

PAST PARTICIPATION IN STUDENT ACTIVITIES
AND TEACHING SUCCESS OF PUBLIC
SCHOOL TEACHERS

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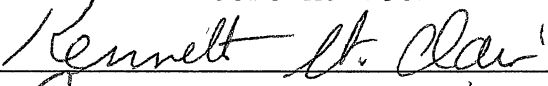
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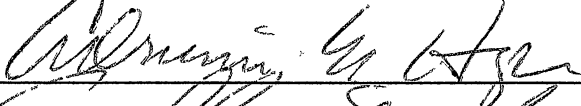
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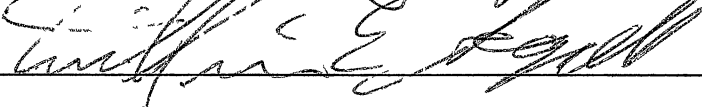
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PREFACE

This study was completed in an attempt to gain a better understanding of teachers' success based upon their participation in extracurricular activities while they were students in junior and senior high school. In this study foundations were established indicating that most successful teachers, in general, tend to have been involved in more extracurricular activities, to have participated in activities for a longer period of time, and to have achieved more leadership positions than had teachers who were perceived to be least successful by their principals.

To my colleagues in Kansas who encouraged me to further my education in Stillwater and with whom I shared many late night rides, thank you.

I am very appreciative to each of the members of my committee: Dr. Kenneth St. Clair, who provided me with a much greater understanding of supervision; Dr. Adrienne Hyle, for extending her friendship and providing invaluable advice during this educational endeavor; and Dr. William Segal, for contributing his expertise associated with this study. A special note of appreciation goes to Dr. Gerald Bass, professor, chairperson, thesis adviser, and friend, for taking so much of his personal time to guide me through the doctoral process. His confidence in me and his professional

and practical knowledge about the superintendency in public schools will help me tremendously as I continue my work in school administration

To the central office staff and Board of Education members of Maize U S D #266 who will not have to ask, "Is this the day you go to Stillwater?" Thank you for your help while I was "out "

To Mr Joe S Hickey, Superintendent of Schools, for providing me with an opportunity of a lifetime His personal sacrifices allowing me to continue my education and acting as my mentor will not be forgotten

Very important factors throughout my life have been the love, guidance, and financial support shown to me by my Oklahoma "roots " I am indebted to you all

My life and this project would never have been completed without the most important people in my life To my wife, and best friend, Deb, for literally helping me with everything We have traveled a long road together There is no way that I could ever repay the sacrifices you have made for me and only you will understand my simple, thank you To my children, Michelle, 18, and Heath, 14, I am sorry for expecting so much from each of you and for spending so much time working with other peoples' children and going to school

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CHAPTER I

INTRODUCTION

"No other single activity of an administrator is as important to operating an efficient and effective school as the selection of quality personnel" (Engel & Friedrichs, 1980, p 85) With so much national attention focused on public education in the 1980s, school administrators have become even more concerned with hiring the most highly qualified teachers Just as there are many views regarding factors that have been associated with teachers who are considered to be successful, there has been a long standing controversy concerning those values which lead to success in American society But which of those characteristics will best predict future success as a teacher? The identification of these factors could provide the school administrator responsible for the selection of teachers with another tool which could be utilized during this very important process

For many years colleges of education have been trying to find the right combination of factors to identify those prospective teacher candidates who will later become successful teachers While Haberman in 1974 wrote that "grades, English and speech proficiencies, and academic references are inexpensive, efficient ways of screening large

numbers of students" (p 234), he further stated that "these criteria merely predict students' success as students and do not predict teaching success" (pp 234-235) According to a review of research in teacher education conducted by Turner in 1975, only one study could be found "in which factors on which teacher education entrants might be selected were correlated with future teaching success" (p 96) Other research (Baker, 1970; Barnes, 1977, Cornett, 1969) appears to concur with that of Ellsworth, Krepelka, and Kear (1979) in that each reported a finding that college "grades (either GPA or specific course grades) are not particularly good predictors of administrator ratings of (future) teaching performance" (p 28) Just as the teacher education "institution has the obligation to systematically determine the factors that are related to success," (Standards for Accreditation of Teacher Education, 1979, p 9), so too does the school administrator who will eventually select teachers from these predetermined teacher education candidate pools

Reynolds (1985) discovered in his review of research that the behavior and social interaction of high school students were linked to the students' socioeconomic status, home backgrounds, relationships between the "reference group and significant others," and participation in high school activities Others including Spady (1970) and Deal and Roper (1979) have also noted the relationship between participation in school and community activities and later success

To the extent that success in school activities is related to the development of a number of capacities and abilities as well as to one's sense of competence and importance vis-a-vis his peers, the extracurriculum, like the academic curriculum, becomes a vehicle from which status perceptions evolve and upon which future success is grounded (Spady, 1970, p 694)

Extracurricular activities provide opportunities not only for diversion, social interaction, and peer-group interaction, but they also develop attitudes, expectations, and skills that will prepare students for adult social and occupational roles (Reynolds, 1985, p 5).

In terms of the socialization process, Otto (1975) noted that "participation in extracurricular activities provides socialization for attitudes and skills that have later-life payoffs" (p 171) Reynolds (1985), commenting on Sewell's 1963 research, wrote that "socialization has been defined as the process by which individuals selectively acquire the skill, knowledge, attitudes, values, and motives current in the groups of which they are or will become members" (p 3)

Statement of the Problem

One of the most difficult decisions a school administrator must make is that of selecting teachers. There always has been, and will likely continue to be, a degree of uncertainty associated with the task. Even so, all administrators have a fundamental obligation to try to identify those persons who will be most effective in the classroom. This identification and selection process is often complicated because of the long list of candidates, most of whom appear on paper to be exceptional.

Administrators responsible for selecting personnel have thus developed criteria which are important to them. One of these criteria is likely to be associated with the prospective teacher's past involvement in school, community, and other activities.

Purpose of the Study

The purpose of this study was to determine if a relationship exists between teachers' success and their past participation in school, community, and other activities. Specifically, an effort was made to identify if there are relationships that exist between a teacher's past personal involvement in extracurricular activities as a student and that same teacher's perceived success in the classroom. Subjects were selected from 19 suburban and rural public school districts within a major metropolitan area in the central United States. The survey activities were focused by the following questions.

1. Is a teacher who had engaged in a more diverse range of selected school and community activities more likely to be perceived as successful than a teacher who had not been engaged in a similar variety of activities?

2. Is a teacher who had been involved in selected school and community activities over a longer period of time more likely to be perceived as successful than a teacher who had not been engaged in such activities for as lengthy a period of time?

3 Is a teacher who had been involved in selected school and community activities associated with larger organizations more likely to be perceived as successful than a teacher who had not been engaged in such activities?

4 Is a teacher who had acquired leadership positions in selected school and community activities or related organizations more likely to be perceived as successful than a teacher who had not attained such leadership roles?

5 Are some kinds of school and community activities in which teachers have participated more likely to be related to perceived success than other activities?

Significance of the Study

The significance of this study lies in its potential to provide an additional tool for school administrators to use in the teacher selection process. There will always be a need to select effective, successful teachers. But of even greater importance is the need to identify those young education graduates who are likely to become successful teachers. If, in this study it is determined that a relationship does exist between a person's involvement in activities and that individual's later success as a teacher, then these findings will prove to be useful to administrators who have the responsibility for the personnel function in their schools or school districts.

Limitations of the Study

This study was completed using an instrument that was specifically designed for this research. Thus, the instrument had not been subjected to a national trial to fully test validity and reliability. Not all of the subjects in this study attended schools of similar size or geographical location. Their attendance occurred during different periods of time. These factors may have accounted for differences in the number of activities available to them as well as the relative competition for leadership and participation, particularly in relation to gender. The population of suburban and rural public school teachers surrounding a major metropolitan area in the central United States will, of course, limit the results of this study to generalizations only to this population.

Definitions

Diverse Range of Activities was defined as participation in at least one activity within each of the six activity groupings listed in the TEACH inventory.

Extracurricular Activities are those academic, athletic, club, music, popular, work related, or other activities which are sponsored by school and/or community organizations in which students in grades 7 through 12 can participate.

Large Organization refers to an extracurricular activity which traditionally involves or requires a relatively large number of participants (i.e. drama, track, band, and prom).

Leadership refers to involvement in extracurricular activities through an office or other role in which the participants are selected by peers and/or adult leaders, sponsors, or coaches

Success, as a teacher, was determined by the personal perceptions made by building principals who categorized the teachers they selected for this study as being either most or least successful. These perceptions were to be based upon definitions of success provided by the researcher (see Appendix A)

Summary

This research study was designed to examine the relationship between success in teaching and past participation in school and/or community activities. The significance of this study may lie in its potential to help provide an additional tool for the personnel administrator when selecting new members of the teaching staff.

The remaining chapters of this research are organized according to the following pattern. Chapter II contains a review of literature related to this research. Chapter III describes the research design, population and subject sample, data collection and retrieving procedures, and the analysis used in this study. Chapter IV provides an analysis of the demographic and activity participation data provided by the respondents. In the final chapter, a summary of the research, conclusions based on the research data,

recommendations for further study, and commentary provided by the researcher will conclude the work of this project

CHAPTER II

REVIEW OF LITERATURE

Never has our nation needed more from its teachers and its schools than it needs now. Declining test scores, high dropout rates, functional literacy, weakened curricula, rising juvenile crime rates, substance abuse, the AIDS epidemic, value disorientation, and human alienation are among the many problems that challenge the society and its schools (Coppedge & Shreck, 1988, p 137)

The review of literature was focused on the activities and criteria relative to the selection of teachers. This chapter has been divided into four sections beginning with the selection activities that are currently in practice. The remaining sections have been focused on factors related to success as a teacher, past teacher influences, and participation in extracurricular activities and provide a review of research regarding the traits and characteristics of successful teachers.

Selection

The selection process is perhaps the most vital of all of the personnel processes because it is the key activity wherein decisions are made about which personnel will fill positions that become vacant (Castetter, 1986, p 606)

According to Mayfield (1964), the concern for reliable personnel selection has been in existence since the first

studies by Scott appeared in 1915 It is very important to take the time, make a concentrated effort, and use good techniques to hire the right person for the position (Hobart, 1979) An honest and thorough appraisal of all pertinent factors before interviewing will help not only find the right person for the position, but will "place the right person in a situation where success is attainable and likely" (Kopetskie, 1983, p 13)

Public school administrators must first begin to define the type of individual who will be most comfortable, productive, and successful in their schools (Kopetskie, 1983) Personnel functions should also promote efficient progress toward the basic goal of the school district, the education of students (Robson, 1986) Castetter (1981) "believes there should be a fit between the position requirements and the personal characteristics of the person needed to fill a teaching position" (p 168) Castetter listed seven important demographic and behavioral characteristics that need to be considered before a candidate can be considered for a teaching position

These include

- 1 Background information
- 2 Personal characteristics, conceptual skills, technical skills, interpersonal skills, work motivation, emotional stability, and physical status
- 3 Attitudes, interests, and needs
- 4 Ability to perform key duties.
- 5 Preparation and experience related to specific positions.
- 6 Teaching performance.
- 7 Candidate's value system (p. 168)

Broberg's 1987 study was focused on the criteria associated with teacher selection. He found that such criteria are grouped into two categories, personal criteria and professional criteria. His summary of nine studies revealed little agreement on any of the 32 criterion, none of which included participation in extracurricular activities.

An effective teacher selection process, according to Wise, Darling-Hammond, and Berry (1988) is characterized by tight "linkages" among the following processes:

- 1 Casting a wide recruitment net to expand the depth and quality of the applicant pool
- 2 Timely decision making that closes the recruitment and hiring links.
- 3 Using cost-effective screening tools that measure academic qualifications, interpersonal skills, and teaching performance; reflect the district definition of a "good" teacher, and consider the specific characteristics of the vacancies
- 4 Communicating to candidates that they are viewed as and valued as professionals
- 5 Involving senior teachers in developing job descriptions, scrutinizing candidates' qualifications, and instructing new hires
- 6 Tight coupling of selection, curriculum and staff development, and evaluation processes so that the organization clearly defines the district's expectations of teachers
- 7 Appropriately placing new hires in vacancies that are congruent with their experiences, skills, qualifications and interests, and providing an adequate support system to assist them in their initial years in the district.
- 8 Establishing an evaluation system for new hires that will engender confidence in the quality of the entire teacher selection process
- 9 Exhibiting leadership that promotes commitment on the part of new hires to the district and of staff to new hires, professional norms for teaching, and the creation of shared values (pp. 82-83).

In their review of literature, Brown and Weaver (1979) suggested in their findings that admission committees should take a "hard look" at an applicant's personality

characteristics as they are brought into the open through the use of interviews, autobiographical statements, and through conversations with others who have known the applicant

Castetter (1986) indicated that the usual information used in an interview revolves around "the work history of the candidate, education and training, early home background, present social adjustment, mental ability, motivation, and maturity" (p. 606)

Arnold (1988) said that he would rather deal with teachers who had to "work" for their grades as opposed to those who had an easy time learning. He noted that the teacher who had to work has a healthier respect for work and learning and "is able to impart this attitude to the students" (p. 60)

According to Jarchow (1981), when it comes to selection, superintendents "admit honestly" that they wish to consider the candidate's personal data, a practice that has to be carefully considered because of affirmative action plans.

In research conducted for the American Association of School Administrators by Steuteville-Brodinsky, Burbank, and Harrison (1989), the importance of personal and noninstructional traits in regard to the interview process was reviewed. They reported that administrators look first at these qualities rather than at instructional skills

It appears that in selecting teachers, recruiters and interviewers look first at what candidates are like as people, including their manners and appearance, and later at their teaching capabilities and suitability for a particular opening (p. 15)

"As important as the selection process is, however, few people know how to conduct interviews, the mainstay of the process" (Engel & Friedrichs, 1980, p 85) According to Goldstein (1986), "interviewers should not content themselves with superficial questions but probe candidates' detailed knowledge of their teaching fields(s) as well as broad general academic background" (p 21)

Another important selection factor noted by Schlechty and Vance (1983, p 478) is that.

the ability to select, recruit and retain teachers from among the academically able depends in large measure on schools being able to provide environments and career opportunities that are attractive to the academically able in the first place

When considering such academic performance, Moseman (1987) cited the work of Ishler (1982) who questioned whether or not establishing a 2.5 grade point average before gaining admission to a teacher education program would improve teaching Data gathered by Moseman "from the Emporia, Kansas, Master Teacher Awards program showed that, of the teachers recognized for quality performance, 36 percent had graduated with less than a 2.5 grade point average" (p 30)

Grades cannot be completely discounted, as was revealed in research by Roweton (1979) Roweton provided partial support for the importance of grades in his reporting that "grades partially mirror habits such as work, responsibility, and punctuality, which transfer to successful teaching careers" (p 153) Perry (1981) supported the importance of

grades in her research and stated that "research indicates that good grades in college correlate with subsequent success in teaching on a number of teaching criteria" (p. 114) This study, however, did not focus on grades of students while they were in school in grades 7 through 12

Still other research by Campbell, Corbally, & Ramseyer (1966) refuted these findings They said that "GPA predicts grades and little more" (p 56) Schlechty and Vance (1983) indicated that there was not enough evidence to suggest that people with graduate degrees "are any more proficient at teaching" (p 479)

Jensen (1987) suggested that multivariate analysis studies may be used rather than correlational studies since they may more accurately predict "success as a teacher" since they demonstrate combinations of cognitive and personal factors rather than single measures. She added that "researchers confirm what personnel directors sense: no one measure or test can assess a candidate's potential as a teacher" (p 15)

One also has to consider the monetary aspect associated with the employment of successful teachers If one can assume a career teacher teaches 20 years or more, the expense of producing a career teacher is at least 10 times as great as conventional full-time equivalent formulas might suggest (Schlechty & Vance, 1983) In the end it is much better to take the time to hire the right person because, according to Hobart (1979), it actually saves time in the future because

less supervision is required Jenson (1987) said that "not only are mistakes in hiring costly but they also have long-lasting effects, and by developing sound personnel practices, districts can save money and increase efficiency" (p 5)

Guion (1987) stated that the various positions regarding personnel selection are changing "The changing view recognizes that people have characteristics, which he calls traits, and recurring patterns of behavior of thinking that generalize across situations and endure for a nontrivial period of time" (p 201) Fleishman (1988) agreed with Guion and indicated that a "new frontier" may be leading the way in the area of performance prediction He suggested that success based upon performance "may be found in the application of biographical, personal-history background data measures" (p 685). Fleishman (1988) found support for his research from the work of Thayer (1977) who determined that background items "are surprisingly stable predictors of performance" (p 686). In the same review, Fleishman also cited the earlier research of Schaefer (1972) whose research suggested that "background items might provide groundwork for understanding creativity" (Fleishman, 1988, p. 687) Finally, in the same work, Fleishman cited Mumford and Owens (1982), who have shown in their work "that background data items can be highly useful in generating some understanding of the formation of vocational interests" (pp 686-687)

Because the selection process determines which personnel will enter the system, the central administration must give careful attention to the

design and operation of the process. In doing so, it must free itself of certain illusions, including the belief that a good selection process will eliminate personnel selection errors, that selection of people is an exact science, and that position guides and selection ratings are infallible techniques for matching people and positions (Castetter, 1986, p 256)

The summary of this section is best stated by Arnold (1988) who said, "Personal selection could be an art or a science, but it definitely takes sound techniques, common goals, and a great deal of good fortune to be successful" (p 61)

Factors Related to Success as a Teacher

The issue of what determines success is one which will be continue to be debated throughout time. There have been numerous studies completed with factors that vary widely and are all relative to success. The only consensus that has been established by people who provide research in this area is that there is little consensus on relative success.

Every educational organization has an obligation to their clientel to determine what factors for success they wish for their prospective teachers. Among those factors, according to Ellsworth, Krepelka, and Kear (1979), must be the skills, understandings, and personal characteristics important to teaching. The question of what predicts success before entering the teacher education program remained unanswered by their research.

Early research on the relationship of teaching success and leadership traits was done by Foster (1925) who describes

leadership as, "adaptability, clear thinking, initiative, self-confidence, broad vision, tact, good judgement; willingness to work, unselfishness, imagination; faith, courage, and enthusiasm" (p. 65). Teachers are leaders according to Foster

Leaders do not necessarily come from those with the highest I Q.'s. They must be endowed with certain mental equipment, but education and practice will contribute more than a small share in training leaders (1925, p 65).

In his research, Flanders (1954) provided what is perhaps the key element to the success of teachers.

Together, teachers and students must explore their own individual differences in socialization and achievement skills by gradually setting up more and more complex goals, adjusted by knowledge of their own successes and failures, so that progress in learning is orderly. We feel that no 'educational expert' can supply the answer to a particular problem of classroom instruction; too much depends on the readiness of the students and teacher and their combined skills (p. 40)

Jenson (1987) cited Schlechty (1985) in her explanation of why personal qualities are equally important to academic and intellectual skills in successful teachers

What is needed in schools are persons who are tender of heart and extraordinarily sensitive to the needs of students. Such persons are not ordinary in any society. Perhaps it is time we consider extraordinary means of selecting them. Caring for a persistently misbehaving child, understanding that a child's insults should not be taken personally, and believing that every child can learn are no more "normal" in our society than is the disciplined response of a defense attorney who is defending a mass murderer or the disciplined aesthetic attitude that permits a physician to lance a festering wound without becoming ill. Being a member of a fully developed human service occupation requires one

to make abnormal (disciplined and controlled) responses to difficult circumstances (Jenson, 1987, p 7)

Jarchow (1981) defined successful teachers as those who had "confidence and sensitivity to people and situations" p

367) Kain, Downs, and Black (1988) defined success in relation to others They said that, "a person's success depends in large part on social skills" which are "the life tools needed to successfully survive in society" (p 107)

In his doctoral dissertation, Broberg (1987) cited a 1960 study by Ryans which "is still referred to as a major study of teacher characteristics today" (pp 19-20) In his research, Ryans isolated 24 characteristics that were common to successful teachers Those characteristics included

- 1 Frequently give as reason for teaching, liking for children and interest in their development
- 2 Express admiration of such qualities as friendliness, permissiveness, definiteness, and firmness in teachers
- 3 Dislike in teachers such qualities as arrogance, intolerance, sarcasm, and partiality
- 4 Typically appear to be "accepting", and generous in appraisals of other persons See good points of a person rather than bad
- 5 Express satisfaction with teaching (and also with teachers salaries), intend to continue teaching indefinitely
6. Frequently engaged in teaching activity as child (e.g , taking charge of class in absence of teacher).
- 7 Decision to become teacher frequently was made prior to college enrollment, had planned to be a teacher from relatively early age
- 8 Enjoyed school when they were students themselves
- 9 Showed superior accomplishment when in school
- 10 Report large number of teachers among parents and relatives.
- 11 Report participation in religious activities

- 12 Enjoy activities with friends, but prefer small groups.
- 13. Frequently are members and officers of clubs
- 14. Are married (85 percent of group)
- 15 Interested and active in literary affairs (e g , write poetry, have published books, etc)
- 16 More emotionally stable than average adult
- 17 More friendly than average adult
- 18 More cooperative and agreeable than average adult
- 19 More restrained than average adult
- 20. More objective than average adult.
- 21 More tolerant than average adult.
- 22 More inclined to "try to give a good impression" than average adult.
- 23 More interested in social service than average adult
- 24 Less interest than average adult in computational and clerical activities (Ryans, 1960, pp 365-367)

According to Lewis (1989, p. K3), Holland and Andre (1987) completed the most thorough review of research on the participation of extracurricular activities Their findings were reported in the Review of Educational Research Among those findings were that participation in extracurricular activities was found to enhance self-esteem, improve race relations, promote positive behavior, establish life-long habits of civic participation, lead to higher grade point averages and higher scores on college entrance exams, and promote higher career aspirations

The OERI analysis of data from High School and Beyond found that students who ranked high in the number of courses taken, hours of homework, test scores, and grade point average were also more involved in extracurricular activities Opportunities for service, like many of the extracurricular offerings of schools, teach problem solving and collaboration through concrete learning experiences (Lewis, 1989, p K7)

The support of extracurricular activity involvement is also endorsed by Kowalski and Weaver (1988) who conclude in their research that among their other professional and academic experiences, outstanding teachers in Indiana had been "quite active in high school activities" (p. 98).

For a 1989 American Association of School Administrators Critical Issues Report, Steuteville-Brodinsky, Burbank, and Harrison, asked administrators from all over the nation, "What, in your opinion, are the characteristics of good/effective teachers today?" From the data a number of traits were identified. According to the study, superintendents seek to hire new teachers who

- 1 Are enthusiastic, positive, upbeat.
- 2 Have high expectations for students
3. Believe *all* students can learn
- 4 Are good role models
- 5 Are skilled in behavioral management, assertive discipline
6. Can respond to the needs of at-risk students
- 7 Can build self-esteem in students, positive self-concepts.
- 8 Can work with minority students, multiethnic groups
- 9 Are aware of changing family structure
- 10 Are open to shared decision-making
- 11 Are flexible, willing to learn
- 12 Can work with a teaching team
- 13 Are committed to teaching and are loyal to the profession
- 14 Have high expectations and esteem for themselves as professionals.
- 15 Keep up with educational research and literature
- 16 Look forward to professional development - want to grow professionally (pp 7-9)

Steuteville-Brodinsky and others (1989) also cited the work of Jenson in noting that "teachers must be life-long learners who are able to update continuously their base of

knowledge, to use new strategies, and to adapt to changing student and community needs" (p 16)

According to Campbell and others (1966), a teacher's self-confidence indicated in biographies and in interviews is a useful predictor of success. DeFelice (1989) considered success to be a mystical quality that is generated by the teacher which comes from within themselves when "they stop thinking about themselves as teachers and start thinking about themselves as human beings who have acquired expertise in narrow fields" (p 641) According to DeFelice, "the teacher who is not afraid to make mistakes and who has a genuine respect for other people's ideas is filled with the energy from which classroom magic is made" (p 639)

Coppedge and Shreck (1988) conducted a study about what qualities middle school students prefer in their teachers According to their conclusions, a good teacher is a helper and one who is

- 1 Skilled Communicator; a good listener, understands me and what I have to say, and offers views or opinions at appropriate times.
- 2 Warm, empathetic person, caring/concerned, and willing to help me
3. Objective and honest; trustworthy, and nonjudgemental.
- 4 'With-it-ness.'; calm, supportive, wise, and experienced (pp. 139-140)

Because the concern for better public education is in the national focus more than ever before, the demand for successful teachers is at an all time high The American Broadcasting Corporation televised what they perceived to be required to become a "great" teacher. Bill Blakemore, who

reported this to the viewers, said that "there are five things all great teachers have in common regardless if they are teaching in an inner city classroom or a well-to-do suburban school" (Blakemore, 1990). What the American public read on the screen was that great teachers

- 1 Teach each child
- 2 Engage kids in thinking for themselves
- 3 Master and like their subject
- 4 Have integrity and character
- 5 Never stop learning their craft (Blakemore, 1990)

This section has reviewed a variety of factors that has been linked with the success of teachers. The next area will focus on the importance of teachers as role models.

Teacher Influence

The past influence of teachers can not be underestimated. One factor that appears to be very important in the decision to become a teacher is the influence of one's own teachers. In a study by Klein (1980) which sought to determine the sources of influence for elementary and secondary teachers, there were two sources consistently reported as having high influence. One was the teacher's own background, experiences, and interests prior to entering the teaching field. The other was the interests and abilities shown by individual students after the teacher began teaching. Of particular importance, according to Carpenter and Foster (1979), is that by the age of 14 future teacher trainees consider the influence of teachers as particularly important in their decision to teach. Research by

Czikszenmihalyi and McCormack (1986, p 418) found teenagers as seeing influential teachers as "exceptionally approachable", easy to visit with and ready to listen when students have difficulty understanding the material

In his dissertation, Moseman (1987), suggested that the data provide clear evidence that a significantly strong relationship exists between the effectiveness of teachers and the amount of experience they have had, "with more experience, they (teachers) tend to become better or worse His research suggests that people, prior to their becoming a teacher, have a better chance of becoming as successful as their role model His research also suggests that if these same people are provided some type of opportunity to practice skills associated with teaching, it will increase their chances of becoming even more successful than their mentors.

People who enter the teaching field have, at some point in time, discovered that they actually enjoyed school According to Carpenter and Foster (1979) career decisions are based upon "teacher influence, a set of interests related to the profession and its role in society, and a desire for social recognition and security" (p 125) The idea that students learn to observe particular methods or social and psychological phenomena is supported by Schubert (1986) who noted that, "teachers not only teach the way they were taught, they teach, in part at least, the way they were taught to teach" (1986, p. 157).

The importance of using past teachers as role models can be supported in the literature. The next examination of material will review the literature regarding the importance of extracurricular activities and their influence upon a person's success.

Extracurricular Activity

Carpenter and Foster (1979) said that "the most important personal influences originate in the family, the most important experiences arise from schooling" (p. 122). According to Spady's 1970 research, the level of participation in high school extracurricular activities accounts for more variability in educational attainment than do family socioeconomic status, academic ability, or academic performance.

Many people who are knowledgeable about education still consider extracurricular activities in the same light as Haskew who, in 1956, provided an example for the lack of respect associated with the term extracurricular.

All of these names are objected to by educators because they imply that such enterprises are not a part of the regular education program, that the learning acquired from them is less valuable than the learnings that come from academic classes, that pupils are active in this part of the school but are not active in classroom situations, that these activities just happen instead of being carefully planned and executed (p. 93).

Lewis (1989, p. K2) said that the "extracurricular part of schooling is ubiquitous and all-important." Schubert (1986) also acknowledged that some will "argue vehemently for

the worth of extracurricular activities on the basis that they teach useful content and social skills, enhance peer status, and help one make important contacts " (p 105)

Schubert (1986) provided support for student activities by saying this about teachers

They operate on a body of precedent of past experience that helps them respond to practical problems, derive meaning, generate imaginative alternative possibilities for action, and judge the moral and educative value of consequences of the curriculum that they create with students (p 299).

Green (1987) believed that teachers develop self-confidence through experiences developed in one's background and said that.

when such out-of-school activity is recorded, recognized and built on, then a young person's levels of confidence and self-esteem and communication skills, his or her ability to handle relationships in school and out of it, and performance in the curriculum tend to improve (p 141)

Otto's (1975) research supported extracurricular activity participation.

Extracurricular activities, like an academic curriculum, provide opportunities for acquiring, developing, and rehearsing attitudes and skills from which status goals evolve and upon which future success is grounded (p 163)

Several years later, Otto (1982) wrote, "extracurricular activities are not extra because they exist outside of the formal learning process and curriculum, but because they provide an additional learning experience" (p 226).
Regardless of what experiences young people have had,

according to Lewis (1989), "group activities may occur, but students ultimately are judged on what they can do by themselves" (p K6)

One of the problems associated with the term extracurricular is the enormity of what can be considered an extracurricular activity In their study, Brightwell and Dugas (1987) obtained 456 extracurricular sponsorships from 917 respondents Another concern regarding extracurricular activities is that there does not appear to be abundant research involving the prediction of teacher success and the past involvement in extracurricular activities When Ellsworth and others (1979) reviewed past literature regarding the selection of prospective teacher education candidates for colleges, their research demonstrated the lack of information regarding extracurricular activity participation Their research did provide the validity of grade point averages, interviews, language proficiency, completing standardized tests in predicting the future success of teachers

There appeared to be little published research that studied the relationship among variables available to a college before a student applies for admission to a teacher education program and variables that would be indicative of the same student's success as a teacher at some point in the future (p 28)

In sum, the research that exists on extracurricular activities seems fragmented, suspect, dated, and - the greatest sin of all - irrelevant to the crucial issues regarding the cocurriculum that challenge teachers and administrators today (Lewis, 1989, p K6)

According to the reseach that is available, participation in extracurricular activities helps to provide environments necessary for children, who will later become teachers, a place to practice their skills

Summary

The use of extracurricular activities to help in the teacher selection process has been an area of research that has not received a lot of attention. This is true, in part, because there has been debate by professionals as to what can be considered success, and also what should be considered an extracurricular activity. The chapter begins with a review of literature regarding the selection of teachers. Recent research indicates a change from the past regarding personnel selection procedures by beginning to use the personal history of a candidate to a greater degree. Discussion involving the acquisition of social skills appear in a reoccurring theme throughout the literature. A number of teacher characteristics were provided by researchers who provided rationale for what they consider necessary for successful teachers. Influences of past teachers could not be omitted from the review because of the importance of teachers as mentors cited in the literature. In the last section, the importance of extracurricular activity experiences was reviewed. The literature suggests that extracurricular activities provide young people with skills that will be used later in life to become successful teachers.

CHAPTER III

RESEARCH DESIGN

One of the most difficult decisions a school administrator must make is that of selecting teachers. There always has been, and will likely continue to be, a degree of uncertainty associated with the task. Even so, all administrators have a fundamental obligation to try to identify those persons who will be most effective in the classroom. This identification and selection process is often complicated because of the long list of candidates, most of whom appear on paper to be exceptional. Administrators responsible for selecting personnel have thus developed criteria which are important to them. One of these criteria is likely to be associated with the prospective teacher's past involvement in school, community, and other activities.

The purpose of this study was to determine if a relationship exists between teachers' success and their past participation in school, community, and other activities. Specifically, an effort was made to identify if there are relationships that exist between a teacher's past involvement in extracurricular activities as a student and that same

teacher's perceived success in the classroom. The survey activities were focused by the following questions:

1. Is a teacher who had engaged in a more diverse range of selected school and community activities more likely to be perceived as successful than a teacher who had not been engaged in a similar variety of activities?

2. Is a teacher who had been involved in selected school and community activities over a longer period of time more likely to be perceived as successful than a teacher who had not been engaged in such activities for as lengthy a period of time?

3. Is a teacher who had been involved in selected school and community activities associated with larger organizations more likely to be perceived as successful than a teacher who had not been engaged in such activities?

4. Is a teacher who had acquired leadership positions in selected school and community activities or related organizations more likely to be perceived as successful than a teacher who had not attained such leadership roles?

5. Are some kinds of school and community activities in which teachers have participated more likely to be related to perceived success than other activities?

This chapter contains a description of the population from which the sample of teachers used in this research was selected as well as of the selection process itself. In the next segment is provided a detailed description of how and

when the data were collected. The chapter concludes with a description of the analysis that was used in this study.

Population and Sample

Teachers from public school classrooms were used as the focus of this study. The population for the study included all 935 teachers who were employed full-time by 19 suburban or rural unified school districts that were located near a major metropolitan area in the central United States. The researcher chose this population because of the familiarity with many of the school administrators. The reputation of the researcher along with the ease of contact with these administrators added assurance to the confidentiality to those who participated in this study. The kindergarten through 12th grade total student populations of the school districts involved in this research ranged in size from 298 to 5,620 students. The total student population of all of the school districts combined was 28,723 students. Those students were provided educational services in 81 school buildings, of which 50 were classified by the state's Department of Education as elementary schools and the remaining 31 were identified as middle, junior high, or senior high schools, all of which were considered, in this study, as secondary schools.

The sample consisted of approximately 20% of the teachers in the population, representing a total sample of 424 subjects of which 232 were identified as elementary

teachers and 192 were considered secondary teachers. Each building principal was asked to select the most successful 10% and the least successful 10% of teachers under that principal's supervision. In the first correspondence with the principals, descriptions for success were identified by the researcher and personally mailed to each principal prior to the principal's actual commitment to this study (See Appendix A for these descriptions).

Instrument

The instrument was designed specifically for this study. Ideas used for format and content were gathered from the review of the literature and input from experts and practitioners in the field of teacher recruitment and selection. The initial draft was reviewed by a panel of experts composed of university faculty members and current and former school administrators. The final copy of the TEACH inventory was a revision based upon their recommendations and is included in Appendix B.

The six-page inventory had four components: instructions, extracurricular activity participation, demographic background information, and space provided for personal input. The instructions provided information about the content as well as procedures for return. The extracurricular activity participation portion was divided into six categories. There were 68 activities represented and these were categorized as follows: academic, with 13

activities, athletic, containing 16, clubs, with 14, music, listing 10, popular, with 13; and work related, having the fewest with 2. The demographic portion requested background information from three areas. This requested information was focused on the respondents' home/parental, personal, and teaching backgrounds while they were living at home as youths. The final portion of the inventory requested responses to three open-ended questions associated with possible influential factors contributing to the respondent's desire to become a teacher.

Data Collection

A formal letter of request (see Appendix C) to conduct research in each school district was sent to each of the 19 superintendents. In the letter, permission was requested to contact each of the building principals and to ask that the principal identify key classroom teachers. Those key teachers were, in turn, asked to complete the inventory that was developed for this study. The letters to the superintendents were mailed on February 8, 1990, and included self-addressed envelopes for their responses. Replies were received from each of the 19 superintendents on or before February 21, 1990.

From the superintendents, who all had given permission for their principals and teachers to become involved in this research, a list of all building principals in participating districts was compiled. A cover letter (see Appendix D) and

the Definitions of Success (see Appendix A) were developed and mailed to each of those building principals on March 30, 1990. The letter advised each principal that the superintendent had given permission to contact them to solicit their support for this research project and that, unless such support was denied, a packet of material would be mailed to them. The researcher was not contacted by any of the principals in regard to objections or other problems or questions.

On April 6, 1990, a Data Collection Packet was mailed to each of the 81 principals. Each packet contained a cover letter (see Appendix E), instructions for administration of the inventory (see Appendix F), a Principal's School Demographics form (see Appendix G), Definitions of Success (see Appendix A), two manila envelopes containing the appropriate numbers of TEACH inventories, and one large self-addressed manila envelope in which to return the completed materials.

There were two different formats for the cover letters used in the Data Collection Packet. One form was sent to principals of small schools. It asked the principal to give an appropriate copy of the TEACH inventory to the most successful teacher and the least successful teacher in the school. The other form of the letter requested that principals give appropriate copies of the inventory to the 10% of the teaching staff whom they perceived to be most successful and to the 10% whom they perceived to be least

successful. In every mailing, an even number of inventories were included so that the principal could select an equal number of teachers identified as most successful and least successful

The appropriate number of TEACH inventories were folded and each was placed inside an unmarked white envelope. These prepared inventories were then placed inside large manila envelopes where the only identification of the "success" of each teacher was under the "flap" of each manila envelope. One manila envelope was labeled "most successful" and the other was identified as "successful" which was used to return the least successful teachers' inventories. The inventory retrieval procedures and return mailing instructions were included in the instructions.

The principals, upon identifying the most successful and the least successful teaching faculty who held full-time employment within their buildings, gave a copy of the inventory to each selected subject and tried to get the inventory back from the teacher within 24 hours.

Telephone calls were received from four principals after they had received the packet. One elementary school principal indicated that he had a philosophical concern associated with approaching his teachers and informing them that they had been "randomly selected" to participate in a research study. He was advised to discard the materials sent to him or to send them back in the self-addressed stamped envelope. He chose to send the materials back to the

researcher The other principals called to further discuss the purpose of the study One principal informed the researcher that he "only had very successful teachers" in his building, and another said he thought it was interesting that both of his perceived least successful teachers "wanted to know how long it would take to fill out the instrument "

The principals had a suggested deadline of April 20, 1990, to distribute and collect the materials and then return the packet On April 23, 1990, the researcher mailed postcards (see Appendix H) as reminders to each of the 81 principals The postcard had a self-addressed, stamped postcard attached so that the principal could acknowledge the return of the packet or their intentions for completion of the requested materials

The researcher planned to contact by telephone the principals who had not returned the packets by April 27, 1990, in order to remind them of the importance of their participation in this study and to offer assistance with any problems Responses came from 67 of the 81 principals by April 30, 1990, and the researcher then decided not to pursue the possibility of retrieving additional data. Sixty principals had returned materials which were able to be analyzed and used in this study One principal wrote that administrators in an entire rural school district would not participate in the study This represented six schools and a potential of 20 additional teachers Another principal returned six completed inventories but without enclosing them

in the appropriate manila identification envelopes and thus they were not able to be included in the study

The teachers were asked to not place their names, schools, or any other identifying marks on either the inventory or the envelope. The inventory was to be sealed inside the white envelope in which it was delivered and personally handed to the principal. Surprisingly, 59 inventories were returned to the researcher with some type of identifying marks which were disregarded by the researcher. The marks were handwritten and/or typed and were made by either the principal or the teacher.

Two envelopes were used for the return of the completed inventories. To ensure the correct placement of the inventories, it was recommended that the principal place each response immediately upon receipt into the proper envelope. One was marked "most success" for the teachers who had been selected as most successful. The second envelope was marked "success" for those teachers selected as being "least successful." The identification attached to each of these envelopes was not in an obvious location. The flap of the envelope had to be lifted before identification could be made. This was done to help the principal ensure confidentiality.

When all of the inventories had been received by the principal and each placed into the proper envelope, the principal was to place both envelopes into a third envelope. This envelope was stamped and self-addressed to the

researcher. The principal was to place this envelope in the mail on or before April 20, 1990

Data Analysis

The subjects were separated into four groups for analysis. Since this study was designed to consider the elements associated with the perceptions of teacher success and the activity involvement of teachers may vary according to the level of teaching assignment, respondents were further grouped first by the perceived degree of success (most or least) and then by the level of instruction (elementary or secondary). In this study, the principals selected 78 full-time teachers who were identified as being most successful elementary teachers, 77 who were considered least successful elementary teachers, 76 who were identified as most successful secondary teachers, and 75 who were thought to be least successful secondary teachers.

The data were tabulated and generalized using the percentage distributions as well as the measures of central tendency. Because the subjects for this study were not randomly selected only descriptive statistics were used in the analysis.

Summary

The population for this study consisted of full-time public school teachers who were teaching in one of the 19 unified school districts surrounding a major metropolitan

area in the central United States. The sample consisted of 20% of the total subjects in this population. The identification was guided by a set of definitions of success provided by the researcher. Data were collected from 306 teachers who were selected according to their principals' perceptions of success.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter contains both presentation and analysis of the descriptive demographic and other data gathered from those teachers who were asked to participate in this study. Information was requested from each teacher regarding teaching background, personal background, home and parental background, and extracurricular participation. From an initial 424 inventories which were mailed to 81 elementary and secondary school principals, 306 were returned and used for analysis. This represents a return rate of 72.2%.

From the inventories returned, 152 subjects were identified by their principals as least successful teachers and 154 as most successful teachers, 49.7% and 50.3% respectively. Of the 306 teachers, 155 (50.7%) identified themselves as elementary and 151 (49.3%) identified themselves as secondary teachers.

For analytical purposes, the returned inventories were divided into four groups. The first division was used to categorize the subjects by degree of success, most successful and least successful. Each of these two groups of teachers was then divided by level of instruction, separating teachers who provided instruction for students in grades kindergarten

through 6 from those who worked with students in grades 7 through 12. The four groups thus formed were most successful elementary teachers, least successful elementary teachers, most successful secondary teachers, and least successful secondary teachers. The remainder of this chapter contains a summary of the data and analysis, in most instances, according to the four groups.

Demographics

In comparing the number of subjects in regard to both the level of instruction and the degree of success, the four groups had nearly identical numbers, as shown in Figure 1.

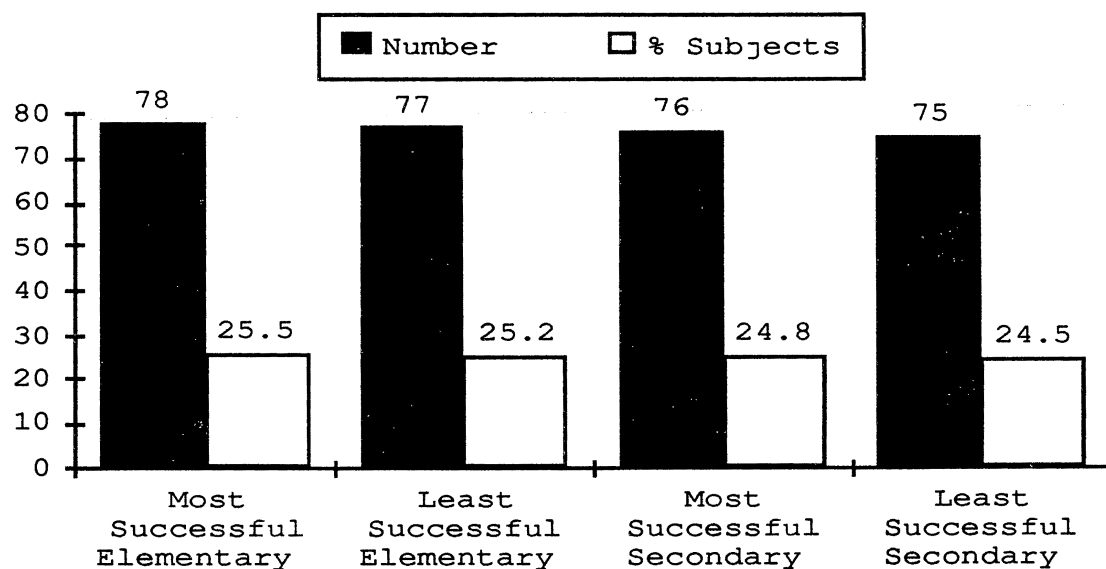


Figure 1 Actual Numbers and Percentages of Subjects, by Degree of Success and Level of Involvement

While the group containing the largest number of subjects was composed of the most successful elementary teachers, numbering 78, or 25.5%, of the respondents, the remaining groups had only one to three fewer subjects. The least successful elementary group contained 77 (25.2%) subjects, the most successful secondary teacher group numbered 76 (24.8%), and the least successful secondary group had 75 (24.5%) subjects. In the demographic portion of the TEACH inventory there was only one teacher who refused to respond to any of the questions.

The teachers represented in this study ranged in age from 23 to 67. There were 303 teachers who disclosed their age. The mean ages for the four groups were 38.44 for most successful secondary, 40.08 for most successful elementary, 40.43 for least successful elementary, and 42.79 for least successful secondary. Figure 2 provides a graphic description of these data.

Female respondents outnumbered males by nearly a two-to-one margin, with 198 females (64.9%) and 107 males (35.1%). When divided into groups, as shown in Figure 3, by level of instruction and degree of success, females dominated each group except for the least successful secondary group in which males outnumbered females by 44 to 31. In the least successful elementary group, there were 60 females compared to 17 males. The most successful elementary group had 62 females and 16 males while the most successful secondary group contained 45 females and 30 males.

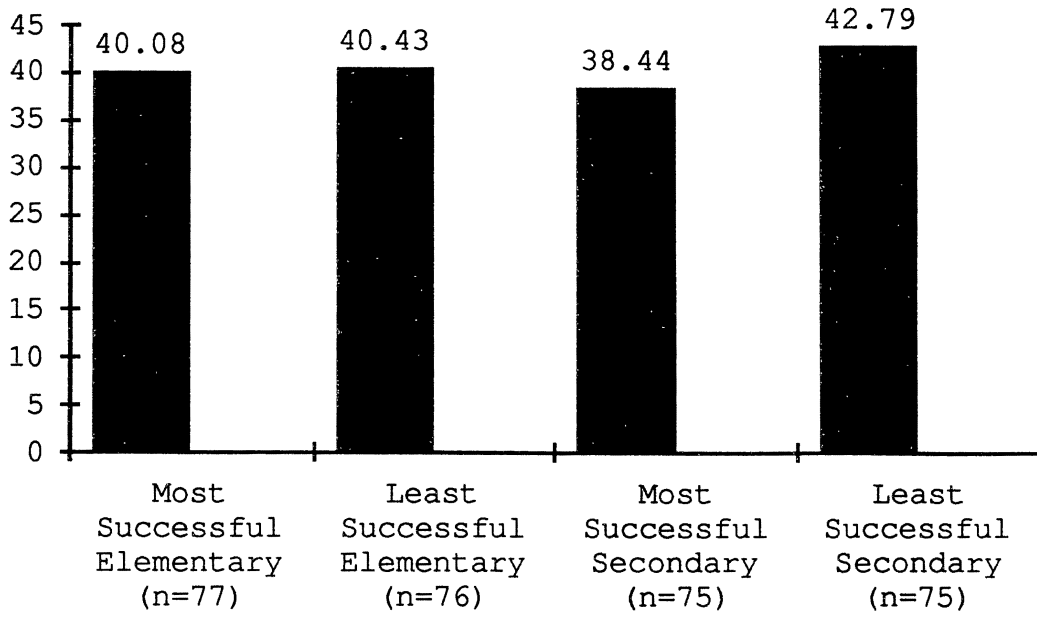


Figure 2 Median Age of Respondents

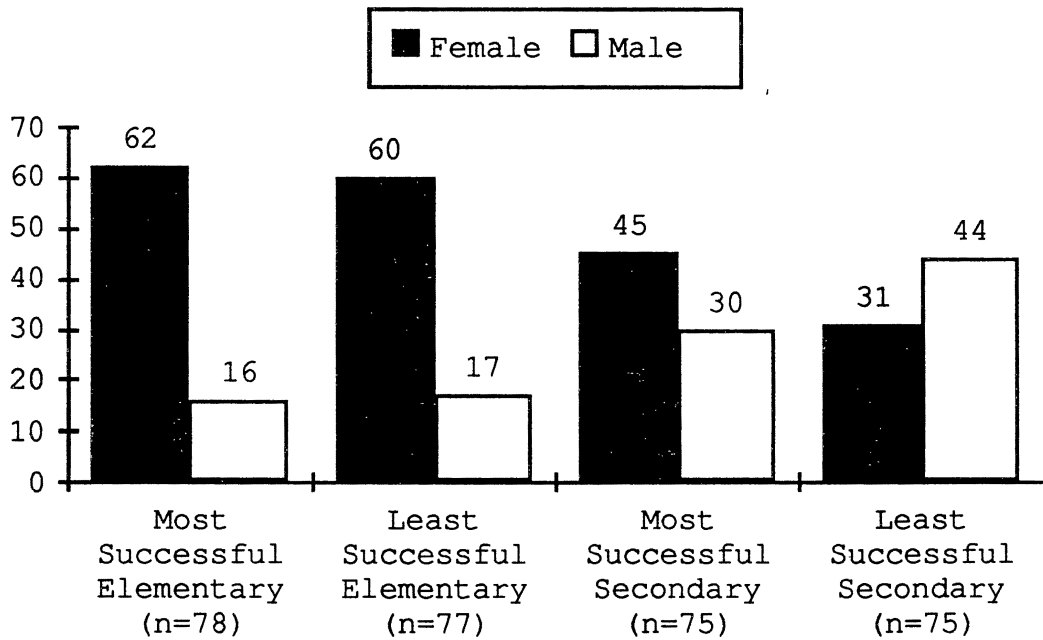


Figure 3 Number of Respondents, by Gender

Data regarding marital status indicated that the vast majority of teachers were married (see Figure 4). In fact, 230 (76.9%) of the 299 respondents to that question reported that they were married. The single (12.4%) and the divorced (9.3%) categories accounted for the majority of the remaining subjects. There were four teachers (1.4%) who indicated that they had been widowed.

Three-hundred three teachers provided information in regard to their total number of years in teaching. Included were teachers who had as little as 1 year of teaching experience and as many as 45. There was at least one teacher selected in every group who had only one year of teaching experience. Three teachers each indicated over 40 years of teaching experience. One was identified as a least successful secondary teacher and the other two were most successful elementary teachers. Figure 5 shows that the mean score for the number of years in teaching for each of the groups was as follows. 13.82 for the most successful elementary teachers, 15.30 for the least successful elementary teachers, 15.84 for the most successful secondary teachers, and 17.05 for the least successful secondary teachers.

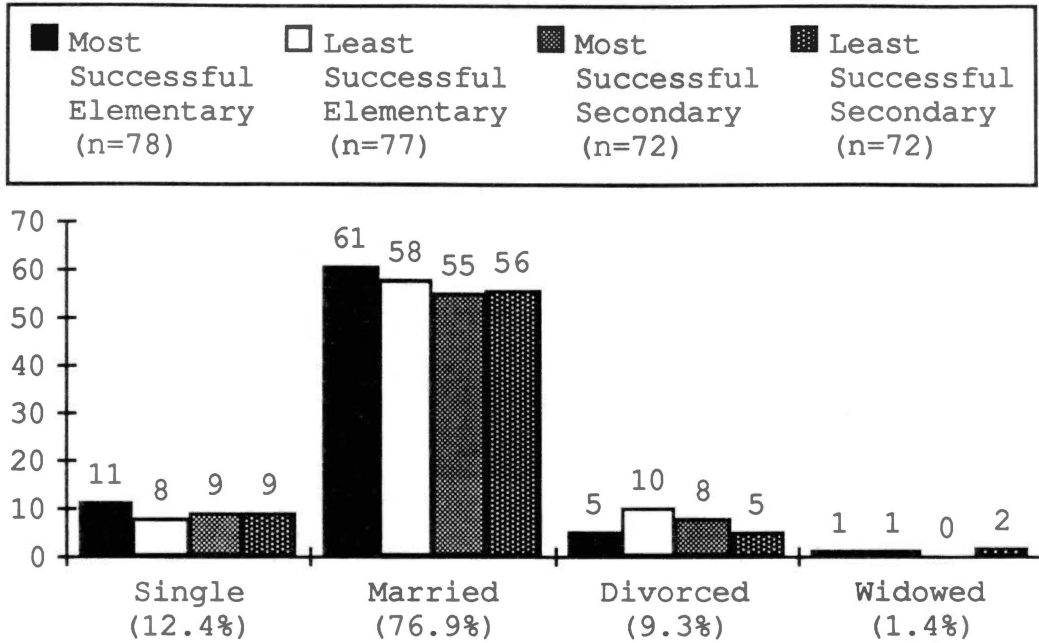


Figure 4. Number of Respondents, by Marital Status

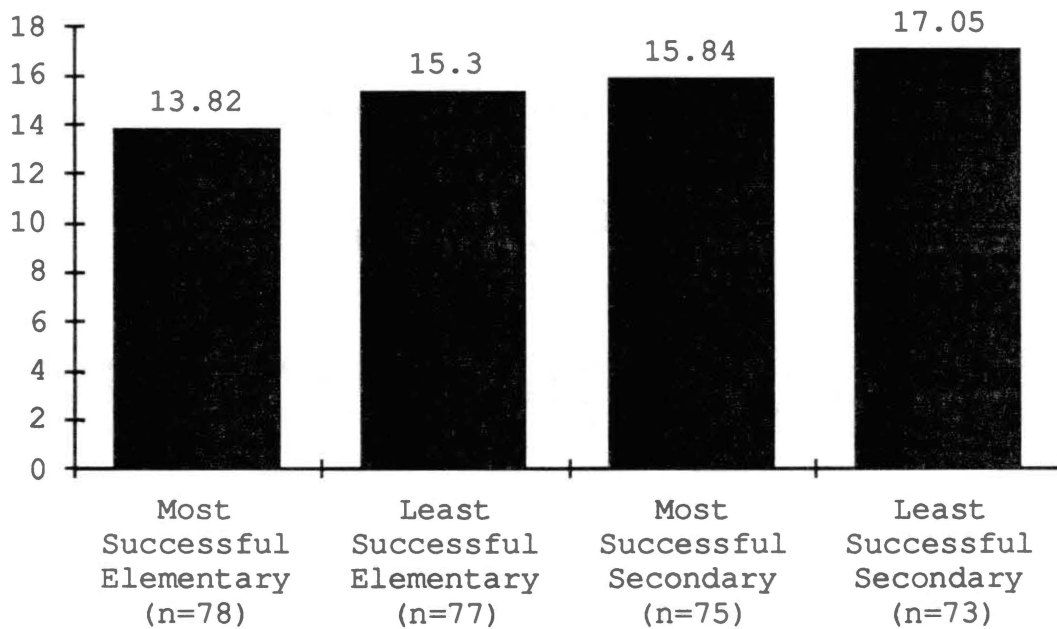


Figure 5. Mean Scores for the Number of Years Teaching

When the teachers were asked about the size of the schools in which they had taught for the majority of their careers, 102 (34.2%) of the 298 respondents indicated that they had spent the majority of their careers teaching students in school districts that had between 1,001 and 2,500 students while 99 (33.2%) had taught in districts of 501 to 1,000. When combining the groups by degree of success as shown in Figure 6, it was discovered that the most successful respondents represented the largest numbers of subjects who had experience in the medium size schools while in the smallest category of school districts, least successful teachers outnumbered the most successful at both levels of instruction. There was no clear distinction among respondents in the other two categories of district size.

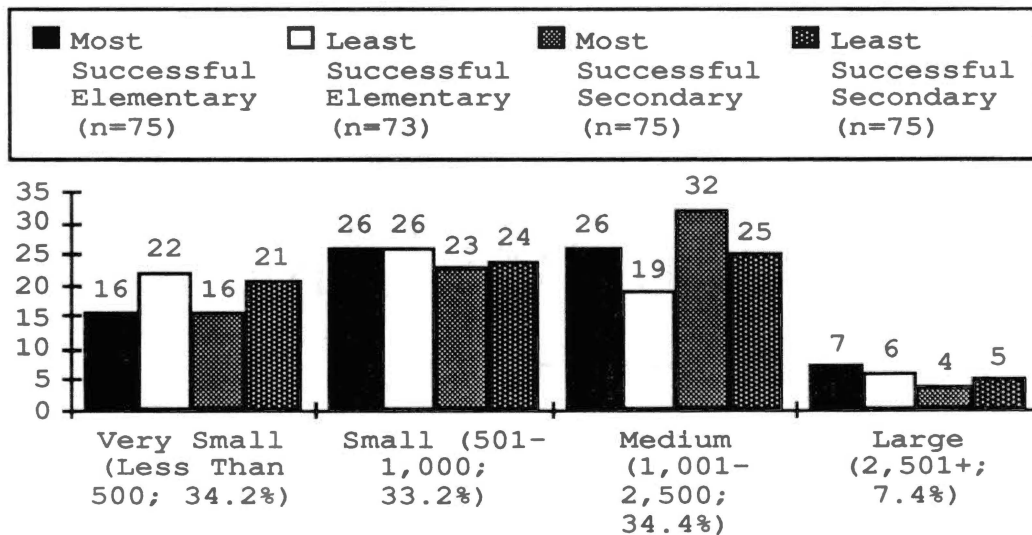


Figure 6. Number of Respondents, by School District Size During Teaching Career

Teaching certification data were tabulated from 305 subjects. Of this total, 137 teachers (44.9%) indicated that they held elementary certificates, 112 (36.7%) held secondary teaching certificates, and 56 (18.4%) indicated certification in both areas. Figure 7 represents these data.

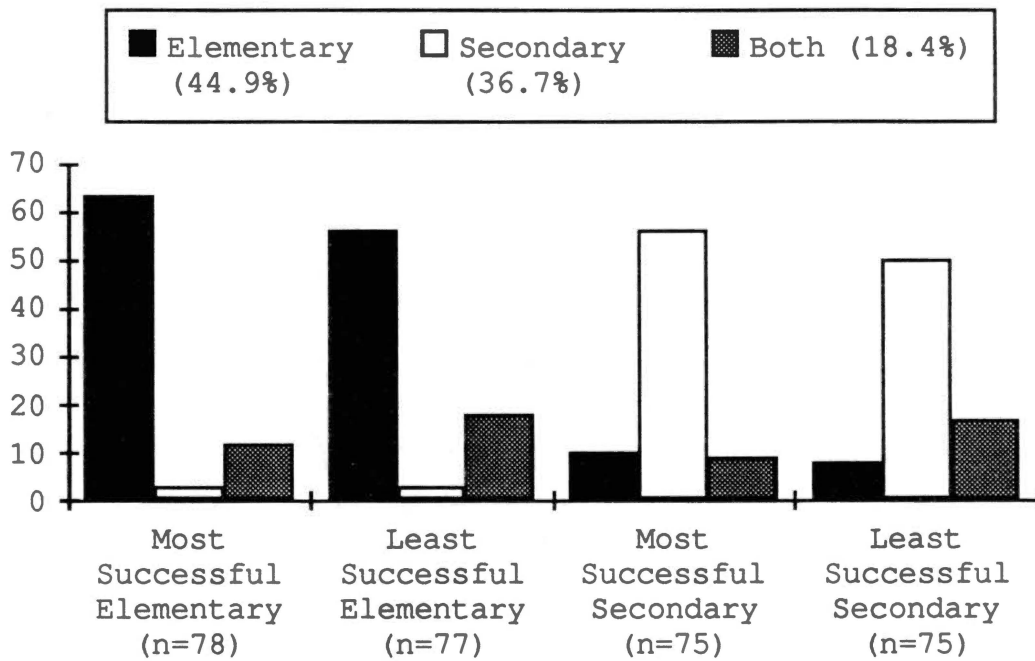


Figure 7. Number of Respondents, by Level of Certification

Two-hundred sixty one teachers indicated their teaching assignments by grade level, as illustrated in Figure 8. In each of the five selected teaching levels, the subjects were distributed as follows: 48 (15.7%) were teachers of either

kindergarten, first, or second grade children; 40 (13.1%) taught children in the third or fourth grades; 41 (13.5%) taught fifth or sixth grade; 48 (15.8%) taught at the seventh or eighth grade level; and 84 (27.7%) were teachers of high school-aged students. Forty one subjects (13.5%) each indicated multiple grade level teaching responsibilities, only 14, or 4.6%, could be grouped strictly in the secondary group of teachers.

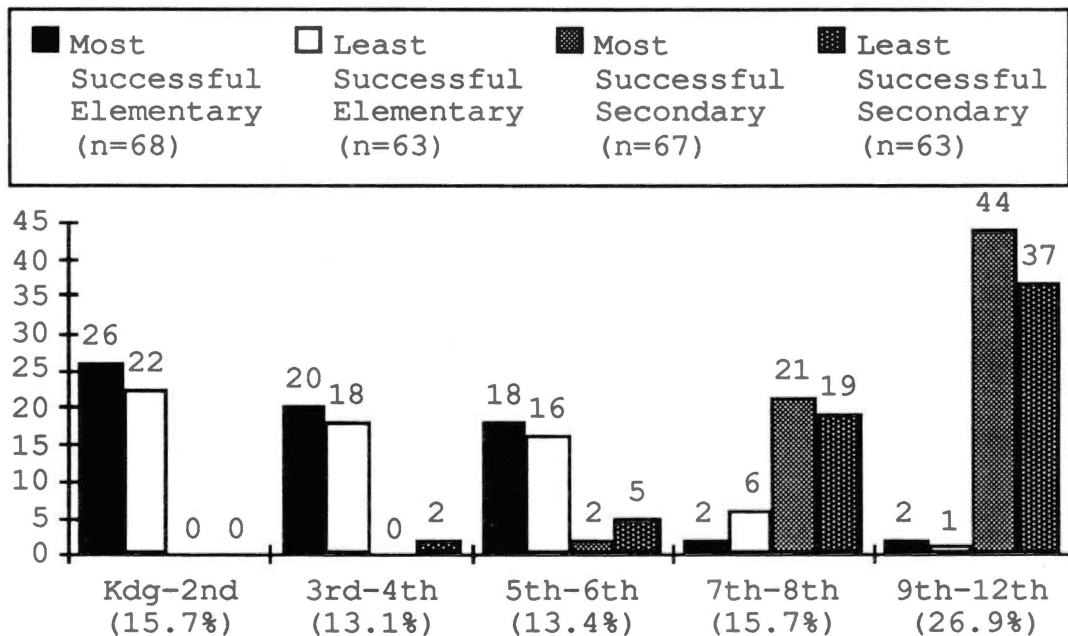


Figure 8. Number of Respondents, by Teaching Assignment

When the teachers were asked to supply the specific subject area(s) in which they were teaching, a total of 170

teachers (55.7%) responded. Surprisingly, 37 of the elementary teachers supplied such information, likely indicating departmentalization rather than self-contained classrooms. Twelve of the most successful secondary teachers were cited in each of four areas of instruction. These were science, English, mathematics, and social studies. This represents 69.6% of the 69 faculty who were represented in that group. The data from the least successful secondary teachers also indicated four subject areas in each of which 8 to 12 subjects were cited. These included three of the same subjects, science, math, and social studies and also included 10 teachers of vocational/industrial arts. These four areas supplied 42 of the 64 subjects in this group, or 65.6%. In each of the elementary groups, none of the subject areas were selected by more than 4 teachers, or 2.3% of the 170 teachers who indicated a specific subject assignment. The only subject area that was not identified by any of the teachers was agriculture.

Data regarding college degrees were provided by 302 teachers. One-hundred seventy-nine teachers (59.3%) indicated that they had only obtained a bachelors degree and are shown in Figure 9. The remaining 123 teachers (40.7%) indicated having earned advanced degrees. Among the most successful teachers, those having advanced degrees outnumbered their bachelor-degreed counterparts (65 vs. 58) while the opposite was true for the least successful teachers (91 vs. 88).

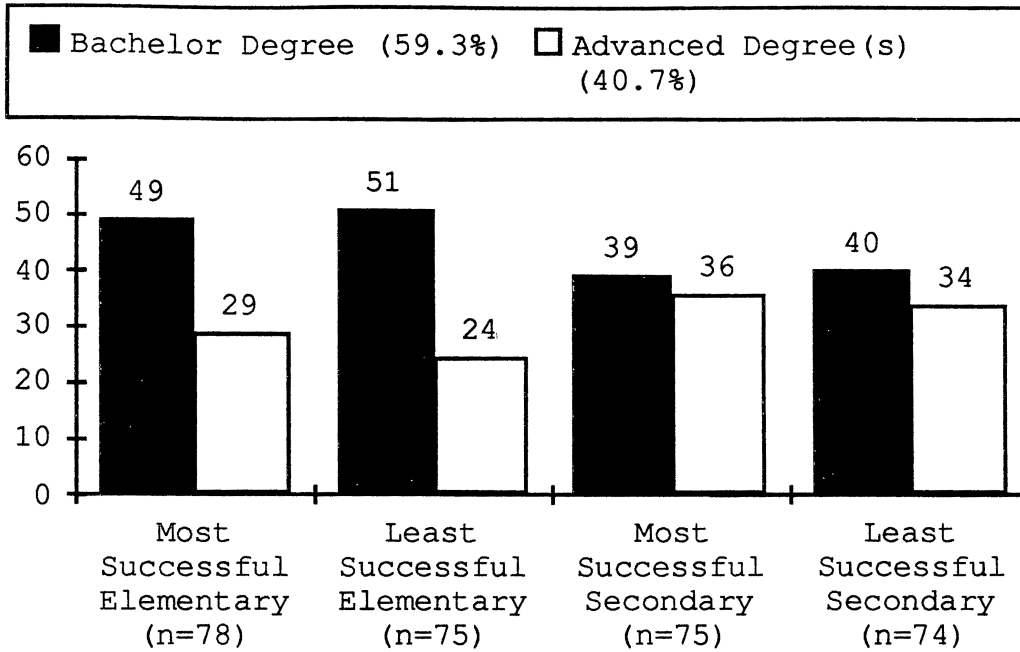


Figure 9 Number of Respondents, By Highest Degree Earned

The ethnic identification of this group of teachers was predominantly white American with 295 of the 300 subjects identifying themselves with this label. This represents 98.3% of the total number of respondents. The five teachers who indicated other ethnic backgrounds cited four different ethnic groups.

Background

The subjects were asked to respond to a number of questions regarding their personal backgrounds while they were students. The questions centered around characteristics

of their homes and families. Also included were questions regarding factors that were influential in their becoming teachers.

There were 294 participants who listed their fathers' occupations. The three most commonly identified occupations were farming (75, 25.5%), teaching (27, 9.2%), and engineering (13, 4.4%). The four groups of respondents reflected a moderately even distribution of these data, as shown in Figure 10. Responses by a large majority of subjects, 179 (60.9%), were categorized by the researcher as "other" and included such occupations as Air Force pilot, factory worker, harness maker, laborer, and doctor.

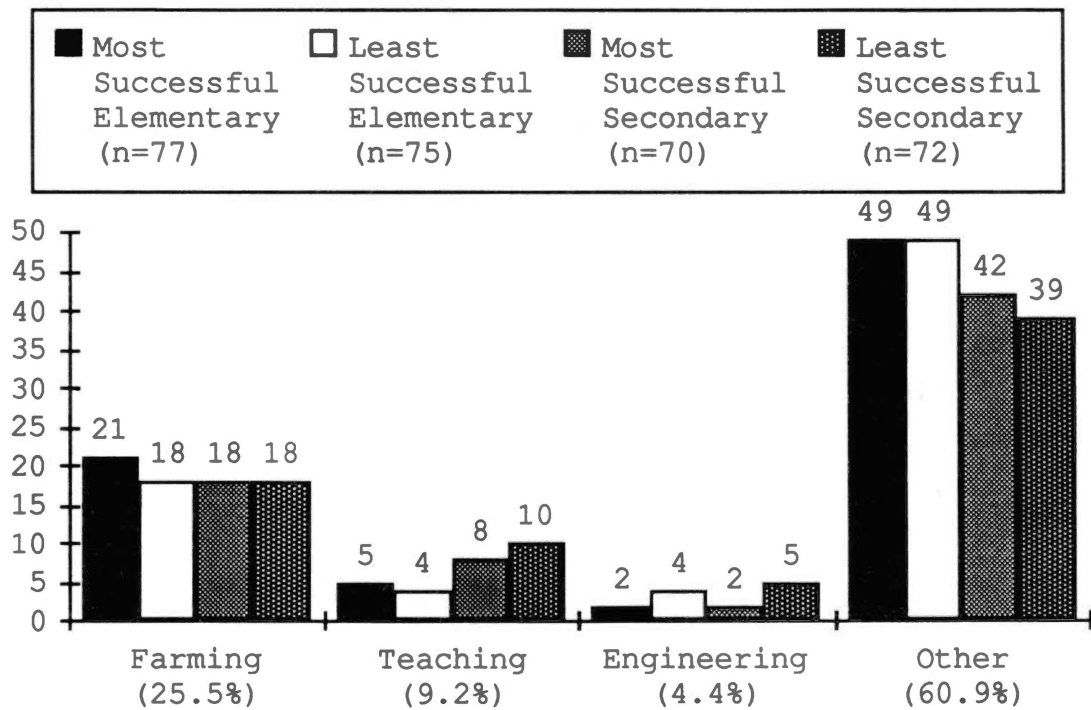


Figure 10. Number of Respondents, by Fathers' Occupation

Data regarding mothers' occupations were collected from 305 participants, as shown in Figure 11. The majority (163, 53.4%) listed their mothers' occupation as housewife or homemaker. The two other most commonly identified occupations were teaching (38, 12.5%), and secretary (22, 7.2%). In the "other" category, 82 responses (26.9%) cited such occupations as store clerk, nurse, hospital administrator, and accountant.

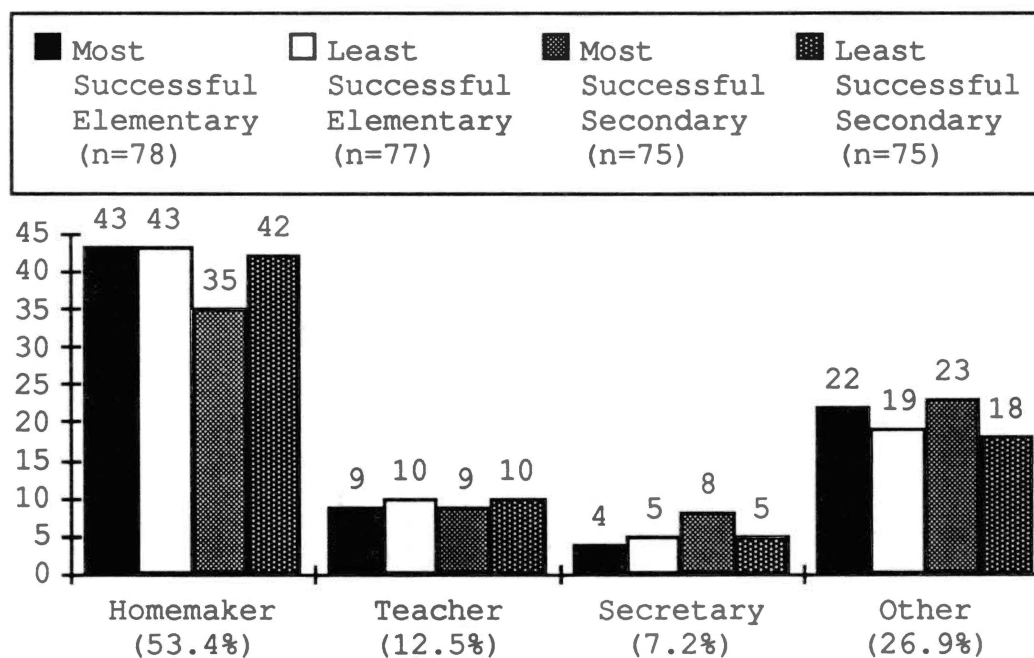


Figure 11. Number of Respondents, by Mothers' Occupation

There were only 46 participants who indicated that their fathers were or had been involved in education. This

involvement represented not only the 27 cited earlier as being involved in teaching, but also included those fathers who were or had been school board members, custodians, etc. This represents only 15.0% of the total 306 participants who participated in this survey. Of these 46 respondents, 32 (69.6%) indicated that their fathers participated in teaching, administration, or both. The remaining 14 (30.4%) cited other education involvement, including service as a member of the board of education. Figure 12 provides a representation of these numbers.

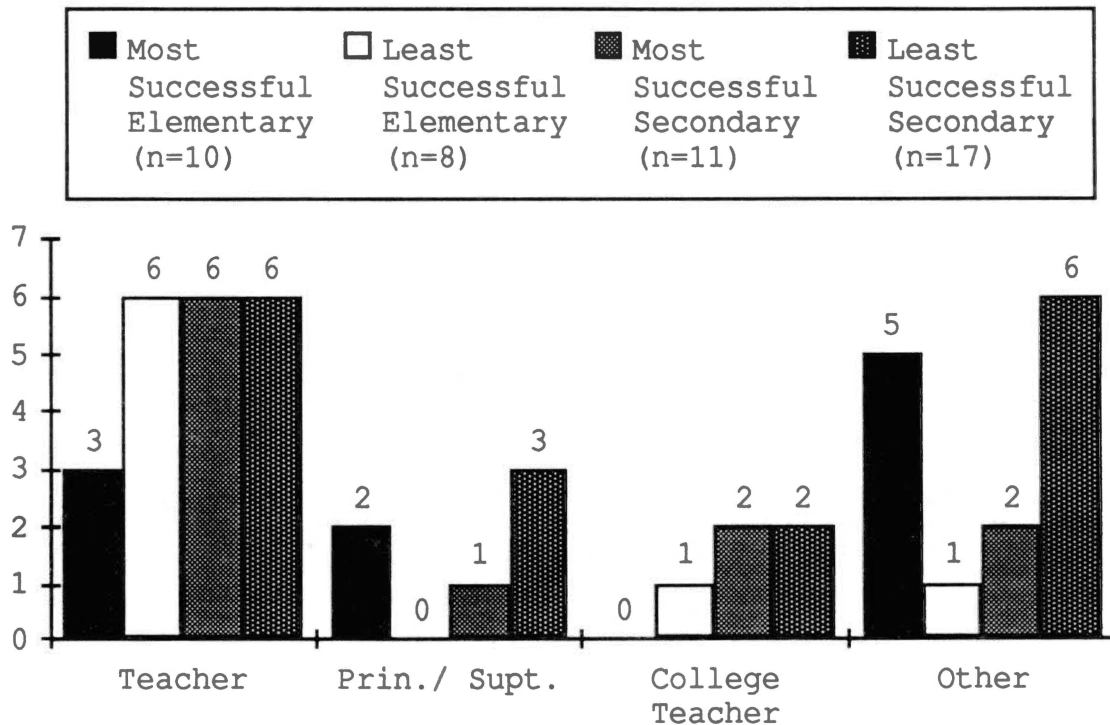


Figure 12. Number of Respondents, by Fathers' Involvement in Education

The mothers of 72 participants (23.5%) had been involved in education. In comparison with fathers, a larger proportion (57, 79.2%) of mothers were reported to have been involved in actual teaching, with only 15 (20.1%) reported to have had other types of educational involvement. Over two thirds (70.2%) of the 57 mothers cited for involvement in teaching or administration were elementary teachers. Only two subjects (3.5%) had mothers who were superintendents. Figure 13 represents these numbers.

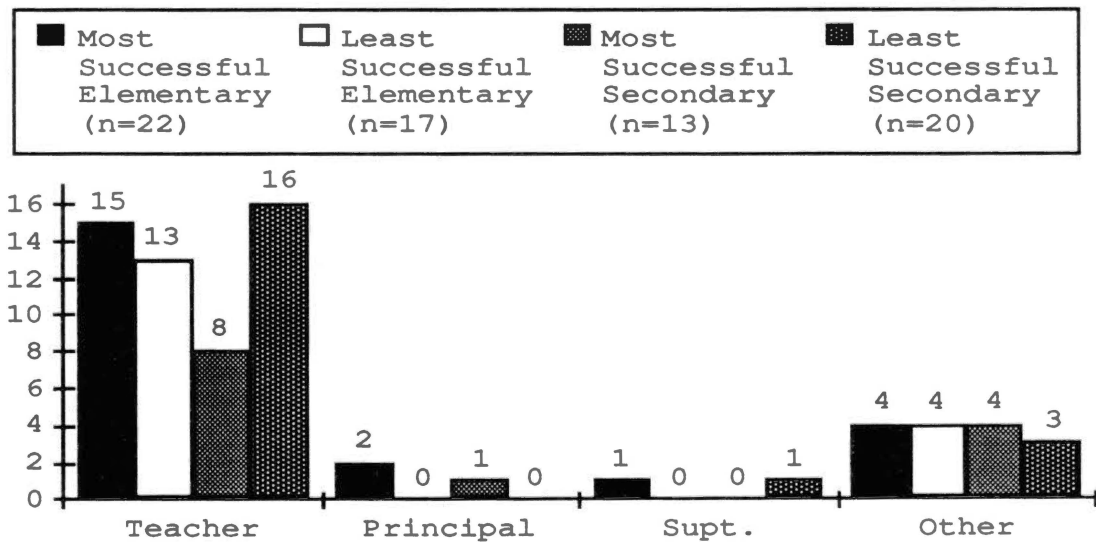


Figure 13. Number of Respondents, by Mothers' Involvement in Education

The financial condition of their families while growing up were described by 182 (60.3%) of the 302 participants as

being "about average," as reflected in Figure 14. Another 61 (20.2%) indicated that their family financial conditions had been "disadvantaged compared to the average family." Fifty (16.6%) reported that their family's financial status had been somewhat better than that of the average family. Eight participants described their family as having lived in poverty and only one indicated a wealthy financial condition.

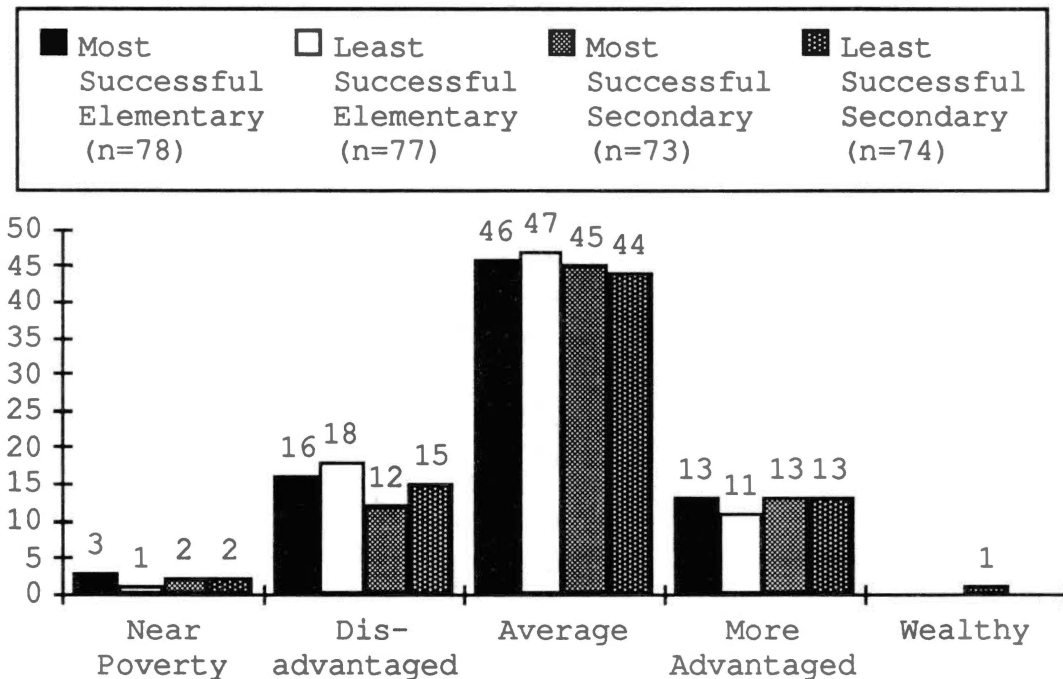


Figure 14. Family Home Financial Conditions

Of those parents who indicated involvement in education, 48 of 89 (53.9%) were shown to be involved in coaching or sponsoring extracurricular activities. Mothers who were

responsible for extracurricular assignments participated at the rate of 25.8%, which is 23 of the 89 possible candidates. Fathers who were responsible for similar assignments had nearly identical numbers, 25 of 89, or 28.1%. Figure 15 provides a graphic explanation of the actual numbers.

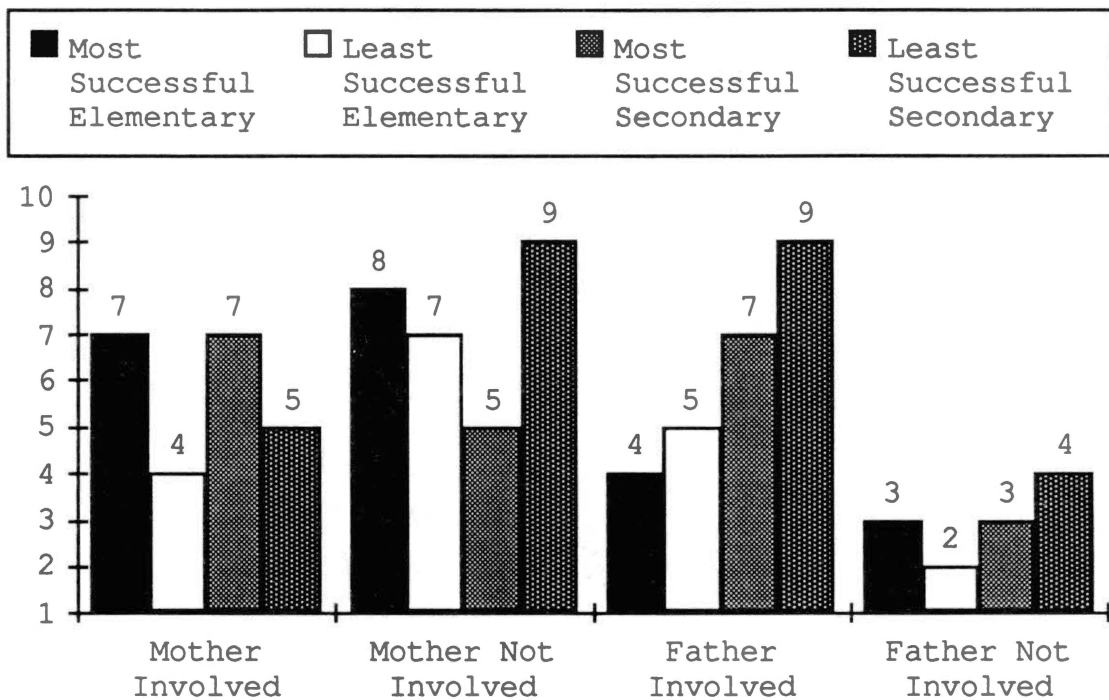


Figure 15. Number of Respondents, by Educator-Parent Involvement in Coaching/Sponsoring of Extracurricular Activities

Noneducator-parents indicated a more active involvement in regard to coaching and/or sponsoring of extracurricular

activities A total of 148 (48.4%) of the parents were cited as being a part of community activities Of these parents, 77 (52.0%) were fathers and 71 (48.0%) were mothers Helping with scouts, summer youth athletic teams, church, and 4-H activities were cited most often as the activities with which parents were associated There was little difference in the actual degree of parent involvement when categorized by degree of success and level of instruction, as reported in Figure 16 It can be seen that there were 39 fathers of most successful teachers with such involvement in comparison to 38 reported by least successful subjects The opposite was true for the mothers with 35 mothers reported to be involved in sponsoring community activities, one less than the 36 indicated by the least successful teachers

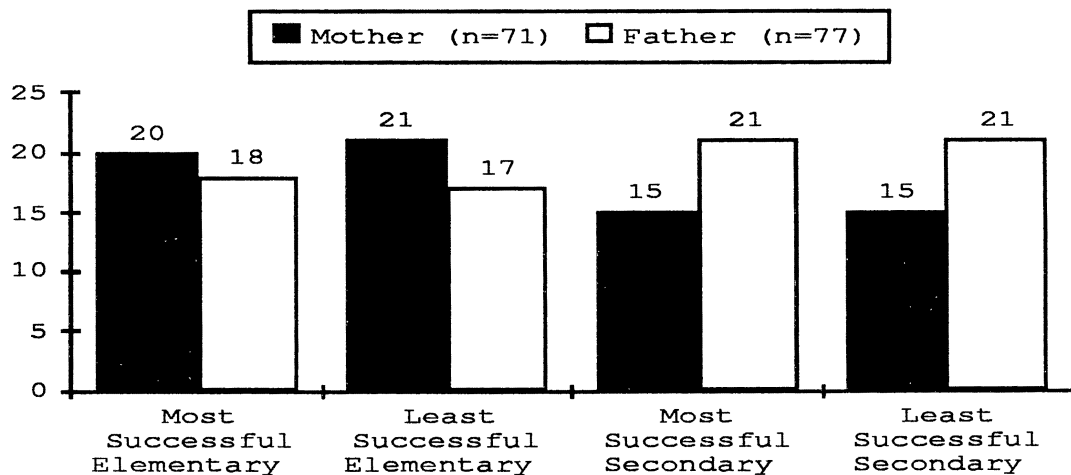


Figure 16 Number of Respondents, by Noneducator-Parent Involvement in Coaching/Sponsoring of Extracurricular Activities

When asked if their parents had discussed school-related issues at home, 185 (61.9%) of the teachers reported that their parents were very actively involved in their educational process. As shown in Figure 17, only 16 (5.3%) of the 299 respondents indicated that their parents had never discussed school with them, with 7 of the 16 being most successful secondary teachers. Another 98 teachers (32.8%) said that their parents had had an average interest in education. Of those participants who indicated that their parents were very actively involved in their education, the most successful teachers reported slightly higher percentages of participation by their parents than did their least successful counterparts.

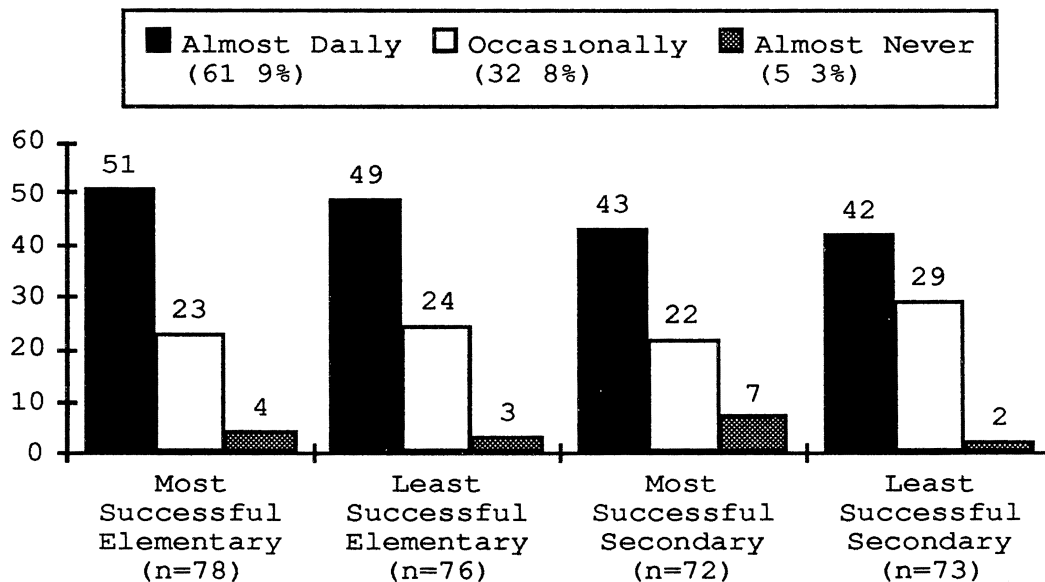


Figure 17 Number of Respondents, by Frequency of Parents' Discussions About School

Participants were asked to respond as to whether, and how, their parents had been involved in any decision to quit an activity once they had started. Of the 286 who responded, 174 (60.8%) indicated that the final decision to quit had remained with them and not with their parents. Seventy-one (24.8%) indicated that their parents would not have allowed them to quit an activity once they had started. Forty-one (14.3%) said their parents did not care if they quit an activity. In the group of 174 subjects who had indicated that it was their own decision to quit an activity, the least successful teachers had higher percentages of representation. Figure 18 reports these data by the actual numbers of participants. Further analysis was focused on the numbers of activities participants had quit during their school years. As reported in Figure 19, 180 (61.2%) of the 294 who responded said that they had never quit an activity. An additional 84 (28.7%) indicated that they had quit only one activity during their years in junior and senior high school.

The same number of respondents (148 each) indicated that they either were or were not responsible for taking care of younger brothers and sisters when the parents were out of the home. As shown in Figure 20, elementary teachers were less likely to have been required to watch younger siblings than were their secondary counterparts.

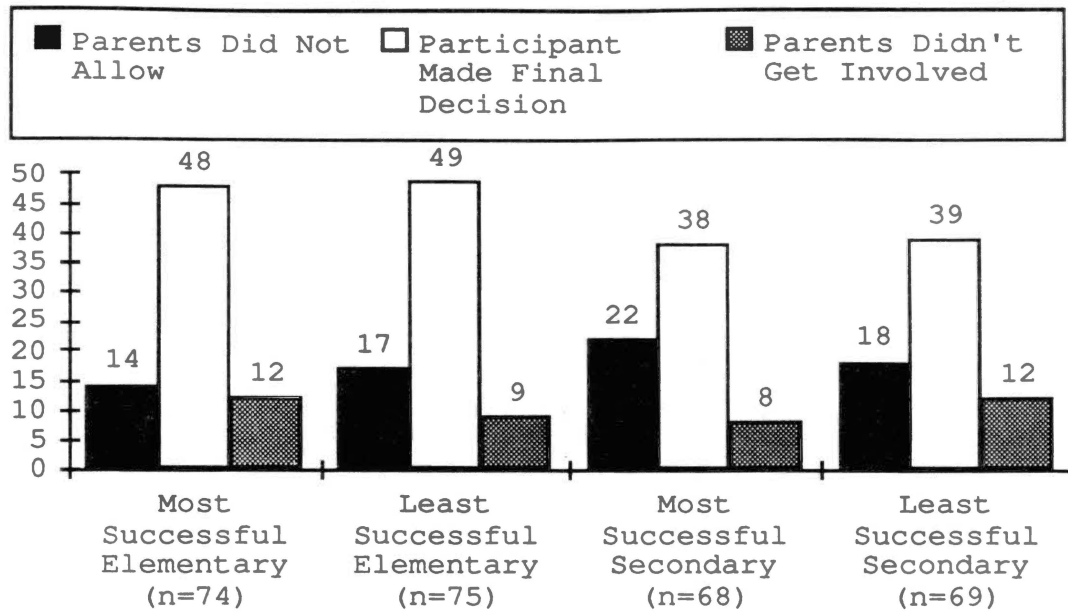


Figure 18. Number of Respondents, by Parents' Attitudes Toward Quitting Activities

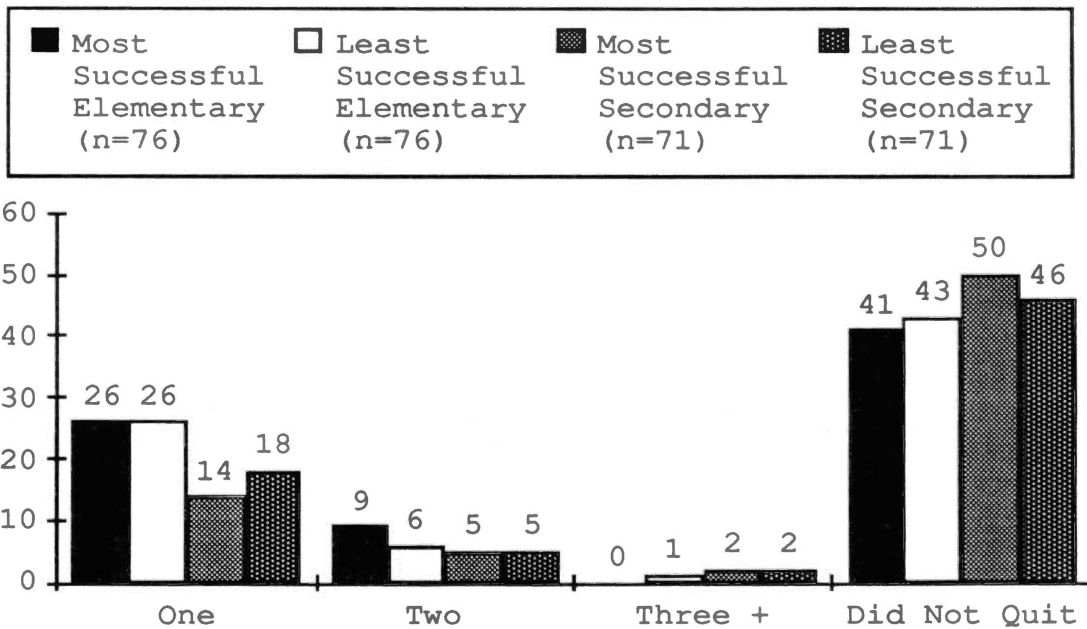


Figure 19. Number of Respondents, by Number of Activities Quit

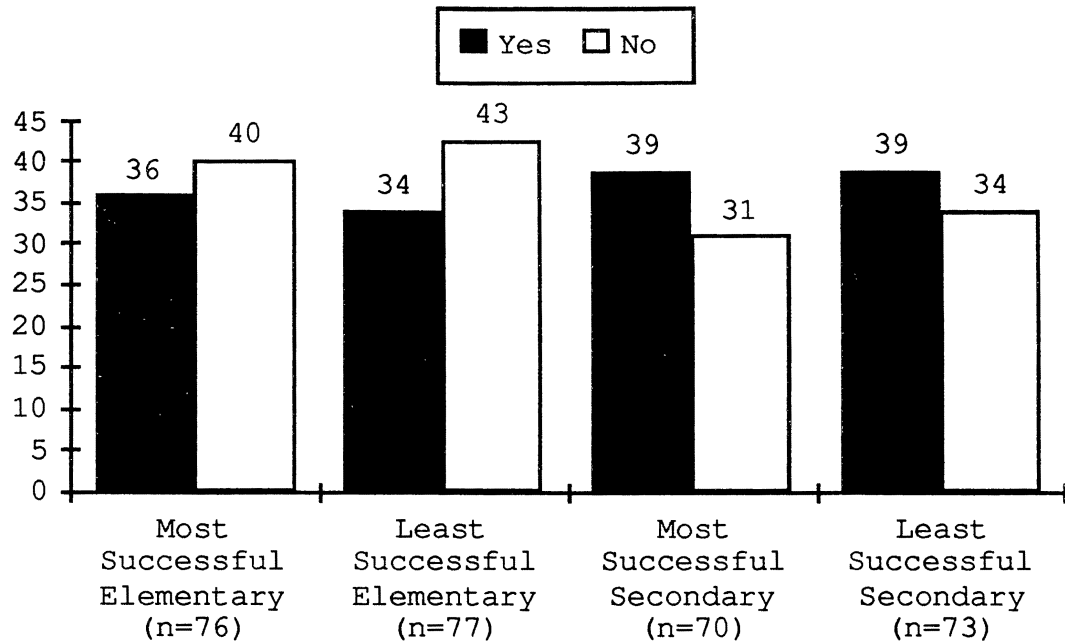


Figure 20 Number of Respondents, by Obligation to Care for Siblings

Subjects were asked to describe the type of student they were had been attending junior high and high school. The majority (167 or 55.3%) reported that they had been good students, defined in this study as those who had received grades of B to A minus. Of the remainder, 78 (25.8%) said they had been very good (A) students while 55 (18.2%), said they had been average students in school. Figure 21 shows that only two subjects, both secondary teachers, responded that they had been below average students.

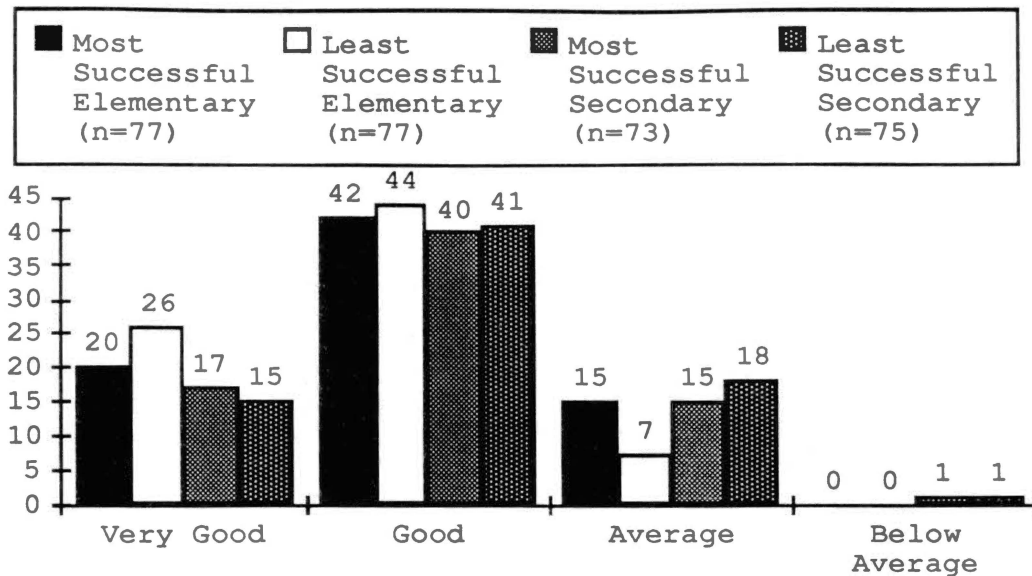


Figure 21. Number of Respondents, by Category of Grades Reported While Attending Junior and Senior High School

In regard to their attendance at school, teachers in all groups reported that they had had very good attendance records as students. Over three fourths (77.1%) of the respondents indicated that they had missed school, other than for school-related activities, only one or two days per year. Absences of from three to nine days of school per year were reported by 65 (21.5%) of the respondents and only 4 (1.3%) indicated they had been absent more than 10 days per year. Comparison by degree of success and level of instruction, as illustrated in Figure 22, shows that the least successful elementary teachers had the highest proportion of low attendance, while the least successful elementary teacher group had had the best attendance of all groups.

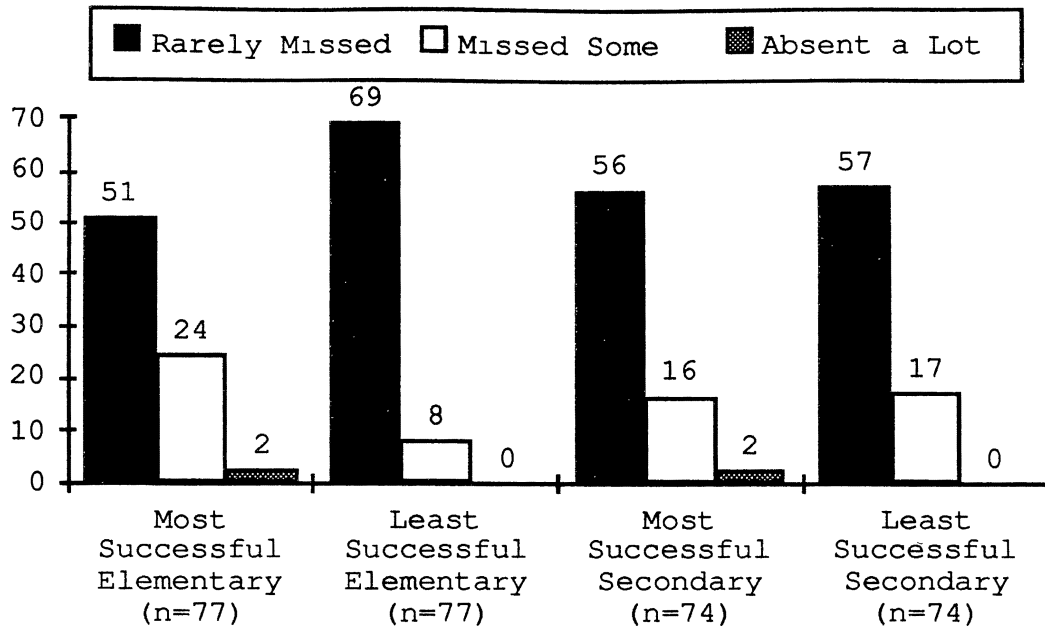


Figure 22 Number of Respondents, by School Attendance as Students

Subjects were asked about the encouragement they had received to enter the teaching profession. Responses were obtained from 299 subjects in regard to such encouragement from teachers. As shown in Figure 23, 142 (47.5%) indicated that they had never received any encouragement from their own teachers while 104 (34.8%) responded that they had received encouragement from at least one teacher to enter the teaching profession. There were 53 (17.7%) subjects who reported that they could not remember if there had been any specific incidence of teacher encouragement.

Responses were received from 289 participants in regard to the question about others who might have encouraged them to enter the teaching profession. Figure 24 illustrates that of those responding, 180 (62.3%) said that they had been encouraged by their parents or others to enter teaching. On the other hand, 109 (37.7%) said that they had not received any such encouragement to enter the teaching profession.

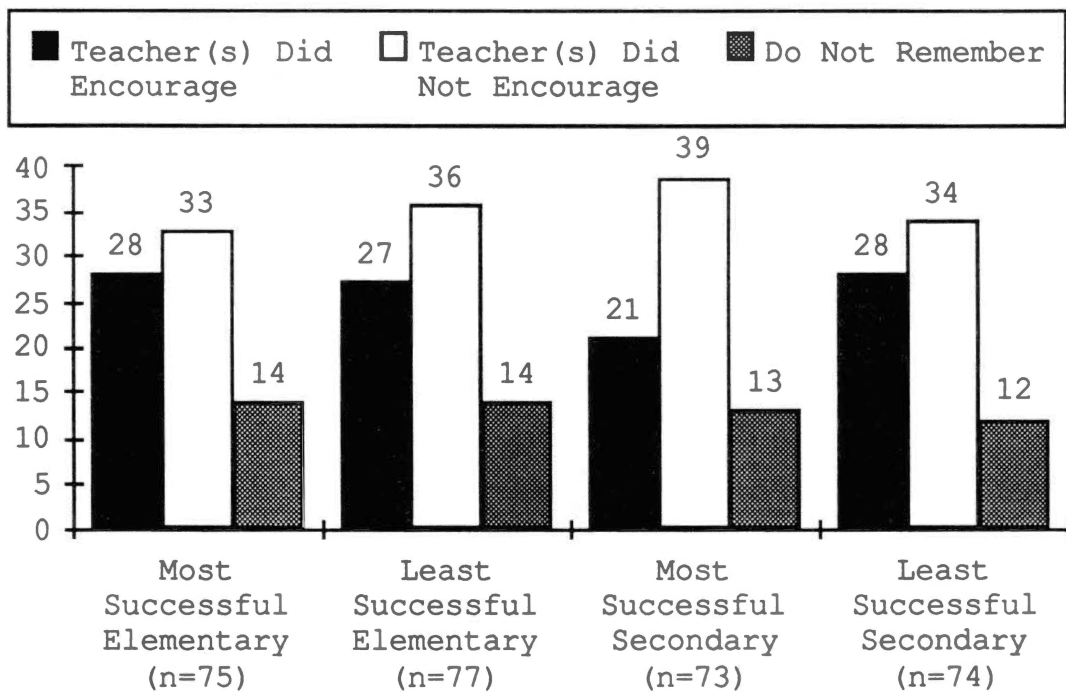


Figure 23. Number of Respondents, by Teacher Encouragement to Enter the Teaching Profession

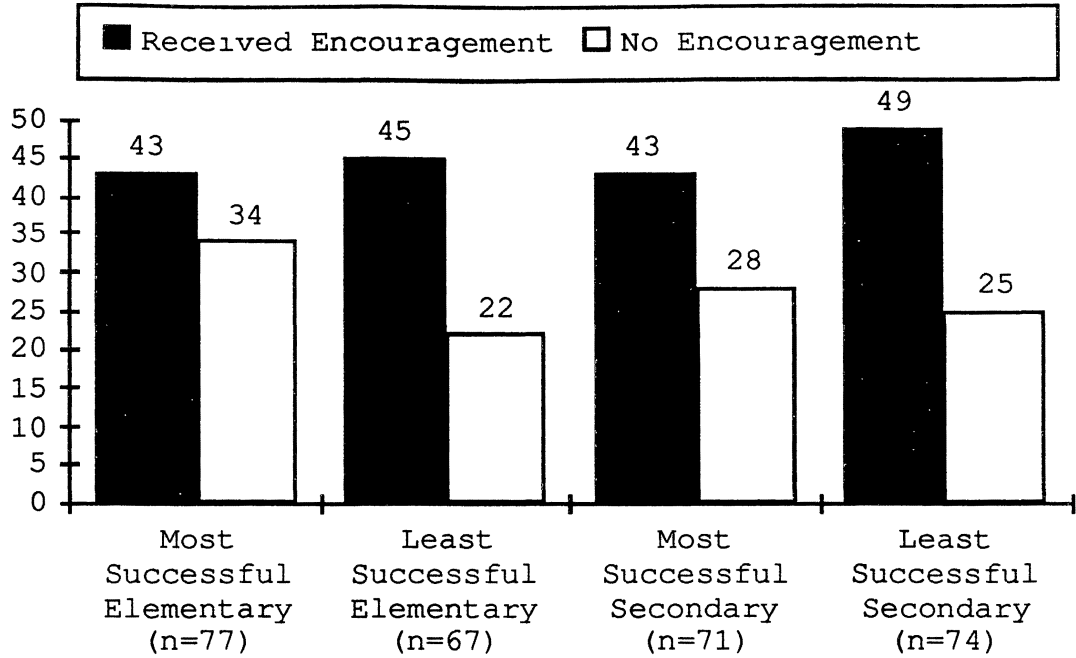


Figure 24 Number of Respondents, by Encouragement Provided by Parents, Family, or Others to Become a Teacher

Church involvement was another area of participation examined in this study. It was found that 187 (62.3%) of 300 respondents had attended church-related activities one to two times per week as shown in Figure 25. Teachers who as students chose not to participate in church activities or who participated in these activities three or more times per week accounted for nearly identical numbers, 56 (18.7%) and 57 (19.0%) respectively. Figure 25 provides a graphic description of the number of respondents in each group.

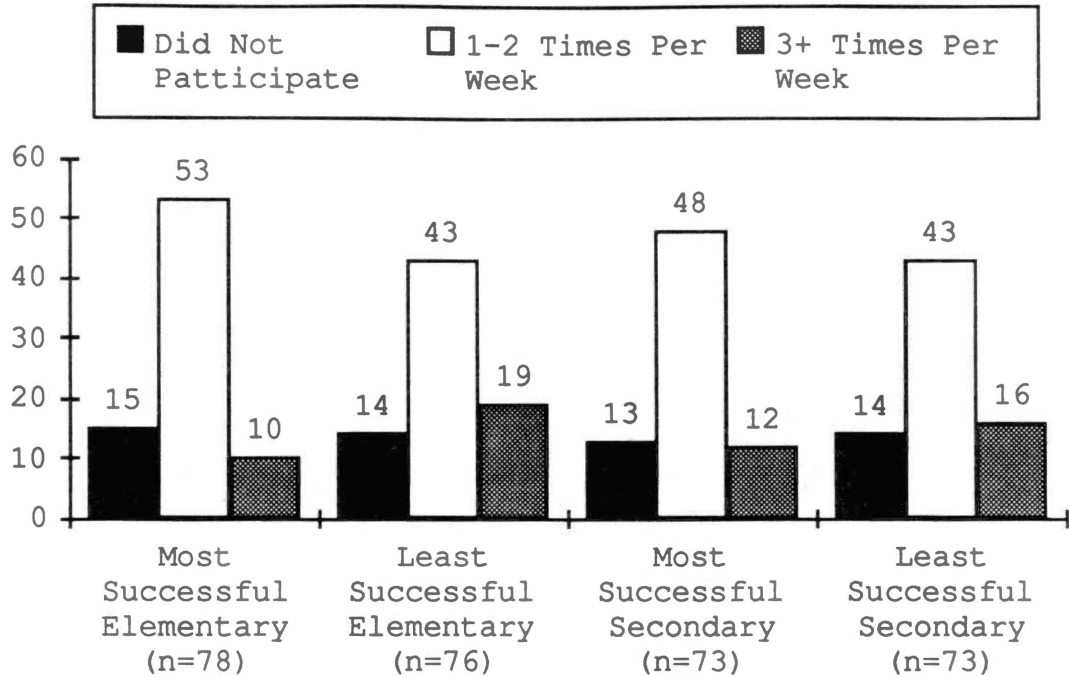


Figure 25. Number of Respondents, by Degree of Church or Religious Involvement

Participation in Activities

A total of 68 school and community activities were listed in the TEACH inventory. These activities were categorized into six areas: academics, which had 11 activities; athletics (15); clubs (13); music (9); popular activities (12); and work-related, which had only 2 possible selections. Space was provided at the end of each activity category for a selection of "other." Analysis of these data regarding participation was focused on mean scores for the four groups of respondents as categorized by degree of success and level of instruction.

The first analysis was completed by recording the number of activity categories for which each respondent had indicated participation and tabulating a mean score for each group as shown in Figure 26. Most successful secondary teachers were found to have the highest degree of participation of the four groups, with an average involvement in 5.24 categories. The most successful elementary teachers had the next highest mean score of 4.92 categories. The least successful groups had scores of 4.91 for the elementary teachers and 4.89 for the secondary teachers.

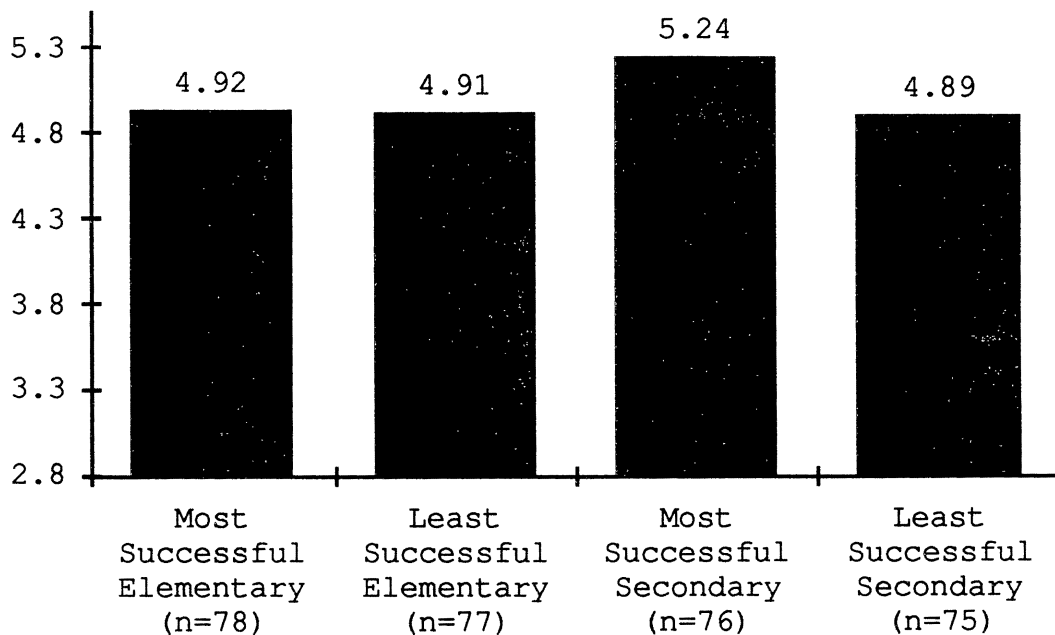


Figure 26 Mean Scores for Participation, by the Number of Activity Categories

An analysis was also completed for the total number of activities in which the subjects reported having participated. As shown in Figure 27, participants in both of the most successful groups indicated participation in nearly three more activities than did their least successful colleagues. The most successful secondary subjects participated in an average of 15.11 different activities over a six year span of time whereas their elementary counterparts had participated in 14.4 activities. The least successful secondary teachers had participated in an average of 12.4 activities while the least successful elementary teachers had the lowest score, 11.62.

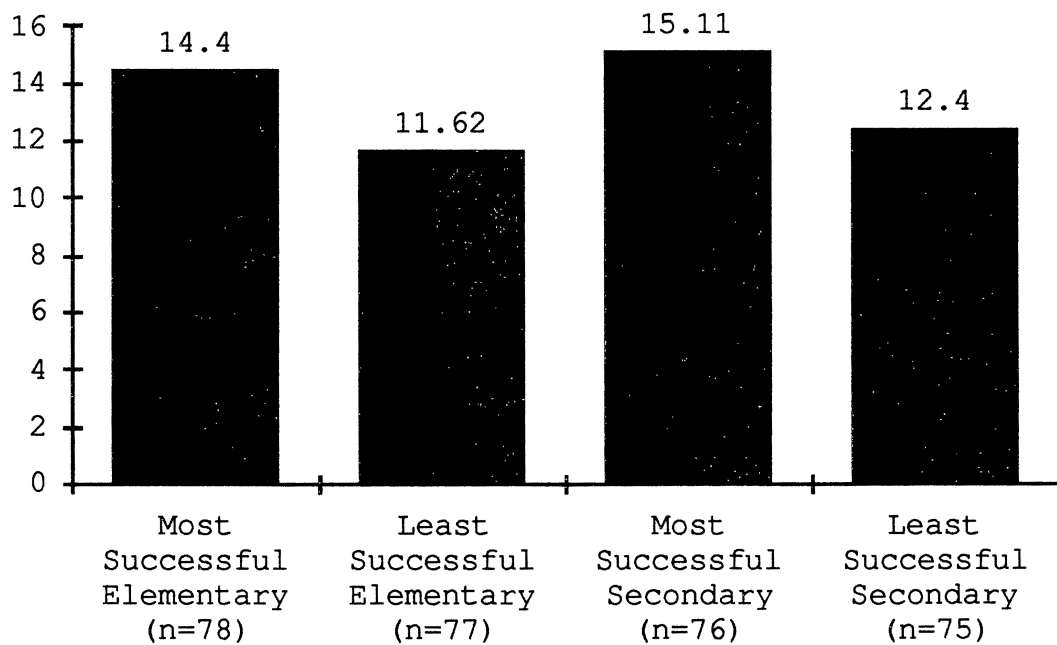


Figure 27 Mean Scores for Participation, by the Total Number of Activities

A third analysis was focused on leadership in student activities. Using the same six activity categories, it was found that the most successful teachers had held leadership positions in a considerably wider variety of activities than had the least successful teachers. As shown in Figure 28 the highest degree of leadership among the four groups was shown by the most successful secondary teachers with leadership shown on an average of 2.24 activity categories. The most successful elementary teachers indicated that they had provided leadership in an average of 2.00 categories while the averages were 1.44 categories for the least successful secondary teachers and 1.28 for the least successful elementary participants.

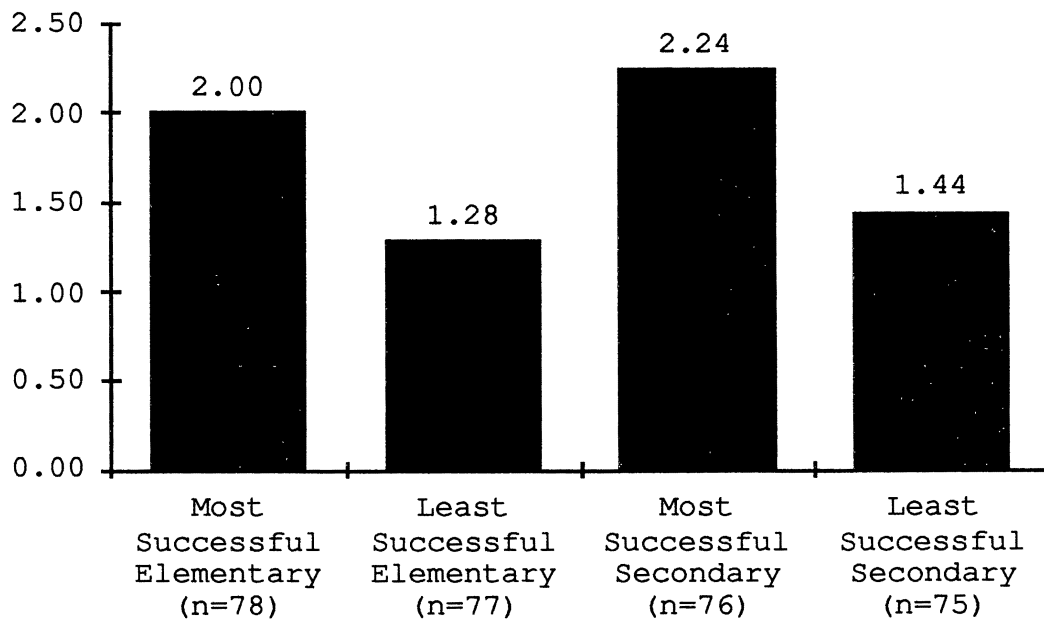


Figure 28. Mean Scores for Leadership, by the Number of Activity Categories

When considering leadership by individual activities the most successful teachers reported such involvement in an average of almost four more activities. This was nearly two activities more than had been cited by the average teacher in the least successful groups. Figure 29 contains data which shows that the most successful secondary teachers were reported to be involved as leaders in an average of 4.41 different activities. The most successful elementary subjects participated as leaders in an average of 4.06 activities. Least successful secondary teachers reported leadership in an average of 2.47 activities and the least successful elementary group had participated in 2.08 leadership activities.

The total number of years in which teachers had been involved as students in leadership roles was also recorded. When combining the groups by degree of success, the most successful teachers had an average of almost four more years of leadership experience as illustrated in Figure 30. The greatest number of aggregate years of leadership involvement was reported by the most successful secondary teachers with an average of 9.12 years. Most successful elementary teachers were calculated to have been involved in 8.62 years of leadership. The least successful secondary teachers had participated in 5.52 years of leadership while the least successful elementary teachers only reported 4.43 years of such leadership involvement.

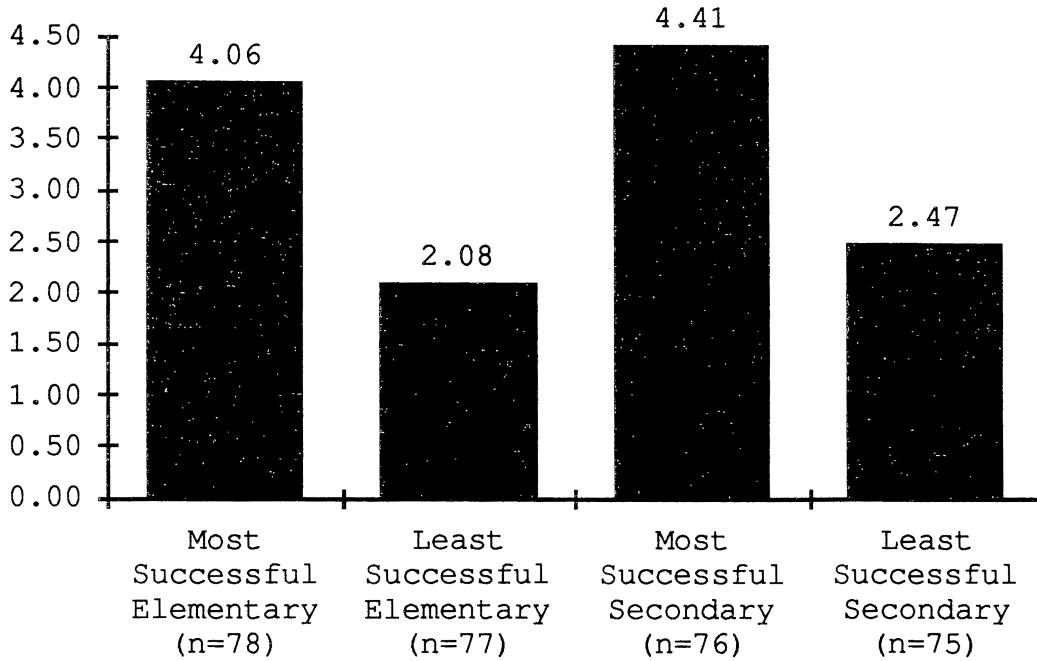


Figure 29 Mean Scores for Leadership, by the Number of Activities

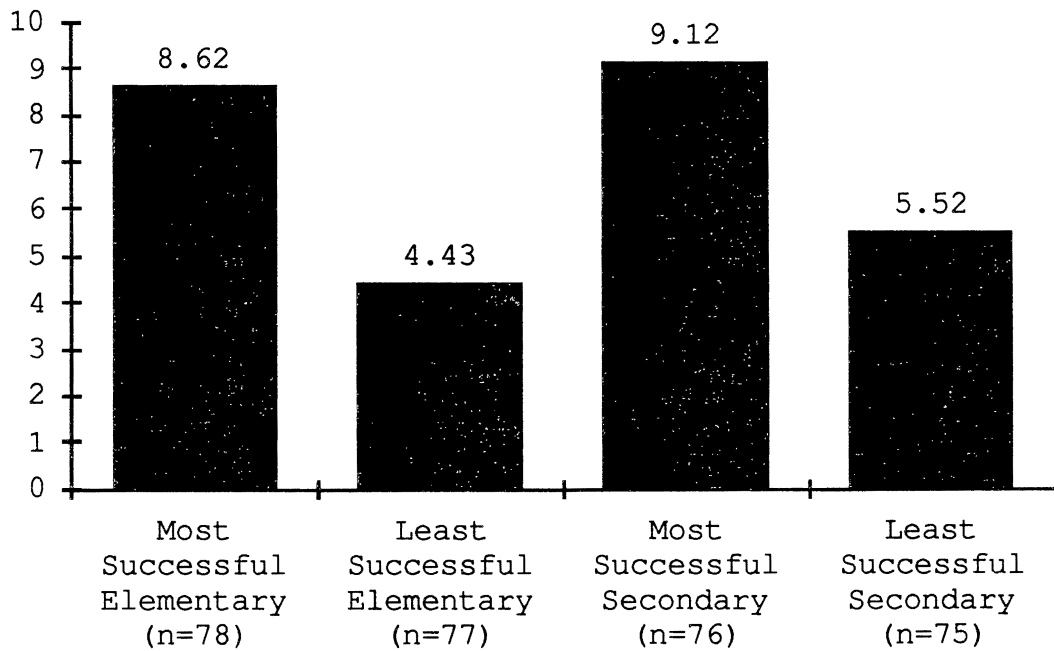


Figure 30 Mean Scores for Leadership, by the Total Number of Years in Leadership Roles

The length of time for participation in activities was also considered. This analysis was focused on the number of activities in which participants participated for three years or more. It should be noted that the three years did not have to be consecutive. Figure 31 shows that the most successful elementary teachers had the highest reported score with an average of 11.5 different activities in which they had participated for three or more years in their junior and senior high school years. Most successful secondary teachers indicated an average of 11 years of such participation while the least successful elementary teachers participated in 10.2 activities and their colleagues at the secondary level indicated 9.8 different activities with three or more years of participation.

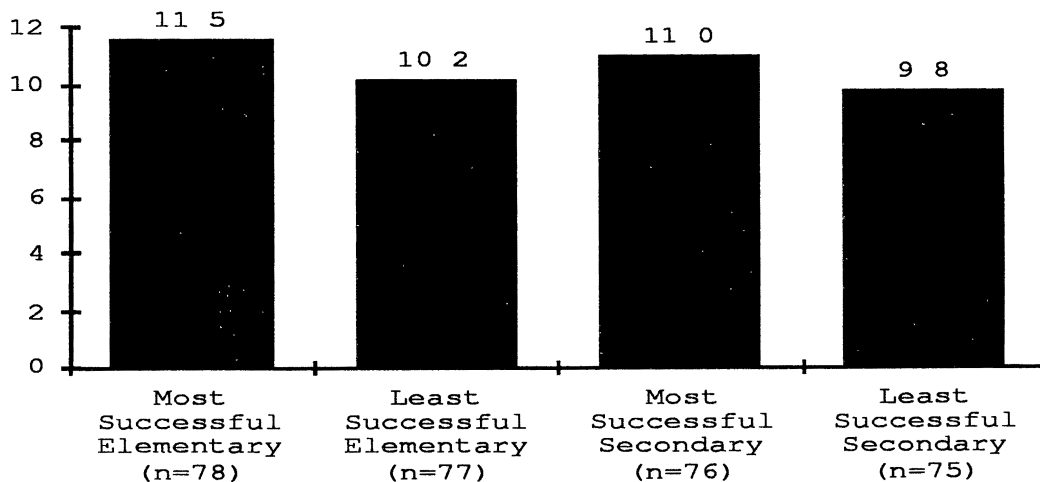


Figure 31 Mean Scores for Participation, by the Number of Activities in Which Participation Equaled or Exceeded Three Years

Mean scores for participation were also calculated within each of the six activity categories. As will be reported in detail later, with the exception of athletic and work related activities, every other activity area reported higher scores for most successful teachers at both levels of instruction.

The academic category had 12 activities in which the respondents could report their years of participation. The highest mean scores for both number of activities and years of participation were recorded for the most successful groups. Figure 32 illustrates that respondents in these two groups had participated on average in an additional eight tenths of an activity and nearly three more years than had the least successful teachers. The most successful secondary teachers were shown to have participated in an average of 3.22 activities and 9.2 years. Their most successful elementary colleagues had participated slightly less with 2.99 activities and 8.5 years. Both secondary groups had higher scores than the corresponding elementary groups.

The athletic category, as cited earlier, was one of only two areas in which least successful secondary teachers had had more participation than had those in any other group. As shown in Figure 33, their mean scores were 2.53 for the number of activities in which they had been involved and 8.4 for the total number of years of such participation. Most successful secondary teachers had scores that were very similar, with 2.51 activities for 8.3 years. The elementary

groups indicated the reverse with the most successful teachers having participated in 2.04 activities for 6.1 years while the least successful had scores of 1.57 and 4.9

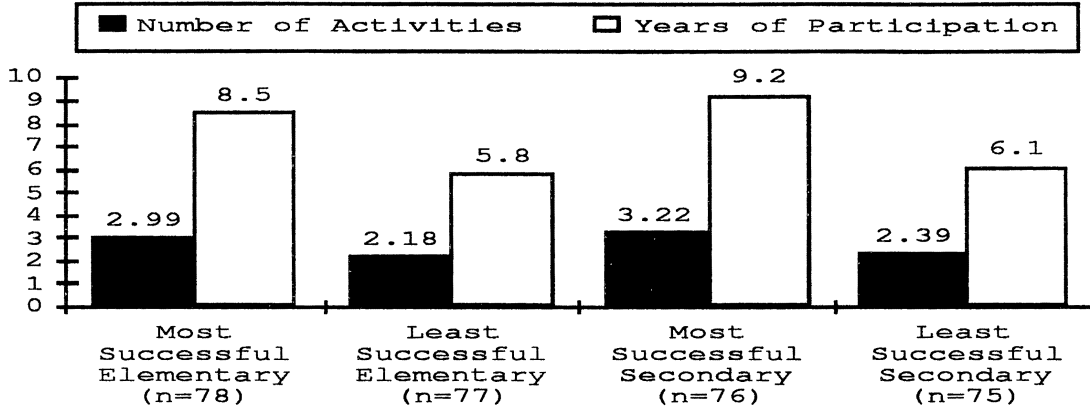


Figure 32 Mean Scores for Participation in the Academic Category, by Number of Activities and Years of Participation

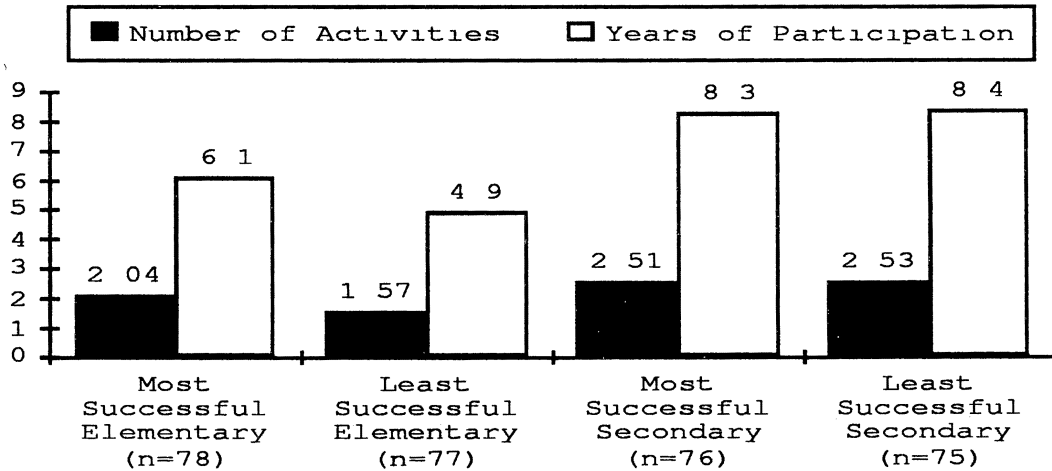


Figure 33 Mean Scores for Participation in the Athletic Category, by Number of Activities and Years of Participation

Club activities again reflected greater participation by the most successful teachers. It is also the category that had the lowest scores for participation, both in the number of activities and in the number of years than any of the other six activity areas. The most successful secondary teachers had participated in an average of 1.7 activities for an average of 5.3 years, as shown in Figure 34. The most successful elementary teachers had scores slightly higher than those of their least successful counterparts. The most successful elementary teachers had participated in 1.5 activities for 4.8 years while the least successful had participated in 1.4 activities for 4.5 years. The lowest scores were recorded by the least successful secondary teachers, 1.2 activities and 3.5 years.

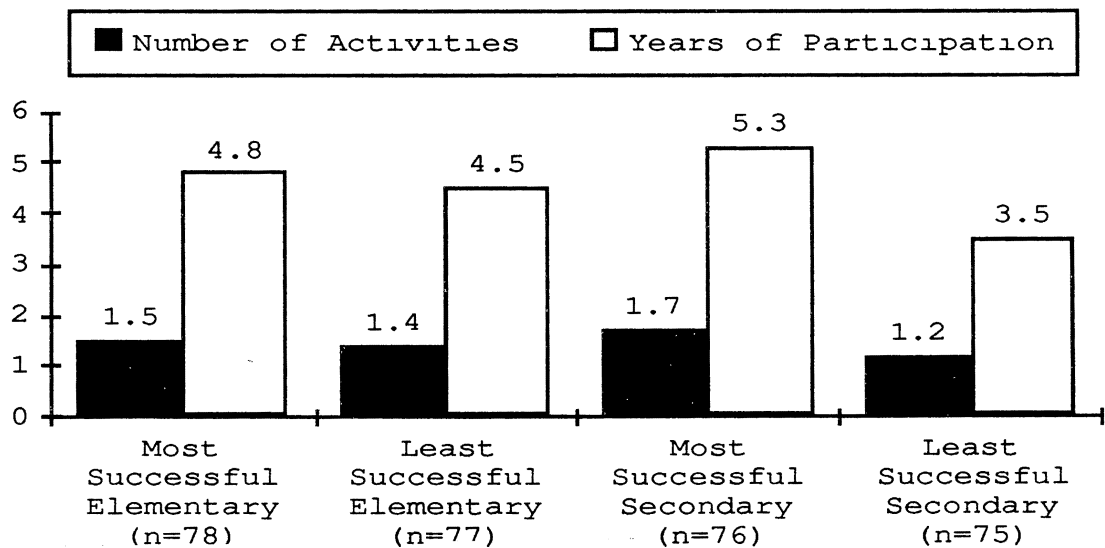


Figure 34 Mean Scores for Participation in the Club Category, by Number of Activities and Years of Participation

Participation in music activities was reflected in the most even distribution of scores as shown in Figure 35. The most successful elementary teacher group indicated 2.5 activities and 8.9 years. Two groups had identical scores for the number of involved activities of 2.4, these were the most successful secondary and the least successful elementary groups. The least successful teacher group had the lowest scores of 1.8 activities and 7.2 years of participation.

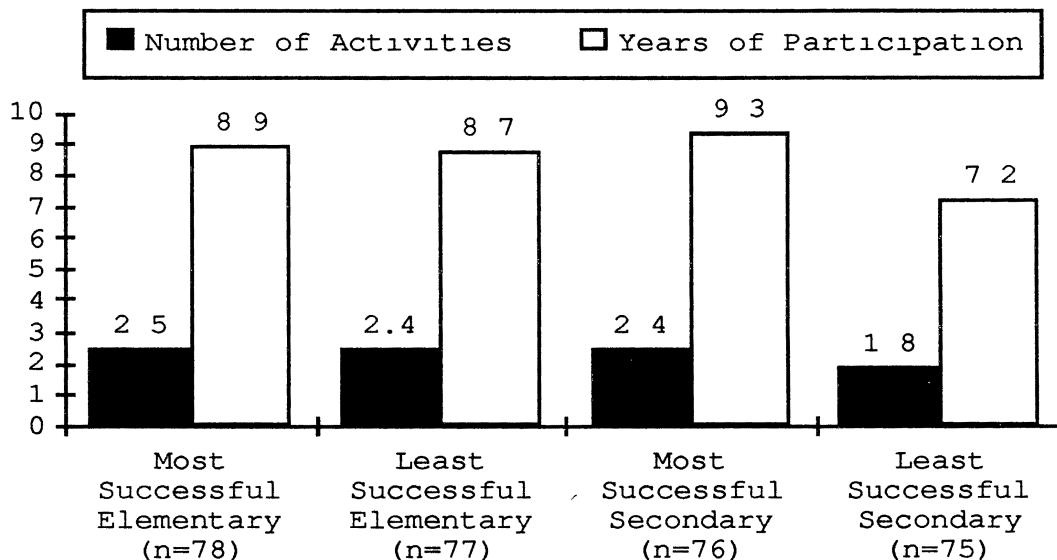


Figure 35 Mean Scores for Participation in the Music Category, by Number of Activities and Years of Participation

Popular activities was another category in which participation scores for the most successful groups were higher than for either of the least successful groups.

Members of each of the most successful groups indicated participation in an average of 3.4 different popular activities. As shown in Figure 36, the elementary group had 9.1 years of participation while the secondary group had 8.9. The least successful secondary teachers had participated in 2.6 activities for 6.7 years while their elementary colleagues posted scores of 2.4 and 6.1 respectively.

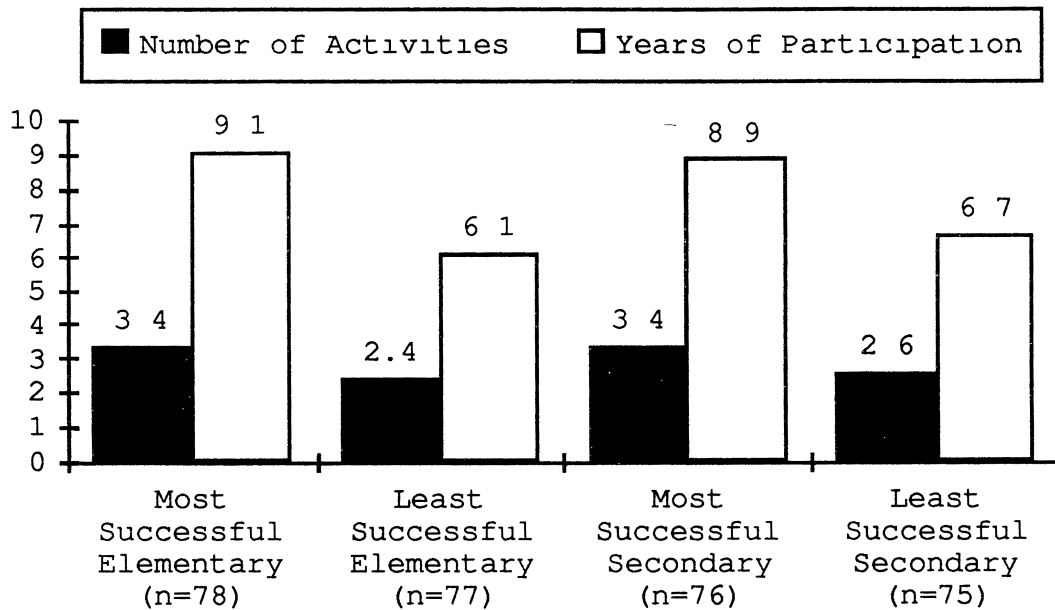


Figure 36 Mean Scores for Participation in the Popular Category, by Number of Activities and Years of Participation

Work related activities was the only other category in which a least successful group had slightly higher scores.

As can be seen in Figure 37, the least successful secondary teachers had been involved in 1 83 different work activities for 5 7 years in comparison with those in the most successful secondary group whose scores indicated 1 82 activities and 5 5 years. For the elementary groups, scores were reversed, with the most successful teachers having participated in 1 97 work related activities for 6 2 years and the least successful elementary teachers in 1 69 for 5 6 years

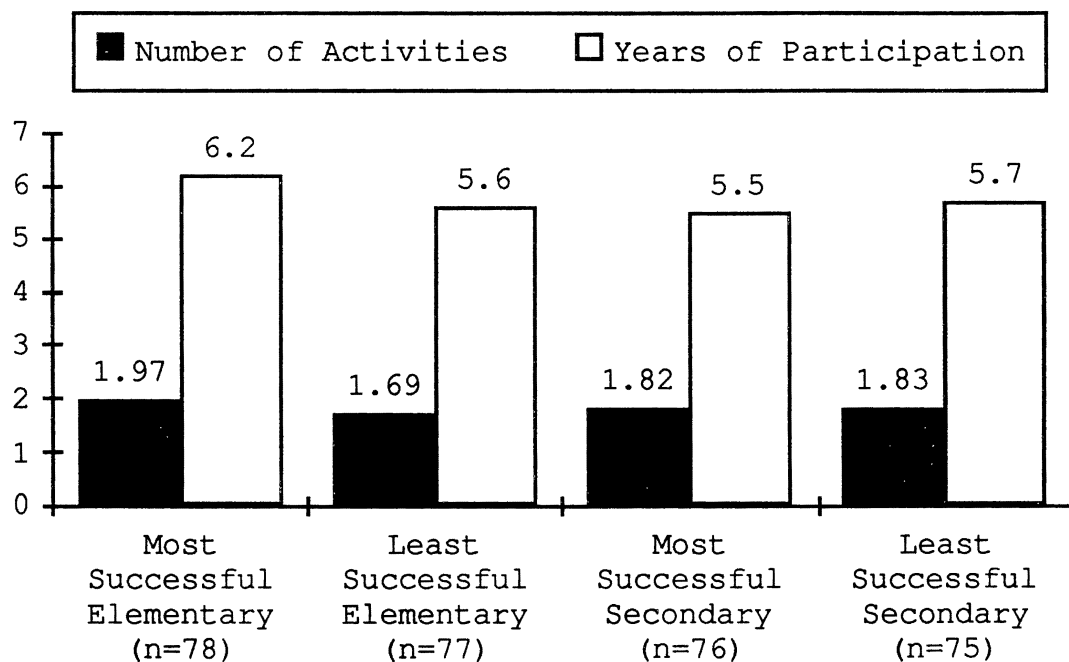


Figure 37 Mean Scores for Participation in the Work Related Category, by Number of Activities and Years of Participation

When comparing scores for all six categories combined, the most successful groups had the highest numbers, as illustrated in Figure 38. The most successful secondary teachers had participated in an average of 15.1 activities for an average total of 46.6 years, their elementary peers had participated slightly less, with means of 14.4 activities and 43.6 years. The least successful secondary respondents indicated 37.6 years of participation in 12.4 activities while their elementary counterparts posted scores of 35.6 years and 11.6 activities.

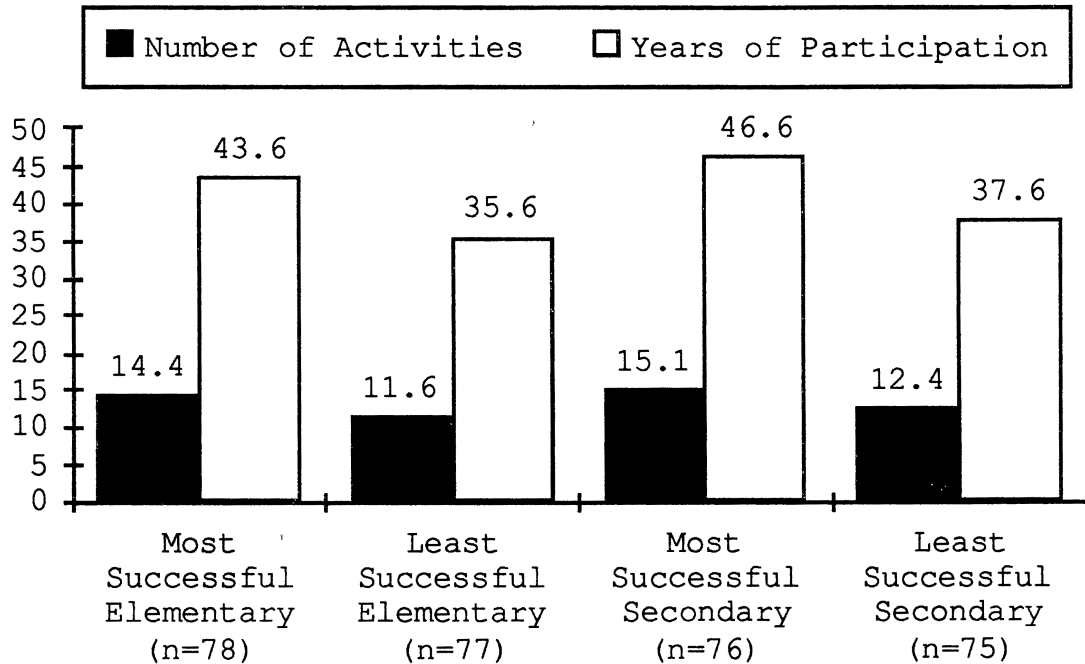


Figure 38 Mean Scores for Participation for the Combined Activity Categories

Consideration was given to the type of involvement in which the most successful teachers had participated. Using individual scores from each of the 68 activities represented, percentages were calculated for the combined groups of most successful and of least successful teachers. From those percentages, the activities were identified which had the greatest participation by the respondents. This procedure brought to the forefront three activities considered to be most important to the most successful teachers.

The activities cited as most related to the most successful teachers were Stuco (Student Council / Government), which had the largest numbers of the three selected using the above criteria, National Honor Society, and vocal music. Of the 112 participants involved in Stuco activities, 69% were considered by their principals as most successful teachers. National Honor Society (NHS) indicated the next greatest proportional representation by successful teachers with 68% of the 71 participating respondents considered to be most successful. The last activity to be cited using this analysis was vocal music, also with 68% of the participating respondents considered to be most successful. Appendix I contains a complete listing of these data.

The relationship of leadership in activities to success in teaching was next considered using the same analysis. Stuco again was determined to be an important activity in which most successful teachers participated. The Stuco

activity again had one of the largest number of participants (44) and the second highest percentage (77%) of participants considered to be most successful. Surprisingly, prom ranked highest in percentage of successful teachers (79%). "Other Clubs," for which 14 of the 30 respondents cited "Future Teachers," was third using this form of analysis. In that activity, 73% of the participants had been selected as most successful. It should be noted that, in the data in Appendix J, there are listed other key leadership activities, those which had percentages of successful participants greater than 66%. A few of those activities were class officer, pep club, and drama.

A final analysis was completed to identify those activities, with three or more years of participation, in which the largest percentages of participants were from the most successful groups. Again, the activity with the largest percentage (80%), and also the largest number of respondents (50), was Stuco. Vocal music again ranked second using these criteria, with 78% of the 23 participating subjects cited as being most successful. Interestingly, prom again was ranked in the top three activities in this area, with 75% of the 36 participating teachers reported to be most successful. Appendix K contains a summary of all scores for the three-years-plus activities.

Appendix L provides the written responses from teachers who completed the Personal Input portion of the TEACH inventory. When combining the groups by degree of success,

66% of the least successful teachers responded to question 1, "Do you think there are more important factors associated with your being in the teaching profession than those that have been included in this inventory? Please elaborate " Only 64% of the most successful teachers responded to this question

This question was responded to by fewer teachers than any of the three questions. There appears to be common characteristics among the success levels of teachers regarding this question. The teachers' love, care, enjoyment, concern, and desire to help children was a common theme found throughout the responses. Another common factor mentioned numerous times was the teachers' love of attending school

One of the major differences of responses between the groups was that the most successful teachers commented on their creativity, flexibility, willingness to take risks, and having a wide range of interests more frequently than did the least successful teachers.

The least successful teachers mentioned that their original occupational desire was in other professional areas such as banking and medicine. Several mentioned the lack of career choices In addition, the least successful teachers mentioned more often than their counterparts that they became teachers because they wanted an opportunity to coach or because teaching was a good occupation for one who wanted both a career and family

Question 2 required a response to the question, "Please list those family, community, college, or other social activities that you think developed your desire to teach. In other words, what do you perceive to be the reason(s) for the particular teaching style you use?" Eighty six percent of the most successful group wrote comments, a greater percentage of response than the least successful group which had 75%

Without question teachers and family members were cited as the reason the teacher adopted a particular teaching style. The subjects' own parents were the most often mentioned role models, however, relatives who were teachers were mentioned numerous times

Most successful teachers used terms that described the attempt to use "many styles" in teaching. College instructors, opportunities to practice leadership responsibilities, and "frequent moves" were cited as having importance to those perceived as most successful teachers

Former kindergarten through high school teachers and the wish to become involved in extracurricular sponsorships were reported more numerous in the least successful teacher group.

The last question, "Explain the encouragement or lack of encouragement that you received from your parents in regard to your participation of extracurricular activities. Please focus on the type of activities and the degree of encouragement and/or reasoning you received." This question

provided the greatest response effort by the teachers. Almost 99% of the most successful elementary teachers responded to this question. When combining the scores by degree of success, the most successful teachers responded at the rate of 93% in comparison to the least successful teacher's group which had a response of 85%

The common theme to the responses to this question was that parents did allow their children to participate in extracurricular activities. The difference was in the parents' level of commitment. It appears that the most successful teachers' parents were very active, and many almost "pushy" Although there were parents who did not attend their child's activity functions, the vast majority of parents attended most, or all of the activities in which their child was participating Least successful teachers' parents, on the other hand, neither encouraged nor discouraged them. The parents' concern about their child's grades and their help in providing transportation was cited as being detrimental to the teacher's opportunity to participate in activities.

A limited review of the Personal Input responses found characteristics appearing to be similar, yet different among the four groups Almost all of the teachers view themselves in a positive manner and reported on the importance for the love of children in teaching Many of the teachers also commented about the importance of morals and religious responsibilities One final observation as to the similarity

of teachers was the extreme importance of teachers, as role models, at all levels of education. Without question, comments relative to teacher influence were noted more often than any other response

It appears in these written responses that the most successful teachers had more support and encouragement from their families regarding participation in extracurricular activities than did their least successful colleagues. It also appears that many of the most successful teachers started teaching later in life, after having another vocation or after having raised a family. Least successful teachers appeared to have had limited options in regard to career choices. A number of teachers from this group indicated that they were not outgoing while in school, and also expressed a desire to have had more parental support regarding extracurricular activities.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND COMMENTARY

The general focus of this study was on the relationship between extracurricular activities and perceived teacher success. This chapter brings the research effort to a close with a summary of the research, conclusions derived from the data, recommendations for further study, and a final section devoted to the researcher's commentary.

Summary

Some of the most difficult decisions a school administrator must make are those related to the selection of teachers. There always has been, and will likely continue to be, a degree of uncertainty associated with the selection task. Even so, all administrators have a fundamental obligation to try to identify those persons who will be most effective in the classroom. This identification and selection process is often complicated because of the long list of candidates, most of whom appear on paper to be exceptional. Administrators responsible for selecting personnel have thus developed criteria which are important to them. One of these criteria is likely to be associated with

the prospective teacher's past involvement in school, community, and other activities

The purpose of this study was to determine if a relationship exists between teachers' success and their past participation in school, community, and other activities. Specifically, the study in effect was made to identify if there are relationships that exist between a teacher's past personal involvement in extracurricular activities as a student and that same teacher's perceived success in the classroom. Subjects consisted of full-time public school teachers and were selected from 19 suburban public school districts surrounding a major metropolitan area in the central United States. The sample consisted of the most successful 10% and the least successful 10% of the subjects as identified from this population by their principals, whose efforts were guided by a set of definitions of success provided by the researcher. Data were collected from a total sample of 306 teachers, of which 78 were identified as being most successful elementary teachers, 77 were considered as least successful elementary teachers, 76 were identified as most successful secondary teachers and 75 were thought to be least successful secondary teachers. Finally, because the subjects for this study were not randomly selected, descriptive statistics were used in the data analysis to provide additional knowledge about the possible relationships between extracurricular and other activities in which

teachers participated while they were students in grades 7 through 12 and the teachers' later degrees of success in teaching

Through responses to a series of demographic questions, the data indicate that there were no substantial differences between the most successful and the least successful teachers at either the elementary or secondary teaching level. This appears to be true for all demographic sections of the TEACH inventory, which included items related to home and parental background, personal background, and teaching background.

In every area except athletics and work at the secondary teaching level, the data indicated that those teachers who were perceived as being most successful participated in more activities and were involved in those activities for longer periods of time. When considering each of those six activity areas, academic activities and the popular activity areas posted the greatest differences in scores between the most successful and least successful teacher groups. In the academic activity area the most successful teachers were shown to be involved in 3.2 different academic activities for an average of 9.2 years. The least successful secondary teachers had less involvement with 2.4 individual academic activities for an average of 6.1 years of participation. At the elementary level, the most successful teachers were shown to be involved in 3.0 different academic activities for 8.5 years while their least successful counterparts at the

elementary level indicated only 2 2 individual academic activities and 5 8 years of participation

The popular activity area scores indicated that the most successful teachers at the elementary level were involved in more activities (3 4) for a longer period of time (9 1 years) than any other group . Their least successful elementary colleagues were involved in 2 4 different activities for an average of 6.1 years . The most successful secondary teacher group was involved in the same number of activities (3 4) as their elementary counterparts, but had slightly less years of participation with 8.9. The least successful secondary teachers had scores of 2 6 for the number of different activities and 6 7 average years of participation.

Another major finding was that the data indicated that the more successful teachers at both teaching levels were more likely to have had leadership responsibilities in more activity areas, in more individual activities, and for longer periods of time

When analyzing the individual activities by participation, leadership, and extended participation (three or more years), only one extracurricular activity was found in all three analyses to have a considerably higher proportion of participants in the most successful groups . That activity was listed as Student Council/Government (Stuco) . Vocal music was represented among the top three activities in two of the analyses, as was prom, somewhat

surprisingly National Honor Society and "Other Clubs" were each ranked in the top three groups in one analysis

Conclusions

There does appear to be some linkage between the number of activity participation and perceived teacher success

1. A teacher who had acquired leadership positions in selected school and community activities or related organizations is more likely to be perceived as most successful than a teacher who had not attained such leadership roles

Most successful elementary teachers were shown to have participated in an average of two leadership activity areas, 4.1 different leadership activities, for an average total of 8.6 years in those leadership positions. The least successful elementary teachers indicated fewer leadership areas with 1.2, fewer individual leadership activities with 2.1, and fewer years of leadership responsibility with 4.4. The secondary teacher groups indicated similar results. Most successful secondary teachers were involved on the average of 2.2 leadership activity areas, 4.4 different leadership activities, and 9.1 years of leadership responsibility. Their least successful colleagues posted lower scores in all three areas. The least successful secondary teachers were involved on the average of 1.4 leadership areas, 2.5 leadership activities, for 5.5 years in those leadership responsibilities.

2 A teacher who had been engaged in a greater number of school and community activities is more likely to be perceived as most successful than a teacher who had not been engaged in a similar variety of activities.

According to the results tabulated from the TEACH inventory, most successful teachers, as perceived by their building principals, had participated in more activity areas and had been involved in more individual activities than had those teachers who were perceived as being least successful. While the most successful elementary teachers were shown to have been involved on average in only .01 more activity areas, they had been involved in an average of 2.8 more individual activities than had their least successful counterparts. The most successful secondary teachers indicated that they had been involved in 34 more activity areas and in 27 more activities than had those secondary teachers perceived as least successful.

3 A teacher who had been involved in selected school and community activities over longer periods of time is more likely to be perceived as successful than a teacher who had not been engaged in activities for such lengthy periods of time.

The data show that the most successful teachers participated in more activities for longer periods of time. Those teachers who were perceived as most successful elementary teachers were shown to have been involved, for three or more years each, in an average of 11.5 activities

versus only 10 2 such activities for those considered least successful. Similarly, most successful secondary teachers were involved for long periods in 11 activities, or 1 2 more than the 9 8 shown by the least successful secondary teachers.

Recommendations

Further exploration in this area is needed because there appears to be a lack of research in the specific area of teacher success/effectiveness and past involvement in extracurricular activities.

1. This study should be replicated within an urban population of teachers to find out if similar results are possible.

2. A research study should be developed specifically around the written responses reported by teachers in the Personal Input section of the TEACH inventory.

3. Practicing school administrators should obtain data regarding the past involvement by teaching position applicants in extracurricular and other activities, particularly in regard to leadership positions achieved in those activities. Such data may provide additional input including decisions relative to the employment of teachers.

Commentary

This research study was designed to examine the relationship between the most successful and the least

successful teachers and their past participation in school and/or community activities. The significance of this study was in its potential to help provide an additional tool for the personnel administrator to use when selecting new members of the teaching staff.

The data collected and analyzed in this study indicate that there does exist a possibility that past participation in extracurricular activities does assist people in becoming successful teachers. The data clearly show that activity participation is greater for most successful teachers in the number of activity areas, the number of individual activities, and total years of participation.

More important are the leadership scores that indicate greater margins of difference between most successful teachers and least successful teachers. The leadership scores for the most successful teachers were nearly twice as large in the number of leadership areas, individual activities, and the total years of leadership responsibility.

It is important for the reader to understand that no attempt has been made in this study to determine why such participation in extracurricular activities may be important.

For example, when it comes to a person's self-esteem, did that person gain confidence and assurance from participating in extracurricular activities? Do the social skills that students acquire through these activities enable them as teachers to better understand each child? Is the amount of practice that is required, or learning how to work

together toward common goals, or the personal experiences of failure and success that teachers have experienced in extracurricular activities as a student that enables them to become successful in the classroom? Maybe it is partially due to these past activity experiences that successful teachers wish to provide the same opportunities for the children under their guidance, and that is what makes them more successful than their colleagues. Perhaps every extracurricular experience a student has enhances the greater understanding of human relations and thus the chance that child has of becoming a successful teacher

The importance of role models is another issue that must be seriously considered. If the teaching profession is to gain strength, every admission to teacher education programs and later placement of young people in student teaching environments must be carefully reviewed using extensive background checks. These background checks would not be complete without the knowledge of a candidate's extracurricular experiences.

The use of the TEACH instrument at some point during the teacher selection process could provide those responsible for hiring with a means of gaining additional historical information from a candidate that would help in establishing a platform from which a candidate's character could be determined

There are many variables to consider when selecting a candidate for a teaching position. Before the administrator

who is responsible for hiring the teacher to fit the position that administrator must consider every possible variable. Important factors like student achievement, when considered singly, may not have disclosed qualities about a person that must be considered. During an employment interview, an applicant's qualifications or qualities might be evaluated through questions that could include. How difficult was school? Did the person have any extracurricular responsibilities while attending school? Did those responsibilities include scheduling work around play rehearsal? Did these responsibilities require organization? These and similar questions disclose attitudes of work ethic, dependability, honesty, sincerity, and many other factors associated with successful teachers.

When a student is involved in an activity, that individual has automatically accepted a role. The same can be said of the student in the classroom. In most cases, these roles are ways of establishing a person's identity. The role changes, in many cases, because of the internal drive within a individual. Those students who choose to accept responsibility by participating more actively often are in the process of establishing leadership characteristics and other positive traits and skills.

Those teachers who, as students, had the opportunity to practice both successes and failures do perhaps have additional character building social skills that are important to teaching. Maybe they are more understanding

because they have experienced the pressures of organization and the necessity to stay in control and to manage their own lives. Maybe the extra participation required more critical thinking necessary to balance the demands of home, school, others, and self.

The danger in this study is that administrators might choose to use the TEACH inventory as a screening tool to help select teachers. The exclusive use of this tool, or any other single type of measurement, should be avoided. The human mind, which creates successful teaching, is much too complex to be narrowed to a single measure. Many teachers may not even realize the subtle and enriching experiences that participation in extracurricular activities has provided them.

The intent of this research effort was to examine linkages between extracurricular activity involvement and future teaching success. The data provide evidence suggesting this link. Every administrator responsible for the selection and employment of teachers should seriously assess past extracurricular activity experiences when considering a successful candidate for teaching.

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APPENDIXES

APPENDIX A

DEFINITIONS OF SUCCESS

Definitions of Success

The definition of success for this teacher selection process comes from several researchers who have stated their ideas about the type of people who become the most successful teachers

Shane (1977) reported that "The image of the good teacher is one who is not merely bright, good-looking or well informed. It is a person who radiates warmth and a genuine interest in students" (pp 68-69)

Coppedge (1988) has discovered through research that the five qualities that students most often look for in a teacher are being a good listener, being trustworthy, displaying caring and concern, showing trust, and spending time to get to know the students. He concluded that these are "skills that are essential in producing teachers who can reach the hearts of students as well as their minds" (pp 138,140)

Berger (1990) noted that "All teachers must believe that every student can learn, and they must, no matter how difficult, insist on it" (p 13A)

According to DeFelice (1989), "The teacher who is not afraid to make mistakes and who has a genuine respect for other people's ideas is filled with the energy from which classroom magic is made" (p 639)

Foster (1925) reported that "Qualities of leadership are adaptability, quick, clear thinking, initiative, integrity, self-confidence, broad vision, tact, good judgment, willingness to work, unselfishness, imagination, faith, courage, and enthusiasm" (p 65)

Each principal will be asked to consider all five of these definitions as they select the 10% most successful and 10% least successful teachers to whom they will distribute the inventory

APPENDIX B

TEACH INVENTORY

Teacher's Extracurricular Activity Characteristic Habits

TEACH

This inventory is designed to gather data about your personal involvement with extracurricular activities while you were attending junior and senior high school. Any additional information that you feel would be important to help clarify your responses is welcome. Please place these comments, however, at the end of the inventory in the space provided.

This inventory is not a test. The information you give will be reported in an anonymous manner. The names of the participants will not be used in the report of this research. Please help to ensure the confidentiality of this study. **Do not write your name** anywhere on this inventory and please see that it is placed inside the envelope provided after you have completed the inventory. After sealing the envelope, please **hand deliver** your inventory to the principal.

Please answer the questions, when appropriate, as your memory best serves you as you **remember your junior and senior high school days**. Your honest recollection is truly appreciated.

Your prompt reply to this inventory and return to your principal will greatly assist with the completion of this study. Thank you.

April 1990

Extracurricular Activity Participation

Beside each activity spaces are provided for you to check **each grade level** in which you were involved as a participant at the 100% level, in a leadership role, and/or as a participant at the state and/or national levels. Space is provided at the end of each activity for you to write in memorable events that you feel were important components of your participation.

Academic Activities

	Grades of Participation					Grades of Leadership Roles					State Participation					Nat'l Part		Memorable Events				
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11		12	7/9	10/12	
Debate																						
Drama/Class Play																						
Forensics/Speech																						
Future Farmers																						
Future Homemakers																						
Future Prob Solving																						
Honor Roll																						
Nat'l Honor Society																						
School Newspaper																						
Scholar Bowls																						
Yearbook																						
Other																						
(More)																						

Athletic Activities

	Grades of Participation					Grades of Leadership Roles					State Participation					Nat'l Part		Memorable Events				
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11		12	7/9	10/12	
Baseball																						
Basketball																						
Cheerleading																						
Cross Country																						
Football																						
Golf																						
Gymnastics																						
Pom Pon																						
Softball																						
Swimming																						
Tennis																						
Track/Field																						
Volleyball																						
Wrestling																						

Athletic Activities (cont'd)

	Grades of Participation					Grades of Leadership Roles					State Participation					Nat'l Part		Memorable Events			
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11		12	7/9	10/12
Manager/Trainer																					_____
Other																					_____
(More)																					_____

Club Activities

	Grades of Participation					Grades of Leadership Roles					State Participation					Nat'l Part		Memorable Events			
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11		12	7/9	10/12
Art																					_____
Athletic																					_____
Bowling																					_____
Chess																					_____
Fraternity																					_____
French																					_____
German																					_____
Latin																					_____
Pep																					_____
Science																					_____
Sorority																					_____
Spanish																					_____
Thespians																					_____
Other																					_____
(More)																					_____

Music Activities

	Grades of Participation					Grades of Leadership Roles					State Participation					Nat'l Part		Memorable Events			
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11		12	7/9	10/12
Band																					_____
Chorus																					_____
Instrumental Solo																					_____
Jazz Band																					_____
Madrigals																					_____
Orchestra																					_____
Piano																					_____
Small Ensemble																					_____
Vocal Solo																					_____
Other																					_____
(More)																					_____

Popular Activities

	Grades of Participation					Grades of Leadership Roles					State Participation					Nat'l Part		Memorable Events			
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11		12	7/9	10/12
Class officer																					
Color guard																					
Dances																					
Intramurals																					
Kayettes																					
King/Queen Atndt																					
Prom																					
Scouts																					
SADD																					
Student Cncl/ Govt																					
Student Office Aide																					
Teacher Aide																					
Other																					
(More)																					

Work Related Activities

	Grades of Participation					Grades of Leadership Roles					State Participation					Nat'l Part		Memorable Events			
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11		12	7/9	10/12
Babysitting																					
Delivering Papers																					
1 Part-time job(s) (Type of Employment)																					
a																					
b																					
c																					
d																					
(More)																					

2 Was it necessary for you to hold a job so that you could help support your family? yes no

Home / Parental Background Information

Under each question please **circle** the response that you feel most closely relates to your home environment while you were in junior and senior high school

1 List your parents' or guardians' occupations

Father _____ Mother _____

2 If either of your parents were/are involved in public education, please respond to the items below

a. How were your parents involved in education? Please circle all positions that have been held

Father - Elementary Teacher Secondary Teacher College Teacher
 Elementary Principal Secondary Principal Superintendent
 Other _____

b. Mother - Elementary Teacher Secondary Teacher College Teacher
 Elementary Principal Secondary Principal Superintendent
 Other _____

Home / Parental Background Information (cont'd)

- 3 If these people have been teachers, have they ever also been involved in coaching or sponsoring extracurricular activities? a. Father yes no b. Mother yes no
- 4 If your parents have never been involved in teaching, have either coached or sponsored community activities? yes no If yes, please list the activities each has sponsored
 a. Father _____
 b. Mother _____
- 5 Were you required to take care of younger brothers and sisters when your parents were out of the house? yes no
- 6 How would you describe the financial condition of the home in which you were raised?
 a. Poverty or near poverty
 b. Disadvantaged compared to the average family
 c. About average
 d. More advantaged than the average family
 e. Well-off or wealthy
- 7 How often did your parents discuss school and/or school activities with you?
 a. Almost everyday / Parents were very actively involved in my educational process
 b. Occasionally / Parents had an average interest in education
 c. Almost never / Parents had very little interest in education
- 8 How actively involved was your family in church and/or religious activities?
 a. Did not participate
 b. Participated once or twice each week
 c. Participated more than three times each week
- 9 If you ever quit an activity, did your parents mind?
 a. My parents would not allow me to quit an activity once I became involved
 b. My parents did not want me to quit an activity once I started, but made the final decision mine
 c. My parents did not care if I quit an activity
- 10 Please circle the number of activities that you quit
 a. One b. Two c. Three or more d. Did not quit

Personal Background Information

- 1 How do you identify yourself in regards to ethnic grouping or national origin?
 a. American Indian c. Latin American e. Mexican American
 b. Black American d. Asian American f. White American
 Other _____
- 2 Did any of your teachers encourage you to become a teacher? yes no Do not remember
 a. If yes, in what grade(s) were you in? 7 8 9 10 11 12
- 3 Other than teachers, were there other persons who encouraged you to teach? yes no
 a. If yes, who encouraged you? (Circle all that apply)
 Parents Family Employers I enjoyed school I enjoyed schoolwork
- 4 What type of student were you in high school?
 a. Very good (A to A+)
 b. Good (B to A-)
 c. Average (C to B-)
 d. Below Average (C- or lower)

Personal Background Information (cont'd)

- 5 What was your attendance like in school ? This should **not** include your school related absences
- a Rarely missed (once or twice a year)
 - b Missed some (three to nine absences per year)
 - c Absent a lot (more than 10 per year)

Teaching Background Information

- 1 What is your age? ____ a. Gender ____ b Marital Status Single Married Divorced Widowed
- 2 How many years have you been teaching? ____
- 3 Please circle the size of school in which you have spent the majority of your career
- a. Very small (less than 500 students in the total school district)
 - b Small (501 to 1000 students)
 - c Medium (1001 to 2500 students)
 - d Large (2501 to 5000 students)
 - e Very large (5001 or more students in the total school district)
- 4 What grade levels are you certified to teach? a. Elementary b Secondary c Both
- 5 What grade level and/or subject area are you currently teaching?
- a. Kindergarten, 1 st , 2nd
 - b Grades 3-4
 - c Grades 5-6
 - d Grades 7-8
 - e Grades 9,10,11,12
- Art - Science - Business Education - English - Foreign Language - Speech/Drama - Home Economics
 Agriculture - Mathematics - Music - Physical Education - Social Studies
 Special Education - Vocational/Industrial Arts - Other(s) _____
- 6 Please list the college degrees that you have earned ____ ____ ____

Personal Input

- 1 Do you think there are more important factors associated with your being in the teaching profession than those that have been included in this inventory? Please elaborate
- 2 Please list those family, community, college, or other social activities that you think developed your desire to teach In other words, what do you perceive to be the reason(s) for the particular teaching style you use?
- 3 Explain the encouragement or lack of encouragement that you received from your parents in regard to your participation of extracurricular activities Please focus on the type of activities and the degree of encouragement and/or reasoning you received

APPENDIX C

SUPERINTENDENT'S LETTER OF INQUIRY

Maize Unified School District No. 266

201 S. Park • 722-0614 • Maize, Ks. 67101

BOARD OF EDUCATION

Bruce Nicholson *President*
 Richard Stiverson *Vice President*
 Donna Clasen
 Chris Frasco
 Teresa Ott
 Richard Reimer
 Doug Wright

ADMINISTRATION

Joe S Hickey
Superintendent
 Craig Elliott
Assistant Superintendent
Operations

February 8, 1990

Dear Superintendent _____,

I am conducting research in the area of personnel, specifically regarding the factors associated with the success of teachers. I will be attempting to gather historical extracurricular participation data from a number of your teachers. I am soliciting your help and support for this research.

What I am requesting from your office is permission to contact your building principals. I will be requesting their help in identifying not more than 20% of their key personnel and requesting their help in administering a questionnaire to gather data. It is important that you know that none of the requested data will be identified in the study either by individual or school name.

Please take the time to fill out the attached page and return it to me on or before Friday, February 16, 1990.

Regardless of your decision, thank you for your time in reading my request and for taking the time to fill out the response form. If I may be of help to you in any manner, please do not hesitate to call.

Sincerely,

Craig Elliott

Response to Craig Elliott's Request
Maize USD #266

- _____ You have my permission to contact the principals in my district
- _____ Please call me before you contact my building principals to further explain your research study
- _____ I will not be able to help you with your research at this time

Superintendent _____ USD # _____

APPENDIX D

PRINCIPAL'S LETTER OF INQUIRY

Maize Unified School District No. 266

201 S. Park • 722-0614 • Maize, Ks. 67101

BOARD OF EDUCATION

Bruce Nicholson *President*
 Richard Stiverson *Vice President*
 Donna Clasen
 Chris Frasco
 Teresa Ott
 Richard Reimer
 Doug Wright

ADMINISTRATION

Joe S Hickey
Superintendent
 Craig Elliott
Assistant Superintendent
Operations

March 30, 1990

Dear Principal _____,

I have recently been given permission from your superintendent to contact you regarding a research study involving **key** members or your teaching faculty. In a few days you will be receiving a packet containing survey inventories, the instructions for administration, and procedures for returning the material.

I will be requesting that you identify the 10% of your full-time faculty who you would consider as being your most successful teachers, and the 10% of your staff whom you consider as being your least successful. According to the **1989-90 Kansas Educational Directory**, 20% of your faculty would be approximately () teachers. I would ask that you take into consideration the definitions for success listed on the enclosed page before you actually distribute the inventory.

Your identification of these key faculty will be held in **strict confidence** as you will be the only person who will ever need to know in which group you have placed each teacher. I would recommend that you approach each teacher individually and indicate that they have been "randomly selected" to participate in this study.

Thank you in advance for your help with this project. If this request creates major problems, if you have any questions, or if the number of faculty I have listed above is not correct, please contact me immediately. My home telephone number is 721-2232.

Sincerely,

Craig Elliott

APPENDIX E

PRINCIPALS COVER LETTER

Maize Unified School District No. 266

201 S. Park • 722-0614 • Maize, Ks. 67101

BOARD OF EDUCATION

Bruce Nicholson *President*
 Richard Stiverson *Vice President*
 Donna Clasen
 Chris Frasco
 Teresa Ott
 Richard Reimer
 Doug Wright

ADMINISTRATION

Joe S Hickey
Superintendent
 Craig Elliott
Assistant Superintendent
Operations

April 3, 1990

Dear Principal _____,

I want to thank you in advance for your help with this research project I had indicated in my earlier correspondence that I would be requesting your help in identifying 20% of your full-time teaching faculty, 10% of whom you consider to be your most successful teachers, and 10% of those teachers who you consider to be your least successful. I have included two copies and would ask that you give one each to your most successful and least successful teacher. Please refer to the enclosed **Definitions of Success** before you actually distribute the inventory to the teachers you have selected.

Please find enclosed all of the materials necessary for the administration of this research project. In addition to this cover letter the materials you should find include, instructions, the Definition of Success, a Principal's School Demographic form, two manila envelopes (one marked "most successful" and the other marked "successful"), two (2) inventories enclosed in their own envelopes, and finally, a large manila self-addressed stamped return envelope. If you find that you are without any of these items, please contact me immediately. My home telephone number is 721-2232.

Again, thank you for your time and if I can be of help to you in the future please feel free to contact me.

Sincerely,

Craig Elliott

Maize Unified School District No. 266

201 S. Park • 722-0614 • Maize, Ks. 67101

BOARD OF EDUCATION

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April 3, 1990

Dear Principal _____,

I want to thank you in advance for your help with this research project I had indicated in my earlier correspondence that I would be requesting your help in identifying 20% of your full-time teaching faculty, 10% of whom you consider to be your most successful teachers, and 10% of those teachers who you consider to be your least successful. Please refer to the enclosed **Definitions of Success** before you actually distribute the inventory to the teachers you have selected.

Please find enclosed all of the materials necessary for the administration of this research project. In addition to this cover letter the materials you should find include, instructions, the Definition of Success, a Principal's School Demographic form, two manila envelopes (one marked "most successful" and the other marked "successful"), () inventories (enclosed in their own envelopes), and finally, a large manila self-addressed stamped return envelope. The inventories are to be evenly distributed among those you have selected. If you find that you are without any of these items, please contact me immediately. My home telephone number is 721-2232.

Again, thank you for your time and if I can be of help to you in the future please feel free to contact me.

Sincerely,

Craig Elliott

APPENDIX F

TEACH INVENTORY INSTRUCTIONS

Instructions for the Administration
of the

TEACH

(Teacher's Extracurricular Activity Characteristic Habits)

Inventory

- 1 Review the **Definitions of Success**
- 2 Approach each selected full-time teacher, inform them that they have been "**randomly selected**", and ask if they would be willing to participate in completing a survey
- 3 Distribute the TEACH inventories to the selected teachers. Request that each faculty member respond to the inventory as soon as possible. Ask each teacher to return their completed inventory inside the provided envelope. They should seal the envelope and personally **hand deliver** it to you.
- 4 The teachers who have not returned their completed inventory to you within a couple of days should be contacted and encouraged to finalize their responses. I know that your busy schedules do not often allow for other supervision, but any assistance you could give would greatly enhance the completion of this study.
- 5 Upon receiving a completed inventory, the principal should ensure that each is **placed into the proper manila envelope**. The envelopes are marked, "most successful" and "successful". Please ensure that your least successful teachers' inventories are placed into the "successful" envelope.
- 6 Complete the **Principal's School Demographic** form.
- 7 Enclose the Principal's School Demographic form, the manila envelope marked "most successful" with the completed inventories, and the manila envelope marked "successful" (for your least successful teachers) with the **completed inventories inside the large, self-addressed stamped manila envelope**.
- 8 Please return the completed inventories on or **before Friday April 20**.

If you wish to receive a copy of this study, please contact Craig Elliott at 722-0614, or 721-2232

Thank you for your time and effort!

APPENDIX G

PRINCIPAL'S SCHOOL DEMOGRAPHICS

Principal's School Demographics

(Please enclose this form with your teachers completed inventory packets)

- 1 Please list the grade levels of students who are in your building _____
- 2 How many students are currently enrolled in your school? _____
- 3 How many full-time teaching faculty are there in your building? _____
- 4 How many teachers' inventories have you enclosed in this packet? _____
- 5 Were there teachers whom you asked to participate in this study who chose not to participate? ____
 - a If so, how many of those would you consider to be very successful? _____

Have you ensured that the inventories have been sealed in the proper envelopes? yes ??

If you wish to receive a copy of this study, please contact Craig Elliott at 722-0614, or 721-2232

Thank you for your time and effort!

APPENDIX H

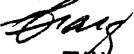
POSTCARD FOLLOW-UP

Dear Principal,

I would like to take the time to thank you for your consideration/participation with my research. The response from the 19 Unified School Districts has been great.

A few principals from the original 81 schools have not responded to my request and I would appreciate you indicating your intentions on the attached post-card.

Again, thanks for your effort.


Craig Elliott

_____ I have already returned the survey information

_____ I am in the process of completing the survey and
will be returning the information by _____
date

_____ I was not able to administer the survey and will be
returning the surveys in the return envelope by

date

This information is optional.

I am the Principal of _____
name of school

APPENDIX I

INDIVIDUAL SCORES BY ACTIVITY

ACTIVITIES OF PARTICIPATION	# of PUPILS	M	S	E	L	S	S	L	S	S	TMS	%	TLS	%
A1 DEBATE	33	6	5	13	9	19						.576	14	.424
A2 DRAMA	159	43	37	44	35	87						.547	72	.453
A3 FORENSICS	81	27	14	24	16	51						.630	30	.370
A4 FFA	19	2	2	6	9	8						.421	11	.579
A5 FHA	49	17	17	9	6	26						.531	23	.469
A6 FTR PROBLEM	2	0	1	1	0	1						.500	1	.500
A7 HONOR ROLL	202	59	42	62	39	121						.599	81	.401
A8 NHS	71	20	11	28	12	48						.676	23	.324
A9 NEWSPAPER	84	27	14	24	19	51						.607	33	.393
AB10 SCHOLARS BOWL	10	3	1	4	2	7						.700	3	.300
AB11 YEARBOOK	88	25	18	22	23	47						.534	41	.466
AB12 OTHER ACADEMIC	31	6	9	8	8	14						.452	17	.548
B13 BASEBALL	41	4	11	10	16	14						.341	27	.659
B14 BASKETBALL	142	33	28	34	47	67						.472	75	.528
B15 CHEERLEADING	55	18	8	18	11	36						.655	19	.345
B16 CROSS COUNTRY	9	2	2	2	3	4						.444	5	.556
B17 FOOTBALL	69	7	9	24	29	31						.449	38	.551
B18 GOLF	13	2	0	5	6	7						.538	6	.462
B19 GYMNASTICS	12	5	3	1	3	6						.500	6	.500
B20 POM PON	21	9	4	7	1	16						.762	5	.238
B21 SOFTBALL	48	16	10	12	10	28						.583	20	.417
B22 SWIMMING	16	7	5	2	2	9						.563	7	.438
B23 TENNIS	24	10	4	5	5	15						.625	9	.375
B24 TRACK	122	25	23	37	37	62						.508	60	.492
B25 VOLLEYBALL	46	14	12	13	7	27						.587	19	.413
B26 WRESTLING	16	0	1	6	9	6						.375	10	.625
B27 MANAGER/TRAINER	14	5	2	3	4	8						.571	6	.429
B28 OTHER ATHLETIC	7	1	0	5	1	6						.857	1	.143
C29 ART	26	7	8	7	4	14						.538	12	.462
C30 ATHLETIC	61	10	9	20	22	30						.492	31	.508
C31 BOWLING	10	2	3	5	0	7						.700	3	.300
C32 CHESS	6	1	1	2	2	3						.500	3	.500
C33 FRATERNITY	1	0	0	0	1	0						.000	1	1.000
C34 FRENCH	19	5	7	2	5	7						.368	12	.632
C35 GERMAN	18	4	8	5	1	9						.500	9	.500
C36 LATIN	23	6	7	4	6	10						.435	13	.565
C37 PEP	130	41	35	31	23	72						.554	58	.446
C38 SCIENCE	24	1	6	14	3	15						.625	9	.375
C39 SORORITY	6	3	0	3	0	6						1.000	0	.000
C40 SPANISH	39	14	9	7	9	21						.538	18	.462
C41 THESPIANS	25	4	5	11	5	15						.600	10	.400
C42 OTHER CLUBS	50	17	13	13	7	30						.600	20	.400
D43 BAND	144	35	41	40	28	75						.521	69	.479
D44 CHORUS	181	49	43	44	45	93						.514	88	.486
D45 INSTRUMENTAL SOLO	52	16	13	15	8	31						.596	21	.404

D46	JAZZ BAND	39	10	13	10	6	20	.513	19	.487
D47	MADRIGALS	34	9	8	11	6	20	.588	14	.412
D48	ORCHESTRA	29	7	8	4	10	11	.379	18	.621
D49	PIANO	58	19	19	13	7	32	.552	26	.448
D50	SMALL ENSEMBLE	93	26	22	26	19	52	.559	41	.441
D51	VOCAL MUSIC	53	18	9	18	8	36	.679	17	.321
D52	OTHER MUSIC	23	7	8	5	3	12	.522	11	.478
E53	CLASS OFFICER	131	37	20	41	33	78	.595	53	.405
E54	COLOR GUARD	3	1	1	0	1	1	.333	2	.667
E55	DANCES	109	37	24	24	24	61	.560	48	.440
E56	INTRAMURALS	50	11	13	13	13	24	.480	26	.520
E57	KAYETTES/KAYS	47	13	8	15	11	28	.596	19	.404
E58	KING/QUEEN ATT'D	77	23	11	28	15	51	.662	26	.338
E59	PROM	150	45	33	43	29	88	.587	62	.413
E60	SCOUTS	58	15	13	10	20	25	.431	33	.569
E61	SADD	2	0	0	1	1	1	.500	1	.500
E62	STUCO	112	33	15	44	20	77	.688	35	.313
E63	OFFICE AIDE	49	16	8	15	10	31	.633	18	.367
E64	TEACHER AIDE	88	27	27	21	13	48	.545	40	.455
E65	OTHER POPULAR	32	14	7	9	2	23	.719	9	.281
F66	BABYSITTING	154	48	46	37	23	85	.552	69	.448
F67	DELIVER PAPER	24	6	6	3	9	9	.375	15	.625
F68	WORK	216	53	50	55	58	108	.500	108	.500

APPENDIX J

INDIVIDUAL SCORES FOR LEADERSHIP ACTIVITIES

D46	JAZZ BAND	8	3	3	2	0	5	.625	3	.375
D47	MADRIGALS	8	2	1	4	1	6	.750	2	.250
D48	ORCHESTRA	7	2	1	1	3	3	.429	4	.571
D49	PIANO	9	3	2	3	1	6	.667	3	.333
D50	SMALL ENSEMBLE	22	9	4	6	3	15	.682	7	.318
D51	VOCAL MUSIC	6	4	1	1	0	5	.833	1	.167
D52	OTHER MUSIC	8	3	1	3	1	6	.750	2	.250
E53	CLASS OFFICER	68	23	8	23	14	46	.676	22	.324
E54	COLOR GUARD	1	0	0	0	1	0	.000	1	1.000
E55	DANCES	29	11	2	14	2	25	.862	4	.138
E56	INTRAMURALS	7	1	2	3	1	4	.571	3	.429
E57	KAYETTES/KAYS	21	5	4	9	3	14	.667	7	.333
E58	KING/QUEEN ATT'D	23	7	3	8	5	15	.652	8	.348
E59	PROM	34	15	4	12	3	27	.794	7	.206
E60	SCOUTS	13	5	1	3	4	8	.615	5	.385
E61	SADD	1	0	0	0	1	0	.000	1	1.000
E62	STUCO	44	15	4	19	6	34	.773	10	.227
E63	OFFICE AIDE	8	5	1	2	0	7	.875	1	.125
E64	TEACHER AIDE	14	5	4	3	2	8	.571	6	.429
E65	OTHER POPULAR	15	6	3	6	0	12	.800	3	.200
F66	BABYSITTING	0						0 #NUM!	0	#NUM!
F67	DELIVER PAPER	0						0 #NUM!	0	#NUM!
F68	WORK	0						0 #NUM!	0	#NUM!

APPENDIX K
INDIVIDUAL SCORES FOR THREE-YEARS-PLUS
ACTIVITIES

THREE-YEARS-PLUS ACTIVITIES	# OF 3YRS	MSE	LSE	MSS	LSS	TMS	%	TLS	%
A1 DEBATE	6	3	1	1	1	4	.667	2	.333
A2 DRAMA	53	19	10	14	10	33	.623	20	.377
A3 FORENSICS	18	7	3	6	2	13	.722	5	.278
A4 FFA	13	1	2	5	5	6	.462	7	.538
A5 FHA	29	11	10	5	3	16	.552	13	.448
A6 FTR PROBLEM	1	0	0	1	0	1	1.000	0	.000
A7 HONOR ROLL	176	48	36	60	32	108	.614	68	.386
A8 NHS	22	7	2	10	3	17	.773	5	.227
A9 NEWSPAPER	12	2	3	3	4	5	.417	7	.583
AB10 SCHOLARS BOWL	1	1	0	0	0	1	1.000	0	.000
AB11 YEARBOOK	10	5	3	1	1	6	.600	4	.400
AB12 OTHER ACADEMIC	15	4	4	2	5	6	.400	9	.600
B13 BASEBALL	25	1	7	5	12	6	.240	19	.760
B14 BASKETBALL	99	22	16	27	34	49	.495	50	.505
B15 CHEERLEADING	22	8	2	7	5	15	.682	7	.318
B16 CROSS COUNTRY	3	2	0	0	1	2	.667	1	.333
B17 FOOTBALL	54	6	5	20	23	26	.481	28	.519
B18 GOLF	6	1	0	4	1	5	.833	1	.167
B19 GYMNASTICS	2	0	1	0	1	0	.000	2	1.000
B20 POM PON	7	3	2	2	0	5	.714	2	.286
B21 SOFTBALL	25	10	5	6	4	16	.640	9	.360
B22 SWIMMING	16	7	5	2	2	9	.563	7	.438
B23 TENNIS	16	5	4	2	5	7	.438	9	.563
B24 TRACK	96	14	23	22	37	36	.375	60	.625
B25 VOLLEYBALL	45	14	12	12	7	26	.578	19	.422
B26 WRESTLING	7	0	1	4	2	4	.571	3	.429
B27 MANAGER/TRAINER	2	0	0	0	2	0	.000	2	1.000
B28 OTHER ATHLETIC	2	0	0	2	0	2	1.000	0	.000
C29 ART	12	3	4	4	1	7	.583	5	.417
C30 ATHLETIC	50	7	9	17	17	24	.480	26	.520
C31 BOWLING	4	1	2	1	0	2	.500	2	.500
C32 CHESS	2	1	1	0	0	1	.500	1	.500
C33 FRATERNITY	1	0	0	0	1	0	.000	1	1.000
C34 FRENCH	1	0	1	0	0	0	.000	1	1.000
C35 GERMAN	5	0	2	2	1	2	.400	3	.600
C36 LATIN	9	2	3	2	2	4	.444	5	.556
C37 PEP	114	38	31	27	18	65	.570	49	.430
C38 SCIENCE	11	1	4	5	1	6	.545	5	.455
C39 SORORITY	3	1	0	2	0	3	1.000	0	.000
C40 SPANISH	13	4	3	5	1	9	.692	4	.308
C41 THESPIANS	7	2	0	3	2	5	.714	2	.286
C42 OTHER CLUBS	33	10	9	8	6	18	.545	15	.455
D43 BAND	127	29	36	37	25	66	.520	61	.480
D44 CHORUS	146	39	34	35	38	74	.507	72	.493
D45 INSTRUMENTAL SOLO	33	10	9	8	6	18	.545	15	.455

D46	JAZZ BAND	20	4	6	5	5	9	.450	11	.550
D47	MADRIGALS	11	2	1	3	5	5	.455	6	.545
D48	ORCHESTRA	20	6	5	3	6	9	.450	11	.550
D49	PIANO	42	11	18	8	5	19	.452	23	.548
D50	SMALL ENSEMBLE	52	14	10	14	14	28	.538	24	.462
D51	VOCAL MUSIC	23	10	2	8	3	18	.783	5	.217
D52	OTHER MUSIC	14	4	5	2	3	6	.429	8	.571
E53	CLASS OFFICER	47	15	4	15	13	30	.638	17	.362
E54	COLOR GUARD	1	0	0	0	1	0	.000	1	1.000
E55	DANCES	93	31	22	19	21	50	.538	43	.462
E56	INTRAMURALS	31	7	8	8	8	15	.484	16	.516
E57	KAYETTES/KAYS	41	11	8	14	8	25	.610	16	.390
E58	KING/QUEEN ATT'D	4	0	0	2	2	2	.500	2	.500
E59	PROM	36	16	4	11	5	27	.750	9	.250
E60	SCOUTS	38	6	9	9	14	15	.395	23	.605
E61	SADD	0	0	0	0	0	0	#NUM'	0	#NUM'
E62	STUCO	50	17	5	23	5	40	.800	10	.200
E63	OFFICE AIDE	10	4	4	0	2	4	.400	6	.600
E64	TEACHER AIDE	13	2	7	2	2	4	.308	9	.692
E65	OTHER POPULAR	18	8	5	5	0	13	.722	5	.278
F66	BABYSITTING	134	42	40	31	21	73	.545	61	.455
F67	DELIVER PAPER	5	1	0	1	3	2	.400	3	.600
F68	WORK	164	38	39	40	47	78	.476	86	.524

APPENDIX L

TEACHER'S PERSONAL INPUT RESPONSES

PERSONAL INPUT RESPONSES

MOST SUCCESSFUL ELEMENTARY TEACHERS

1 Do you think there are more important factors associated with your being in the teaching profession than those that have been included in this inventory? Please elaborate

There are 20 8 year old important factors that are associated with my desire to be a teacher. No extracurricular activity could match the feeling I get when one of my students gives me a hug or a smile after finally getting a concept I've been teaching. I feel too much emphasis is placed on being social or extracurricular activities rather than academics. Being social or involved in extracurricular activities has nothing to do with my desire nor ability to teach.

I do not know what to call it - But I always wanted to "teach" - I just had an inner sense that I should be a teacher.

No

My love of children and my desire to help them is the main factor.

I had several elementary teachers as a child that made an impression on me - a negative one - but one that influenced me none-the-less. Perhaps as a role of what kind of teacher not to be.

I actually wanted to be an art major and work in a creative field. I was insecure about my abilities as an artist. I saw teaching as a way to use my creativity at less risk. However, I have found that teaching has been a tremendous challenge to my creativity and suited to me well.

A primary teacher inspired me and followed my education through college. She was a constant support.

I enjoyed working with kids & working w/them on hands-on activities.

I've always been interested in working with children. I come from a large family and took care of younger brothers and sisters. I also have strong feelings concerning the rights of children. They have the right to all the resources we can offer.

Yes - My grandmother was a teacher. She had a special way of explaining difficult material to make it seem very easy. Also, I always liked school a lot.

I taught in a non-commissioned officer Academy in the Air Force and liked it. I decided to teach in the Public School System after I retired from the Air Force.

Need to add under Personal Background Information under #3 something about working with children, of enjoyed being around children.

I enjoy people, children, organizing my own things, and seeing the finished product of my efforts.

I didn't participate in all those H S activities because there were none of those things where I went to school.

I think what specific factors determined one's entering education was how we were influenced by teachers.

I relate well with children - I like to be creative and teaching is a creative profession.

I did not decide to become a teacher until I was in college.

NO!

I do not feel that this inventory supplied any background as to why I became a teacher. I became a teacher because I enjoy teaching kids, not because of my extra-curricular activities.

In my generation the choices for a woman were teacher, nurse, secretary. Fortunately I truly love children and teaching. Therefore, even if I had had many career choices I would probably have chosen teaching.

No - other than, maybe, family reasons - I have two children and like having their same schedule.

No

Parents encouragement, interested teachers, encouraging and supportive administrators.

I come from a family of 11 children in which eight of us are teachers. From the time I was a child until now our family conversations revolved around education. In addition, my parents, although they did not go to college, were great educators and encouraged us in that direction.

I did not go back to finish college until I was 26 years old. There were many factors of why I didn't finish right after college but I was very determined to finish and when I got the chance I did so. My parents were probably the biggest factor of why I did not go when I was 18.

Yes, I believe a marriage that was to eventually disssolve was the first time I really faced having to make an important decision concerning ways to prepare to finish educating my own children (4). I have always believed that children are our legacy we leave this world. **Our most important contribution to society**

Yes - who encourage me - school attendance, grade levels teaching, outside activities

No

College activities, professors were very influential in final process Church -- the belief in God given talents to be developed and used in positive ways

NO

Mostly my own personal motivation Enjoyed school and activities very much Still do

Yes I liked science in college I also had great admiration for my high school biology teacher and track coach Education has always been important to me and my family

After having three children, I became fascinated with the learning process

No

No

No

I married a school administrator and being a teacher seemed logical **I am glad I chose to pursue this career**

In college I decided to be a teacher I enjoyed teaching water safety (W S I) to high school students, and I was encouraged by my peers

Desire to work and help children

My father was not able to finish school because he needed to work for money to help his family Schooling was a treat to him and he **made me really appreciate my opportunities**

Teaching wasn't what I wanted to do A superintendent, desperate for a teacher, talked me into it Once I started, I was hooked It was fun

Yes, the intrinsic motivation that can't be attributed to any other sources School was a positive also due to my behavior in the classroom If you don't behave appropriately, school can't be too positive and I can't imagine you'd want to teach

I feel being outgoing and willing to take risks has been beneficial in teaching **It made me more aware of differences in those you would deal with in the teaching profession**

I didn't become a teacher because I was influenced by anyone or because I "loved children" as some people say I felt that changes were needed on our educational system and I wanted to be a part of those reforms So, initially I did not want to be a teacher, I wanted to be an administrator Once I began teaching I realized that I was very much suited for the profession and that I enjoyed it' Also, I became somewhat less of a dreamer, and began to feel that I could help more children and do more to boost education by being a good teacher, than an administrator

I believe because my father was so involved in the educational process I daily saw and heard about

With the activities I was able to participate in and most of the teachers I had (which I liked) I feel these were the most influential factors for my becoming a teacher I was very fond of school during my years in junior and senior high school

Patience and flexibility seem to be vital to the successful operation of my classroom I feel I have a wide range of interests Teaching school allows me to study and observe so many different areas

As a middle child I think I **learned to be flexible** and work with young and old individuals I could feel comfortable within each age group

Although no one directly encouraged me to be a teacher, my 5th grade teacher **impressed me with her kindness and dedication to children** - she motivated me to become a teacher

I felt like I had a lot to offer to children in helping them to learn I have always wanted to be a teacher

Yes I went to college to become a teacher but had to drop out due to finances the semester before I was to student teach Six and one-half years later, my husband of three months encouraged me to go back to school and complete my degree He gave me my dream

I enjoy seeing kids motivated to learn I look for ways to do that in everything we do

Part of why I'm a teacher is because I'm a woman who knew she wanted to raise a family Another factor is that my limited experience in a mid-western town pointed to teaching or nursing as plausible careers

Lack of career choices for females at the time

MOST SUCCESSFUL ELEMENTARY TEACHERS

2 Please list those family, community, college, or other social activities that you think developed your desire to teach. In other words, what do you perceive to be the reason(s) for the particular teaching style you use?

My teaching style was most influenced by my feeling that I did not receive a good high school education and I blame the teachers for not making us work

I had moved 17 times by the time I graduated from high school. I would say I had more than an average sample of different schools and teachers. I **strongly feel there are several teachers who I vowed never to be like or treat my students** in the same manner. I believe my teaching style was best forged by the principal I had my second year I taught, she played a very strong role in my teaching style

Parents taught, especially Dad

Church, 4-H Club

My family and **friends who are in the teaching field** were a great help to me

I had a high school science and a high school English **teacher who, while they never encouraged me to teach**, enjoyed their jobs and were so good at it that I felt it to be a career worth going after

Everyone always told me I was good with kids

I try to incorporate storytelling and drama because it holds student interest and makes book stories come alive. I **had a teacher whose enthusiasm level wore me out**, but I remember her. I want my kids to remember so I try to present material with entertainment

Babysitting, Junior Leader in 4-H, Sunday school helper, **Teacher's Aide, and observation along with student teaching** helped me become aware of the various teaching styles

A concern and caring for kids. I taught before I had children and also after. I think I'm a better teacher as a mother because I perceive the child from a mother's point of view and as an educator

Seeing kids learn and verbally express their delight when actively involved in "hands on activities". Working with kids since high school (11-12th grades), actually planning and teaching, learning activities with kids

I worked at the YMCA as a camp counselor - I really enjoyed working with the kids and realized that I was good at it!

The master teacher that I did my student teaching with was very outstanding. I felt comfortable with her methods of teaching and use them frequently

Air Force Training in the Chaplain Field

For 3 years of college I was an **aide (no pay) to private day cares**, community day cares, and day cares in the homes of various women. These encouraged me to want to work with young children

I taught Sunday school and this changed my major to elementary education

Living with **my mother, a teacher**. Many of her family were teachers

1 Family involved in volunteer and church activities - helpful to other people 2 Highly influenced by cooperative teacher during student teaching 3 Influenced by other teachers in my building

I was a good trustworthy kid next door and people use to depend on me with children related activities

I was **inspired by my college professors**. I had a very good **experience with my cooperative teacher** and adopted her style in parts of it

I feel that I was always interested in working with young children and always took advantage of any situations where I was allowed to take care of younger children

Our college has an interim program that encourages students to try other academic areas. I was in pre-medicine, took an exceptional child and adult class and changed my mind. My major was special education and elementary education. I hope to further my education and teaching at the collegiate level

I grew up in a small community where you had the opportunity to participate in many activities. I enjoyed teaching Sunday school and Bible school to the younger children, being a lifeguard in the summer and giving swimming and diving lessons. I was the oldest in a family of 3 children. I had a **leadership role** in many organizations. I was chosen to go to Girls State and elected mayor

I lived with **two of the most active teachers** in the school district that I attended

I always enjoyed **leadership roles** in school and church

I love to work with children

My Coop teacher (**The teacher I did my student teaching** under is basically where I learned how to become a teacher)

Parents encouragement, **Interested Teachers** (including Elementary, Secondary and College), encouraging and supportive administrators

I feel I **teach the way my parents taught me** - in addition my love for children always led me to this profession

My teaching style centers around really caring about kids and really loving to challenge each child to teach their potential I really like to **model after teachers** and teaching experts that get me excited about teaching

Small colleges I attended, also my father's encouragement and the security he always provided for his family

I developed my teaching styles through **observations of other teachers** and from the teacher I student taught under

Teaching Sunday School, working with children a lot - not necessarily babysitting as a child - just for fun I went to boarding school 4th-12th as my parents were missionaries I did not have the usual babysitting opportunities open to me

Drama, student government, sports and a good family background

College course where we worked in a classroom Summer job as recreation **leader** Parents support and encouragement to do what I wanted for a career

My advisor during student teaching and the fellow **teachers in the first school I taught in were the ones I modeled my teaching style from** I felt comfortable with the style I developed and have continued to use and refine it

I found that some of the **teachers that I encountered during my own educational process** lacked compassion and appropriate direction, so I became involved in the profession in hopes to insure that other students would be given the encouragement and instruction they require to succeed, not only in school, but in life itself

Use many of the **teaching styles that were used by my teachers**

College science classes, **Always got along well with people**

My three children gave me the desire to teach Watching the different ways they learn helped me develop my teaching style

Personal desire

Family - college

Wanting to make a difference in the lives of students Church involvement has a lot to do with my teaching style Setting a good example, loving the kids, and wanting them to be the best they can be, keeps me going

I **married a school administrator** and being a teacher seemed logical I am glad I chose to pursue this career

Helped in Bible school, summer swimming programs

My teaching style developed over the years with experience I realized I only needed one classroom rule "**Be polite to everyone**" As I learned to master this rule, I could show my students how nice it works and now nice it feels to be treated kindly My room environment is friendly yet businesslike

My parents were very religious - morals were extremely high - school was very important - parents knew all my teachers I was encouraged to make my own toys and gifts and creativity flowed Teaching young children was a natural

A lot of writing and reading led me into the subjects I teach But science could as easily have been an area The fact that I enjoyed writing and reading

I was always given positions of **responsibility** at home and school even if I wasn't "in an office" In my family you worked at something until you could excelled, which carries over to teaching (or so I hope!) I was also allowed to make many of my own decisions, including mistakes, so I am not afraid to try things in the classroom I know that if something doesn't work, if I keep trying it will

My mother always wanted to be a teacher and I believe her interest in me becoming one was an influencing factor

I was not very active in high school (for reasons explained in the paragraph below), but one I "went away" to college, I was free to participate in any activities So, I made up for lost time My activities and honors included basketball, cheerleading, Student Government Officer, Campus VIP, Homecoming attendant, Dorm Rep, Most Spirited, Most Cooperative Freshman Award, work study program award, etc These experiences have been invaluable to me as a teacher

I have always loved working with children, and had many experiences doing so my whole life I worked as vounteers for camps and organizations as young as 11

We - my family (4 children) attended mumerous college extra curricular activities

When I was in upper grade school - junior high years, My father was Dean at Missouri Southern in Joplin, at the time, school plays, games, music events, recitals I saw many dedicated students & teachers **I believe all areas are important in having a well rounded individual**

As near as I can figure, my **own personal experiences have influenced the teaching style I use**

I had an **excellent cooperating teacher**

I have always appreciated **teachers and leaders who made me feel positive about myself** and the things I could do I try to do the same for my students My parents always made me feel as though I could do anything I wanted to do I want my students to develop that same attitude

My family never said I was not able to join something of my choice They supported any choice I made I felt their support even though they did not verbalize it **I always knew I was loved** and they wanted the best for me

Grade school teacher, family - husband and children and my mother, administration in district teaching in

I love working with kids

My parents did not go to college so they wanted their children to do better in life than themselves They always were involved in our school and in our activities We grew up knowing we were going to college When I showed a desire to be a teacher, they encouraged me

I've simply followed in my mother's footsteps

The **teaching style I use was modeled by a very caring school teacher** that I was involved with at church I felt that she cared about people I've always known her She lived a life I felt was only possible because of her love for God and others **She did not put herself first**

1 Mother - directed me to be an organized sequential person while she encouraged me to develop creative - expressive attitudes She **always challenged me to think beyond the question**

My **5th grade teacher motivated me** in her class and gave me the desire to proceed in the direction in college Friends in college also gave me encouragement

Came from child centered home with family very close Babysitting was always enjoyable - loved the kids - still do!

My parents input and my belief that **you can't ever over estimate our childrens's abilities**

MOST SUCCESSFUL ELEMENTARY TEACHERS

3. Explain the encouragement or lack of encouragement that you received from your parents in regard to your participation of extracurricular activities Please focus on the type of activities and the degree of encouragement and/or reasoning you received

My parents encouraged me in whatever I did and attended ALL school functions that involved me

Dad really understands what it is like to be an elementary education teacher I hope to specialize in a science field on the college or research level some day as he did

My parents were always very supportive of any extracurricular activities

After school activities were not encouraged due to farm chores and field work

My father did not live with us, but did make an effort to come and photograph every event we were in My mother encouraged us to try anything we were interested in She made a lot of time sacrifices and money for piano, drama, etc , because she felt the more experience, the better for us

My parents were behind me in whatever I chose to do

My mother was a special encouragement and always provided support and transportation before I could drive

My mother encouraged me during high school My father died when I was young and she supported us, and encouraged me all the way

I received a lot of encouragement from my parents to participate in activities I was involved in

Both of my parents worked which limited my involvement in extracurricular activities Most activities I was involved in were school related By the time I reached high school I worked a part-time job which limited my activities even more They wanted me to do whatever would make me happy - I participated in areas where I had strengths

My parents liked for me to be involved but felt that I over extended myself with the many activities I was involved in Music and drama took a lot of my time

Very little encouragement

I wouldn't say I had a lack of encouragement from my family I was encouraged to do well in school and was praised for doing so But I was also expected to take care of the home, doing laundry, cooking, etc , while my parents worked I also worked for them from 5th grade or when possible

As an only child born to older parents, I did not do a lot of extracurricular activities My mom also couldn't drive I didn't go to dance lessons (I really wanted to), nor did I do many things That's why I do a lot now

Mother was always at school with me, also she was the basketball coach, and one who prepared musical programs She encouraged us to participate

My parents supported me in anything I chose to pursue Once I was involved I had to complete the task My grades needed to be kept up to standard, activities - class plays, band, choir, pep club They encouraged me to TRY everything

I didn't need encouragement - I always liked the social aspect of participating in extracurricular activities

Not many extracurricular activities available when I was in junior and senior high Most of my activities were church related

My parents did not encourage their children to participate in extracurricular activities it was an inconvenience and an added expense

I never had any problems keeping up with my school work, therefore my parents did not mind any extra activity I participated in during my school days

My parents were very supportive of my extra-curricular activities and never missed any of my involvements Sports put me through college I went to several camps - (my choice - not forced) If they had forced me - I probably would have rebelled

My parents never left any doubt that my sister, brother and myself would attend college and graduate This was very important to them and, therefore, important to me My parents always encouraged extracurricular activities both in high school and college Sorority - Scottish Highlanders (playing bagpipes) Big Brother - Big Sister program

Extracurricular activities taught me responsibility, utilizing my time effectively and the importance of developing positive interests

Mother always came to activities and events - Father never did

The encouragement I received from my parents was in the area of the arts and athletics I received strong encouragement in those areas

Encouraged moderately - if time allowed and it was something I chose to do

Parents greatly encouraged my participation in basketball, as well as being involved in the school newspaper and being co-editor of the yearbook

Because we lived on a farm our extra activities were limited because we were needed to help at home They would allow us to pick two activities and yes - they encouraged us all the way

My parents wanted the kids in my family to go to college but I'm really learning as I get older and am a parent myself that they were really lacking in the right kind of support that we really needed We needed more than financial support but so much emotional support was needed also

Very little encouragement to go into teaching because of the small amount of money teachers made

My parents supported me in all my extracurricular activities, they supported me as fans

As I was at boarding school 2000 miles from home, encouragement was in the form of letters We were gone nine months of the year They always told be to do my best, not to be a quitter, but if there was a good reason, it was my choice I never chose that route but felt freedom having the choice

Lack of encouragement reason - I had to help support family

They participated as coaches, leaders, spectators, drove myself and friends to and from extra activities They talked a lot about sticking it out when it got hard and the value of working and practicing They were great listeners, too!

My parents let me be my own person They expected high grades from me - they expected me to do my best What I did or did not participate in for extra-curricular activities was left entirely up to me - as long as it did not interfere with my studies

My parents encouraged me to become involved in any area of the school environment that I so desired If I failed to succeed in any extracurricular activity it was simply due to my own inabilities and not due to lack of parental encouragement

Parents were very supportive of all activities both in and out of school No real pressure to excel just good positive support

My parents spent a lot of money on trumpet lessons and insisted that I stay in band

I was the youngest and my already older than average parents were not energetic about my activities thus providing an almost lack of encouragement

Encouraged by parents in whatever I attempted My parents attended almost all of my activities Always a very positive attitude Explained that to achieve you work hard, enjoy what you do, go for it

I feel a general lack of involvement from the parents I also feel a trend in which the parent support or sides with their child and not the teacher

My parents did not encourage or discourage me in my activities I attended a very small high school (50 students), and there were not many activities offered I participated in what was available

Received much encouragement from my parents School and education were important'

My parents were band parents They worked the concession stands at games to help us pay for band trips They attended the games I cheered, and they often told me how proud they were of my work

My parents always encouraged me to be the best at all I did They attended all my games, plays, concerts, drove 40 miles weekly for private vocal lessons, piano lessons

Simple pride They seem to enjoy my successes so much

My parents were very supportive My dad would always help with homework and my mom made important days special (She'd fix blueberry pancakes on the morning of special events) I was in so much they discouraged any additional involvement but I was never forbidden to participate Music, athletic, social, and academics were equally supported I had a happy family life

My parents were supportive of everything I wanted to do to the point of being careful I did not "spread myself too thin" - having too many things to do I could not adequately do any

It was difficult for me to participate in extracurricular activities in high school because I am the oldest of 8 children and we lived quite a distance from my school I had many duties at home and I was only allowed to choose one extracurricular activity at school

My parents encouraged me to participate in any activity I wanted They always attended events that I was in and were willing to pay for lessons with the stipulation that I practice

My parents were very willing to be an active participant in any endeavor I pursued This always is a form of encouragement to any young person

My father would just as soon I worked rather than participate In my athletic involvement, my parents only very occasionally were present which always bothered me

My parent gave lots of encouragement if the cost was not too great

My parents were pleased when I wanted to participate in activities They supported me in everything I did They did not suggest activities that they wanted me to be in The decision was mine

Softball was encouraged by my dad because he used to play baseball Kayettes was an activity on occasion, my mother and I could do together Bake things for bake sales or go to mother/daughter dinners

My parents were divorced when I was a young teen, my father deserted us leaving us without an income, we had to survive so I went to work and was not involved in school after hours My mother wanted me to go to college, finally I did

My folks were very supportive and encouraged us to participate in the activities I was involved with

My parents supported all our activities and felt that we did better in school by being active I was a cheerleader, in scouts, active in church activities, and involved in many intramural sports and joined in most school sponsored activities

Parents encouraged me in music, church activities from the standpoint of enjoyment and sharing talents

I never received a strong response in a positive or negative form If I was interested enough to become involved in an activity it was my decision I did, however, have to let my mom know where I would be at all times

Both of my parents encouraged me to participate in extracurricular activities and to balance that with family & responsibility

Parents were very supportive in all activities we chose to participate in We were not pressured in any ways

My parents encouraged me to be involved Music was much more available to girls than sports at that time I received piano lessons which were expensive for my family

Parents were supportive of my choices - no matter what the activity Athletic competitions for females were not available in high school Participated in recreational sports tennis, swimming, cycling, etc

I was always told I could be and attain anything I wanted if I tried hard enough I was told if you want to have a say in things - get involved

LEAST SUCCESSFUL ELEMENTARY TEACHERS

1. Do you think there are more important factors associated with your being in the teaching profession than those that have been included in this inventory? Please elaborate

No - My main reason for entering teaching was my enjoyment of school and watching others learn Also, my mother believed we should have training in some field

Teachers have such a special job - shaping young minds, behavior, self image, etc I had some super teachers to model

I am a social person - I enjoy giving and receiving The rewards of teaching are great in this area

When I was in grade school (6-8) some of us were chosen to be aides and sometimes acted as substitutes for teachers I really enjoyed this and feel that it influenced me

No - I was mostly influenced by my siblings who were teachers

I feel that my very positive experiences in school during my elementary school years was an important factor My parents value education and always encouraged me to achieve academically

I teach because I like kids and seeing them learn As a parent, though teaching is an ideal career because I'm at home with them more than I would be with another profession

1 In my family, "family and home were & are priority Being a teacher allowed a woman to be full time mother (home when kids home) once kids entered school My mother never worked except during school hours 2 I lived in a college town There was no doubt about attending college, and since Kearney State was rated 2nd in nation at the time for turning out quality teachers, it seemed natural to become a teacher

I want to help children feel good about themselves

I feel I wanted a career Probably I chose teaching for I was familiar with the work a teacher did and felt I would be a good teacher

I enjoy children I love to see their faces light up when they learn a new concept

Being a teacher was one of the main options open to women at the time I graduated from high school There were several women teachers who had influenced me as I went through school

Yes, these activities I was involved in really didn't make me want to become a teacher College was when I decided to

Lifelong love of children Attractiveness of a service profession Positive results in working with children that encouraged me that I had something to offer them

Interest test in high school, said I would be good at teaching It was also something I've always wanted to be since grade school I also was not a smart student I had troubles I felt like I could contribute to the education process because of being a low learning student

Being involved in extracurricular activities had nothing to do with my decision to become a teacher I have a child of my own & I will encourage her to be involved only if she wants to be in activities It is an important part of your school years - the socializing aspect & self-esteem rewards

My decision was made in college My high school days were very limited There barely offered enough credits to graduate, let alone extra activities Small school, 14 in my class, no community interest in school except for basketball Some baseball-plays-nothing else offered - Didn't have a library as such Took senior trip - main goal in H S to make enough money to take a long trip

Yes, my wanting to coach, and encourage others to be active in extracurriculars To provide interest in subjects in which I had poor motivating teachers

Yes I spent many summers being a camp counselor During college summers I worked as a Day Camp and in a Day Care

Went to college on the G I bill, education seemed to be the easiest classes

I entered the teaching profession because I found (when I was in Junior College) that I enjoyed working with children

No

I saw children who had difficulty in school and I had compassion for them I wanted to help those who were not blessed with good minds

More practical experience with children before going to college

Wanting to help young people

The need to be self-supporting in case of divorce/death of husband (financial security) My mother-in-law raised 4 small children and was the only income for the family

The era that I grew up in - there weren't as many fields for women to choose, limited to such as secretary, nursing or teaching Teaching was a career that I could do as well as raise a family

I have several good principals that have put education first I feel the teachers that I've taught and worked with have been important in my learning experience

I have always loved children and worked with them as I grew up in Bible school, Church, babysitting, softball coach assistant, etc

Children need the basics to survive I am good at working with the Basics (Basics - Math, English, Reading, P E)

I never liked school until High School & an English teacher picked me to be in the 10th grade play production

During my second semester sophomore year in college it seemed the **logical change from medical technology** I wanted to work with children I'd done a lot of babysitting, several of my relatives were educators and my mother worked for a school district Perhaps my experiences helping my first grade teacher when I was in 5th & 6th grade influenced me

I was encouraged by my junior high physical education instructors not by anything they said to me, but by the way they carried themselves I was very impressed and I knew that that was what I wanted to do

I'm service oriented

No

Respect for my teachers in school

High school was not a factor in my decision making I just wanted to get out College was more of a factor

4-H, the leadership roles and the working with younger 4-H'ers teaching them what I had learned

Yes, you have to like kids, have patience and be able to communicate with parents and the public

My 4th grade teacher is the one who made such an impression on me to want to learn and become a teacher

I came from a very educationally oriented community (Tradition) They not only enjoyed their athletic teams, but were concerned with their faculty's ability to promote academic excellence Stable school faculty - most were career educators

Wanting to have a better life than my folks

Summers off

I was interested in sign language I learned it easily and I was encouraged to follow my dream of becoming a hearing impaired teacher

A former high school English teacher gave me the desire to enter the teaching profession It works well for a woman and a family as was pointed out at a younger age

I've always loved children, and really enjoyed several of the teachers I had in elementary school I also appreciated the thought of being more or less my own boss I've also always enjoyed helping others learn things One of the best benefits of teaching is that every day is different and brings a new and wonderful challenge And I'm thankful that God has given me the precious gift and opportunity to teach It's only by His strength that I'm able to do it

Desire & love of children

I feel the genuine love of learning and just the love of being with children are the most important factors of my being in the teaching profession I feel I have a natural way with children that enables them to feel important, loved, and worth a lot'

No

Yes - the fact of having the summer at home with my husband & children

Teachers who were grossly unjust or poor at explaining material or cruel - made me want to balance the universe in the opposite direction Teachers who loved their subjects, inspired me to read, write, & want to learn beyond the curriculum requirements - that was such a gift - I wanted to be one of those and pass on that magic thirst for knowledge

I always had a desire to help others and I felt like being a teacher, I could touch many lives

Coaching - To coach in Kansas when I graduated from college you had to be a certified teacher

Graduation from college during WWII made teaching jobs easy to obtain, and, since I had decided before graduating to make teaching my vocation, I was able to start my career easily 1st & 4th grade teachers and I always loved school - even when hard

The desire to help children learn and grow You need to be able to work with children

No

Yes, my reasons for being in education are all the students and the challenges they present In high school my work with young children and desire to work with children led to teaching

LEAST SUCCESSFUL ELEMENTARY TEACHERS

2. Please list those family, community, college, or other social activities that you think developed your desire to teach. In other words, what do you perceive to be the reason(s) for the particular teaching style you use?

My teaching style has changed over the years. I have tried many things and have kept those which work best. Education classes did little to prepare me for teaching. I have learned **from other teachers** and studying material available.

Being a mother before I started teaching.

I was raised in very strict, traditional schools - awful - and my **style is more humanistic and creative**.

I think **the way I was taught** has a lot to do with it. But also some of my Master's work influenced how I teach.

I have always enjoyed working with children. I babysat and worked at a daycare - **Good instructors** in my education methods courses.

1 Working with and organizing activities for 5 years in park recreation made me very **comfortable with children and I enjoyed them**. 2 The way my parents taught & treated me probably most influences how I teach. They were very wise. Kearney schools elaborated on and polished these techniques. 3 Kearney schools had some tremendous **teachers to model** after Music, Art, Teaching piano.

I gained a lot of my ideas and **style from a former teaching instructor** from my home college. She was very good with children and an enthusiastic instructor.

I don't see these activities as related to teaching style. My teaching style was probably influenced by education classes in college.

Teaching Bible & Sunday school. Teacher aide experiences.

Social Activities - playing sports, **Friend - who was a teacher, teacher in high school**.

My **aunt & uncle both decided to become teachers** after starting a family and I lived with them for 2 years we all went to college together. They still are teaching and love it!

Bible study group in college - Many were going into teaching so I had peer influence. Desired a degree in interior decoration or architectural design but college didn't offer it and I couldn't afford to go away to school. I lean toward a **structured classroom as children are unable to handle much freedom** - would prefer to not be so limited.

Collegiate athletics, baseball sport camp (working with children).

College methods classes.

Dr. Ed Stehno encouraged me develop the philosophy I have toward teaching.

Being a **student aide for other elementary teachers** and my student teaching experience were a big factor as well as those mentioned above.

Family life.

TV program on special education got me interested in teaching.

I went to a church - related school for my B.A. and was influenced in my values and attitudes.

The teaching style is "developed through experience." College prepared me very little for actual teaching, having good working conditions and years of teaching is the real teacher.

1 **Mother was a teacher** before she was married. 2 I taught Sunday school and liked it. 3 I loved school. 4 I was raised to respect my teachers and the school, therefore, I **expect that of my students**.

When I was in junior college I worked in a day care center. Also - **my dad's brother and his wife were both educators**.

Mother was learning disabled. Father - self-taught. Cousin - encouraged me. Several church members were teachers, set good examples and encouraged me. Several "special" teachers K-12 influenced my ideas about teaching.

Emporia State elaborated on the Hunter teaching style.

Involvement in 4-H - working with younger member in the different projects.

My mother and father were interested in education. I attended a teacher's college. The faculty was very supportive of students wanting to be teachers. I spent two semesters doing my student teaching.

I wanted a career working with kids - teaching was the answer for me. I'm a relaxed happy person and want my class to be the same - comfortable and anxious to learn. **I had some great teachers in the past that were this way and I wanted to be this way too.**

Family background - Mother was always asking why this - why that It made us want to learn Helping the neighborhood kids learn something new, telling them stories

Becoming active in athletics and developing more self-confidence

At Illinois State my first method courses were lumped together and **team taught** (music, creative dramatics, and language) We were encouraged to integrate the disciplines and many of our assignments were creative It has helped me think of **different ways to present concepts** in an interesting format

My elementary school experience from a student standpoint I hated physical fitness test because I was very skinny and I had very poor muscle tone and strength I **always did terrible** and the other students always laughed when I took my turn We didn't do very much work on skill development Now as a teacher I work primarily on skill development and I encourage students to do their best Also, I **do not permit students to laugh at classmates** that struggle with the test items

Undergraduate **instructors** at WSU

College faculty

I tend to teach as I was taught

College teachers - and church members

4-H was one area I found that could teach in and I was comfortable in **being a leader**

I have always like children I babysat at church and worked with smaller children through scouts **My teaching style stems from the way I was taught I do the opposite** because I hated school as a child I try to teach individuals and make school fun

A high school **social studies teacher has been my role model** - while not encouraging me to teach, he did show me a particular approach to people He was a tough disciplinarian, but fair and honest with students When I went to college, he did **encourage me to coach - then to teach** His classes were student oriented - we did the work He acted as a guide showing us the strengths and weaknesses of our decisions

1 **Patterning after formal teachers** 2 Improvements suggested by my principal

Coaching football - basketball

My practice teacher taught me a lot about teaching

Former teachers, philosophy of education, personal convictions and beliefs

Some of **my teachers in college really challenged me** to make kids think, not just accept "yes" or "no" answers - push them into critical thinking Some of my professors also challenged me to use lots of concrete and manipulative things to help teach math, so that's why I believe so strongly in doing that Doing lots of creative writing came from my reading methods teacher - who taught to do it - by having us do it ourselves It was wonderful I was recreational director for a Bible school and camp one summer and loved it Having fun and being yourself - I **learned from the lady I student taught with**

Working with kids in situations other than a classroom

I have always been around people who are active and have a positive attitude

Being active in school and helping tutor different students when an aide

College - always so helpful and exposed to many settings with children, **school - had a lot of respect for several teachers** during school career, family - support and encouragement

Teaching Sunday school, babysitting for the same family several evenings a week and experiencing their children's early growth and development as well as their unconditional love I've always enjoyed children more than the petty "adults" at the office in my summer jobs

Taking care of younger children, teaching Bible school and Sunday school In college I worked with underprivileged children

1 College Athletics, 2 College Coaching

From past teachers and coaches

Parents, **Piano instructor in college**, music and theory instructors

My first year I team taught, many of the influences come from there My style evolved during my master's program

Love children

1 By helping with chores for the piano instructor, I got to take piano lessons beginning after 2nd grade, and this teacher was very influential especially since I always enjoyed music

2 My mother helped me write called "Cat & Mouse" when I was 5 3 Our church allowed me to play piano in services, at retreats and at district meetings 4 I got to accompany a Gospel Quartet and we performed all over Southern Missouri 5 In college, I got to perform throughout towns in Kansas as a member of the orchestra & stage band 6 As a member of acapella choir got to perform in Oklahoma, Kansas and Iowa 7 Most of my style came from courses and workshops

In college I specialized in working with young children This work in early childhood is the reason for my teaching style

My experience of teaching Sunday school and working with a youth group inspired me to be a teacher. Being a part of student government enhanced my desire for teaching. I enjoy working with these age groups.

LEAST SUCCESSFUL ELEMENTARY TEACHERS

3 Explain the encouragement of lack of encouragement that you received from your parents in regard to your participation of extracurricular activities. Please focus on the type of activities and the degree of encouragement and/or reasoning you received.

I received no encouragement to participate in extracurricular activities. We lived on the farm and there was always work waiting. I did participate in school plays because most practices were during the day.

My parents always attended anything I participated in - they were very supportive.

My father died when I was 14. I was the last of 6 children and my mother was 40 when I was born. I think she was just tired and saw no reason for education for girls, who would only marry and stay home. I received a music scholarship but my mother greatly discouraged me from using it.

I would have liked them to be more encouraging or "pushy" because I was shy - also, we moved to different states at crucial times in my "social" schooling.

I was not influenced one way or the other by my parents when it came to extracurricular activities. I often felt I could not participate in sports because we lived in the country and transportation was hard to get.

My parents didn't encourage me to participate in sports. I now wish they would have. They didn't place a big emphasis on participation in extracurricular activities. I wish I had been more involved socially during my last few high school years.

If I showed an interest in an activity, my parents encouraged me to do my best. I was never forced to do anything I didn't want to do.

My parents encouraged me always, as long as it didn't interfere with my grades or make me neglect my role in the family. My brother and I were expected to be responsible, independent thinkers. We were never forced into activities, but were supported in those we chose to do. I was a true child of the sixties and truly thought I could help mankind by teaching.

I was mostly self-motivated. I enjoyed activities not connected with school the best. Too much of a popularity contest at school!

I was encouraged to be involved in extracurricular activities such as debate, chorus, etc. Encouragement was strong if the activity was of academic value.

My grandmother was a teacher. My mother taught for her on occasion. They both enjoyed teaching. I, also, had a great aunt and uncle who taught. I've enjoyed their stories.

My lack of participation in extracurricular activities was more from a lack of choice than desire. My parents were poor farmers who had not had the advantage of education, but they surely encouraged me to take advantage of it.

I was not encouraged to enter these activities because my parents knew I was very shy and did not greatly care for such activities.

Lots of encouragement. They always tried to be at any activity I was doing.

My parents always encouraged me, once I made up my mind to do it. They never pressured me. They did not come to see me participate every time, but at least half of the time.

I was a quiet student and didn't get involved in many extracurricular activities. However, my two brothers were both good basketball players and my parents really supported them through junior and senior high school. In my case it depended upon the personality of the child as their encouragement.

My parents didn't care either way, were pleased when I did such as band, basketball, plays. Gave support by getting me to the practices, but never discussed verbally. I dropped band freshman year because of the teacher - took me off solo clarinet to alto - and gave chair to a student with less talent because of her prominent name.

Father never really supported, nor attended. Did not show enthusiasm toward sports, nor worked with me on skills at home.

My father had to raise and educate himself. He always told us three children he wanted us to have an education. By the time he put both boys through school there was not enough money for me so I had to put myself through.

My parents supported me and encouraged me in any event I participated. They attended musical performances and plays in which I was involved.

Family, also those including siblings.

I wasn't encouraged or discouraged - whatever I did was fine

My mother died during my 10th grade year, she did not want me to participate in contact sports, therefore I played little sports in school, my athletics started after high school, during my service days I was not motivated for extracurricular activities outside of sports

My parents rarely attended any extracurricular activities

If I practiced my french horn at home I had to do it in the barn where I wouldn't disturb anyone Other than that, I was never encouraged to or discouraged from participation in extracurricular activities unless it cost money - then I was discouraged

My parents encouraged me in the area of extra activities Most of my activities were church related

Church and school were number one priorities as I grew up I was raised in a work, learn type of home with a great deal of firm but loving experience from family members

Transportation was a problem Parents let me try anything I wanted to for outside activities But, I made the choice School studies had to come first before I did outside activities

My mother encouraged me in school - I lived in the country and didn't get to participate in many extracurricular - Support for extracurricular activities as long as did not affect grades Note - never effected grades so I got to participate as wanted Degree of encouragement depended of my sister or brothers were involved also

They encouraged us to try, to do our best in whatever we were interested in doing

My parents encouraged me to take part in the extracurricular activities I was in high school in the 1950's Girls did not have the sports activities that we have today

My parents let me be what I wanted to be They always told me I was so good with children and had lots of patience

Mother said to earn your keep - only one after school activities besides working Mother believed in education

My parents always attended any activity in which I was involved They worked in kitchen, provided transportation, etc

I was more encouraged than discouraged although I chose my activities However, home football and basketball games were required My father stressed it was my team and school

My mother and grandmother always encouraged me to participate in activities that were challenging and fun

Neutral

Athletics by father and mother

My mother particularly encouraged fall participation and my Dad was supportive even though he had not gone to high school

Lack of encouragement from parents Extra activities were that, extra, our choice

Any type of activity that I was interested in, my parents were there to support, and encouraged me

Parents encouraged college as they had not had an opportunity to go for further education because of lack of money

They encouraged me to participate in lots of activities some not school related

My parents were encouraging, especially my father who did not complete his 10th grade year He believed that extracurricular activities were of physical and social benefit When I went to work as a junior and did not participate in athletics my parents were upset, but never nagged me They felt that my being involved in summer baseball and other activities was enough My interests, and priorities were changing, they knew

No encouragement Chose activities I was good in, as I didn't want to fail

Very encouraging to me

My parents encouraged me to do anything I wanted as far as a profession Their support helped

My parents believed that if the first child did an activity all of the other siblings should follow So being the youngest I didn't have much of a choice Even though I did enjoy band and piano - I wouldn't have stayed with them as long as I did by my own choice They did finally let me drop piano They also let me try out for pom pon but I didn't make it I would have liked to have been involved in volleyball

My parents were very positive and were glad to see me involved in activities both in and out of school

My parents encouraged me to do extracurricular activities, but my grades had to be good first and foremost I did cheerleading and after school sports mostly They let me choose, and said to enjoy myself

My parents always backed me up in all the activities that I participated in They even became involved as the parent sponsors on some of the road trips that were taken

Always supportive encouraged to do talks, etc in 4-H - took piano lessons

My folks were overprotective - If it happened during school hours it was okay - or right after school - but evenings I was to be home studying I didn't get to go on a real date till my senior year They were very supportive of any and all extra curricular activities at church however - so that's where I grew up socially

My parents encouraged me to get involved with community activities, and to work and help others without being paid

Full backing of parents to compete in athletics JH through college

Parents never pushed, but provided encouragement and equipment, etc Was never criticized at home for my performance in activities

My parents were very supportive in allowing me to participate in musical activities Although my father pastored a Baptist church, I was allowed to play Episcopal services each Sunday I was allowed to play for the Rotary Club in the small town each week at their dinner meetings so they could sing I graduated from high school at 16

My parents were not aware of the clubs, activities, etc

I was an extremely shy child and did not actively want to participate, something I now regret!

We had no money so couldn't afford to go anywhere - so belonged to school clubs and scouts

Encouraged to participate in what I was interested in Father was an instrumental music teacher I was encouraged to play an instrument and participate in band and orchestra activities, and solo contests were stressed

My parents were always supportive of my musical ambitions, activities and concerts They attended all concerts My dad always wanted me to play piano, music to put him to sleep My mother encouraged my practice and composition Even though my parents couldn't afford it, they always saw that I went on school trips and that I got to attend extracurricular rehearsals whether in science, music, dramatics of other subject related activities However, they could not afford to pay 1 cent toward my college degree I had to put myself through college

My parents provided the money needed until I began working They also provided transportation until I was able to drive I knew what my limits were and it was my decision

My parents didn't want me to participate in dancing - it was against their religion Pom pon and cheerleading were associated with dancing Other than these areas my parents encouraged the fine arts

MOST SUCCESSFUL SECONDARY TEACHERS

1. Do you think there are more important factors associated with your being in the teaching profession than those that have been included in this inventory? Please elaborate

Not really - I just enjoyed the lifestyle of my parents and chose that profession I have two brothers who chose to become CPA's

I met a college science (chemistry) teacher that was well read, and had many different interests He made learning exciting and for the first time it became fun to learn He was very interesting to talk to after class **We did not always talk about chemistry either**

The influence of an aunt whom I admired very much Though she did not encourage me to become a teacher I chose the profession because of my admiration for her Another influencing factor was the fact that there were several teachers in my family

Summertime experiences - coaching experiences in the non-scholastic realm

No

No

Other than the role model of my mother, and the encouragement of both parents, it presented itself as the ideal career for a mother After two yrs of high school - I was married and in the work force as a secretary Two years of that told me I wanted more than that in my life

My whole family teaches Sister Nancy is currently working on a teaching certificate Thus, all five siblings of Mom's will be teachers

Many of my role models were teachers and coaches

I graduated from high school in 1961 There were not many career opportunities for women at that time (that I was aware of) I wanted to be able to be more than a housewife but yet I wanted to be with my children when they were not in school So therefore, teaching was a good choice

I have always known that I wanted to teach, no one influenced me

Yes, June, July & August Ha!

Yes, desire to achieve, motivation, I learned how to study in high school, I had more responsibility than lots of my peers coming from a single-parent home, because of this I learned good study habits and responsibility

No one really encouraged me to become a teacher it was my own decision and I felt many people would rather I had chosen a different career (more prestigious, more lucrative)

Sometimes **I think it's genetic**

No

I think the most important aspect with being a teacher is **enjoying school and having a mentor**

Yes, my experiences at the United States Air Force Academy played a significant role by providing me opportunities to work with young adults who were not sure of their future plans

Personal concern for quality education for students

My grandmother was a teacher and she probably influenced me more than anyone else

I think the most important factor leading to my decision to teach was the exposure I had had to **people who were not only outstanding teachers but truly marvelous individuals** as well I was blessed with **fine teachers whose personal lives and inner qualities were also worthy of imitation** I **wanted to be like them**

I love young people I have always had a desire to help others learn and perform better Teaching fills that need

The enjoyment of teaching - rewarding experiences

Yes - I enjoy seeing students progress Also learning to know 1000's of individuals

Although not encouraged to become a teacher verbally by my instructors My senior English teacher & debate coach was a very strong role model for me He is currently my mentor and has become a close friend

Sensitivity to the needs of children, a giving nature but also one who gains from others success, and the desire to see society better itself

I really enjoyed the challenge of school and college courses After marriage, I really became bored with all my free time and began substituting when my son reached kindergarten In the "olden" days, women were teachers - even if they insisted upon going into "male" fields, such as science

Walter Cronkite - always saw on news - interest in current events

Some association with the activity (speech) enabled me to attend college and become a teacher

The experiences from 4-H were very impressive in teaching leadership skills I developed a great interest in foods/clothing and continued to learn in public schools Although I did not receive credit (hourly) for helping teachers, I often helped my teachers grade papers

I would only mention the positive experiences I had with teachers It made it seem like and interesting, rewarding job

I did not select teaching as a career because of extra-curricular activities I selected teaching because my father and his sister were teachers I decided in early elementary school to be a teacher and never changed my mind

No I knew that I didn't want to be a waitress all my life and education was the only way out I fell into teaching because of the encouragement of my teachers and my science teacher was my mentor

Since I enjoyed learning in general I decided teaching in an elementary school was the place for me And for many years I did teach everything

Enjoy working with young people Fresh new ideas, never gets old Keeps you young

I really did not develop a desire to teach until after serving as a teaching missionary, and after having taken psychology courses Because I immensely enjoyed the academics and the activities of education, I pursued a teaching career in science

Always wanted to be a teacher, taught Bible school, sunday school, etc , like people, probably never really considered seriously doing anything else

Yes, I fell into teaching by accident, or better yet, there wasn't much else I could do with the degree I had and also have as much time off as I enjoy

Love of the subject matter and true caring for kids

Yes I like working with teenagers It's important to me to "turn them on" to learning, thinking and reading

Working with teachers, I liked school

My husband has a very successful career

No

Only parental influence

Job security

I'm not sure any of the factors, other than my dad, are associated with me becoming a teacher I realized I liked working with kids as a swimming instructor

Role of former teachers - this had a positive effect on me

Personality, choice of college, quality of instructors

Yes I was frustrated with the educational process and worked in PTA A vice-principal I worked with (as president of a large PTA unit in high school) encouraged me to go to school I graduated Magna cum laude with honors after a less than distinguishing high school career I discovered two things at the same time - I was morally responsible for other peoples kids, and 2) I was(am) highly intelligent as measured on tests

Yes - Experiences with kids in graduate school

Yes My mother was prevented, by circumstances of birth and the depression era, from attending school beyond the eighth grade As a result of this great disappointment in her life which prevented her desire to become a teacher I believe she instilled in me the strong desire to fulfill that dream for both of us I greatly admired my mother who rose above adversity to achieve, not only as a mother of four, but also as a **working woman who earned a greater income than I ever earned as a teacher**

The example of teachers who encouraged by what they did not through active recruitment

Yes - I am married and have two children I chose to be in education so I could raise my kids - Not have someone else do this very important job

Yes, desire to help kids

It was my experiences on campus that got me interested in teaching I had a room mate that was in education & when I enrolled in foundations of education at her request I was inspired by a wonderful teacher and my experiences in classroom with kids I discovered that I really liked being with children

Yes - events & influences in the first two years of college Wide variety of teaching experiences - very small school in the south, private schools, ghetto schools to current large district

MOST SUCCESSFUL SECONDARY TEACHERS

2 Please list those family, community, college, or other social activities that you think developed your desire to teach In other words, what do you perceive to be the reason(s) for the particular teaching style you use?

I went to a very small school and when I became a teacher I wanted to expose my students to more variation of learning and push them to work hard

Practice teaching We had a college that had a high school on the campus We went to regular class to observe before we ever had a chance to teach We also had a chance to talk the regular teacher about what is it like to teach He was very honest

Nothing in particular developed my desire other than the fact that teaching was a profession with which I was very familiar Professional opportunities for women were much more limited in the late 60's than they are today I was not made aware of other areas I might pursue

Attending college classes while still in high school, personal **style comes from emulating my father**

Family, community, church caring, socially responsible

Workshops after I started teaching Many from the National Science Foundation

Role model of mother and father **Role model of teachers** I've had

When I was in high school we were chosen to teach for the elementary grades during conferences I always enjoyed this! I was in charge of the opening exercises for elementary Sunday school

Parents values, positive school years, feeling of being needed, **caring about others**, church

Our family is a wild and crazy crew Mom survived us and we survived each other My teaching style, likewise with my other brother and sisters and relatives is a combination of each other At get-to-gethers, we share stories, and ways to deal with the ups and downs Having an occupation common to all in the family has kept us a close knit family

I went to work in an accounting firm when my husband went to Viet Nam Although not high school prepared for such work, I learned quickly and really liked the work Later I began teaching religion classes to young children at my church, it was rewarding I combined both "likes" into a teaching career after completing my degree

My parents had the biggest impact Next would be the **good teachers and coaches I had**

My high school English teacher helped me receive a scholarship so that I could attend college Both of my parents were deceased by January of my senior year My high school math teacher made algebra seem like so much fun and easy to learn

I believe the personal concern of my English teacher coupled with the style of my algebra teacher are my goals as a teacher

I helped teach Sunday school when I was in high school

Athletics - some of **my coaches were my role models**

I use the style that I responded best to

My high school football coach was a great influence on me and my style of teaching I really respected all of my teachers **My high school teachers** and sports were key factors for my success and self confidence in teaching

In college, I became independent I participated in all events, I joined clubs that I didn't have the opportunity too participate I studied hard and became a superior student, thanks to hard work and good study habits I learned in high school

A basic philosophy in my home that put a very high value on education **one particular high school teacher**

College professor

I don't feel that I have a particular style I try to do what works I enjoy doing what I teach (i.e. typing, shorthand, etc), so I like to teach those skills My father probably encouraged me the most

College (**Excellent professors!**)

Attending the Air Force Academy probably has more to do with my teaching style than anything I place a great deal of importance on discipline and accountability

I had an excellent methods teacher

Activities with young people in church

I use many types of teaching styles, because I have observed many types I've tried to use the best ones and center my teaching around these styles

I had a science teacher beginning in the 7th grade and continuing through 9th grade who had been critically ill He was a **top-notch teacher** but needed an assistant and fortunately chose me to help him He taught me as much about teaching as science I also had an outstanding science teacher in high school who took me under his wing

My mother's teaching style influenced me more than anything else because I was subjected to it everyday of my young life I'm confident that my own English teachers also affected my teaching style I find that I return to rules they used and methods they used which worked or made sense to me

Family regarded education important, stressed completing what you started Ex-husband and mother-in-law were both teaching when I decided to be an elementary teacher Both were known as master teachers

My professors in the science department at Kansas State University of Pittsburg

Past teachers in high school Instructors in college in the English fields Cooperating teachers during the student teaching experience

I began substitute teaching in college to make extra money and ended up really liking to teach

I was raised in a community with a majority of professional people Most of my friends had both parents with college degrees Education was considered to be vital Science is "changing" and we must be receptive to new ideas Discipline (internal and external) is important but is not the end N S T A is encouraging "hands on", seems relevant somehow

Family and church are very "service" oriented "60 minutes" showed a segment once on a teacher who dressed up and made French class come alive That's what I wanted to do

I admired a couple of teachers, I feel they made the biggest impact in my decision

Much of the style or approach I use has evolved around my observations or styles I thought to be negative, destructive, counterproductive **Saying that teachers at times seemed to focus on students who they could control, influence easily or they generally liked - letting many students with many needs unmet**

The teachers of my past model many of the traits I now have The classes I did well in and learned most from - I identify due to their success in the classroom

Encouragement and advice from high school science teacher and my brother who was a teacher, - be firm and tough but be fair

I did a lot of tutoring in high school and college I enjoyed working one-on-one

My job as a resident assistant My student conducting and participation in choral music groups at ESU (Dr Shelly Archambo), good discipline from my parents

My father was an outstanding elementary school teacher who was dedicated to helping his students In high school I admired several teachers who have influenced me I'm sure the basis of my style is due to them My cooperating teacher while I practice taught has affected my style the most

My high school teachers were my role models After going to college, I realize what exceptional instructors I had in comparison with other college students I could do a whole lot worse than to copy them

Association with teachers - and I liked the school atmosphere

I really can't pinpoint any specifics, but **my parents always made me feel that learning about everything in life was the normal thing to do**

Moral up bringing - Church - leadership roles as I was growing up

After serving as a teaching missionary for my church for two years, I returned to college and enrolled in psychology Human development and the psychology of learning fascinated my interest I decided that **I would like a career working with people rather than things**

College teachers taught me what kind of teacher I did not want to become Very few ever creative or exciting A few high school teachers science & one math teacher, music teacher had some influence and only one elementary teacher

I believe I **developed my style from the styles I saw from one of my high school teachers and from my mentor** But I have taken that style much further and developed it according to me

Sunday school teacher - vacation Bible school - student observer

My parents Both of them are open-minded thinkers who use many methods in the classroom (My mother earned her teaching degree while I was in college) I also learn about creative methods by sharing with other teachers

Watching other teachers

My high school math teacher

My former teachers, especially two, inspired me to become a teacher (My mother thought I should get a degree in home economics because that would help me in my own home) I perhaps in some ways have **copied the teaching styles of my former favorite teachers**, who were very traditional

Parents influence only

Student Council, sorority, Rainbow for girls

I feel I have many of my father's teaching techniques which were part of what was expected of me as I grew up I also have always felt in agreement with the statement, "Students will do what is expected of them "

Copied, borrowed, "stolen", from past experiences (teachers)

Personality, work in church, 4-H, teaching swim lessons

Quite frankly, I went into teaching because I knew I could be a better teacher than the teachers' my own six children My college professors kept asking me if I was going to teach My high school counselor thought I was not worth working with I wanted to show troubled students that they were important and worth treating with respect

4-H activities and drive for perfection and graduate school professors at E S U

I think I had a **couple of special teachers** who encouraged me and set an example was a high school home economics teacher and one was a college home economics teacher

My high school math teacher was outstanding I took many of her techniques and apply them to my class She taught **all** classes so I took her for 4 years

I was greatly influenced by my teachers from elementary through secondary levels I recognized at an early age my ability to lead and to instill confidence in others I have always been articulate and literary with a genuine interest in art, reading, and writing, and music **My particular style is a composite, I hope, of the best examples set by my best teachers**

Teaching sunday school class

My background - I had alcoholic parents and was the 2nd oldest of 11 children I remember those sensitive and thoughtful teachers Also - I have a retarded sister I started out in Special Education, I was never satisfied there though

My teaching style has developed over the years as a result of classes, observations, and interactions with other teachers

Role models - an aunt who taught, an 11th grade science teacher, a 7th grade English teacher, and a college professor Experience growing up and moving around the country - frequents moves

MOST SUCCESSFUL SECONDARY TEACHERS

3 Explain the encouragement or lack of encouragement that you received from your parents in regard to your participation of extracurricular activities Please focus on the type of activities and the degree of encouragement and/or reasoning you received

I received encouragement in all extracurricular activities I was involved in I was never forced to be involved, but I was forced a few times to take solos Our school was small and it was probably more peer pressure that a person was to be involved The groups needed you

I was one of the first from my family to attend college They were very supportive not only with encouragement, but also with financial aid I also had a job while I went to school

I received strong encouragement from my parents in regard to participation in activities especially in the area of music The high school I attended was small and women did not participate in sports as they do today

Plenty of encouragement to teach, teaching field was left up to me

Parents were supportive, but not demanding or pushy

Always allowed to participate

My folks encouraged active participation They felt that idle time could lead to trouble I had a strong desire to "please" them so I went the extra mile They were wonderful, supportive people This included academics, fine arts, athletics, part-time jobs, etc

My parents were very supportive of everything we did I believe this made us want to do better

Always had excellent encouragement and participation of parents

Mom always let us go out for anything we wanted, but if we did, to do our best Being best wasn't emphasized, but it was mentioned on occasion It was more often stressed not to let mom down and even more so - don't let ourselves down

The support was there, but there was no encouragement to get more involved I had to work to pay for my own high school education It was at a 4 year private all girls academy Without my jobs, I would have to attend public school

I always wanted to be involved in extra activities especially sports

My parents encouraged us by being interested and involved in what we were doing

My mother died while I was in the 7th grade & my father thought high school was a waste of time, so I received no encouragement from home for teaching However, my home life did instill a desire to always try to do my best

They strongly encouraged it school activities They felt that it would help keep us out of trouble and motivate us to want to go to school

They wanted me to be involved - told me it would help me meet new people and enjoy school and life more It did!

My dad was glad I was able to go to a junior college on a football scholarship He encouraged me to go on to a four year college

I was encouraged to participate as long as I could still maintain my responsibility at home When participating at an older grade level, I had support always there at the event and at home

Very encouraging - always willing to provide transportation and support - always attending activities - support not dependent on type of activity!

Support by their attendance

I don't remember that my parents encouraged me very much I was very active I lived in a small town so I could get myself to & from school as needed

My parents didn't really care I did extracurricular activities for my own enjoyment and self fulfillment

My parents never encouraged or discouraged my participation in activities They primarily supported my involvement

Received an average amount of encouragement

My parents were very supportive of anything I wanted to do, but were not pushy

My parents encouraged me to participate in all school activities I was educated in a small school system and this let me be involved in all areas of education

My parents began giving me private dramatics lessons at age two, piano at four, voice and organ at eight None of the private lessons were ceased as others were added They expected me to begin performing publicly at about age six in dramatics and piano, somewhat later in voice and organ

They did not encourage school extracurricular activities as much as music and drama. However, music (choir, piano), accompanying in school was encouraged.

When I was in school, athletics was not an option for girls, therefore, music was an area in which we could participate. My parents encouraged me, hoping I would develop my talents and continue to sing and direct the youth in our church in music so their reasoning was well founded.

Living in the country and not having an older brother or sister to drive me to activities in early high school years kept me from attending many times. Being the oldest child in my family required me helping with farm work after school. I have no regrets about this.

They simply encouraged me to do what I wanted. And I wanted to teach since 6th grade.

My mother especially steered me toward cheerleading, something she always wanted to do. Softball was stressed by both parents and was the only sport I had a talent for. Other choices were left to me.

My parents strongly encouraged me to participate in extracurricular activities, however, it was my decision. At the time, few sports were offered to girls. I chose to spend much of my time working in part-time jobs.

I was discouraged from participating - of even observing - most athletic activities because of extremely severe allergies and sinusitis. My parents really pushed scouting and youth group activities at church. My mother would have liked for me to be much more actively socially.

Encouraged the arts, downplayed athletics - but encouraged us not to get too involved.

My parents were very supportive. Debate, forensics, football, and track were very enjoyable activities. My parents attended most of the activities.

All activities outside of the home were by my participation and not at anyone's suggestion - my parents never involved themselves in any of these activities except for ones related to church activities.

Participation in activities varied according to the merit of education. We were a rural farm family, and making plans after school meant justification. Education was first and grades had to maintain to stay in groups.

I went to a small high school (63 students) where nearly everyone was involved in everything. My parents expected and encouraged me to participate.

Studies always came first. We lived 25 miles from school, so school activities were limited for us.

My parents encouraged and supported all my activities. They were behind me 100% and always made it to any activity that they could watch!

My parents over-emphasized being in activities. I can recall feeling rebellious because my father would push us in music, drama, etc., and then he would tell everyone he met! I recall him using the word "honors" in referring to my accomplishments. He made us stay in 4-H also throughout high school, long after our friends had quit.

I came from an alcoholic home. My parents didn't have time for other activities. They attended my graduation and one play, no others. My high school English teacher was a nag, a lovely nag! Always after me to do well and go to college. My high school science teacher encouraged me to go into science and become a teacher.

Encouraged because they kept me busy - parents rarely attended games or concerts.

I went to a private school and there weren't many activities, but my parents encouraged me in any I was involved in.

Mom - Dad always supported us. They went to all activities. They would never talk bad about a coach or sponsor and always encouraged us but evaluated us also.

My father was the first high school graduate in his family. He was too busy making economic advancement and worked long hours. My mother was occupied rearing seven children. We pursued activities independently. I wish that I had received more direction and encouragement.

In a small school everyone was in everything there was to offer - expected and wanted it that way. (10 in my graduation class)

Neither one of my parents are what one would consider athletic. But as early as the 4th grade I was encouraged to participate in athletics. They would come to all my games.

Encouraged to be a part of things but not really pushed. Exception - pushed into athletics but went into other areas instead.

My parents always supported my involvement in extracurricular activities by listening to me when I wanted to talk about the group's projects, by attending games and meets, and by sponsoring/helping out with certain events.

Had no way of getting home from school and working my junior and senior year.

Strongly encouraged to participate. You have not asked what I consider the most important. I went to a tiny school (less than 200). We had to work together.

My parents always encouraged me to participate in all activities. They always attended any event in which I participated. (I regret that there were not more opportunities in which to participate. Our school was just too small.)

Encouragement was great - not demanded however
 Lots of help and encouragement
 They didn't care what I participated in and I don't remember encouragement to do a certain thing They let me do what I wanted

Positive Public Service "Help God's Kids"

My parents supported me in what I was interested in whether it was academic or extracurricular My mother was at home, and we were her "priority"!

I didn't attend college at all until age 40 I hated school, disliked teachers, father My mother was supportive of anything, my father of nothing I attended a large high school (1000+ in my class) and was lost in the crowd, and liked it that way

They wanted us active - band, plays, clubs, etc

A lot of my athletic activities were in college and my parents were not real fans of athletics so they only came and watched me participate once in a while They were proud of me but didn't have much to say about my involvement

None - They let me decide what to go out for and did not encourage or discourage me from my activity

I couldn't have asked for more understanding parents They accepted me as an outgoing, extroverted, social individual who thrives on activity, involvement, and achievement, and needs people, recognition and success They always supported me in my endeavors and were proud of my accomplishments

They did not encourage me to do anything outside of helping them at home It was always a struggle to do extracurricular activities - the money, the time, transportation, the guilt I felt when leaving the younger kids I was determined and my grandmother helped me when she could My job also conflicted My parents did support this and often tried to get the money

Discouraged me because of pay

My parents discouraged extracurricular activities because they didn't have the time or money for me to be involved and they needed me for babysitting

Father - whatever pleased me, pleased him - was concerned that I be an individual and do what I wanted to do if not harmful to others Mother - typical 50's mom (southern) interested in the social status of her daughter, very pushy in regard to participation in clubs and beauty contests

LEAST SUCCESSFUL SECONDARY TEACHERS

1 Do you think there are more important factors associated with your being in the teaching profession than those that have been included in this inventory? Please elaborate

Influence of a high school teacher

Desire to coach, interest in history/government

No - I thoroughly loved school and learning, so I became a teacher

Probably the fact that I got along well with my instructors but only at high school level Teaching was not something that I considered as the vocation of my future

Probably the most important reason is because of wrestling I wanted to continue wrestling was the main reason for going to college I really didn't know what I wanted to do Coaches in high school were a great influence

I felt the leading of the Lord in my life to go into education to serve him there

My family valued education in a general sense and school was seen as one aspect of getting an education The social controlling aspect of "school" was not much valued and we were taught to get the best school provided, ignore the rest and seek knowledge everywhere

It was easier for me to give my own children attention as a teacher rather than social worker or other kind of office job

I didn't decide to teach until I was in college

Often the only vocational training students receive is in the industrial education department I enjoyed the short cuts given me by my high school educators and my part in working with these students Self confidence can be built fastest and best in the shop

I like to see students succeed - learn new skills Enjoy themselves while they learn

My involvement in athletics - my wanting to coach

No

I like kids

Questions 2 & 3 in the Personal Background Information Section asked if any teachers or other persons encouraged me to teach In my case, it was more of an influence rather than encouragement

Hours - conducive to family life

My involvement in sports led me into teaching I enjoyed that more than anything

One factor has to do with the fact that I was good in English and at the time I graduated teaching was the best way for me to make use of my talent

I enjoy being my own boss (of my room) I like being "on stage" Even though my parents did not encourage my entering the profession, I felt both set examples of qualified teachers
Need to make a living'

Good job for a lady in a rural community

Yes I like to be around young people and watch them grow and develop

No

I think being involved in church, teaching Sunday school classes when I was in high school, was important, also, I always had a desire to teach, which was probably most influenced by my mother and wanting to be like her

Enjoy working with children

No

The main factor why I want to teach is because it's a challenge and I like kids Another reason I am teaching is because I need the extra money for my family

I did not become aware of the importance of education until after I graduated from high school A dose of reality on my own helped to develop my current attitudes towards education

Sheer love of learning and enjoyment of teenagers

Personal interests & hobbies when growing up Skill levels in interested areas

Skill in area

Personal skills, interest Teaching profession a good job for women at that point in time

Yes, I enjoy being around students and fellow teachers

College coaches, my grade school teachers, 4th & 5th

No

Coaches as role models Father in education

I knew teaching would fit in pretty well with a family I was lucky enough to teach in the school system my children attended

There were fewer options for "bright females" when I was in school Teaching and nursing were primary I was interested in medicine (as M D) and other fields as well as education I might have been a teacher regardless because I have always loved to teach Lack of finances was a problem

As a young person I excelled in sports and teaching P E was the only area where I felt I could continue in sports at that time

I was encouraged to have a profession to fall back on Marriage was always considered but I planned to stay home with my children Math was my interest but I took home economics and business classes to please my Mom Even being in math was different in the '50's I was in classes with boys usually Girls in math mainly went into teaching

I worked all of the time - didn't have time for extra- curricular activities I've always related to doing the things a teacher does

Yes - I felt a need to try to help kids I loved sports and wanted to win a state basketball title Being a teacher would allow me to coach

Yes - an interest in education of my own children and the type teachers they had

Having had good teachers when I was a student National press on the failure of schools outraged me'

No

I feel that parental support and good experiences in school play an important role in the development of a well rounded individual, of a candidate for the teaching profession My philosophical development, was developed in college

No

Involvement in college athletics had some influence on my decision Coming from a family of teachers was probably the #1 influence

When I started teaching there were few choices for a woman I wanted as much time with my children as possible Since I had taught Sunday school, scouts, etc I knew I could do well

1 Ease of professional preparation 2 Availability of jobs 3 I wanted to coach, this was the easiest way

I've always enjoyed working with children

I became a teacher only as an alternative to my first choice, banking I made this decision because my banking career failed to progress and teaching was my only alternative I plan to leave teaching upon completion of my MBA, if not before

My husband is an administrator, my brother, and my brother-in-law are teachers, so they have supported my educational endeavors Coming from a small Oklahoma town, education was looked on as the chosen profession for a young woman

LEAST SUCCESSFUL SECONDARY TEACHERS

2. Please list those family, community, college, or other social activities that you think developed your desire to teach. In other words, what do you perceive to be the reason(s) for the particular teaching style you use?

Influence of a high school teacher

Combination of experiences with teachers/coaches

Two of my high school teachers were a particular influence - one because she always seemed to love what she was doing, and the other for her unflinching honesty and drive (she came to teaching in her 50's after working at other jobs)

Education courses, in-service training, observation and teachers organization recommendations have all been instrumental in helping me to develop my method or methods

Probably, my teaching style developed due to the first teaching position I had

In high school, I helped take care of a 5th-6th PE class and developed a love for coaching, I also had a coach who was a **teacher that used the styles I use**

Family and personal philosophy about the value of and education and the need to obtain one, some times in spite of school

Helping peers with homework/studying, sorority officer, etc in college

I love theatre and I can direct plays while teaching

My family back two generations, are teachers, my wife's also. But the most direct influence was given by my high school industrial arts teacher. He helped me shape my future the most. His philosophy to education was to read! Books contain the information - know where to get the information and how to use it when found.

My aunt was a teacher, my cousin and I went to college together. My coach encouraged me to go into teaching.

Parents - role models

From observation of other teachers

I loved coaching and wanted to be involved in coaching.

I grew up on a farm and was taught that to succeed in life, you must work hard and learn everything you can.

Teachers I admired

My high school **coach was a very caring person** who was very interested in my well being.

As a student in college math classes I observed many different teaching styles. I've tried to take what I feel is the **best at each style and incorporate these into my** teaching style.

Grandmother was a teacher whose dedication and zeal and work ethic influenced me. My father's way of dealing and disciplining as well as my basic choleric personality (needing control) and my melancholy personality (desiring perfection) also influenced me.

My father was a teacher and the biggest influence on my decision to teacher. He was a **great** teacher and I guess I wished to **emulate him**. Almost **everything we did and anyone we associated** with had some link with education in some way.

My style is unique and diversified-- I think I have drawn on the **experiences of other business teachers**.

Mother was a teacher so I use her as a resource person.

School is the hub of rural community and teaching was a respected profession 30 years ago. I'm not sure that it is today.

My father was forceful, my mother was patient, my **favorite coach, teacher, and later principal was both**.

My 17 years in industry. Too many students entering the job ill-prepared.

A great deal of it I attribute to my fellow teachers. Watching them, asking questions, advice, etc. I was in front of people all my growing up years in church, singing specials, leading singing, etc. That helped me become confident with people and a place of leadership. There are also many teachers and preachers in my extended family.

Trial and error

I have taught various church groups of different ages and I am presently teaching grades 4-6 and youth 7-12 (with my husband).

Sports, wanted to coach

I have developed my **teaching style based upon observations** of whom I consider to be excellent teachers at the college level.

Being a parent - a single parent

I liked showing others how to fix or repair things (lawn mowers) and to be self reliant
Subject matter

I was encouraged to go to college and select my own field Parents, school, etc all respected my wishes and encouraged me

No social activity helped to develop my desire to teach I enjoyed school & working w/students & decided early in life to be a teacher Set my goal and remained "set" Religious activities may have helped' I taught in church school from 7th grade on as well as church's organ & piano accompanist

My mother taught two years and spoke of her experiences - Her brother was a career teacher and a very successful coach

My uncle, community boosters as a teenager, high school **coach, college coaches, my grade school teachers, 4th & 5th**

Desire was initiated by an **admiration for my high school teachers**

Teachers I've had at all levels of school have all **influenced my teaching style**

I guess I've always wanted to teach I sometimes went with my **aunt to her one-room school** & helped her & I liked that **I enjoy learning & being around students**

My brother was 5 years younger and I taught him to read, count, etc long before he started school (He was very bright) I seemed always to be "helping" some other students I went to a 1 room school for part of elementary school The high school **teachers who influenced me use a number of different styles of teaching I also read and observe other teachers for ideas**

I played ball all my life, one kind or another, whatever was in season and a family friend who was also a **teacher encouraged me to pursue my interests as a teacher**

Teaching high school students who came to the college after school on their own advanced material **My high school teachers definitely affected my style**

I used **my own teachers as a role model** They did not know I was interested in teaching Religious activities helped

Good teachers People who cared

26 years of military duty

Any - just being **positively involved in school** itself

I wanted to work in manufacturing but with too many college hours I was not hired, so I decided to go into teaching My parents kind of encouraged me to take up teaching for a professional occupation I wanted to farm but farming is such a gamble that I needing something with a steady income

List 1 The arts, 2 High school sports, 3 Collge track, 4 Psychology, philosophy, sociology, 5 **Teachers** and professor friendships, 6 Success in school and activities, related Influenced by **college history teachers**

My style that I use is most closely related to my **student teaching experience**

Debate, speech classes, education classes, and reading

My personality which developed as a result of my family

I teach like those who taught me This style has been adopted for the students and times of today Success begets continued habits and methods Being unemployed was the biggest social infuence This is a job which provides regular income

My teaching style came from the patience that my mother exhibited raising me

I adopted my **teaching style from a co-worker** during my first year of teaching

I believe all children deserve an equal education, not just the affluent, and too many teachers teach only to those privledged few, I strive to be there for all my students

LEAST SUCCESSFUL SECONDARY TEACHERS

3. Explain the encouragement or lack of encouragement that you received from your parents in regard to your participation of extracurricular activities Please focus on the type of activities and the degree of encouragement and/or reasoning you received

Coming from a H S of less than 40 students in grades 9-12, music and sports was about the sum total of activities I was the oldest of 5 children and took on the responsibility to see that the activity was done to the best of my ability

Encouraged extracurricular activities discouraged teaching

Encouraged but not pushed never had a teacher or coach criticized by my parents

While my parents never pushed me into activities, they always supported what I did by being at every performance I had When my mom had to miss my final concert my senior year, I was very disappointed - it was the first she'd missed in 8 years

They never really encouraged or discouraged me

My parent did not encourage or discourage my participation in activities. However, when I participated, they became very supportive and followed the seasons.

My parents were personally involved in every aspect of my education. They attended every function they could when possible.

I limited extracurricular activities - since I found my grades suffered, if I was in more than one extracurricular activity.

Lots of encouragement in any thing I did - especially music, which was my main interest.

My parents came to see me perform.

My parents really didn't encourage nor discourage me to participate in extracurricular activities. But I think they would have liked me to be more active in school.

School and studies came first, athletics were neither stressed or encouraged. My folks never came to see my participation.

My parents let me choose for myself. They were proud of all accomplishments made in school - school was important.

They were interested in my athletics and wanted me to excel to get a scholarship.

A lot - I wasn't talented though!

Little

Received strong encouragement to participate in sports.

Mostly sports related. Attendance at my games, etc.

My father was a full-time aircraft worker and also operated a dairy farm which required a lot of work. I had to give up some extracurricular activities that took place outside of school hours because they interfered with the farming operation.

I could do anything. They made a way for me to do it.

My parents always encouraged me to be in extracurricular activities but weren't pushy and let me do the things I wanted to do.

They encouraged me to participate as much as possible in extra-curricular activities.

They never told me I had to participate but always gave me a lot of support when I did participate.

Encouraged my participation in all types (encouraged a well-rounded involvement).

My parents agreed wholeheartedly that I should be active in school, especially musical activities. Their philosophy was that academics came first but that extracurricular activities were essential to a well-rounded student.

My parents neither encouraged nor discouraged participation.

Dad liked athletics.

Parents encouraged all of their children to be involved in positive school activities.

My parents were very supportive in all school activities - band - they didn't have competitive sports for girls when I was in high school.

Grades & school work very encouraging, sports not much, clubs or groups not much. But, what ever you did or joined do it right and work at it, otherwise don't join it.

My parents encouraged me to participate and not give up.

My father felt girls should not be athletic. Even though he was very athletic, (pole vault in high school and college). Still plays in church basketball at age 62. Drama was great and they encouraged my interest in it. Our family had a ministry of magic and music that traveled around to different churches, so that kept us busy.

Received none.

My parents did not push me to participate in anything - this was strictly my own desire. My mom had to work and didn't come to any of my activities.

My parents did not care what profession, or what I became involved.

Parents encouraged me to participate in extra-curricular activities but until college I primarily kept to myself.

I always remember my parents' concern that I would try to hide my intelligence in order to be more appealing to the opposite sex and the talks we had about not doing that (although I never felt compelled to, that I recall). My parents supported (but never pushed) me in any and all endeavors. They let me make my own mistakes.

I was encouraged to participate & do my best if I undertook some activity.

School was the center of our community. My parents encouraged me to take part in school activities. At one time or another I took part in all activities offered. Also church, 4-H.

Parents not only encouraged extracurricular activities, but whatever activity I decided upon - they always went along, followed me. (Family of 5 children - & parents encouraged each of us in the same way.) They were always behind us regardless of type of activities (whether they liked them or not!)

My dad supported me a lot, my dad's brothers supported me a lot. He made it to every game. My mom came too, on occasions. My dad and I would talk the game over when I got home in all sports. He pushed me to do better.

Parents neither encouraged or discouraged my participation but were very supportive.

Much encouragement in all areas of participation.

I attended a very small high school so most of us were involved in all activities & as long as my chores were completed I could go to all activities.

The extracurricular activities I wanted to participate in or go to were encouraged. I was limited in sports by size and age, (I graduated at 16) as well as by the small size of the school.

My parents allowed me to make my own decisions and they were always there to help me both financially and emotionally.

Church three times a week after school in 5th-8th grades came first, participation was my choice but homework always came first.

As you can tell, I was not interested in activities & still am not. My interest has been subject matter & classroom activities.

My Dad loved it. There were 7 kids in our family & with my Dad having only an 8th grade education, it was important to them that we do well.

I just wanted to participate and they wanted me to.

They believed I should participate in school activities for the social contact.

Parents didn't need to encourage - at times thought I was spreading myself too thin.

My parents said since farming was such a gamble that I needed to do something with a steady income coming in each month.

My parents always attended my events and were louder than the cheerleaders. The community I grew up in also held extra curricular activities and curricular activities in high regard.

Parents were not sports oriented and this probably influenced my mild enthusiasm for athletic activities.

I received much encouragement for participation, but no pressure or "pushing". I was pretty well self-motivated. In athletics, my father was my coach in one activity, so I worked hard not to receive special treatment.

Parents supported me in whatever I did. They expected me to do well.

Very much encouragement.

My parents were supportive of all my activities. Especially, popular were any athletic activities or leadership opportunity activities.

As long as I could keep up with my school work my parents never discouraged me from activities. School subjects always came first.

My parents were very supportive and encouraged us to be involved in any church or school activity.

I was discouraged from participation because my parents didn't want to see me disappointed and lacked confidence in me.

My parents supported me in all my activities and encouraged me to do my best whether it was volleyball or band. Once I started an activity I was not allowed to quit.

VITA

CRAIG LEE ELLIOTT

Candidate for the Degree of
Doctor of Education

Thesis PAST PARTICIPATION IN STUDENT ACTIVITIES AND
TEACHING SUCCESS OF PUBLIC SCHOOL TEACHERS

Major Field Educational Administration

Biographical

Personal Data Born in Mooreland, Oklahoma, August 13,
1953, the son of S. Jack and Wanda L. (Peach)
Elliott Married to Deborah K Zogleman on June
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Education. Graduated from Leon High School, Leon,
Kansas, in May 1971; received Associate of Arts
degree from Butler County (KS) Community Junior
College in May 1973, received Bachelor of Science
degree in Industrial Education from Fort Hays
(KS) State College in May 1975; received Master of
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Professional Experience Teacher, Unified School
District #356, Conway Springs, Kansas, August 1975
to May 1978, Teacher/Activities Director, Unified
School District #356, Conway Springs, Kansas,
August 1978 to May 1981, Administrative Assistant,
Unified School District #266, Maize, Kansas,
August 1981 to May 1986, Administrative Assistant
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#266, Maize, Kansas, August 1986 to May 1987,
Assistant Superintendent, Operations, Unified
School District #266, Maize, Kansas, August 1987 to
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