examines the responses of parents who liked the idea of their children becoming teachers (a total of 43 parents): whether or not parents considered money as an important factor and their motivations for entering their careers.

Table 56. Parents Who Liked the Idea of Their Children Teaching, and Their Motivation for Career Selection

<table>
<thead>
<tr>
<th>Selection Motivation</th>
<th>Salary Is Influence</th>
<th>Salary Not Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hygienic</td>
<td>28% (12)</td>
<td>11% (5)</td>
</tr>
<tr>
<td>Non-Hygienic</td>
<td>16% (7)</td>
<td>30% (13)</td>
</tr>
<tr>
<td>Hygienic &amp; Non-Hyg.</td>
<td>0% (0)</td>
<td>7% (3)</td>
</tr>
<tr>
<td>Inconclusive</td>
<td>5% (2)</td>
<td>2% (1)</td>
</tr>
<tr>
<td>Total</td>
<td>49% (21)</td>
<td>51% (22)</td>
</tr>
</tbody>
</table>

(N=43)
The first response suggested that the parent truly wanted to fulfill her adult life as a homemaker, while the second suggested a degree of frustration with that path in life. Ultimately this second parent realized that she needed more to fulfill her, but not until "many years of marriage and working part-time." This second response would be labeled *Hygienic/non-hygienic*.

Among parents who supported their children teaching, we noticed the greatest percentage of parents who cited salary as an influential factor exhibited hygienic motivation in their own career selection. Similarly, parents who claimed that salary was not an influential factor exhibited non-hygienic motivation in their own career selection. The following two examples demonstrate this correspondence between views on salary and own career selection:

**NON-HYGIEVIC:**

[On being a teacher]: I think it'd be great. If that's what she changed into, it'd be great. [Salary influence]: No.

...I spent many of my years supporting my children. I'm now in customer service, and in one company, I went through all the different levels, from mail room, accounting, graphic arts, customer service, traffic coordinator, and customer service is what I like best because I like helping the customers and doing things for them.

**HYGIENIC**

Right now, I am not sure I've had enough experience to see him teaching things to see if he has a specific ability. There's more than knowledge. After a few years of college, I'll be able to see if that's a good profession for him. I would not want him to be a poor teacher.

[On salary]: I know he'll eventually have to support a family. I look at more what's he's happy and doing well in. Salary is important, but you have to do a good job. It's one of the aspects, but it's not the main thing. I do like the competitive salary, and teaching should be higher than a lot of the other professions, but it's probably not my main goal. I wouldn't want my son to teach or not teach because of salary. That wouldn't be my main reason.

I'm in secretarial work. I did not go into teaching--probably a big error on my part--in my age group, my parents didn't encourage girls to go into
college at all. They thought I should get a job, get married right out of high school. It wasn't encouraged at all, and I really regret that sometimes.

A majority of the parents (58%) exhibited similar responses when it came to their views on salary and explanations as to why they did or did not select teaching. Table 56 indicates that there are similar frequencies of hygienic and non-hygienic influences.

We also saw a sizeable portion of the sample citing non-hygienic motivations for their career selection, but indicating that salary would be important. For example:

I don't know if she would go into teaching—as far as I know, child psychology is helping in teaching, so I would look at it as teaching already. She's teaching four year olds already in her child development class. These kids are looking up to the teenagers and respecting them. I think she'd be a good teacher if she did.

I don't know if it has a lot to do with making money. Salary is one reason she wants to be a child psychologist—it does pay well.

Hospital in a pharmacy service. Well, I never did really like school to begin with, and I just didn't feel like I wanted to go to college. At that time, when I finished high school, I didn't want to go to college, and I couldn't wait to get out of high school. I wanted more to raise and enjoy children. Unfortunately, it didn't work out that way. I've enjoyed my work. I've learned a lot about medicine. I've spent the last 15 years there.

There were seven parents who exhibited non-hygienic motivations in job selection and who also said that salary would be important.

A smaller number of parents (5) said that salary would not be important, but they themselves exhibited hygienic motivations in their career selection, as in this example:

[On salary]: No, that would be entirely her decision. If she felt that she wanted to go into that career and understood what her salary would be, or the potential in teaching versus other professions, and she understood that going into that—I'd be happy to have her go into that career...

My present field of work is systems analysis. I had selected teaching but I changed careers. There was probably a large portion of it that was
salary, and another portion was that I could not get into a high school teaching situation which I wanted.

We saw in this last example that the parent acknowledged the importance of salary in her work, yet she would not expect her child to follow the same path.

Responses that were Hygienic/non-hygienic all indicated that salary would not be an important factor for their child's career choice.

Three parents gave inconclusive reasons as to why they selected their respective careers.

This study does not purport to prove which has the greater influence on student behavior: what parents say or what they do. The financial, educational and social climates have changed with each generation, so parents may well want for their children that which they themselves were unable to get. It is interesting to note that all but two of the students aspired to the professions of their parents; these two cases were in the area of chiropractic medicine.

Still, we cannot discount the value that parents' examples set for their children, for there were twenty-five parents whose comments were either exclusively non-hygienic or hygienic. Let us juxtapose one parent whose opinions on career selection are non-hygienic, whose career behavior is hygienic/non-hygienic and whose son also demonstrates a high degree of self-actualization in his responses:

PARENT J:

I have no problems with [my son teaching], as long as he tries to attain higher goals and just doesn't sit there and work out of a book. As long as he realizes that education changes with every kid and every class that comes in every year. As long as he keeps trying to change and adapt to the kids.

[On salary]: No. It's nice to make money, but you have to like what you're doing. You have to be challenged, and you have to have goals. And those goals are inside you. You can get a lot of self-esteem out of
teaching somebody something, or coaching, or getting kids to participate in the program and making someone successful.

I have two jobs. I’m a licensed field director and embalmer and a mayor of our local town. I chose the first because it was a way I could help people in a hard time. I chose the second because it was a way I could help make our community better. I didn’t go into teaching because I didn’t have a degree at the time, but the more I look at it the more I think it would be something I’d like to get into later in life.

STUDENT J:

I wasn’t really sure what field or what aspect. Probably high school. If I did get into teaching, I’d hope to get into coaching or some kind of club.

[On salary]: It is important to be able—not so much make as much money as possible—to live comfortably so you don’t have to worry about financial matters, to see where your next meal is coming from, or worry if you can afford a good place to live. The main thing would be finding something you want to do for a long period of time, because you’re going to have to do that.

We are now left to examine the career selection motivations among parents who did not support the idea of their children becoming teachers. Table 57 below illustrates the results.

We see that the greatest percentage here existed among parents who did not see salary as an important factor in their child’s career decision, but they themselves did exhibit hygienic behavior in their own career selection, as in the following example:

[On daughter teaching]: I don’t know. She wouldn’t want that much schooling—she doesn’t realize the time she would have to give. She’d have to be sure that’s what she wanted. She could be good if she wanted to. $: No

I work at a drycleaning store. I didn’t choose teaching because I didn’t want to go to college. I had low expectations and low self-esteem.

In this response, we observe how “that much schooling” becomes an hygienic factor in whether or not the student would pursue college. Further, the parent describes “low expectations” as preventing her from entering teaching.
Table 57. Parents Who Did Not Like the Idea of Their Children Teaching, and Their Motivation for Career Selection

<table>
<thead>
<tr>
<th>Selection Motivation</th>
<th>Salary Is Influence</th>
<th>Salary Not Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hygienic</td>
<td>5% (1)</td>
<td>40% (8)</td>
</tr>
<tr>
<td>Non-Hygienic</td>
<td>15% (3)</td>
<td>25% (5)</td>
</tr>
<tr>
<td>Hygienic &amp; Non-Hyg.</td>
<td>5% (1)</td>
<td>5% (1)</td>
</tr>
<tr>
<td>Inconclusive</td>
<td>5% (1)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Total</td>
<td>30% (6)</td>
<td>70% (14)</td>
</tr>
</tbody>
</table>

(N=20)

Integral to this section, however, is to realize that parents may not entirely like the idea of their children becoming teachers while exhibiting non-hygienic behavior, as in the following example:

[On her daughter teaching]: Her personally, I don't think it would work. She has a very low patience level. She is bright, and she does not always understand people who don't get it. Things that come relatively easy for her--she doesn't understand people who struggle to get it.

[On salary]: Not at all. We don't do things that way here. Our concern is that our children choose subject that they will be content with. They must consider the kinds of life-styles they want to lead. We think is education is very important, but we also think they need to be content doing what they're doing.

I am a licensed home day care provider. I have been doing that seven years. Since the birth of our third child, I decided I want to stay home because I don't trust anyone else with my kids, and I like the nurturing that I provide when I stay home. I am a teacher only insofar with the kids. There is a light curriculum I do with my children. I've considered going into work with pre-school children. I'm doing what I'm doing now to accommodate what I want with my family.

Non-hygienic behavior did not automatically compel students to seek teaching-type or service-oriented fields, though there was a degree of altruism that invariably entered the decision. Could a person be truly self-actualized if not working in the service towards others? That 25% of the respondents could seriously consider teaching type professions—without the influence of salary—suggested that non-hygienic behavior from parents might be intrinsically conducive to service oriented fields. The next section of this chapter further
explores the nature of the parents' influence when we chart student career choices with types of influences.

The Case of the Parent as Teacher: An Inverse Relationship on Children Wanting to Teach

In almost ironic twist of parental influence, we examined the job interest of students whose parents are former or present teachers. Table 58 indicates the number of parents who were or are working in a teaching capacity—teacher, social worker, day-care operator, teacher's aid—and the job aspirations of their children.

Table 58. Career Interests of Students Whose Parents Have Experience in the Teaching Field

<table>
<thead>
<tr>
<th>Parents as Past or Present Teachers</th>
<th>Children Who Wish to Teach</th>
<th>Children Who Do Not Wish to Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>31% (5)</td>
<td>69% (11)</td>
</tr>
</tbody>
</table>

Over two-thirds of the students whose parents had experience in teaching did not consider teaching as a 1st or 2nd choice. There may have been some natural feelings of wanting to grow outside of one's parental example, but there were six of the eleven students who described an actual aversion to teaching. Clearly these six students had been influenced by their parents, whose comments are sampled below:

PARENT K:

She'd be a very good teacher. But I know from my current experience that it's a very hard profession, and I would encourage her to be one, if that's what she wants to be.

I don't think the salary will make any difference. Teaching is a very hard profession, and personally I don't want her to be involved with it...

I'm a teacher. I used to teach. I had my masters in physical education, but at the same time I'm a physical therapist. Teaching
children the right way is very difficult if you don't have cooperation from the parents. That's why I choose not to teach.

STUDENT K:

I don't think I could do it. It takes a lot of hard work and planning, and I don't have the patience for it.

$: No, not really.

PARENT L:

My daughter is not interested in teaching. Money is not a factor. I'm a musician—I chose teaching as less hectic (vs. performing) of two careers. I've been teaching piano for 20 years.

STUDENT L:

My mom's a teacher, so I think that they take it for granted. They do a lot of work and are taken for granted—pay-wise and things that they have to deal with. Just in recent years, given the crisis in Chicago public schools, and the gang problems.

I don't have any [thoughts on being a teacher]. They're not respected any more. Put in so much, and get so little back. I wouldn't want to do that.

[Salary factor]: Of course, but then you have to look at how open that field is. When my mom got her Masters degree, and they said School of Education please rise, practically the whole stadium rose. I mean, there's a million people out there for the jobs being offered.

PARENT M:

I don't think that she would enjoy it. And she could certainly do whatever she wants, but I would not push her to do anything. If she wanted to do it, she could do it, but I don't see it as something for her personality.

[On salary]: No, because I don't think it would suit her personality. It has nothing to do with salary...

I did select teaching, I am a teacher, and the reason for this was because when I started thinking about going to college, if you went to college, you either became a nurse or a teacher. My older sister is a nurse, and I got to be the teacher.

STUDENT M:

[On becoming a teacher]: No.
[On salary]: No.
The above three examples indicated that parents themselves have experienced dissatisfaction with their work as a teacher. All of their children had no desire to teach. The remaining five examples of students who did not wish to teach were in the 3rd Choice category; there was no discernible influence from the parent's response about their work, as in the following example:

My present field of work is as an organizational development consultant. I spent 16 years of my life in a classroom--this was in adult education. I was on the staff on the management consultant center for a large corporation, and was as involved with adult education. When I grew up, because of my particular family background, it was very significant to me when I started to make money, and that time, the teaching profession was not one where one could make a lot of money. So I never went towards that. After I got involved in the corporate world, I had the opportunity to teach.

The son of this parent identified teaching as a 3rd Choice:

It just doesn't click with me.

[Regarding salary]: No not really. Teaching is something that's noble, and you know you've wanted to be a teacher all you're life.

Conversely, there were five examples where parents' examples from the teaching experience did influence their students to become teachers, as in the following example:

PARENT N:

Actually I considered teaching. My B.A. is in theater arts, but the only student teaching available at that time was English--teaching grammar to freshman in high school. I was really bad at that, so I didn't do any student teaching. When I got out of high school, I landed a job working with teenagers, and I decided I wanted to go into social work. Looking back, I'm a good social worker, but I don't think I could be a good teacher.

STUDENT N:
I am interested in psychology right now, and also the theatrical productions—behind the scenes. With psychology there are many, many fields I could get into. I'd work with either families or children. I can see myself enjoying this—I don't want to dread going to work. I want to help people and pursue what I'm interested in, I guess.

Thus we found one-third of the students, whose parents had experience with teaching, to be interested in pursuing the profession. But an equal percentage of students were discouraged by their parents responses, and the remaining third also relegated teaching to a 3rd Choice status. The example of the parent as a teacher did not necessarily promote teaching for the children. One limitation here was that none of these parents were working in the observed districts of relative affluence.

Comparison Between Parent Perception of the Teaching Profession and Their Attitude About Their Children Becoming Teachers

We recall from our earlier discussion that a majority of the parents held a favorable view of the teaching profession—a collective opinion that was more positive than their children's. Table 59 illustrates the relationship between parent perceptions of the teaching profession and their feelings about their children becoming teachers.

At School #1, most parents supported the idea of their children becoming teachers, even if they themselves had an unfavorable view of the teaching profession. Indeed, the two parents who did not support the idea of their children becoming teachers held favorable views of the profession. They stated that they did not see their own children as successful in the profession, but they did not make disparaging comments about the profession itself. At School #2, one of the three parents who had unfavorable perceptions of the teaching
profession still liked the idea of his child teaching; the other two were opposed to their child teaching, as in this example:

It's been years since I've been in school. Based on my kids experiences of today, I don't care for their methods. Overall, I don't sing the praises. Every year, there are problems with teachers. They seem to not have the time. I spoke with teachers who didn't seem to judge my child on his/her merits. Group work is only good for socializing. For kids my children's age, you have 3-4 group members, and most of them are lax. It's really laziness on the teacher's part. My kid has to keep up with their end. Real life is not like that...

I don't care for my daughter to teach. She's never been below an A; the teacher is not a nice man. He still can't pronounce her name, now into second semester. She's currently getting a C in math.

Table 59. Parent Perceptions and Attitudes on Children as Teachers

<table>
<thead>
<tr>
<th>Perceptions of the Teaching Profession</th>
<th>Supports Children Pursuing Teaching</th>
<th>Does Not Support Children Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable</td>
<td>49% (31)</td>
<td>11% (7)</td>
</tr>
<tr>
<td>Unfavorable</td>
<td>1% (1)</td>
<td>3% (2)</td>
</tr>
<tr>
<td>Mixed</td>
<td>25% (16)</td>
<td>9% (6)</td>
</tr>
<tr>
<td>Total</td>
<td>76% (48)</td>
<td>24% (15)</td>
</tr>
</tbody>
</table>

(N=63)

Clearly a majority of parents (76%) supported the idea of their children becoming teachers, even if their perceptions of the profession were not entirely favorable.

At School #2, a total of fifteen parents did not like the idea of their children becoming teachers. As in the example above, their concerns were based in both extrinsic problems of teaching (such as salary, working conditions, public recognition) and intrinsic problems (a poor match to their children's personality, bad experiences with individual teachers).
The qualitative review of parent responses revealed an overall favorable view of the teaching profession. Regardless of their own paths in life, they not only supported their children's academic progress, but also their children's career choices, whether it was teaching or not.

The Salary Question

When we ascertained "affluence" of a school district, the perceived benefits—at least to the students and to their parents—had far more to do with the overall quality of the education. Teacher working conditions were indirect beneficiaries of these conditions, but the perception of teachers making more money in suburban districts was one that was either not common or not significant to people. Three of the twenty-eight respondents from School #1 stated in their initial perceptions of teaching that teachers were "underpaid." And only one of all these respondents admitted to not knowing that their high school's teacher salaries were more competitive. At School #2 the breakdown of these numbers was similar. Of the ninety-eight respondents, eight respondents stated in their initial perceptions that teachers were "underpaid," and only two acknowledged an awareness of how competitive suburban salaries were.

An interesting follow-up study would be to ask students and parents what they think the average teacher salary is.

How integral was affluence to this study? We might hope that the improved monetary resources would translate into more optimal working conditions, and thus serve as a higher source of recruitment for academically motivated students. What this research indicated was that the decision to become a teacher rested largely upon a mix of hygienic and non-hygienic influences. Salary was certainly an important element for a significant number
of respondents; we noted that salary alone was never cited by a student as a reason for not teaching. Academically able students, then, possessed an important component of success: the ability to discern the importance of intrinsic motivation.

Quantitative Analysis

Student and Parent Responses

The assessment of student responses here was divided into groups. The first group were students who expressed a strong desire to teach, or were in the First Choice category of interview responses. The second group were students who expressed a strong desire not to teach, or were in the Fourth Choice category of interview responses. Analysis of their survey responses was conducted on both perceptions of the teaching profession and career interest motivation.

Table 60. Perceptions Among Those Who Do and Do Not Wish to Teach

<table>
<thead>
<tr>
<th>ANOVA Variable</th>
<th>F-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would/Would Not Teach</td>
<td>10.75</td>
<td>0.004</td>
</tr>
</tbody>
</table>

Table 60 proves that a significant difference does exist among perceptions from these different groups of students.

Table 61 indicates that no correlation existed between perceptions among students who wish to teach and their parents. There was a significant difference, however, in career motivations among young people and their parents. Indeed, an almost inverse relationship existed between career motivations of students and parents. Perhaps the students were more idealistic
than their parents; we recall that relatively few students with positive perceptions described parents who worked as teachers.

Table 61. Correlation of Students and Parents Who Do Wish to Teach

<table>
<thead>
<tr>
<th>Correlated Area</th>
<th>r-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Career Motivations</td>
<td>-0.61</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Table 62. Correlation of Students and Parents Who Do Not Wish to Teach

<table>
<thead>
<tr>
<th>Correlated Area</th>
<th>r-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions</td>
<td>0.43</td>
<td>0.02</td>
</tr>
<tr>
<td>Career Motivations</td>
<td>0.28</td>
<td>0.16</td>
</tr>
</tbody>
</table>

Table 62 reveals a stronger relationship between students and parents for whom teaching is not a career option, though both Tables 61 and 62 acknowledge a weak relationship between perceptions and career motivations between students and parents. There was a significant difference between perceptions—supporting the qualitative data that showed parents to have more positive perceptions. For career motivation, however, there was not a strong relationship that existed.

Research Question #6—Parental Influence

Interview Question #6: (To students and parents): What do you think makes you (your child) successful in high school? Is there something that your parents (you) have typically said or done to show encouragement?

Student Responses

Student responses to the question of what makes them successful in high school fell into three categories. Non-hygienic responses were those
which corresponded to a highly motivational and internal purpose for succeeding in school. Examples of such responses focused on the students’ positive approach to their schoolwork, their willingness to work hard or their desire to “do the best they can.” *Hygienic* responses were those which corresponded to a more extrinsic, non-motivational reason for succeeding. Examples of these responses tended to focus on parental or teacher expectation, desire to get good grades or the expectation that high school is primarily preparation for something else, usually college. *Non-hygienic/Hygienic* responses combined both motivational and non-motivational elements, and such responses were given by students who perceived several reasons for their children’s success in high school. What became apparent in this category, however, was that students themselves had not fully determined the point at which their parents’ expectations translated into their own motivations. Clearly, parental involvement was integral to student success; therefore, those students who expressed intrinsic motivation could be calculated with those students for whom the motivation was entirely intrinsic.

Table 63 indicates the breakdown of responses from students on what makes them successful in high school. A clear majority—90% of respondents—expressed Non-hygienic or *Non-hygienic/Hygienic* responses in explaining why they were successful. Responses that were exclusively non-hygienic displayed a high degree of autonomy:

> At home, I don’t have a lot of pressure on the weekend. I get to come home and do my homework. At school, I guess we get a pretty good education. I basically come home and do my homework. I don’t have to be told to do it or anything like that.
Table 63. Student Explanations on Success

<table>
<thead>
<tr>
<th>Schools</th>
<th>Hygienic Response</th>
<th>Non-Hygienic Response</th>
<th>Non-hygienic/ Hygienic Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 (N=14)</td>
<td>28% (4)</td>
<td>14% (2)</td>
<td>56% (8)</td>
</tr>
<tr>
<td>#2 (N=49)</td>
<td>4% (2)</td>
<td>16% (8)</td>
<td>80% (39)</td>
</tr>
<tr>
<td>Total (N=63)</td>
<td>10% (6)</td>
<td>16% (10)</td>
<td>74% (47)</td>
</tr>
</tbody>
</table>

or

I guess--not giving up when you think things are going badly. Having determination and self-discipline it always helps to have intelligence. Parents? Not really. Basically, since I've been little, they've kind of expected it of me. It's an unspoken thing. They don't really have to say much. Once in a while, my mom says "You never cease to amaze me."

We begin to see the overlap that existed between internal and external motivation in responses such as these; therefore, it behooves us not to distinguish too much between the first two categories.

Often students attributed a degree of accountability to their parents, as in the case below:

Maybe just the enthusiasm for trying to learn more and come home and try to study or read something. ... Parents expect stuff of me, and they'll kind of bribe me. If I keep my grades up, they'll pay for my car insurance.

This student recognized the impact his parents had. When asked what their parents typically said or did to encourage them, the responses focused on support and encouragement to work hard and do one's best.

I try more than lower students. ... My parents have always told me to get an education, and you could be whatever you want.

This student demonstrated his autonomy in his success, though he did attribute some of this to his parents. Students such as this generally did not explain why they tried more, other than to attribute this to parental expectations.
A minority of students (10%) responded in the Hygienic category; that is, they expressed extrinsic motivating factors. One girl said:

_Some of my teachers and friends keep pushing me. My parents push me. My dad makes me stay in something. He doesn't want me to drop out, unless it's for a suspicious reason. Only unless I absolutely have to, will they let me._

Another boy said: _Parents--by their example of working hard. They get no government help. They're hard workers. I give them all the credit for my staying straight._ While a majority of the Hygienic responses focused on parental involvement, two described adherence to academic excellence, without really being able to say why they work hard:

_What do you mean by successful? Academically? I succeed in all my classes. Being a leader. Oh yes, they've said to be that if you want to be successful, you have to work hard for it. You have to enjoy what you do for the rest of your life. I've worked hard so far._

Ironically, one of these students wanted to become a teacher, which disconfirms the notion that more intrinsic motivators for success were more conducive to wanting to teach. Indeed, it may be that one's success in school—at least academically—has little impact on one's decision to become a teacher.

**Similarities Between Student and Parent Perceptions**

Parent responses revealed a strong similarity between student and parent perceptions of the reasons for success in high school. Like the students, parents ascribed their child's success to a combination of parental involvement and student initiative. Clearly parents were involved in these students' lives. Indeed, an hygienic response on the parents' part spoke as much to the beginnings of student success. We recall Alfred's response above—his was a sign of "enthusiasm" for the work, combined with an extrinsic motivator:
"bribery" vis-a-vis car insurance. Further, he was an individual interested in working with others in a helping capacity, like medicine or physical therapy. He even considered being a teacher. Yet, his father expressed the following in his observation of his son's success: *Our expectations of him make him successful. He knows what we expect and he can do it if he makes up his mind to.*

Another student, Joe, attributed his success to the "hard work" example of his parents. *By their example of working hard, I'm successful. They get no government help; They're hard workers. I give them all the credit for my staying straight.* Whether this qualifies as an extrinsic motivator was difficult to tell, for the student himself has not fully inculcated, it appears, his own motivations for succeeding. His father, however, said his son was successful because of his will to learn. *He doesn't have to be told anything. He's clear on what comes first. We always speak to him about the future. Computers, for example, are taking over, and he should be prepared. He's always been like that.* Here, parents expressed a mix of both intrinsic and extrinsic motivators for their children.

There were four occasions where parents and students differed substantially in their responses as to what made the child successful in high school. Here, we define substantial "difference" as one party citing an hygienic motivator, while the other party does not. The three responses are listed below:

**STUDENT O:**

*Some of my teachers and friends keep pushing me. My parents push me. My dad makes me stay in something. He doesn't want me to drop out, unless it's for a suspicious reason. Only unless I absolutely have to, will they let me.*

**PARENT O:**

*Not quite sure. She used to do homework only at early hours. Now I don't know when she does it. I don't know what keeps her grades up.*
Natural ability? We like them to do their best. If that's a C, that's fine with us.

STUDENT P:
I'm willing to try to do something. If I fail, I won't give up. I'll keep on doing it until I get it right. They tell me to try. That's good if you try. They don't say I should have done better. They'll keep encouraging me to try, and if I don't like it, they understanding because they remember what it was like in school.

PARENT P:
Through all his hard work with teachers and our own help. We tell him to work hard. Be on the top! It really helps when he goes to college to pick schools--when it comes to tuition.

STUDENT Q:
I do my work. Both of my parents set good examples.

PARENT Q:
Dedicated. She wants to do well, and she works hard. Basically, if you're going to do something, do it well.

We saw in these three examples that one response was generally more hygienic, though it occurred with both parents and student. Thus, it was difficult to ascertain patterns about parental influence, for it appeared that a certain element of hygienic motivation was needed to establish effective working patterns, and National Honor Society students do express the beginning of autonomous behavior as a product of this influence.

Returning to an earlier feature of this analysis, we also discovered that a clear majority of students and/or parents (95%) described a lasting degree of impact: typically a rite of passage or an aspect of modeling. A good example appeared with the following student:

STUDENT R:
Work ethic. To become a better person, I want to get the best possible teacher I can. Taking Honors classes, the next challenge, is part of that. My parents never really pushed me in any way. They always said Try your best, and that's fine with us. We'll be proud of anything you do. They
never really pushed me into doing things I didn't want to do. It was always my own choice.

PARENT R:

I think I have to say that her teacher and good friends make part of it. A lot of her closest friends are all good students in school. Being and staying with a good group of students--is important and the other thing is the family. It makes her feel like that's the only way she can be successful in the future. Actually, I'm real busy with my own career. I only give her back what I think she should be, and I seldom really force her or give her lecture it should be done. She's like me. She likes to figure things out for herself. She doesn't want to be forced into anything. Maybe I'm lucky, but she's a smart kid. She knows what's good for her.

In three cases neither student nor parent cited a lasting degree of impact, as in the example below:

PARENT T:

She's always been driven. She's always had long range plan. She figured in fourth grade she'd have to get into college and she had to do these extracurricular things and get good grades. She was in a gifted program from the very beginning. She's been aware from the beginning of how to get into things. She knew flute players are dime a dozen, but if you're a tuba players, they'll let you into the band. So my daughter is now taking tuba.

We figured she was pretty smart and expected her to do well. And she has.

STUDENT T:

Probably I think it's a combination of inner qualities and others supporting me, like friends. Nothing my parents have said or done that I could think of right now.

This parent cited his daughter's participation in the gifted program as the touchstone for her academic success, which may have accounted for the absence of a rite of passage or any degree of patterning. Still, it seemed clear that this family had its expectations. In the other two cases, the students and parents expressed similar efforts at achieving a high degree of autonomy, though they attributed this search primarily to their own innate desires.
Table 64 is a random profile of three students, whom we shall call Students X, Y and Z, who expressed a desire to become teachers, described by the criteria of the interview.

Table 64. Profile of Students who Selected Teaching as Their First Choice

<table>
<thead>
<tr>
<th>Interview Question</th>
<th>Student X</th>
<th>Student Y</th>
<th>Student Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considers other aspects of the job, like coaching?</td>
<td>Yes—should be related to subject area</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Successful experience in school</td>
<td>Modeling (after preschool teacher)</td>
<td>Rite of passage--acquired skill in math.</td>
<td>Interpersonal (3rd grade teacher)--no impact</td>
</tr>
<tr>
<td>Influence of mentor</td>
<td>Interpersonal</td>
<td>Interpersonal--academic</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>Importance of salary</td>
<td>No.</td>
<td>No.</td>
<td>Kind of, but not really.</td>
</tr>
<tr>
<td>Parent's views on becoming a teacher</td>
<td>Supportive, Non-hygienic.</td>
<td>Supportive, Non-hygienic.</td>
<td>Supportive, Non-hygienic.</td>
</tr>
<tr>
<td>Parent's career selection behavior</td>
<td>Nursing--never got a B.S. to teach. Hygienic, Non-hygienic</td>
<td>Technician at hospital. Not outgoing enough to be teacher, but still enjoys helping others.</td>
<td>Laborer—Didn't have the opportunity to attend college.</td>
</tr>
<tr>
<td>Parent's encouragement at home</td>
<td>Non-hygienic. &quot;We like them to do their best. If that's a C, that's fine with us.&quot;</td>
<td>Non-hygienic. We encourage her to always try and not give up.</td>
<td>Proud, and keep up the good work of daughter. Hygienic, Non-hygienic.</td>
</tr>
</tbody>
</table>

For those students who wished to become teachers, few patterns emerge. First, they all wanted to work with children. Second, these students had successful experiences in school that had been far more than academic. The influence of their mentors was largely interpersonal. Third, their parents had been very supportive of their work in school, and they had attempted to let their students determine their own futures. Further, none of these three parents were currently holding positions that required a college degree.

Naturally, these patterns do not adequately predict the career behaviors of academically able high school students. We can surmise, however, that the decision to become a teacher incorporates many factors not immediately
addressed in school. With the exception of the one student whose child care teacher was a role model, few students articulated any direct involvement with professional possibilities. It may well bear out the motto that "teachers are born, not made."
CHAPTER FIVE—CONCLUSIONS

Summary of the Problem

Since the early 1980s, research has confirmed that the teaching profession does not recruit from students with the highest degrees of academic success. In assessing means of improving the state of education in America, several national reports, as well as numerous researchers, acknowledge that one way of improving the profession is to attract more capable applicants, and one direct way of doing this is to improve teacher salary.

Indeed, teacher salary still ranks lower in comparison to other professions of “stature,” like medicine, law or engineering. But the current economic climate finds teaching in selected suburban areas to provide a competitive salary. Thus, it is possible that improved teacher salaries, coupled with the improved working conditions of these affluent high schools, would effect a higher incidence of internal recruitment to the teaching profession.

At the core of this study is the desire to understand academically able students' perceptions of the teaching profession. Given that certain adults play significant roles in these students' perceptions, it is important to consider the role these adults have or had; thus, students were asked to identify one parent who would also participate in the research. In the discussion of the actual
interview questions, we shall see that students also describe the impact that key educators have had in their lives.

Will our most talented high school students apply for the best teaching jobs that America has to offer?

**Summary of the Population**

Selected for this study were two high schools in suburban Chicago. Both of these high schools featured teacher salaries that were $10,000 higher than the national average and operating expenditures per pupil that ranked among the top third in the state of Illinois.

The overall student populations at these schools was different. One school had a non-white population of approximately 67%, while the second school had a non-white population of approximately 25%. Also, the first school had a low-income population of approximately 33%, while the second school had a low income population of approximately 3%.

National Honor Society students comprised the student sample at both schools. These students had demonstrated a degree of academic success by maintaining a minimum of a "B" average, and they had exhibited a degree of leadership and service to the community by agreement of selected faculty (as per NHS acceptance guidelines).

Nearly one-half of NHS students at both schools (49%) and one of their parents participated in this research. The parent or guardian was randomly determined by the students themselves.
Summary of the Research Questions and Conclusions

Research Question #1: What perceptions do academically able students have towards the teaching profession in affluent high schools? How do these perceptions compare and/or contrast with those of their parents?

Parental responses were generally more favorable than student responses; there was a much higher incidence of focus on hygienic aspects to teaching. The majority of unfavorable responses came from parents, and they focused on hygienic, or extrinsic factors.

Among those who perceived the teaching job favorably, they saw the non-hygienic aspects of teaching—particularly the service to the society and the importance of wanting to work with children. At least one half of the students in both schools had favorable impressions of the teaching profession, and among those whose impressions were unfavorable, there was a high degree of focus on hygienic aspects of the teaching profession. Parent and student responses were generally similar, though most students did not consider the service aspect of teaching in their response.

Awareness of affluence of their respective school environments was not necessarily evident. There were a relatively few number of respondents who cited low salary or poor working conditions, but these were mostly parents, and they offered no comments that showed their awareness of the competitive suburban salary of their respective high schools.

Conclusion

The overall perceptions of the teaching profession among academically able students in selected affluent high schools of Cook and DuPage counties are more favorable in comparison to earlier studies, though the overall
perceptions themselves are mixed. The almost stereotypical hygienic responses against teaching—like low salary or poor working conditions—did not appear as frequently as they do in earlier studies. Still, they were a noticeable part of the responses.

The issue of affluence alone does not necessarily determine favorable or unfavorable impressions. The school that had more low-income families displayed more overall favorable impressions than the second school. School affluence may be important in terms of student career selections, a family's decision about where to live, or even a respondent's overall perception of the teaching profession—but as far the local school itself was concerned, affluence itself is only one part of the relationship a school has with its community.

Research Question #2: How often do perceptions of the teaching profession include extra-curricular duties, such as advising or coaching?

Of the 126 respondents to this question, 91, or 73%, indicated that coaching and advising are a part of the teaching profession (this total incorporates Maybe responses; the figure is 65% without these responses, which is still a sizeable majority). Coaches and advisers occupy a prominent place in the perceptions of students and parents. The interpersonal value of these duties was corroborated by later responses which spoke to successful experiences in school, most of which were not of a scholastic nature.

A higher number of parents (30%) did not consider extra-curricular duties as part of the teaching job.

Conclusion

Clearly an interpersonal quality exists to nurture the students and to complement the parental role. That a clear majority of respondents—both
students and parents—acknowledged the necessity of teachers being involved outside of the classroom speaks to the larger issue of schools being facilitators for children's emotional and social development as well.

That fewer parents perceived the extra-curricular duties suggests that the function of school for our population has changed within the past generation. Current research shows that schools are much more cognizant today about the development of the whole child.

Research Question #3: What constitutes a “successful” experience with a classroom and a mentor? How do these perceptions compare and/or contrast between students and parents?

The description of such experiences revealed that students remembered an interpersonal quality to their relationships as much as an academic one. Further, the most memorable or lasting experiences were those that signaled a degree of impact. Whether this degree of impact was patterning or a rite of passage, the student felt that they had attained a new experience or self-awareness through this classroom experience. No significant differences occurred between parent and student responses here.

The analysis of students with unfavorable or mixed perceptions of teaching does not reveal conclusive trends. Significant here is to note that students do not cite only interpersonal experiences when accounting for unfavorable impressions.

The discussion of mentors also bears an important part of a student's academic experience. Mentors were described as individuals who helped the students self-actualize themselves. The self-actualization was not necessarily in that academic context; indeed, the mentor more often had an interpersonal value that transcended specific subject matter. A majority of students discerned
experiences that were either favorable or mixed, and a majority of these students revealed a lasting degree of impact.

**Conclusion**

In accounting for a successful experience, we should not stereotype students of academic ability by believing that their perceptions of success focus on academic achievement. For many, a successful experience also incorporates an interpersonal experience as well. Nor do we place a judgment upon those students who do cite a primarily academic experience; these students could receive interpersonal fulfillment without necessarily acknowledging it to the researcher. Also, students are able to differentiate between their interpersonal and academic experiences, though there were several students of academic ability who referred to only interpersonal experiences.

For students who have succeeded in the public education system, such as these NHS students, the discussion of mentors reveals that school represents an important step towards a student's self-actualization. Ultimately, the question becomes one of access. If students have enough opportunity—through academic or recreational connections—to establish formative contacts with adults in the school community, they can begin to see these adults as steps towards their own fulfillment.

Since this research does not address the students with less success in the system, we may only speculate that a degree of alienation sets in, thus coloring the perception that such students might have of teachers or school itself.

Finally, because these vital connections are both promoted and rewarded among National Honor Society students, we may argue that an
important step towards embracing the entire student population is to facilitate such relationships for all students. To suggest that teachers can best relate to students of academic ability reveals one of three notions: (a) teachers can only work with the best and brightest, (b) teachers should be able to work with all students, or (c) schools are structured—from all levels—to promote only a select group of students.

Research Question #4: What are the career interests of students of academic ability in affluent high schools? How do these responses compare and/or contrast with the choices of their parents?

Students' professional interests most often combined an academic and interpersonal quality. A majority of students described interpersonal aspects of a profession that interested them. The students who opted for a career based on extra-curricular interest and experience, however, showed consistently similar feelings in describing their relationship with their mentors. Those students whose professional interests were based more on academic experiences occasionally showed a similar feeling about their mentor. For over half of these students, though, their feelings about their mentors included interpersonal feelings.

A majority of students and parents relied upon academic-interpersonal motivation in selecting careers. Approximately one-third of students and parents relied mostly upon an academic factor in selecting a career. For those students who examined careers based on academic-interpersonal motivations, there was a higher incidence of "helping" or "teaching" type professions. Of forty-nine student respondents, twenty-five, or over half, were interested in pursuing jobs that would directly help or teach others.

Conclusion
It is not surprising that students in the National Honor Society demonstrated a willingness to pursue careers that offered direct benefit to others. Such careers often included medical science. Indeed, academic ability was one harbinger of future career selections—usually in the area of engineering—but it was the interpersonal values that students articulated that often predicted future career interests (if they were known).

Almost unequivocally, students wished to pursue careers based upon non-hygienic motivation, which suggests a degree of idealism that did not necessarily exist with the parent respondents. That students could experience a wider range of choice in career selections suggests that (a) the economic climate has changed to the point where more opportunities exist or (b) our cultural attitudes about career opportunities, especially those afforded women, has changed.

Parents were quite supportive of their children's professional interests, which also suggests that despite the relatively higher degree of affluence in these communities, there was not a verbalized pressure that students achieve an equal economic stature.

Research Question #5: Who among the academically able in our affluent high schools will elect teaching as a profession?

One-half of the students sampled identified teaching as either a first or second choice. Only 27% of student respondents said they would not want to teach at all, and nearly one-third of these students admitted that salary would have an influence. Thus, a clear majority of students would consider teaching as a possible profession.

The largest percentage of students indicated teaching as a 2nd Choice. Teaching would be either literally their second choice, a job that they feel they
would like to try or could be successful at, but they are currently not committing themselves. If their desired position had a direct teaching or helping element, like physical therapy or nursing, these responses also qualified as 2nd Choice. Further, the highest percentage of individuals for whom salary would be important occurred with this group (though a preponderance of this number occurred at School #2). In summary, salary does play a significant role among those considering the teaching profession.

**Conclusion**

In examining the perceptions that the most academically successful student have towards teachers, this discussion reveals that the best and brightest students do not apply for these jobs. Despite the relatively competitive features of some teaching jobs, other reasons discourage students from entering the profession. Indeed, these reasons reveal a cultural attitude towards learning—in the classical sense of the word—concomitant with an absence of a social conscience and/or a belief that the "golden fleece" lay elsewhere.

The examination of student perceptions of the teaching profession and their thoughts about becoming teachers reveals that favorable impressions of the profession do not guarantee one's decision to become a teacher. Favorable impressions of the teaching profession can not serve as a predictor of likelihood to enter teaching. While no student who held an unfavorable impression indicated a real desire to teach, a significant number who had favorable perceptions also indicated no real desire to teach.

For those who do wish to teach, the clear majority were female, which suggests that teaching is still considered the reserve of women in our society.
That 47% of the students interviewed indicated salary to be an important factor can be considered in two ways. On one level, we have a significant number for whom salary plays an important role. But on another level, many of these students are still considering the teaching profession as a possibility. Thus, the salary and working conditions of teaching at affluent high schools does have an important impact.

The attraction to the teaching profession among academically able students rests more with interpersonal factors than other ones. Perhaps one message about teaching is that it is a job more for one’s interpersonal skills with young people; the academic motives with which we work, or the more service-oriented motivations we may feel, do not appear to be strong links between student perceptions of teaching and their likelihood of entering the profession.

In direct contrast to Lortie’s findings of two decades ago, students whose parents have had or do have positions in education generally do not wish to pursue teaching. These parents, however, were not working in districts like the ones researched here, which suggests that a substantial difference does exist among faculty morale (among other factors) between districts of differing resources.

When a parent decides to purchase a home in a more affluent suburb, one motivation is a good public school for their children. But since very few of the parents described little awareness of teacher salary, we must consider what exactly parents want in their “good” school. While this study did not directly address that question, one inference is as follows:

Parents want the opportunity for their children to succeed, and their perception is that the “affluent” suburban school might provide that. That opportunity occurs, in a large part, because of the parents’ own involvement. It appears that the parents are also paying for the involvement of their neighbors.
There is an implicit that the community of parents creates an environment conducive to success and achievement. And we note that these terms are largely subjective and often defined within the contexts of single school communities or even sub-groups, like the National Honor Society.

**Research Question #6: What do students of academic ability in affluent high schools think makes them successful? To what extent do they attribute this success to their parents? Do their responses agree with those of their parents?**

A clear majority—90% of respondents—expressed *Non-hygienic* or *Non-hygienic/hygienic* responses in explaining why they were successful. Like the students, parents ascribed their child's success to a combination of parental involvement and student initiative. Clearly parents *were involved* in these students' lives. Indeed, an hygienic response on the parents' part spoke as much to the beginnings of student success. We also discovered that a clear majority of students and/or parents (95%) described a lasting degree of impact: typically a rite of passage or an aspect of modeling.

For those students who wished to become teachers, a few patterns emerged. First, they all want to work with children. Second, these students have had successful experiences in school that have been far more than academic. The influence of their mentors has been largely interpersonal. Third, their parents have been very supportive of their work in school, and they have attempted to let their students determine their own futures.

**Conclusion**

Only the student her or himself is finally able to determine the difference between the hygienic motivation of their parents and their internalized non-hygienic motivations. Ideally, the school curriculum itself, as well as the school personnel, contribute to this transition, so the student may internalize qualities
of her or his learning/relationships. What a student brings to the school community both enriches that community and challenges the students themselves.

But to rely strictly upon the school community as a basis for self-actualization invests too much autonomy into the curriculum or school program itself. There is a working relationship which must exist between the student and school community, for in truth, the parent maxim of “Work hard to achieve your best”—the ethic of many of these parents—almost blindly trusts that the student’s “best” will be achieved in school, or somewhere along the educational process.

The experience of earlier generations suggested a closer relationship between one’s work in school and her or his ultimate employment once she or he graduated. Given the more competitive and global environment within which Americans must compete, academic achievement by itself might not guarantee occupational success, and it certainly does not guarantee personal self-actualization. Ironically, this same economic climate now finds teaching to be a competitive profession.

Thus, parents, like teachers, occupy the same place within the student’s education. Neither parents nor schools can have the final say in the education of our children because the “answers” are not yet determined. So long as we view schools as stepping-stones to occupations, we will be forever searching. Rather, it is the process of education itself—the process of making ourselves accountable to ourselves, to each other and to our society at large—that means all.
Implications on Policy, Administration and Research

Dr. Phillip Schlechty was asked why he was no longer pursuing the same research of 15 years ago. At that time, Schlechty determined that students of academic ability were not selecting teaching as a profession. Schlechty's response was that the research community had determined that systemic change overruled individual change. In other words, rather than trying to influence the caliber of applicants to the field, energy would be better spent on determining how to change the overall system.

Not all researchers attest to Schlechty's comments. Prominent among these is Linda Darling-Hammond, whose research today corroborates Schlechty's earlier work. At the same time, we have a growing number of organizations—like Teach for America—that are recognizing the need to infuse the teaching profession with academically talented and motivated students.

The debate is further complicated by the current research on effective learning. No longer are schools as interested in "weeding out" those who are not the best and brightest; rather, effective schools seek to make all students a success every day. Given the vast disparity of students' personal and academic backgrounds, our whole notion of success is changing. When we say "the best and brightest," we are not really sure what this expression means.

It appears, ultimately, that both sides seek the same conclusion: our curriculum and culture should ultimately restructure itself to the point where all students can gain equal access to opportunity. (What students ultimately do with that choice is not the domain of public education.)

It also appears that one of the immediate values of systemic change in public education will be to free many of our learners from the traditional encumbrances. By inviting students to a more successful experience with curricula, we will have a greater number of students who view learning as
integral to their life experiences. And if we examine the profile of academically successful students, we know that they may have some natural abilities that make for different degrees of achievement in school, but what separates them from less-successful students is arguably more extrinsic than intrinsic. Indeed, the entire notion of "separation" is predicated upon extrinsic measures of intelligence.

Finally, what one finds with students of high academic achievement is a versatility with curriculum. They are rarely "good" at certain "subjects," and they possess a high level of awareness regarding relevance: how important will this assignment be to a certain grade? to my future? to my life outside of school? In other words, these students already demonstrate the objectives of current school reform: curriculum is not an end unto itself; rather, it is a means by which students gain steps towards their self-actualization.

This research, then, responds to Dr. Schlechty on two counts. First, this study revisits the question of attracting the best and brightest to teaching. Second, this study suggests that change can be achieved systemically and individually, for in the long run the objectives are the same.

Much of the traditional standards of success in school are being called into question, especially as schools enter an era of introspection on how best to accommodate the diverse needs of all students. Indeed, the traditional curricula is often viewed as having an exclusionary principle; those who are the best and brightest succeed, which is counter to the underlying principles of an equal educational opportunity for all.

School administration, too, is embracing a total quality approach to management, through which curricular revision will reflect a more inclusive model. One measure of a system's regenerative ability would be its capacity to recruit talented members. Given the highly interpersonal aspect of one's school
experiences, we may ultimately wish to consider academic success as only one measure of a student's abilities. The interpersonal or service component to one's school experiences seem critical if we are to enable students to consider teaching as a profession that is worthy to enter.

From a fiscal point of view, it behooves schools to continue to stay above the national average to recruit academically talented students. As school curricula revises to educate the whole student, those who have "success" will be more likely to enter the work force with a belief in the value of teaching.

**Recommendations for Further Research**

This study is unique in its analysis of teaching among students of affluent high schools. Continued assessment of students who do have more educational privilege than others will serve as important directives in policy making.

Continued research on multiple types of learning and different forms of authentic assessment will continue to make student experiences in school more meaningful. To the extent that the National Honor Society can be transferrable to all students will be one measure of schools' progress into the 21st century.
APPENDIX A

COMPARISON OF SCHOOL DISTRICTS' TOP SALARIES, 1993-1994
### APPENDIX A

**COMPARISON OF SCHOOL DISTRICTS' TOP SALARIES, 1993-1994**

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>B.A. START SALARY</th>
<th>DISTRICT</th>
<th>M.A. START SALARY</th>
<th>DISTRICT**</th>
<th>MAX SALARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Niles*</td>
<td>33517</td>
<td>Niles*</td>
<td>40633</td>
<td>Palatine</td>
<td>75000</td>
</tr>
<tr>
<td>2 Downers Grove*</td>
<td>32690</td>
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<td>Proviso</td>
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<td>30646</td>
<td>Thornton</td>
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<td>Antioch</td>
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<td>30 West Chicago</td>
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*Includes a TRS Board Contribution (2.8%)

*$3855 in Flex

**Data for New Trier unavailable.

from Homewood-Flossmoor High School Salary Survey 1993-94
### 1991-2 Operating Expenses Per Pupil
Top 30 High School Districts in the State of Illinois

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<thead>
<tr>
<th>District</th>
<th>Operating Expenses Per Pupil ($)</th>
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<td>1. Lake Forest</td>
<td>13,877.34</td>
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<tr>
<td>2. Evanston Township</td>
<td>12,572.54</td>
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<tr>
<td>3. New Trier Township</td>
<td>12,152.98</td>
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<tr>
<td>4. Bloom Township</td>
<td>12,079.76</td>
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<tr>
<td>5. Township 113</td>
<td>11,969.54</td>
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<tr>
<td>6. Northfield</td>
<td>11,767.75</td>
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<tr>
<td>7. Maine</td>
<td>11,292.18</td>
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<td>8. Niles</td>
<td>11,152.05</td>
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<tr>
<td>9. Township 214</td>
<td>11,138.53</td>
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<tr>
<td>10. Lyons Township High School</td>
<td>11,084.37</td>
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<tr>
<td>11. Seneca</td>
<td>10,981.13</td>
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<tr>
<td>12. Riverside Brookfield</td>
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<tr>
<td>13. Oak Park River Forest</td>
<td>10,659.23</td>
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<tr>
<td>14. Hinsdale</td>
<td>10,513.08</td>
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<tr>
<td>15. Leyden Community</td>
<td>10,152.34</td>
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<tr>
<td>16. Fenton</td>
<td>9,882.98</td>
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<tr>
<td>17. Ridgewood Community</td>
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<td>18. Evergreen Park</td>
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<td>19. Homewood-Flossmoor</td>
<td>9,328.81</td>
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<td>21. Community Dist 218</td>
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<td>22. St Anne</td>
<td>8,772.37</td>
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<td>23. DuPage 88</td>
<td>8,643.94</td>
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<tr>
<td>24. Proviso</td>
<td>8,631.23</td>
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<tr>
<td>25. Lostant</td>
<td>8,537.88</td>
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<tr>
<td>26. Township 211</td>
<td>8,508.85</td>
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<td>27. Argo</td>
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<td>28. Oak Lawn 229</td>
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<td>30. Mundelein</td>
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</table>

High School mean 8,254.25

Total Number of High School Districts in the State of Illinois 113
APPENDIX B

SURVEYS AND INTERVIEW SCHEDULE
APPENDIX B

SURVEYS AND INTERVIEW SCHEDULE

Part I—Student Perceptions of the Teaching Profession

To complete this survey, consider the possibility of becoming a teacher.

Please rate the following factors as being advantages or disadvantages to employment as a teacher.

CIRCLE THE ONE NUMBER THAT BEST CORRESPONDS TO YOUR PERCEPTIONS.

Key: 1 = clear disadvantage; 2 = disadvantage; 3 = not sure; 4 = advantage; 5 = strong advantage

<table>
<thead>
<tr>
<th>Factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. Opportunity to work with young people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Important service to the community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Opportunity to advance personal knowledge</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>of subject matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Material benefits, including good salary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>and working conditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Long vacations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Job security</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Enjoyable and exciting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Respect from family</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Opportunity to work with other teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Opportunity to fulfill parents' expectations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Opportunity to gain friends' respect</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>12. Opportunity to fulfill mentors' example</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Easier than other occupations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>

PLEASE TURN OVER.
Part I—Parent or Guardian Perceptions of the Teaching Profession

To complete this survey, consider the possibility of your child becoming a teacher.

Please rate the following factors as being advantages or disadvantages to employment as a teacher.

CIRCLE THE ONE NUMBER THAT BEST CORRESPONDS TO YOUR PERCEPTIONS.

Key: 1 = clear disadvantage; 2 = disadvantage; 3 = not sure; 4 = advantage; 5 = strong advantage

<table>
<thead>
<tr>
<th>Factors</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1. Opportunity to work with young people</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Important service to the community</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Opportunity to advance personal knowledge of subject matter</td>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Material benefits, including good salary and working conditions</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>5. Long vacations</td>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Job security</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Enjoyable and exciting</td>
<td>1</td>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Respect from family</td>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Opportunity to work with other teachers</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Opportunity to fulfill our expectations</td>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Opportunity to gain friends’ respect</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>12. Opportunity to fulfill mentors’ example</td>
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<tr>
<td>13. Easier than other occupations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

PLEASE TURN OVER.
### Part II--Student Priorities in Career Selection

In terms of your present or future career choices, rate the following in terms of how highly they motivate you.

**CIRCLE THE ONE NUMBER THAT BEST CORRESPONDS TO YOUR PERCEPTIONS.**

Key: 1 = not a priority; 2 = not a high priority; 3 = a high priority

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<thead>
<tr>
<th>Factors</th>
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<th>3</th>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Opportunity to serve the community</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Opportunity to use academic skills on the job</td>
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<td>3</td>
</tr>
<tr>
<td>4. Material benefits, including good salary and working conditions</td>
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<td>3</td>
</tr>
<tr>
<td>5. Long vacations</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Opportunity for promotion</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Autonomy</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Respect from family</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Opportunity to work with other teachers</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. Opportunity to gain friends’ respect</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. Opportunity to follow mentors’ example</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. Reward from supervisor</td>
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<td>3</td>
</tr>
<tr>
<td>13. Job security</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. Opportunity to impart learning to students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. Social prestige</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

PLEASE TURN OVER.
**Part II--Parent or Guardian Priorities in Career Selection**

In terms of your present or future career choices, rate the following in terms of how highly they motivate you.

**CIRCLE THE ONE NUMBER THAT BEST CORRESPONDS TO YOUR PERCEPTIONS.**

Key: 1 = not a priority; 2 = not a high priority; 3 = a high priority

<table>
<thead>
<tr>
<th>Factors</th>
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<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
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<tr>
<td>4. Material benefits, including good salary and working conditions</td>
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<td>6. Opportunity for promotion</td>
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<td>3</td>
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<tr>
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<td>2</td>
<td>3</td>
</tr>
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<tr>
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<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. Social prestige</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**PLEASE TURN OVER.**
Part III—Personal Information for Parent or Guardian

Please fill out the following information.

1. Sex:  _____ Female  _____ Male

2. Race:  _____ Afro-American  _____ Asian-American
          _____ Hispanic-American  _____ Caucasian
          _____ other (please specify) ____________________

Thank you for completing the survey. Your participation here acknowledges your consent for a telephone interview for yourself and for your son or daughter.

Please provide your name, telephone number, and the best time to reach you. No names will appear in the final study.

Name ________________________________

Name of daughter or son __________________________

Telephone number: ____________________________

Best time to reach you for an interview:

Note: Interviews will last approximately fifteen minutes.

<table>
<thead>
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<th>Day of the week</th>
<th>Time:</th>
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<tr>
<td>Tuesday</td>
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<tr>
<td>Wednesday</td>
<td>11:00 a.m.</td>
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<tr>
<td>Thursday</td>
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<tr>
<td>Friday</td>
<td>1:00 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>2:00 p.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>3:00 p.m.</td>
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</tbody>
</table>
Part III—Personal Information for Students

Please fill out the following information.

1. Sex: _____ Female _____ Male
2. Race: _____ Afro-American _____ Asian-American
   _____ Hispanic-American _____ Caucasian
   _____ other (please specify)__________________

Thank you for completing the survey. Your participation here acknowledges your consent for a telephone interview.

Please provide your name, telephone number, and the best time to reach you. No names will appear in the final study.

Name_________________________________________

Name of parent or guardian________________________

Telephone number:______________________________

Best time to reach you for an interview:

   Note: Interviews will last approximately fifteen minutes.

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<td>_____ Saturday</td>
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<td>_____ Sunday</td>
<td>_____ 3:00 p.m.</td>
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Part IV—Interview Schedule

Student interview:

State: "I ask that—for the purposes of confidentiality—you refer to teachers by their position and not their name."

1. Let's begin with the general purpose of this study. Could you describe your perceptions of the teaching profession, and have they remained the same or changed during the course of your earliest memories?

2. When you describe your perceptions, do you refer more to the actual act of teaching, or are you thinking of other aspects as well, like coaching or inter-collegial work?

3. Please identify one successful experience with teachers. (What position did they serve in?) Would you consider any of your teachers to be mentors? Why?

4. What do you think makes you successful in school? To what extent do you attribute this success to your parents' involvement? Identify one statement or action of your parents that typified their involvement.

5. Please describe your professional interests. What will motivate you?

6. What would you think about becoming a teacher? How important is salary?

Follow up: If you knew that as a beginning teacher with a Bachelor's degree, you could earn over $24,000, with a Master's earn over $30,000, and that at the end of your career (by today's scale) you would make in excess of $70,000, would that influence you in any way? Why or why not?

Thank you very much.

Parent interview:

State: "I ask that—for the purposes of confidentiality—you refer to teachers by their position and not their name."

1. Let's begin with the general purpose of this study. Could you describe your perceptions of the teaching profession, and have they remained the same or changed during the course of your earliest memories?

2. When you describe your perceptions, do you refer more to the actual act of teaching, or are you thinking of other aspects as well, like coaching or inter-collegial work?

3. If you could think of one instance which typifies a positive experience your child has had, what would it be?

4. To what extent could you attribute your child's success to your own involvement? Identify one comment or action that typified your involvement.

5. What would you think about your son or daughter becoming a teacher? Why?
Follow up: If you knew that as a beginning teacher with a Bachelor’s degree, one could earn over $24,000, with a Master’s earn over $30,000, and that at the end of one’s career (by today’s scale) one would make in excess of $70,000, would that influence you in any way? Why or why not?

6. What do you think will motivate your son or daughter in their career choices? What do you think they will pursue? Why?

7. What is your field of work? Why did you or didn’t you select teaching?

Thank you very much.
APPENDIX C

NATIONAL HONOR SOCIETY CRITERIA
APPENDIX C

NATIONAL HONOR SOCIETY CRITERIA

SCHOOL #1
• Sophomores, Juniors and Seniors can serve as members
• 4.2 GPA (B average)
• Faculty council meets to screen lists, checking kind of classes taken (must show evidence of successful engagement in college preparatory and honors level classes), attendance record and disciplinary record.
• Candidates submit extra-curricular activities as part of their record
• Letters of recommendation completed by all teachers/coaches/sponsors of the candidate.
• Faculty council votes on induction, with a majority rule. Students not accepted are individually met with to explain.

SCHOOL #2
• Seniors only can serve as members
• 4.3 GPA (B average)
• 7 recommendations
  3 current year teachers
  2 previous years teachers
  1 extra curricular coach/instructor
  1 guidance counselor
• essay on leadership in this school
• Committee of teachers decide on members based on recommendations. The Dean’s Office provide input.
• Transfer students who are members at others schools are accepted automatically.
• 36 hours of school service required to maintain membership
• Must attend meetings to receive information regarding membership.

RECOMMENDED SELECTION PROCEDURE BY NATIONAL HONOR SOCIETY
1. Selection procedure should be determined by the faculty council (of 5), and must be published. (Required under any selection procedure.)
2. Students' academic records should be reviewed to determine scholastic eligibility.
3. Once academic eligibility is determined, students should be notified to completed Student Activity Information Form.
4. If additional faculty input is helpful, faculty input is invited.
5. Student Activity Information Form, along with other verifiable records (including interviews), should be reviewed the faculty council. Candidates should be selected based on a majority vote of the faculty council.

from National Honor Society Handbook
National Association of Secondary School Principals, 1992
APPENDIX D

APPLICATIONS FOR TEACHING
### SUMMARY OF TEACHER APPLICATIONS

**NUMBER OF APPLICATIONS RECEIVED FOR THE SCHOOL YEAR INDICATED**

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**TOTAL** 1771 3078 1253 1602 1120 1484 2076
APPENDIX E

LETTER OF PERMISSION
APPENDIX E

LETTER OF PERMISSION

Letter of Permission to Use Research Instrument

INSTITUTIONAL REVIEW BOARD
RESEARCH SERVICES OFFICE
LOYOLA UNIVERSITY OF CHICAGO
6525 NORTH SHERIDAN ROAD
CHICAGO IL 60626

Tel: (312) 508-2471 Matthew Creighton, SJ, Chair

November 11, 1994

Investigator: Stephen B. Heller
Home Address: 2124 West 112th Street
Chicago, Illinois 60643
Home Telephone: 779-1312 [Area Code: 312]

Dear Colleague,

Thank you for submitting the following research project for review by the Institutional Review Board for the Protection of Human Subjects:

Project Title: Perceptions of the Teaching Profession Among Academically Able Students in Selected Affluent High Schools of Cook County, ILL

After careful examination of the materials you submitted, we have approved this project as described for a period of one year from the date of this letter.

Approximately eleven months from today, you will receive from the IRB a letter which will ask whether you wish to apply for renewal of IRB approval of your project. You will be asked whether there have been any changes in the nature of the involvement of human subjects in your project since it was first approved, and whether you foresee any such changes in the near future. If your responses to these questions are timely and sufficiently explicit, the IRB will at that time renew your approval for a further twelve-month period. If you do not return that form by November 11, 1995, however, your approval will automatically lapse.
This review procedure, administered by the IRB itself, in no way absolves you personally from your obligation to inform the IRB in writing immediately if you propose to make any changes in aspects of your work that involve the participation of human subjects. The sole exception to this requirement is in the case of a decision not to pursue the project—that is, not to use the research instruments, procedures or populations originally approved. Researchers are respectfully reminded that the University's willingness to support or to defend its employees in legal cases that may arise from their use of human subjects is dependent upon those employees' conformity with University policies regarding IRB approval for their work.

Should you have any questions regarding this letter or the procedures of the IRB in general, I invite you to contact me at the address or the telephone number shown on the letterhead. If your question has directly to do with the project we have just approved for you, please quote file number 1255.

With best wishes for your work,

Sincerely,

Matthew Creighton, SJ

cc: Graduate School/WTC
inter-office memorandum to A. Safer
WORKS CITED


“Being at head of class isn't same as having inside track on life.” *Chicago Tribune*. 11 June 1995. 1.1.


VITA

Stephen Heller is currently an instructor of English at Glenbard East High School in Lombard, Illinois. He has taught there since 1990. Prior to this teaching assignment he worked at Morgan Park Academy in Chicago, Illinois, where he taught Middle School English and History.

Mr. Heller has worked in diverse backgrounds in the field of education. In 1988 he correlated standardized test questions to public school curricula with the Northwestern University School of Education. Also at Northwestern, Mr. Heller served as Academic Director of the Center for Talent Development, a gifted education program for students found by the Midwest Talent Search. Also in 1988, Mr. Heller worked for Chicago United, Incorporated, where he assessed job readiness programs for youths of Chicago high schools with high drop-out rates.

Mr. Heller completed his M.A. in English Education at The University of Illinois at Chicago and his B.A. in English at Northwestern University in Evanston, Illinois. He spent his Junior year studying abroad at The University of Sussex in Brighton, England.
The dissertation submitted by Stephen Bennett Heller has been read and approved by the following committee:

L. Arthur Safer, Ph.D, Director  
Professor, Educational Leadership and Policy Studies  
Loyola University Chicago

Max Bailey, J.D., Ed.D.  
Associate Professor, Educational Leadership and Policy Studies  
Loyola University Chicago

Philip Carlin, Ed.D.  
Associate Professor, Educational Leadership and Policy Studies  
Loyola University Chicago

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the committee with reference to content and form.

The dissertation is, therefore, accepted in partial fulfillment of the requirements for the degree of Ph.D.

Date

Director's Signature