

A STUDY TO DETERMINE DIFFERENCES IN THE PERSONAL
CHARACTERISTICS OF SUCCESSFUL HIGH SCHOOL
TEACHERS IN RURAL AND URBAN COMMUNITIES

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Teachers are constantly moving from one type of community to another.¹ Since this is true, a need arises to examine the personal characteristics of these teachers. It is also necessary to examine the personal characteristics of those teachers who have remained in one type of community. Comparisons of the personal characteristics of these two types of teachers could then be made in the anticipation of finding some general pattern of differences which might exist between the two groups.

"Placing the right teacher in the right position is the most important step that can be taken to improve schools."² By analyzing these comparisons, it should be possible to improve the placement of teachers from both the viewpoint of the teacher and the viewpoint of the school system. Since this would be a definite improvement, it is felt that this study will be valuable in implementing and

¹Lindley J. Stiles, The Teacher's Role in American Society (New York: Harper and Brothers, 1957), p. 85.

²Lindley J. Stiles and others [or, et al.], Teacher Education in the United States (New York: The Ronald Press Company, 1960), p. 305.

improving the information available in this area which up-to-now has been inadequate and incomplete.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to determine if there are any differences in the personal characteristics of successful high school teachers in rural and urban communities.

Questions to be answered:

1. What are the personal characteristics of successful high school teachers who have moved from a rural community to an urban community?
2. What are the personal characteristics of successful high school teachers who have remained in a rural community?
3. What are the personal characteristics of successful high school teachers who have remained in an urban community?
4. Are there any significant differences in the personal characteristics between those successful high school teachers who have remained in a rural community as compared to those successful high school teachers who have moved from a rural to an urban community?
5. Are there any significant differences in the personal

characteristics between successful high school teachers who have remained in an urban community as compared to those successful high school teachers who have moved from a rural to an urban community?

6. Are there any significant differences in the personal characteristics between successful high school teachers who have remained in a rural community as compared to those successful high school teachers who have remained in an urban community?
7. What are the personal characteristics of those individuals entering non-teaching fields, who prepared to teach in high school?
8. Are there any significant differences in the personal characteristics between successful high school teachers as compared to those individuals entering non-teaching fields, who prepared to teach in high school?

Importance of the study. As far as could be ascertained, no study of this type has been made in the Emporia, Kansas, area.

The results of this study would be valuable to school administrators, educators, and future teachers. School administrators and educators should have a greater knowledge

of the type of individual who would be most successful in their particular school system. Future teachers would have a greater knowledge of the types of communities and school systems for which they would be best suited.

II. SCOPE OF THE STUDY

The subjects included in the study. All secondary education graduates of Kansas State Teachers College of Emporia in 1961 were the subjects of this study. The 1961 graduates were chosen as subjects of the study since they could have remained in teaching five years following college graduation. This was the necessary criterion to be a successful teacher. The subjects were selected because their academic histories and work experience records were readily available and complete in the Office of Admissions and Records and the Placement Bureau.

Assumptions of the study. It was assumed that the definition of a successful teacher, as a person who has remained in teaching five years following college graduation, was adequate for the purposes of this study.

A second assumption was that the United States Census of Population was an accurate source of data about population of communities in Kansas.

III. DEFINITION OF TERMS

Teacher.

(1) a person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution, whether public or private; (2) a person who because of rich or unusual experience or education or both in a given field is able to contribute to the growth and development of other persons who come in contact with him; (3) a person who has completed a professional curriculum in a teacher education institution and whose training has been officially recognized by the award of an appropriate teaching certificate; (4) a person who instructs others.³

Successful teacher. Defined for the purpose of this study as any person who has remained in teaching five years following college graduation.

Urban community. A community with a population of 2500 or more.⁴

Rural community. A community with a population of less than 2500.⁵

Personal characteristics. In this study, the following factors were considered to constitute personal characteristics:

³Carter V. Good (ed.), Dictionary of Education (second edition; New York: McGraw-Hill Book Company, 1959), p. 550.

⁴United States Bureau of the Census, Eighteenth Census of the United States: 1960. Population, Vol. I (Washington: Government Printing Office, 1963), p. 35.

⁵Ibid.

1. Undergraduate grade point average computed on the four point system.
2. General ability score as measured by the college entrance examination.
3. Personality traits as measured by the Bernreuter Personality Inventory.
4. Occupational preference as measured by the Kuder Preference Record - Vocational.
5. Sex.
6. Original hometown (background).

The Bernreuter Personality Inventory. A test of measurement of the following six aspects of personality: (1) neurotic tendency, (2) self-sufficiency, (3) introversion-extroversion, (4) dominance-submission, (5) confidence in oneself, and (6) sociability.⁶

The Kuder Preference Record - Vocational. A test of measurement of occupational preferences in the following ten broad areas: (1) outdoor, (2) mechanical, (3) computational, (4) scientific, (5) persuasive, (6) artistic, (7) literary, (8) musical, (9) social service, and (10) clerical.⁷

⁶Robert G. Bernreuter, Manual for the Personality Inventory (Palo Alto, California: Consulting Psychologists Press, 1935), p. 1.

⁷Frederic Kuder, Administrators Manual: Kuder

IV. METHOD OF PROCEDURE

Development of procedure and gathering of data. The names of the 1961 graduates in secondary education at Kansas State Teachers College were obtained from the Office of Admissions and Records. Information concerning the personal characteristics of these graduates was obtained from the Office of Admissions and Records.

Next, information regarding the present and past locations of teachers was procured from the Placement Bureau at Kansas State Teachers College of Emporia.

The United States Census of Population: 1960 was used to acquire the population of communities in which the 1961 graduates are now teaching and have taught in the past.

After the data have been assembled, comparisons will be made in an attempt to obtain answers to the proposed questions. Comparisons of personal characteristics will be made between: (1) successful high school teachers who have remained in a rural community and those successful high school teachers who have moved from a rural to an urban community, (2) successful high school teachers who have remained in an urban community and those successful high school teachers who have moved from a rural to an urban

community, (3) successful high school teachers who have remained in a rural community and those successful high school teachers who have remained in an urban community, (4) successful high school teachers and those individuals entering non-teaching fields, who prepared to teach in high school.

In making comparisons of the personal characteristics between groups to determine if significant differences existed, the following steps were used:

1. Two hypotheses were used. The null hypothesis, which stated that there was no significant difference between groups for the personal characteristic being considered or that any difference was minor or due to chance, was formulated. A second hypothesis was formulated that a difference in the personal characteristic being considered was too large to have occurred by chance. If the second hypothesis was proven, the difference in the personal characteristic was considered to be significant.

2. By definition and due to the nature of the Students "T" Distribution Table one degree of freedom is lost in each group being compared. Since this is true, the level of significance is read at $N-2$ degrees of freedom. For example, when comparing two groups of ten each, the level of significance would be read at 18 degrees of freedom since one degree of freedom is lost in each group ($20-2=18$).

3. The following formula was used in testing to determine if there was a significant difference in the personal characteristic being considered between groups:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(N_1 - 1)(S_1^2) + (N_2 - 1)(S_2^2)}{N_1 + N_2 - 2}}} \cdot \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}$$

4. If the value of "t" in the formula was less than the critical value at the 99 or 95 per cent levels of significance, the null hypothesis was accepted. This means that there was no significant difference between groups for the personal characteristic being considered.

In cases where the value of "t" was greater than the critical value at the 99 or 95 per cent levels of significance, the second hypothesis was accepted. This means that there was a significant difference between groups for the personal characteristic under consideration.

5. Computations were performed, and the results were shown by the use of tables.

Organization of remainder of the thesis. Chapter II presents a review of related literature from previous studies. In Chapter III the data are presented in quantitative terms and analyzed statistically so that the results may be interpreted with a certain degree of assurance of being correct. Chapter IV presents a summary of the data,

conclusions of the study, and recommendations for additional research.

CHAPTER II

REVIEW OF THE LITERATURE

I. COMMUNITY RELATIONSHIPS

Traditional beliefs and ideals have played a very important part in the functions of society. Therefore, the traditions or customs of a given community will have an important influence upon the school in that community.

Most of our schools have been working successfully with the community. However, cooperation is sometimes lacking between the school and community because teachers fail to develop a sufficient understanding of the community. A community will certainly cooperate more effectively with a school that has teachers who take an active part in its affairs. In a study of teacher traits and teaching methods in democratic schools, Beck drew the following conclusions:

1. The school and the community are definitely inter-related and only through cooperation will they remain successfully democratic.
2. American schools, if they are to improve in their teaching, must more fully realize the need for and the values derived from the study of the community, and they must include community experiences as a vital part of school life.
3. The teacher, to be a successful leader of youth, must first carefully examine the personal qualities essential for efficient and successful teaching.
4. A successful teacher shows a cooperative attitude toward all other school employees.
5. The successful teacher will take pride in his

work and always retain his respect for the teaching profession.¹

II. PROBLEMS OF SMALL SCHOOLS IN RELATION TO LARGE SCHOOLS

Fowler found that there was approximately half as much business teacher turnover in the large cities of Kansas as there was in the smaller cities. This finding supported the beliefs of most educators that the larger cities tend to have a lower teacher turnover rate. Fowler found that one of the major reasons for the lower turnover rate in large cities was due to a better chance for advancement in salary and position.²

It was found that more than half the teachers who had changed positions had three or more years of experience in teaching. The lack of teaching experience was not a major factor in causing this group of teachers to change positions. Most of the business teachers of this study had been in the teaching profession for a number of years. However, they spent only a short period of time in their current position during

¹Charles B. Beck, "An Analysis of Teacher Traits and Teaching Methods in Democratic Schools" (unpublished Master's thesis, Western Illinois State College, Macomb, 1954), pp. 98-100.

²Billy Lee Fowler, "A Study to Determine Factors Affecting Turnover of Business Teachers in 208 Selected Schools of Kansas" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1954), p. 23.

the term of the study. It was concluded that these teachers were dissatisfied with the communities in which they taught at that time.³

According to Borchardt, who teaches chemistry at Chicago Vocational School, one of the favorite devices of a small town school system is to hire a young ambitious teacher and keep him in the school system until he requests a raise in salary. Then they will replace him with a new beginning teacher.

One of my earliest teaching jobs was in a small Western city. After a couple of years of successful apprenticeship, I went to the superintendent and asked him for a raise. He said he would think it over, and a week later I had my answer: dismissal. I learned, slowly, that the main function of the small-town superintendent is to keep costs as low as possible.⁴

Borchardt concluded that many of the successful teachers in small towns are being dismissed because the school system can not afford to pay them a salary in accordance to what they are worth.

Frederick found that the major problem of high school teachers in a small school involved physical facilities. A majority of the schools lacked up-to-date books, materials, and equipment. According to the replies of two high school teachers, there was a lack of competition in a very small

³Ibid., pp. 31-33.

⁴Henry G. Borchardt, "A Teacher Looks at His Job" Life, XXII (January 6, 1947), p. 82.

high school and this made teaching more difficult. Another major problem concerned the attitudes and standards of the community. Community problems were found to be increased by inadequate human relationships.

Opinions expressed by respondents indicated that salary was not necessarily the major concern. However, these teachers were expected to maintain a higher level of civic participation than teachers hired from outside the community.

Frederick also found the major factors affecting good teaching to be adequate human understandings, adequate physical facilities, and adequate college training. The establishment of adequate human relationships was the most important factor contributing to good teaching.⁵

III. FACTORS AFFECTING GOOD TEACHING

A study of factors influencing education majors in the selection of their initial teaching positions was conducted in 1964 by Harrington. In this investigation, 245 seniors enrolled in elementary or secondary education during the Spring Semester of 1964 at Northern Illinois University were selected for study. A questionnaire was completed by

⁵Gerald E. Frederick, "Factors Influencing Good Teaching in Small Nebraska Schools" (unpublished Master's thesis, University of Nebraska, Lincoln, 1953), pp. 31-70.

those seniors who had signed their first teaching contract. The sample was asked to check those items that were most important to their decision to sign the teaching contract. The item, nearness to home, was checked most frequently. Location factors were found to be especially important to married subjects. Nearness to home, nearness to location of spouse, fiancé, or close friends; and desirable housing available, were listed in that order as the most popular items of their job considerations.⁶

Bigelow listed twelve traits that are very important to teachers. These traits were:

1. Respect for personality.
2. Community mindedness.
3. Rational behavior.
4. Skill in cooperation.
5. Increasing knowledge.
6. Skill in mediating knowledge.
7. Friendliness with children.
8. Understanding children.
9. Social understanding and behavior.
10. Good citizenship in the school or society.
11. Skill in evaluation.
12. Faith in the worth of teaching.⁷

Odenweller conducted a study to determine the degree to which teaching effectiveness is predictable. Personality

⁶Leonard P. Harrington, "A Study of the Factors Influencing Northern Illinois University Education Majors in the Selection of Their Initial Teaching Positions" (unpublished Master's thesis, Northern Illinois University, DeKalb, 1964), p. 65.

⁷Karl W. Bigelow, Teacher for Our Times (Washington: The American Council on Education, 1944), pp. 156-173.

was the factor found to have the closest relationship to quality of teaching. Grades made in college had a very low correlation with quality of teaching. However, college grades may be considered very important in the preparation of teachers.⁸

A study by McCall, conducted with seventy-three sixth-grade classes, attempted to determine what factors contributed most to the teacher's success with children. The investigation revealed no real results. The study did indicate that college grades have a very small relationship to the success of the teacher once he is on the job.⁹

Some superintendents continue to ignore the evidence produced by McCall, and select teachers largely on the basis of their academic records. They tend to believe that students with a general average of "B" are more likely to prove successful. Their reasoning is based on the assumption that good grades tend to indicate good intelligence, an assumption for which there is ample evidence. In general, the academic record is an unreliable index to success in teaching. While all students should strive to make the best record possible, both for the impression it makes on the credentials and for the personal satisfaction it brings, no one should conclude that grades alone provide an accurate indication of future success.¹⁰

⁸Arthur Leonard Odenweller, Predicting the Quality of Teaching (New York: Teachers College, Columbia University, 1936), p. 3.

⁹William A. McCall, Measurement of Teacher Merit (Raleigh: State Department of Public Instruction, 1952), p. 31.

¹⁰William A. Yauch, Martin H. Bartels, and Emmet Morris, The Beginning Teacher (New York: Henry Holt and Company, 1955), pp. 96-97.

IV. PROBLEMS CONCERNED WITH TEACHER MOBILITY

The questionnaire method was used by Keeley in a study to determine which factors were influencing high school teachers to change positions. This survey included teachers of forty-nine selected high schools in western Kansas. Twenty-one possible influencing factors were included in the questionnaire. Teachers were asked to number, in order of importance, those factors contributing to their leaving a teaching position in the past five years.

The results of this study showed five influencing factors to be: (1) a chance for professional advancement, (2) salary increase in a different school system, (3) town too small, (4) dissatisfaction with administrator, and (5) dissatisfaction with the community. An additional important factor was wanting to teach near relatives.¹¹

This study also found that 47 per cent of the respondents changed positions during their first five years of teaching. Twenty-nine per cent of the teachers had been in their present position only one year, and only 30 per cent had been in their present position three or more years. This study indicated that there was a large amount of mobility

¹¹Terry Dean Keeley, "A Study of Factors Which Contribute to Teacher Turnover in Forty-Nine Selected High Schools in Western Kansas" (unpublished Master's thesis, Fort Hays Kansas State College, Hays, 1959), pp. 7-8.

on the part of teachers in western Kansas. One major reason for this is the smallness of most communities and schools in western Kansas.¹²

In a study of teacher turnover, Hillwick found that out of a total of 1,083 teachers there was a turnover of 162. This was a turnover of 15.6 per cent of the total teaching force. The national average at the time of Hillwick's study was 17 per cent. Teacher turnover was found to be only 4 per cent of the total turnover for those teachers who had been in a system at least five years. This study found that the smaller school system tends to have a greater turnover problem. It was also found that schools with local teachers' associations had a lower turnover rate than schools without local associations. There was a greater predominance of local associations in the larger school systems.¹³

Stiles listed the major characteristics of mobility in the teaching profession. The most important characteristics were:

1. As many as one third of persons trained in education do not enter the profession.

¹²Ibid., p. 30.

¹³ John F. Hillwick, "Teacher Turnover in Selected Community Unit Districts of Northern Illinois" (unpublished Master's thesis, Northern Illinois University, Dekalb, 1962), pp. 36-37.

2. In general, smaller schools and smaller systems have a less stable teaching staff.
3. Position shifts are much more frequent among younger teachers than older teachers.
4. Position changes of teachers which involve changes in residence are numerous. Much of such shifting is from smaller to larger school systems or to neighboring geographic areas or states where salaries are higher.¹⁴

There seems to be a growing trend that indicates at least one out of four or five teachers is taking a new position each year. Why do we have this high mobility in teaching? The main reasons are salary, teaching conditions, and living accommodations. However, many school districts cannot raise enough money to pay high salaries. Consequently, they were unable to attract the better teachers.¹⁵

V. SUMMARY OF THE REVIEW

The review of the literature indicated that there has been a vast amount of research completed in the following areas: (1) community relationships, (2) problems of small schools in relation to large schools, (3) factors affecting good teaching, and (4) problems concerned with teacher mobility. The problem of teacher retention apparently is one of the greatest problems in education today. A

¹⁴Lindley J. Stiles, The Teacher's Role in American Society (New York: Harper and Brothers, 1957), pp. 261-262.

¹⁵Otto E. Domain, Comprehensive Educational Survey of Kansas, Vol. II (Educational Committee, Kansas Legislative Council, 1960), p. 79.

review of teacher turnover studies indicated that most of these studies have been primarily concerned with the amount of turnover.

This review indicated a need for considering what type of teachers are moving from one type of community to another. Therefore, this study will attempt to determine the personal characteristics of successful teachers who are moving from one type of community to another. In addition, it will attempt to show any significant differences which exist among these personal characteristics.

CHAPTER III

PRESENTATION OF THE DATA

The purpose of this chapter is to present the data of the study. Tables are used to a great extent in order to aid in presenting the results.

Table I shows a comparison of the personal characteristics between 142 male and 87 female graduates of 1961. With a probability of at least 0.95 of interpreting the data correctly, females showed (1) a higher grade point average, (2) greater persuasive qualities, (3) more interest in literary activities, and (4) more musical interests than males.

With the probability of at least 0.95 of interpreting the data correctly, Table I also shows that males have (1) a greater interest in outdoor activity, (2) more interest in scientific endeavors, and (3) more self-confidence than females.

A comparison of the personal characteristics between forty-six females with urban backgrounds and thirty-eight females with rural backgrounds is presented in Table II. At the 95 per cent level of confidence, females with rural backgrounds showed a greater interest in outdoor activity; whereas, females with urban backgrounds tended to show more interest in persuasive activities.

TABLE I

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN ALL MALE AND
ALL FEMALE GRADUATES OF SECONDARY EDUCATION IN 1961

Characteristics	Mean Males	S. D. Males	Mean Females	S. D. Females	Diff. Bet. Means	Level of Significance
Grade Point	2.56	34.16	2.96	53.12	-6.879	99%
General Ability	107.92	16.74	106.34	20.80	0.631	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	47.69	27.86	39.73	30.50	2.024	95%
Mechanical	37.72	28.70	37.70	54.38	0.004	
Computational	50.38	32.50	55.70	48.33	-0.995	
Scientific	56.66	32.29	36.37	29.76	4.753	99%
Persuasive	46.53	28.23	55.20	29.49	-2.218	95%
Artistic	45.29	31.53	48.48	28.86	-0.767	
Literary	47.66	30.70	59.32	31.26	-2.770	99%
Musical	43.54	32.19	57.90	32.58	-3.262	99%
Social Service	56.42	28.63	53.65	29.14	0.706	
Clerical	52.00	28.69	47.55	30.41	1.113	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	45.13	26.22	46.13	28.78	-0.270	
Self-Sufficiency	39.06	24.87	38.70	26.72	0.103	
Introversion-Extroversion	36.73	28.41	38.82	28.79	-0.538	
Dominance-Submissive	48.83	29.53	44.65	28.89	1.048	
Confidence in Oneself	53.66	29.13	41.44	31.17	3.000	99%
Sociability	34.97	27.25	38.40	30.60	-0.882	

Read table thus: With the probability of 99 of interpreting the data correctly, females have a higher grade point average than males.

TABLE II

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN FEMALES WITH
URBAN BACKGROUNDS AND FEMALES WITH RURAL BACKGROUNDS

Characteristics	Mean Urban Females	S. D. Urban Females	Mean Rural Females	S. D. Rural Females	Diff. Bet. Means	Level of Significance
Grade Point	2.97	54.62	2.92	52.59	0.379	
General Ability	102.89	23.94	109.82	16.52	-1.511	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	32.85	29.97	47.55	29.83	-2.242	95%
Mechanical	30.76	23.03	46.68	77.52	-1.325	
Computational	46.02	29.51	66.32	63.62	-1.929	
Scientific	31.78	27.77	43.37	31.81	-1.782	
Persuasive	62.35	28.72	47.79	29.16	2.297	95%
Artistic	50.74	29.31	46.53	28.68	0.662	
Literary	52.52	33.03	62.74	32.11	-1.429	
Musical	56.74	32.29	60.61	30.70	-0.559	
Social Service	55.63	31.11	50.87	27.00	0.740	
Clerical	47.00	32.16	49.08	29.66	-0.306	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	46.46	27.28	46.16	31.51	0.047	
Self-Sufficiency	34.48	24.95	42.55	28.06	-1.395	
Introversion-Extroversion	36.52	26.60	42.16	31.83	-0.885	
Dominance-Submissive	43.89	29.00	44.76	29.82	-0.135	
Confidence in Oneself	42.20	29.57	41.55	34.15	0.093	
Sociability	33.57	29.37	42.82	31.44	-1.392	

Read table thus: At the 95% level of confidence, females with rural backgrounds show a greater interest in outdoor activity than females with urban backgrounds.

Table III presents a comparison of the personal characteristics between forty-six females with urban backgrounds and sixty-six males with rural backgrounds. With the probability of 0.99 of interpreting the data correctly, females with urban backgrounds showed (1) a higher grade point average, and (2) a greater interest in persuasive activities than males with rural backgrounds.

With the probability of at least 0.95 of interpreting the data correctly, males with rural backgrounds disclosed (1) a greater interest in outdoor activity, (2) more interest in mechanical activity, (3) a greater interest in scientific endeavors, and (4) more self-confidence than females with urban backgrounds.

A comparison of the personal characteristics between forty-six females with urban backgrounds and sixty males with urban backgrounds is shown in Table IV. With the probability of at least 0.95 of interpreting the data correctly, females with urban backgrounds exhibited a higher grade point average and a greater interest in persuasive activities than males with urban backgrounds.

As compared to females with urban backgrounds, males with urban backgrounds tended to display greater interest in scientific accomplishments and have a more dominant nature. These differences were significant at least at the 95 per cent level of significance.

TABLE III

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN FEMALES WITH
URBAN BACKGROUNDS AND MALES WITH RURAL BACKGROUNDS

Characteristics	Mean Urban Females	S. D. Urban Females	Mean Rural Males	S. D. Rural Males	Diff. Bet. Means	Level of Significance
Grade Point	2.97	54.62	2.56	37.66	4.428	99%
General Ability	102.89	23.94	108.57	14.20	-1.441	
<u>KUDER VOCATIONAL</u>						
<u>INTEREST RECORD</u>						
Outdoor	32.85	29.97	52.28	27.35	-3.497	99%
Mechanical	30.76	23.03	40.90	29.92	-2.025	95%
Computational	46.02	29.51	51.93	30.79	-1.024	
Scientific	31.78	27.77	54.51	34.32	-3.865	99%
Persuasive	62.35	28.72	43.16	27.38	3.546	99%
Artistic	50.74	29.31	45.30	32.50	0.924	
Literary	56.74	32.29	46.70	32.01	1.625	
Musical	52.52	33.03	40.84	31.55	1.875	
Social Service	55.63	31.11	51.43	27.94	0.732	
Clerical	47.00	32.16	55.51	28.84	-1.436	
<u>BERNREUTER PERSONALITY</u>						
<u>INVENTORY</u>						
Neurotic Tendency	46.46	27.28	46.84	29.20	-0.070	
Self-Sufficiency	34.48	24.95	37.54	24.58	-0.642	
Introversion-Extroversion	36.52	26.60	38.42	29.83	-0.354	
Dominance-Submissive	43.89	29.00	44.15	28.79	-0.047	
Confidence in Oneself	42.20	29.57	53.93	31.81	-2.002	95%
Sociability	33.57	29.37	35.46	27.24	-0.345	

Read table thus: With the probability of 99 of interpreting the data correctly, females with urban backgrounds tend to have higher grade point averages than males with rural backgrounds.

TABLE IV

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN FEMALES WITH
URBAN BACKGROUNDS AND MALES WITH URBAN BACKGROUNDS

Characteristics	Mean Urban Females	S. D. Urban Females	Mean Urban Males	S. D. Urban Males	Diff. Bet. Means	Level of Significance
Grade Point	2.97	54.62	2.61	31.07	4.300	99%
General Ability	102.89	23.94	109.84	14.68	-1.843	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	32.85	29.97	43.26	28.74	-1.814	
Mechanical	30.76	23.03	35.82	27.81	-0.999	
Computational	46.02	29.51	50.07	34.61	-0.636	
Scientific	31.78	27.77	58.36	31.38	-4.540	99%
Persuasive	62.35	28.72	50.66	28.94	2.068	95%
Artistic	50.74	29.31	45.70	31.20	0.846	
Literary	56.74	32.29	48.62	29.45	1.349	
Musical	52.52	33.03	48.48	33.40	0.620	
Social Service	55.63	31.11	58.80	28.45	-0.546	
Clerical	47.00	32.16	48.00	28.46	-0.169	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	46.46	27.28	41.13	20.65	1.145	
Self-Sufficiency	34.48	24.95	43.25	25.28	-1.780	
Introversion-Extroversion	36.52	26.60	34.20	25.58	0.455	
Dominance-Submissive	43.89	29.00	57.90	28.96	-2.467	95%
Confidence in Oneself	42.20	29.57	51.23	26.20	-1.663	
Sociability	33.57	29.37	37.10	28.56	-0.623	

Read table thus: With the probability of 99 of interpreting the data correctly, females with urban backgrounds tend to have a higher grade point average than males with urban backgrounds.

Table V shows a comparison of the personal characteristics between thirty-eight females with rural backgrounds and sixty-six males with rural backgrounds. At the significant level of at least 95 per cent, females with rural backgrounds disclosed (1) a higher grade point average, (2) a greater interest in literary activities and, (3) more musical interests than males with rural backgrounds.

A comparison of the personal characteristics between thirty-eight females with rural backgrounds and sixty males with urban backgrounds is shown in Table VI. With the probability of at least 0.95 of interpreting the data correctly, females with rural backgrounds displayed higher grade point averages and more interest in music than males with urban backgrounds.

As compared to females with rural backgrounds, males with urban backgrounds showed more of an interest in scientific accomplishments and a more dominant nature. These differences were significant at the 95 per cent confidence level.

Table VII presents a comparison of the personal characteristics between sixty-six males with rural backgrounds and sixty males with urban backgrounds. At the 99 per cent level of significance, males with urban backgrounds tended to possess a more dominant nature than males with rural backgrounds.

TABLE V

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN FEMALES WITH
RURAL BACKGROUNDS AND MALES WITH RURAL BACKGROUNDS

Characteristics	Mean Rural Females	S. D. Rural Females	Mean Rural Males	S. D. Rural Males	Diff. Bet. Means	Level of Significance
Grade Point	2.92	52.59	2.56	37.66	4.128	99%
General Ability	109.82	16.52	108.57	14.20	0.407	
<u>KUDER VOCATIONAL</u>						
<u>INTEREST RECORD</u>						
Outdoor	47.55	29.83	52.28	27.35	-0.822	
Mechanical	46.68	77.52	40.90	29.92	0.541	
Computational	66.32	63.62	51.93	30.79	1.552	
Scientific	43.37	31.81	54.51	34.32	-1.636	
Persuasive	47.79	29.16	43.16	27.38	0.811	
Artistic	46.53	28.68	45.30	32.50	0.194	95%
Literary	60.61	30.70	46.70	32.01	2.166	
Musical	62.74	32.11	40.84	31.55	3.387	99%
Social Service	50.87	27.00	51.43	27.94	-0.100	
Clerical	49.08	29.66	55.51	28.84	-1.084	
<u>BERNREUTER PERSONALITY</u>						
<u>INVENTORY</u>						
Neurotic Tendency	46.16	31.51	46.84	29.20	-0.111	
Self-Sufficiency	42.55	28.06	37.54	24.58	0.950	
Introversion-Extroversion	42.16	31.83	38.42	29.83	0.601	
Dominance-Submissive	44.76	29.82	44.15	28.79	0.103	
Confidence in Oneself	41.55	34.15	53.93	31.81	-0.860	
Sociability	42.82	31.44	35.46	27.24	1.253	

Read table thus: At the 99% level of confidence, females with rural backgrounds tend to have higher grade point averages than males with rural backgrounds.

TABLE VI

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN FEMALES WITH
RURAL BACKGROUNDS AND MALES WITH URBAN BACKGROUNDS

Characteristics	Mean Rural Females	S. D. Rural Females	Mean Urban Males	S. D. Urban Males	Diff. Bet. Means	Level of Significance
Grade Point	2.92	52.59	2.61	31.07	3.750	99%
General Ability	109.82	16.52	109.84	14.68	-0.006	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	47.55	29.83	43.26	28.74	0.709	
Mechanical	46.68	77.52	35.82	27.81	0.991	
Computational	66.32	63.62	50.07	34.61	1.636	
Scientific	43.37	31.81	58.36	31.38	-2.292	95%
Persuasive	47.79	29.16	50.66	28.94	-0.477	
Artistic	46.53	28.68	45.70	31.20	0.132	
Literary	60.61	30.70	48.62	29.45	1.932	
Musical	62.74	32.11	48.48	33.40	2.090	95%
Social Service	50.87	27.00	58.80	28.45	-1.371	
Clerical	49.08	29.66	48.00	28.46	0.180	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	46.16	31.51	41.13	20.65	0.955	
Self-Sufficiency	42.55	28.06	43.25	25.28	-0.128	
Introversion-Extroversion	42.16	31.83	34.20	25.58	1.364	
Dominance-Submissive	44.76	29.82	57.90	28.96	-2.164	95%
Confidence in Oneself	41.55	34.15	51.23	26.20	-1.582	
Sociability	42.82	31.44	37.10	28.56	0.929	

Read table thus: At the 99% level of confidence, females with rural backgrounds tend to have a higher grade point average than males with urban backgrounds.

TABLE VII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES WITH
RURAL BACKGROUNDS AND MALES WITH URBAN BACKGROUNDS

Characteristics	Mean Rural Males	S. D. Rural Males	Mean Urban Males	S. D. Urban Males	Diff. Bet. Means	Level of Significance
Grade Point	2.56	37.66	2.61	31.07	-0.815	
General Ability	108.57	14.20	109.84	14.68	-0.493	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	52.28	27.35	43.26	28.74	1.805	
Mechanical	40.90	29.92	35.82	27.81	0.984	
Computational	51.93	30.79	50.07	34.61	0.319	
Scientific	54.51	34.32	58.36	31.38	-0.655	
Persuasive	43.16	27.38	50.66	28.94	-1.495	
Artistic	45.30	32.50	45.70	31.20	-0.070	
Literary	46.70	32.01	48.62	29.45	-0.349	
Musical	40.84	31.55	48.48	33.40	-1.320	
Social Service	51.43	27.94	58.80	28.45	-1.466	
Clerical	55.51	28.84	48.00	28.46	1.469	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	46.84	29.20	41.13	20.65	1.256	
Self-Sufficiency	37.54	24.58	43.25	25.28	-1.285	
Introversion-Extroversion	38.42	29.83	34.20	25.58	0.848	
Dominance-Submissive	44.15	28.79	57.90	28.96	-2.670	99%
Confidence in Oneself	53.93	31.81	51.23	26.20	0.517	
Sociability	35.46	27.24	37.10	28.56	-0.330	

Read table thus: Since 57.90 is greater than 50.00, which is the critical score for determining dominance-submissiveness, males with urban backgrounds tend to display more dominance than males with rural backgrounds at the 95% level of confidence.

A comparison of the personal characteristics between 104 males and females with rural backgrounds and 106 males and females with urban backgrounds is presented in Table VIII. With the probability of 0.99 of interpreting the data correctly, males and females with rural backgrounds showed a greater interest in outdoor activity than males and females with urban backgrounds. At the 95 per cent level of confidence, males and females with urban backgrounds displayed a greater interest in persuasive activities than males and females with rural backgrounds.

Table IX shows a comparison of the personal characteristics between thirty-four successful male and female teachers who have remained teaching in rural communities and seventeen successful male and female teachers who have moved from rural to urban communities to teach. At the 95 per cent level of significance, successful male and female teachers who have moved from rural to urban communities to teach exhibited higher grade point averages and a more sociable nature than successful male and female teachers who have remained teaching in rural communities.

A comparison of the personal characteristics between thirty-four successful male and female teachers who have remained teaching in rural communities and thirty-six successful male and female teachers who have remained teaching in urban communities is shown in Table X. With the probability

TABLE VIII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL
BACKGROUNDS AND MALES AND FEMALES WITH URBAN BACKGROUNDS

Characteristics	Mean Rural	S. D. Rural	Mean Urban	S. D. Urban	Diff. Bet. Means	Level of Significance
Grade Point	2.69	47.10	2.76	46.43	-1.125	
General Ability	108.88	15.02	106.75	19.49	0.886	
<u>KUDER VOCATIONAL</u>						
<u>INTEREST RECORD</u>						
Outdoor	50.29	28.21	38.87	29.72	2.855	99%
Mechanical	43.13	52.33	33.68	26.00	1.662	
Computational	57.45	45.82	47.86	32.22	1.757	
Scientific	50.03	33.56	46.95	32.71	0.674	
Persuasive	45.17	27.91	55.34	29.22	-2.578	95%
Artistic	45.26	30.79	48.27	30.22	-0.715	
Literary	52.20	31.90	52.17	30.96	0.007	
Musical	48.67	33.47	50.66	32.98	-0.434	
Social Service	51.28	27.60	57.37	29.65	-1.540	
Clerical	53.54	29.07	47.28	29.96	1.536	
<u>BERNREUTER PERSONALITY</u>						
<u>INVENTORY</u>						
Neurotic Tendency	46.37	29.97	43.60	23.79	0.743	
Self-Sufficiency	39.22	25.96	39.15	25.29	0.020	
Introversion-Extroversion	39.49	30.48	35.22	26.05	1.092	
Dominance-Submissive	44.36	29.16	51.44	29.47	-1.750	
Confidence in Oneself	49.14	33.07	47.58	27.95	0.369	
Sociability	37.83	28.88	35.08	28.51	0.694	

Read table thus: With the probability of 99 of interpreting the data correctly, males and females with rural backgrounds tend to show a greater interest in outdoor activity than males and females with urban backgrounds.

TABLE IX

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WHO HAVE REMAINED
TEACHING IN RURAL COMMUNITIES AND MALES AND FEMALES WHO HAVE MOVED
FROM RURAL TO URBAN COMMUNITIES TO TEACH

Characteristics	Mean Rural to Rural	S. D. Rural to Rural	Mean Rural to Urban	S. D. Rural to Urban	Diff. Bet. Means	Level of Significance
Grade Point	2.60	34.15	2.88	46.93	-2.467	95%
General Ability	109.91	15.15	106.59	14.77	0.744	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	60.97	32.89	49.00	27.89	1.286	
Mechanical	63.44	81.38	35.35	29.61	1.373	
Computational	58.94	67.62	52.06	29.07	0.400	
Scientific	59.65	33.03	45.65	35.80	1.388	
Persuasive	35.50	28.05	45.88	26.28	-1.271	
Artistic	39.32	29.18	47.94	30.95	-0.975	
Literary	41.59	31.11	51.94	31.77	-1.112	
Musical	38.24	31.95	49.88	34.51	-1.194	
Social Service	51.74	26.05	51.88	35.84	-0.016	
Clerical	52.26	26.70	45.47	21.69	0.908	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	48.21	31.28	53.18	27.84	-0.554	
Self-Sufficiency	34.50	26.86	41.65	20.35	-0.966	
Introversion-Extroversion	43.68	33.74	47.47	29.24	-0.395	
Dominance-Submissive	34.32	27.17	42.65	26.41	-1.042	
Confidence in Oneself	53.62	32.91	53.53	34.12	0.009	
Sociability	29.24	27.02	49.18	30.99	-2.366	95%

Read table thus: At the 95% level of confidence, males and females who have moved from rural to urban communities to teach tend to have higher grade point averages than males and females who have remained teaching in rural communities.

TABLE X

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WHO HAVE REMAINED
TEACHING IN RURAL COMMUNITIES AND MALES AND FEMALES WHO HAVE
REMAINED TEACHING IN URBAN COMMUNITIES

Characteristics	Mean Rural to Rural	S. D. Rural to Rural	Mean Urban to Urban	S. D. Urban to Urban	Diff. Bet. Means	Level of Significance
Grade Point	2.60	34.15	2.75	50.31	-1.485	
General Ability	109.91	15.15	106.61	17.11	0.852	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	60.97	32.89	42.03	27.29	2.628	95%
Mechanical	63.44	81.38	36.78	21.32	1.899	
Computational	58.94	67.62	57.72	31.88	0.097	
Scientific	59.65	33.03	53.19	35.38	0.788	
Persuasive	35.50	28.05	50.53	28.13	-2.237	95%
Artistic	39.32	29.18	48.83	33.10	-1.272	
Literary	41.59	31.11	46.78	32.42	-0.683	
Musical	38.24	31.95	46.72	31.84	-1.112	
Social Service	51.74	26.05	57.06	23.65	-0.895	
Clerical	52.26	26.70	52.67	29.95	-0.060	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	48.21	31.28	43.75	26.24	0.648	
Self-Sufficiency	34.50	26.86	36.67	25.41	-0.347	
Introversion-Extroversion	43.68	33.74	34.44	27.29	1.263	
Dominance-Submissive	34.32	27.17	49.67	32.17	-2.150	95%
Confidence in Oneself	53.62	32.91	66.36	96.70	-0.729	
Sociability	29.24	27.02	39.92	37.42	-1.362	

Read table thus: With the probability of 95 of interpreting the data correctly, males and females who have remained teaching in rural communities show a greater interest in outdoor activity than males and females who have remained teaching in urban communities.

of 0.95 of interpreting the data correctly, successful male and female teachers who have remained teaching in rural communities displayed a greater interest in outdoor activities; whereas, successful male and female teachers who have remained teaching in urban communities possessed more interest in persuasive activities and displayed a more dominant nature.

As shown in Table XI there were no significant differences at the 95 per cent level of confidence for the comparisons of personal characteristics between seventeen successful male and female teachers who have moved from rural to urban communities to teach and thirty-six successful male and female teachers who have remained teaching in urban communities. These results did not differ significantly from what could be expected to occur due to chance alone.

Table XII shows a comparison of the personal characteristics between twenty-three successful male and female teachers with rural backgrounds who have remained teaching in rural communities and eleven successful male and female teachers with rural backgrounds who have moved from rural to urban communities to teach. At the 95 per cent level of significance, successful male and female teachers with rural backgrounds who have moved from rural to urban communities to teach possessed a more sociable nature than successful male and female teachers with rural backgrounds who have remained teaching in rural communities.

TABLE XI

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WHO HAVE MOVED
FROM RURAL TO URBAN COMMUNITIES TO TEACH AND MALES AND FEMALES WHO
HAVE REMAINED TEACHING IN URBAN COMMUNITIES

Characteristics	Mean Rural to Urban	S. D. Rural to Urban	Mean Urban to Urban	S. D. Urban to Urban	Diff. Bet. Means	Level of Significance
Grade Point	2.88	46.93	2.75	50.31	0.901	
General Ability	106.59	14.77	106.61	17.11	-0.004	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	49.00	27.89	42.03	27.29	0.862	
Mechanical	35.35	29.61	36.78	21.32	-0.201	
Computational	52.06	29.07	57.72	31.88	-0.620	
Scientific	45.65	35.80	53.19	35.38	-0.721	
Persuasive	45.88	26.28	50.53	28.13	-0.573	
Artistic	47.94	30.95	48.43	33.10	-0.093	
Literary	51.94	31.77	46.78	32.42	0.544	
Musical	49.88	34.51	46.72	31.84	0.328	
Social Service	51.88	35.84	57.06	23.65	-0.628	
Clerical	45.47	21.69	52.67	29.95	-0.886	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	53.18	27.84	43.75	26.24	1.198	
Self-Sufficiency	41.65	20.35	36.67	25.41	0.707	
Introversion-Extroversion	47.47	29.24	34.44	27.29	1.586	
Dominance-Submissive	42.65	26.41	49.67	32.17	-0.783	
Confidence in Oneself	53.53	34.12	66.36	96.70	-0.529	
Sociability	49.18	30.99	39.92	37.42	0.886	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

TABLE XII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE REMAINED TEACHING IN RURAL COMMUNITIES AND MALES AND FEMALES WITH RURAL BACK-
GROUNDS WHO HAVE MOVED FROM RURAL TO URBAN COMMUNITIES TO TEACH

Characteristics	Mean Rural to Urban	S. D. Rural to Urban	Mean Rural to Urban	S. D. Rural to Urban	Diff. Bet. Means	Level of Significance
Grade Point	2.51	31.64	2.77	42.37	-1.997	
General Ability	107.65	17.01	105.73	16.01	0.314	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	64.26	31.69	57.73	30.34	0.570	
Mechanical	67.52	97.27	41.27	31.03	0.868	
Computational	64.17	79.75	59.18	28.57	0.200	
Scientific	58.30	33.58	51.55	41.13	0.510	
Persuasive	33.83	28.33	40.91	24.06	-0.714	
Artistic	32.91	27.41	46.73	34.44	-1.266	
Literary	46.17	32.84	40.45	25.47	0.508	
Musical	30.17	28.17	44.36	35.70	-1.260	
Social Service	51.43	25.84	42.45	33.75	0.858	
Clerical	53.00	27.96	48.00	24.29	0.508	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	45.39	33.45	53.36	32.83	-0.654	
Self-Sufficiency	32.13	26.93	44.00	19.76	-1.300	
Introversion-Extroversion	36.39	33.94	47.64	32.64	-0.915	
Dominance-Submissive	32.39	24.71	41.09	30.40	-0.892	
Confidence in Oneself	49.39	34.05	56.18	38.74	-0.521	
Sociability	27.09	24.97	51.00	33.20	-2.346	95%

Read table thus: Since 51.00 is greater than 50.00, which is the critical score for determining the degree of sociability, males and females with rural backgrounds who have moved from rural to urban communities to teach tend to be more sociable than males and females with rural backgrounds who have remained teaching in rural communities at the 95% level of confidence.

A comparison of the personal characteristics between twenty-three successful male and female teachers with rural backgrounds who have remained teaching in rural communities and eighteen successful male and female teachers with rural backgrounds who have remained teaching in urban communities is presented in Table XIII. With the probability of 0.95 of interpreting the data correctly, successful male and female teachers with rural backgrounds who have remained teaching in rural communities showed a greater interest in outdoor activity than successful male and female teachers with rural backgrounds who have remained teaching in urban communities.

Table XIV reveals a comparison of the personal characteristics between twenty-three successful male and female teachers with rural backgrounds who have remained teaching in rural communities and nine successful male and female teachers with urban backgrounds who have remained teaching in rural communities. At the 95 per cent level of significance, successful male and female teachers with urban backgrounds who have remained teaching in rural communities exhibited (1) a higher grade point average, (2) a greater interest in artistic activities, and (3) more interest in music than successful male and female teachers with rural backgrounds who have remained teaching in rural communities.

A comparison of the personal characteristics between twenty-three successful male and female teachers with rural backgrounds who have remained teaching in rural communities

TABLE XIII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE REMAINED TEACHING IN RURAL COMMUNITIES AND MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE REMAINED TEACHING IN URBAN COMMUNITIES

Characteristics	Mean Rural to Urban	S. D. Rural to Urban	Mean Rural to Urban	S. D. Rural to Urban	Diff. Bet. Means	Level of Significance
Grade Point	2.51	31.64	2.73	48.33	-1.776	
General Ability	107.65	17.01	108.39	12.73	-0.154	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	64.26	31.69	43.72	24.17	2.278	95%
Mechanical	67.52	97.27	32.78	21.98	1.482	
Computational	64.17	79.75	63.11	30.07	0.053	
Scientific	58.30	33.58	49.78	33.21	0.810	
Persuasive	33.83	28.33	48.22	29.32	-1.590	
Artistic	32.91	27.41	45.50	34.45	-1.304	
Literary	46.17	32.84	53.00	34.03	-0.651	
Musical	30.17	28.17	48.83	36.47	-1.850	
Social Service	51.43	25.84	52.00	25.21	-0.071	
Clerical	53.00	27.96	56.06	27.57	-0.350	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	45.39	33.45	43.83	28.79	0.157	
Self-Sufficiency	32.13	26.93	37.50	28.78	-0.615	
Introversion-Extroversion	36.39	33.94	36.67	26.32	-0.029	
Dominance-Submissive	32.39	24.71	41.83	32.34	-1.060	
Confidence in Oneself	49.39	34.05	54.22	31.77	-0.464	
Sociability	27.09	24.97	34.28	26.04	-0.898	

Read table thus: With the probability of 95 of interpreting the data correctly, males and females with rural backgrounds who have remained teaching in rural communities show a greater interest in outdoor activity than males and females with rural backgrounds who have remained teaching in urban communities.

TABLE XIV

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE REMAINED TEACHING IN RURAL COMMUNITIES AND MALES AND FEMALES WITH URBAN BACKGROUNDS WHO HAVE REMAINED TEACHING IN RURAL COMMUNITIES

Characteristics	Mean Rural Rural to Rural	S. D. Rural Rural to Rural	Mean Urban Rural to Rural	S. D. Urban Rural to Rural	Diff. Bet. Means	Level of Significance
Grade Point	2.51	31.64	2.82	33.92	-2.467	95%
General Ability	107.65	17.01	115.56	9.50	-1.309	
<u>KUDER VOCATIONAL INTEREST RECORD</u>						
Outdoor	64.26	31.69	50.22	38.78	1.059	
Mechanical	67.52	97.27	49.33	30.85	0.546	
Computational	64.17	79.75	44.11	31.17	0.727	
Scientific	58.30	33.58	57.22	34.82	0.081	
Persuasive	33.83	28.33	44.33	28.89	-0.938	
Artistic	32.91	27.41	57.56	29.53	-2.240	95%
Literary	46.17	32.84	36.22	26.94	0.807	
Musical	30.17	28.17	57.56	37.53	-2.251	95%
Social Service	51.43	25.84	50.00	29.97	0.135	
Clerical	53.00	27.96	50.44	25.31	0.239	
<u>BERNREUTER PERSONALITY INVENTORY</u>						
Neurotic Tendency	45.39	33.45	47.11	24.07	-0.140	
Self-Sufficiency	32.13	26.93	40.44	25.54	-0.796	
Introversion-Extroversion	36.39	33.94	52.44	28.22	-1.256	
Dominance-Submissive	32.39	24.71	42.22	34.52	-0.904	
Confidence in Oneself	49.39	34.05	55.56	28.75	-0.480	
Sociability	27.09	24.97	33.56	33.77	-0.596	

Read table thus: With the probability of 95 of interpreting the data correctly, males and females with urban backgrounds who have remained teaching in rural communities tend to have higher grade point averages than males and females with rural backgrounds who have remained teaching in rural communities.

and five successful male and female teachers with urban backgrounds who have moved from rural to urban communities to teach is shown in Table XV. With the probability of 0.99 of interpreting the data correctly, successful male and female teachers with urban backgrounds who have moved from rural to urban communities to teach possessed a higher grade point average than successful male and female teachers with rural backgrounds who have remained teaching in rural communities.

Table XVI shows a comparison between twenty-three successful male and female teachers with rural backgrounds who have remained teaching in rural communities and seventeen successful male and female teachers with urban backgrounds who have remained teaching in urban communities. At the 95 per cent level of significance, successful male and female teachers with rural backgrounds who have remained teaching in rural communities displayed a greater interest in outdoor activity; whereas, successful male and female teachers with urban backgrounds who have remained teaching in urban communities showed a higher grade point average and a more dominant nature.

As shown in Table XVII, there were no significant differences at the 95 per cent level of confidence for the comparisons of personal characteristics between eleven successful male and female teachers with rural backgrounds who have moved from rural to urban communities to teach and

TABLE XV

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE REMAINED TEACHING IN RURAL COMMUNITIES AND MALES AND FEMALES WITH URBAN BACK-
GROUNDS WHO HAVE MOVED FROM RURAL TO URBAN COMMUNITIES TO TEACH

Characteristics	Mean Rural Rural to Rural	S. D. Rural Rural to Rural	Mean Urban Rural to Urban	S. D. Urban Rural to Urban	Diff. Bet. Means	Level of Significance
Grade Point	2.51	31.64	3.00	52.65	-2.792	99%
General Ability	107.65	17.01	106.80	14.57	0.103	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	64.26	31.69	36.40	11.44	1.914	
Mechanical	67.52	97.27	28.00	27.09	0.889	
Computational	64.17	79.75	29.00	13.91	0.969	
Scientific	58.30	33.58	35.80	24.92	1.407	
Persuasive	33.83	28.33	52.80	32.97	-1.321	
Artistic	32.91	27.41	54.60	26.63	-1.611	
Literary	46.17	32.84	69.60	36.07	-1.423	
Musical	30.17	28.17	59.60	36.61	-2.013	
Social Service	51.43	25.84	64.40	37.80	-0.938	
Clerical	53.00	27.96	41.00	18.88	0.909	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	45.39	33.45	58.80	11.78	-0.873	
Self-Sufficiency	32.13	26.93	35.80	24.87	-0.279	
Introversion-Extroversion	36.39	33.94	51.20	25.19	-0.917	
Dominance-Submissive	32.39	24.71	39.40	13.50	-0.609	
Confidence in Oneself	49.39	34.05	55.20	23.05	-0.361	
Sociability	27.09	24.97	45.20	32.51	-1.397	

Read table thus: At the 99% level of confidence, males and females with urban back-grounds who have moved from rural to urban communities to teach tend to have higher grade point averages than males and females with rural backgrounds who have remained teaching in rural communities.

TABLE XVI

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE REMAINED TEACHING IN RURAL COMMUNITIES AND MALES AND FEMALES WITH URBAN BACKGROUNDS WHO HAVE REMAINED TEACHING IN URBAN COMMUNITIES

Characteristics	Mean		S. D.		Mean		S. D.		Diff. Bet. Means	Level of Significance
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban		
Grade Point	2.51		31.64		2.79		54.28		-2.067	95%
General Ability	107.65		17.01		104.00		21.17		0.605	
<u>KUDER VOCATIONAL INTEREST RECORD</u>										
Outdoor	64.26		31.69		41.94		30.87		2.226	95%
Mechanical	67.52		97.27		42.88		18.98		1.027	
Computational	64.17		79.75		55.35		31.98		0.430	
Scientific	58.30		33.58		59.88		36.54		-0.142	
Persuasive	33.83		28.33		50.71		26.81		-1.905	
Artistic	32.91		27.41		49.71		31.55		-1.797	
Literary	46.17		32.84		40.24		31.29		0.576	
Musical	30.17		28.17		42.76		26.99		-1.422	
Social Service	51.43		25.84		60.53		21.04		-1.189	
Clerical	53.00		27.96		50.94		32.81		0.214	
<u>BERNREUTER PERSONALITY INVENTORY</u>										
Neurotic Tendency	45.39		33.45		44.94		24.38		0.047	
Self-Sufficiency	32.13		26.93		34.18		21.87		-0.257	
Introversion-Extroversion	36.39		33.94		34.06		28.58		0.229	
Dominance-Submissive	32.39		24.71		54.53		29.08		-2.599	95%
Confidence in Oneself	49.39		34.05		47.71		30.24		0.162	
Sociability	27.09		24.97		36.24		24.68		-1.151	

Read table thus: With the probability of 95 of interpreting the data correctly, males and females with urban backgrounds who have remained teaching in urban communities tend to have higher grade point averages than males and females with rural backgrounds who have remained teaching in urban communities.

TABLE XVII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE MOVED FROM RURAL TO URBAN COMMUNITIES TO TEACH AND MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE REMAINED TEACHING IN URBAN COMMUNITIES

Characteristics	Mean		S. D.		Mean		S. D.		Diff. Bet. Means	Level of Significance
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban		
Grade Point	2.77	2.77	42.37	42.37	2.73	2.73	48.33	48.33	0.205	
General Ability	105.73	105.73	16.01	16.01	108.39	108.39	12.73	12.73	-0.495	
<u>KUDER VOCATIONAL INTEREST RECORD</u>										
Outdoor	57.73	57.73	30.34	30.34	43.72	43.72	24.17	24.17	1.375	
Mechanical	41.27	41.27	31.03	31.03	32.78	32.78	21.98	21.98	0.863	
Computational	59.18	59.18	28.57	28.57	63.11	63.11	30.07	30.07	-0.348	
Scientific	51.55	51.55	41.13	41.13	49.78	49.78	33.21	33.21	0.127	
Persuasive	40.91	40.91	24.06	24.06	48.22	48.22	29.32	29.32	-0.695	
Artistic	46.73	46.73	34.44	34.44	45.50	45.50	34.45	34.45	0.093	
Literary	40.45	40.45	25.47	25.47	53.00	53.00	34.03	34.03	-1.053	
Musical	44.36	44.36	35.70	35.70	48.83	48.83	36.47	36.47	-0.323	
Social Service	42.45	42.45	33.75	33.75	52.00	52.00	25.21	25.21	-0.870	
Clerical	48.00	48.00	24.29	24.29	56.06	56.06	27.57	27.57	-0.798	
<u>BERNREUTER PERSONALITY INVENTORY</u>										
Neurotic Tendency	53.36	53.36	32.83	32.83	43.83	43.83	28.79	28.79	0.821	
Self-Sufficiency	44.00	44.00	19.76	19.76	37.50	37.50	28.78	28.78	0.658	
Introversion-Extroversion	47.64	47.64	32.64	32.64	36.67	36.67	26.32	26.32	0.994	
Dominance-Submissive	41.09	41.09	30.40	30.40	41.83	41.83	32.34	32.34	-0.061	
Confidence in Oneself	56.18	56.18	38.74	38.74	54.22	54.22	31.77	31.77	0.148	
Sociability	51.00	51.00	33.20	33.20	34.28	34.28	26.04	26.04	1.512	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

eighteen successful male and female teachers with rural backgrounds who have remained teaching in urban communities. These results did not differ significantly from what could be expected to occur due to chance alone.

At the 95 per cent level of significance, there were no significant differences for the comparisons of personal characteristics between eleven successful male and female teachers with rural backgrounds who have moved from rural to urban communities to teach and nine successful male and female teachers with urban backgrounds who have remained teaching in rural communities as revealed in Table XVIII. These results did not differ significantly from what could be expected to occur due to chance alone.

A comparison of the personal characteristics between eleven successful male and female teachers with rural backgrounds who have moved from rural to urban communities to teach and five successful male and female teachers with urban backgrounds who have moved from rural to urban communities to teach is presented in Table XIX. With the probability of 0.95 of interpreting the data correctly, successful male and female teachers with rural backgrounds who have moved from rural to urban communities to teach displayed a higher computational interest than successful male and female teachers with urban backgrounds who have moved from rural to urban communities to teach.

TABLE XVIII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE MOVED FROM RURAL TO URBAN COMMUNITIES TO TEACH AND MALES AND FEMALES WITH URBAN BACKGROUNDS WHO HAVE REMAINED TEACHING IN RURAL COMMUNITIES

Characteristics	Mean Rural Rural to Urban	S. D. Rural Rural to Urban	Mean Urban Rural to Rural	S. D. Urban Rural to Rural	Diff. Bet. Means	Level of Significance
Grade Point	2.77	42.37	2.82	33.92	-0.310	
General Ability	105.73	16.01	115.56	9.50	-1.619	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	57.73	30.34	50.22	38.78	0.486	
Mechanical	41.27	31.03	49.33	30.85	-0.579	
Computational	59.18	28.57	44.11	31.17	1.127	
Scientific	51.55	41.13	57.22	34.82	-0.328	
Persuasive	40.91	24.06	44.33	28.89	-0.289	
Artistic	46.73	34.44	57.56	29.53	-0.745	
Literary	40.45	25.47	36.22	26.94	0.360	
Musical	44.36	35.70	57.56	37.53	-0.804	
Social Service	42.45	33.75	50.00	29.97	-0.523	
Clerical	48.00	24.29	50.44	25.31	-0.219	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	53.36	32.83	47.11	24.07	0.475	
Self-Sufficiency	44.00	19.76	40.44	25.54	0.352	
Introversion-Extroversion	47.64	32.64	52.44	28.22	-0.347	
Dominance-Submissive	41.09	30.40	42.22	34.52	-0.078	
Confidence in Oneself	56.18	38.74	55.56	28.75	0.040	
Sociability	51.00	33.20	33.56	33.77	1.160	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

TABLE XIX

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE MOVED FROM RURAL TO URBAN COMMUNITIES TO TEACH AND MALES AND FEMALES WITH URBAN BACKGROUNDS WHO HAVE MOVED FROM RURAL TO URBAN COMMUNITIES TO TEACH

Characteristics	Mean Rural Rural to Urban	S. D. Rural Rural to Urban	Mean Urban Rural to Urban	S. D. Urban Rural to Urban	Diff. Bet. Means	Level of Significance
Grade Point	2.77	42.37	3.00	52.65	-0.948	
General Ability	105.73	16.01	106.80	14.57	-0.127	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	57.73	30.34	36.40	11.44	1.500	
Mechanical	41.27	31.03	28.00	27.09	0.821	
Computational	59.18	28.57	29.00	13.91	2.215	95%
Scientific	51.55	41.13	35.80	24.92	0.784	
Persuasive	40.91	24.06	52.80	32.97	-0.819	
Artistic	46.73	34.44	54.60	26.63	-0.450	
Literary	40.45	25.47	69.60	36.07	-1.870	
Musical	44.36	35.70	59.60	36.61	-0.786	
Social Service	42.45	33.75	64.40	37.80	-1.164	
Clerical	48.00	24.29	41.00	18.88	0.567	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	53.36	32.83	58.80	11.78	-0.354	
Self-Sufficiency	44.00	19.76	35.80	24.87	0.712	
Introversion-Extroversion	47.64	32.64	51.20	25.19	-0.215	
Dominance-Submissive	41.09	30.40	39.40	13.50	0.117	
Confidence in Oneself	56.18	38.74	55.20	23.05	0.052	
Sociability	51.00	33.20	45.20	32.51	0.326	

Read table thus: With the probability of 95 of interpreting the data correctly, males and females with rural backgrounds who have moved from rural to urban communities to teach tend to have a higher computational ability than males and females with urban backgrounds who have moved from rural to urban communities to teach.

As shown in Table XX, there were no significant differences at the 95 per cent level of significance for the comparisons of personal characteristics between eleven successful male and female teachers with rural backgrounds who have moved from rural to urban communities to teach and seventeen successful male and female teachers with urban backgrounds who have remained teaching in urban communities. These results did not differ significantly from what could be expected to occur due to chance alone.

Table XXI shows a comparison of the personal characteristics between eighteen successful male and female teachers with rural backgrounds who have remained teaching in urban communities and nine successful male and female teachers with urban backgrounds who have remained teaching in rural communities. At the 95 per cent level of confidence, there were no significant differences found in this comparison.

A comparison of the personal characteristics between eighteen successful male and female teachers with rural backgrounds who have remained teaching in urban communities and five successful male and female teachers with urban backgrounds who have moved from rural to urban communities to teach is presented in Table XXII. With the probability of 0.95 of interpreting the data correctly, successful male and female teachers with rural backgrounds who have remained teaching in urban communities tended to have a higher

TABLE XX

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE MOVED FROM RURAL TO URBAN COMMUNITIES TO TEACH AND MALES AND FEMALES WITH URBAN BACKGROUNDS WHO HAVE REMAINED TEACHING IN URBAN COMMUNITIES

Characteristics	Mean Rural Rural to Urban	S. D. Rural Rural to Urban	Mean Urban Urban to Urban	S. D. Urban Urban to Urban	Diff. Bet. Means	Level of Significance
Grade Point	2.77	42.37	2.79	54.28	-0.120	
General Ability	105.73	16.01	104.00	21.17	0.231	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	57.73	30.34	41.94	30.87	1.331	
Mechanical	41.27	31.03	42.88	18.98	-0.171	
Computational	59.18	28.57	55.35	31.98	0.322	
Scientific	51.55	41.13	59.88	36.54	-0.561	
Persuasive	40.91	24.06	50.71	26.81	-0.982	
Artistic	46.73	34.44	49.71	31.55	-0.236	
Literary	40.45	25.47	40.24	31.29	0.019	
Musical	44.36	35.70	42.76	26.99	0.135	
Social Service	42.45	33.75	60.63	21.04	-1.753	
Clerical	48.00	24.29	50.94	32.81	-0.255	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	53.36	32.83	44.94	24.38	0.779	
Self-Sufficiency	44.00	19.76	34.18	21.87	1.204	
Introversion-Extroversion	47.64	32.64	34.06	28.58	1.162	
Dominance-Submissive	41.09	30.40	54.53	29.08	-1.174	
Confidence in Oneself	56.18	38.74	47.71	30.24	0.648	
Sociability	51.00	33.20	36.24	24.68	1.350	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

TABLE XXI

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE REMAINED TEACHING IN URBAN COMMUNITIES AND MALES AND FEMALES WITH URBAN BACKGROUNDS WHO HAVE REMAINED TEACHING IN RURAL COMMUNITIES

Characteristics	Mean		S. D.		Mean		S. D.		Diff. Bet. Means	Level of Significance
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban		
Grade Point	2.73	2.73	48.33	48.33	2.82	2.82	33.92	33.92	-0.501	
General Ability	108.39	108.39	12.73	12.73	115.56	115.56	9.50	9.50	-1.489	
<u>KUDER VOCATIONAL INTEREST RECORD</u>										
Outdoor	43.72	43.72	24.17	24.17	50.22	50.22	38.78	38.78	-0.537	
Mechanical	32.78	32.78	21.98	21.98	49.33	49.33	30.85	30.85	-1.611	
Computational	63.11	63.11	30.07	30.07	44.11	44.11	31.17	31.17	1.530	
Scientific	49.78	49.78	33.21	33.21	57.22	57.22	34.82	34.82	-0.540	
Persuasive	48.22	48.22	29.32	29.32	44.33	44.33	28.89	28.89	0.327	
Artistic	45.50	45.50	34.45	34.45	57.56	57.56	29.53	29.53	-0.896	
Literary	53.00	53.00	34.03	34.03	36.22	36.22	26.94	26.94	1.287	
Musical	48.83	48.83	36.47	36.47	57.56	57.56	37.53	37.53	-0.581	
Social Service	52.00	52.00	25.21	25.21	50.00	50.00	29.97	29.97	0.183	
Clerical	56.06	56.06	27.57	27.57	50.44	50.44	25.31	25.31	0.512	
<u>BERNREUTER PERSONALITY INVENTORY</u>										
Neurotic Tendency	43.83	43.83	28.79	28.79	47.11	47.11	24.07	24.07	-0.294	
Self-Sufficiency	37.50	37.50	28.78	28.78	40.44	40.44	25.54	25.54	-0.259	
Introversion-Extroversion	36.67	36.67	26.32	26.32	52.44	52.44	28.22	28.22	-1.434	
Dominance-Submissive	41.83	41.83	32.34	32.34	42.22	42.22	34.52	34.52	-0.029	
Confidence in Oneself	54.22	54.22	31.77	31.77	55.56	55.56	28.75	28.75	-0.106	
Sociability	34.28	34.28	26.04	26.04	33.56	33.56	33.77	33.77	0.061	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

TABLE XXII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE REMAINED TEACHING IN URBAN COMMUNITIES AND MALES AND FEMALES WITH URBAN BACK-
GROUNDS WHO HAVE MOVED FROM RURAL TO URBAN COMMUNITIES TO TEACH

Characteristics	Mean		S. D.		Mean		S. D.		Diff. Bet. Means	Level of Significance
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban		
Grade Point	2.73	2.73	48.33	48.33	3.00	52.65			-1.083	
General Ability	108.39	108.39	12.73	12.73	106.80	14.57			0.240	
<u>KUDER VOCATIONAL INTEREST RECORD</u>										
Outdoor	43.72	43.72	24.17	24.17	36.40	11.44			0.649	95%
Mechanical	32.78	32.78	21.98	21.98	28.00	27.09			0.410	
Computational	63.11	63.11	30.07	30.07	29.00	13.91			2.433	
Scientific	49.78	49.78	33.21	33.21	35.80	24.92			0.870	
Persuasive	48.22	48.22	29.32	29.32	52.80	32.97			-0.301	
Artistic	45.50	45.50	34.45	34.45	54.60	26.63			-0.544	
Literary	53.00	53.00	34.03	34.03	69.60	36.07			-0.954	
Musical	48.83	48.83	36.47	36.47	59.60	36.61			-0.584	
Social Service	52.00	52.00	25.21	25.21	64.40	37.80			-0.875	
Clerical	56.06	56.06	27.57	27.57	41.00	18.88			1.140	
<u>BERNREUTER PERSONALITY INVENTORY</u>										
Neurotic Tendency	43.83	43.83	28.79	28.79	58.80	11.78			-1.121	
Self-Sufficiency	37.50	37.50	28.78	28.78	35.80	24.87			0.120	
Introversion-Extroversion	36.67	36.67	26.32	26.32	51.20	25.19			-1.101	
Dominance-Submissive	41.83	41.83	32.34	32.34	39.40	13.50			0.162	
Confidence in Oneself	54.22	54.22	31.77	31.77	55.20	23.05			-0.064	
Sociability	34.28	34.28	26.04	26.04	45.20	32.51			-0.789	

Read table thus: With the probability of 95 of interpreting the data correctly, males and females with rural backgrounds who have remained teaching in urban communities tend to have a higher computational ability than males and females with urban backgrounds who have moved from rural to urban communities to teach.

computational interest than successful male and female teachers with urban backgrounds who have moved from rural to urban communities to teach.

As shown in Table XXIII, there were no significant differences at the 95 per cent level of confidence for the comparisons of personal characteristics between eighteen successful male and female teachers with rural backgrounds who have remained teaching in urban communities and seventeen successful male and female teachers with urban backgrounds who have remained teaching in urban communities. These results did not differ significantly from what could be expected to occur due to chance alone.

Table XXIV presents a comparison of the personal characteristics between nine successful male and female teachers with urban backgrounds who have remained teaching in rural communities and five successful male and female teachers with urban backgrounds who have moved from rural to urban communities to teach. At the 95 per cent level of significance, there were no significant differences found in this comparison.

At the 95 per cent level of confidence, there were no significant differences for the comparisons of personal characteristics between nine successful male and female teachers with urban backgrounds who have remained teaching in rural communities and seventeen successful male and female teachers

TABLE XXIII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS WHO HAVE REMAINED TEACHING IN URBAN COMMUNITIES AND MALES AND FEMALES WITH URBAN BACKGROUNDS WHO HAVE REMAINED TEACHING IN URBAN COMMUNITIES

Characteristics	Mean Rural Urban	S. D. Rural Urban	Mean Urban to Urban	S. D. Urban to Urban	Diff. Bet. Means	Level of Significance
Grade Point	2.73	48.33	2.79	54.28	-0.344	
General Ability	108.39	12.73	104.00	21.17	0.748	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	43.72	24.17	41.94	30.87	0.191	
Mechanical	32.78	21.98	42.88	18.98	-1.451	
Computational	63.11	30.07	55.35	31.98	0.740	
Scientific	49.78	33.21	59.88	36.54	-0.857	
Persuasive	48.22	29.32	50.71	26.81	-0.262	
Artistic	45.50	34.45	49.71	31.55	-0.376	
Literary	53.00	34.03	40.24	31.29	1.153	
Musical	48.83	36.47	42.76	26.99	0.557	
Social Service	52.00	25.21	60.53	21.04	-1.083	
Clerical	56.06	27.57	50.94	32.81	0.501	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	43.83	28.79	44.94	24.38	-0.123	
Self-Sufficiency	37.50	28.78	34.18	21.87	0.383	
Introversion-Extroversion	36.67	26.32	34.06	28.58	0.281	
Dominance-Submissive	41.83	32.34	54.53	29.08	-1.219	
Confidence in Oneself	54.22	31.77	47.71	30.24	0.620	
Sociability	34.28	26.04	36.24	24.68	-0.228	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

TABLE XXIV

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH URBAN BACKGROUNDS WHO HAVE REMAINED TEACHING IN RURAL COMMUNITIES AND MALES AND FEMALES WITH URBAN BACK-
GROUNDS WHO HAVE MOVED FROM RURAL TO URBAN COMMUNITIES TO TEACH

Characteristics	Mean Urban Rural to Rural	S. D. Urban Rural to Rural	Mean Urban Rural to Urban	S. D. Urban Rural to Urban	Diff. Bet. Means	Level of Significance
Grade Point	2.82	33.92	3.00	52.65	-0.779	
General Ability	115.56	9.50	106.80	14.57	1.373	
<u>KUDER VOCATIONAL INTEREST RECORD</u>						
Outdoor	50.22	38.78	36.40	11.44	0.766	
Mechanical	49.33	30.85	28.00	27.09	1.290	
Computational	44.11	31.17	29.00	13.91	1.015	
Scientific	57.22	34.82	35.80	24.92	1.205	
Persuasive	44.33	28.89	52.80	32.97	-0.501	
Artistic	57.56	29.53	54.60	26.63	0.186	
Literary	36.22	26.94	69.60	36.07	-1.976	
Musical	57.56	37.53	59.60	36.61	-0.098	
Social Service	50.00	29.97	64.40	37.80	-0.787	
Clerical	50.44	25.31	41.00	18.88	0.724	
<u>BERNREUTER PERSONALITY INVENTORY</u>						
Neurotic Tendency	47.11	24.07	58.80	11.78	-1.008	
Self-Sufficiency	40.44	25.54	35.80	24.87	0.329	
Introversion-Extroversion	52.44	28.22	51.20	25.19	0.082	
Dominance-Submissive	42.22	34.52	39.40	13.50	0.173	
Confidence in Oneself	55.56	28.75	55.20	23.05	0.024	
Sociability	33.56	33.77	45.20	32.51	-0.626	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

with urban backgrounds who have remained teaching in urban communities as presented in Table XXV. These results did not differ significantly from what could be expected to occur due to chance alone.

As shown in Table XXVI, there were no significant differences at the 95 per cent level of significance for the comparisons of personal characteristics between five successful male and female teachers with urban backgrounds who have moved from rural to urban communities to teach and seventeen successful male and female teachers with urban backgrounds who have remained teaching in urban communities. These results did not differ significantly from what could be expected to occur due to chance alone.

Table XXVII shows a comparison of the personal characteristics between 140 males and females teaching in Kansas in 1961 and 30 males and females teaching out of the state in 1961. At the 95 per cent level of confidence, there were no significant differences found in this comparison.

At the 95 per cent level of confidence, there were no significant differences for the comparisons of personal characteristics between 140 males and females teaching in Kansas in 1961 and 50 males and females who had prepared to teach but were not teaching in 1961 as revealed in Table XXVIII. These results did not differ significantly from what could be expected to occur due to chance alone.

TABLE XXV

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH URBAN BACKGROUNDS WHO HAVE REMAINED TEACHING IN RURAL COMMUNITIES AND MALES AND FEMALES WITH URBAN BACKGROUNDS WHO HAVE REMAINED TEACHING IN URBAN COMMUNITIES

Characteristics	Mean Urban Rural to Rural	S. D. Urban Rural to Rural	Mean Urban Urban to Urban	S. D. Urban Urban to Urban	Diff. Bet. Means	Level of Significance
Grade Point	2.82	33.92	2.79	54.28	0.155	
General Ability	115.56	9.50	104.00	21.17	1.546	
<u>KUDER VOCATIONAL</u>						
<u>INTEREST RECORD</u>						
Outdoor	50.22	38.78	41.94	30.87	0.596	
Mechanical	49.33	30.85	42.88	18.98	0.663	
Computational	44.11	31.17	55.35	31.98	-0.860	
Scientific	57.22	34.82	59.88	36.54	-0.179	
Persuasive	44.33	28.8-	50.71	26.81	-0.562	
Artistic	57.56	29.53	49.71	31.55	0.616	
Literary	36.22	26.94	40.24	31.29	-0.326	
Musical	57.56	37.53	42.76	26.99	1.162	
Social Service	50.00	29.97	60.53	21.04	-1.048	
Clerical	50.44	25.31	50.94	32.81	-0.040	
<u>BERNREUTER PERSONALITY</u>						
<u>INVENTORY</u>						
Neurotic Tendency	47.11	24.07	44.94	24.38	0.217	
Self-Sufficiency	40.44	25.54	34.18	21.87	0.656	
Introversion-Extroversion	52.44	28.22	34.06	28.58	1.567	
Dominance-Submissive	42.22	34.52	54.53	29.08	-0.963	
Confidence in Oneself	55.56	28.75	47.71	30.24	0.640	
Sociability	33.56	33.77	36.24	24.68	-0.232	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

TABLE XXVI

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH URBAN BACKGROUNDS WHO HAVE MOVED FROM RURAL TO URBAN COMMUNITIES TO TEACH AND MALES AND FEMALES WITH URBAN BACKGROUNDS WHO HAVE REMAINED TEACHING IN URBAN COMMUNITIES

Characteristics	Mean Urban Rural to Urban	S. D. Urban Rural to Urban	Mean Urban Urban to Urban	S. D. Urban Urban to Urban	Diff. Bet. Means	Level of Significance
Grade Point	3.00	52.65	2.79	54.28	0.764	
General Ability	106.80	14.57	104.00	21.17	0.275	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	36.40	11.44	41.94	30.87	-0.388	
Mechanical	28.00	27.09	42.88	18.98	-1.402	
Computational	29.00	13.91	55.35	31.98	-1.769	
Scientific	35.80	24.92	59.88	36.54	-1.371	
Persuasive	52.80	32.97	50.71	26.81	0.146	
Artistic	54.60	26.63	49.71	31.55	0.314	
Literary	69.60	36.07	40.24	31.29	1.787	
Musical	59.60	36.61	42.76	26.99	1.135	
Social Service	64.40	37.80	60.53	21.04	0.301	
Clerical	41.00	18.88	50.94	32.81	-0.640	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	58.80	11.78	44.94	24.38	1.214	
Self-Sufficiency	35.80	24.87	34.18	21.87	0.142	
Introversion-Extroversion	51.20	25.19	34.06	28.58	1.206	
Dominance-Submissive	39.40	13.50	54.53	29.08	-1.114	
Confidence in Oneself	55.20	23.05	47.71	30.24	0.509	
Sociability	45.20	32.51	36.24	24.68	0.666	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

TABLE XXVII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES TEACHING IN KANSAS IN 1961 AND MALES AND FEMALES TEACHING OUT OF STATE IN 1961

Characteristics	Mean Teach In Kansas	S. D. Teach In Kansas	Mean Teach Out of State	S. D. Teach Out of State	Diff. Bet. Means	Level of Significance
Grade Point	2.71	44.47	2.59	39.12	1.431	
General Ability	108.08	15.07	108.50	14.35	-0.140	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	46.92	29.86	41.93	23.32	0.860	
Mechanical	41.36	46.70	34.80	27.98	0.740	
Computational	55.10	42.42	49.77	32.13	0.649	
Scientific	51.41	33.78	51.13	31.06	0.042	
Persuasive	46.67	28.72	52.77	27.54	-1.063	
Artistic	47.05	30.77	45.50	35.76	0.243	
Literary	49.28	31.91	53.97	30.28	-0.737	
Musical	47.59	32.97	48.90	34.60	-0.196	
Social Service	54.39	27.19	53.40	30.05	0.178	
Clerical	50.83	28.66	51.83	29.40	-0.173	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	45.74	27.39	45.40	24.36	0.063	
Self-Sufficiency	37.97	25.24	39.20	25.29	-0.242	
Introversion-Extroversion	38.56	29.18	33.63	25.46	0.858	
Dominance-Submissive	45.62	29.34	50.07	29.15	-0.755	
Confidence in Oneself	54.41	55.91	48.90	28.03	0.525	
Sociability	37.29	31.78	39.17	28.05	-0.300	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

TABLE XXVIII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES TEACHING IN KANSAS IN 1961
AND MALES AND FEMALES WHO HAD PREPARED TO TEACH BUT WERE NOT TEACHING IN 1961

Characteristics	Mean Teach In Kansas	S. D. Teach In Kansas	Mean Not Teach	S. D. Not Teach	Diff. Bet. Means	Level of Significance
Grade Point	2.72	44.47	2.73	51.31	-0.182	
General Ability	108.08	15.07	106.36	22.40	0.604	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	46.92	29.86	40.94	29.35	1.221	
Mechanical	41.36	46.70	31.36	27.06	1.429	
Computational	55.10	42.42	51.54	34.33	0.534	
Scientific	51.41	33.78	43.38	30.27	1.481	
Persuasive	46.67	28.72	55.84	29.58	-1.923	
Artistic	47.05	30.77	42.42	26.27	0.947	
Literary	49.28	31.91	56.70	30.97	-1.422	
Musical	47.59	32.97	54.70	31.38	-1.325	
Social Service	54.39	27.19	58.96	32.04	-0.972	
Clerical	50.83	28.66	51.30	30.93	-0.097	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	45.74	27.39	45.82	28.98	-0.017	
Self-Sufficiency	37.97	25.24	38.10	26.23	-0.031	
Introversion-Extroversion	38.56	29.18	37.52	29.01	0.217	
Dominance-Submissive	45.62	29.34	49.04	31.30	-0.695	
Confidence in Oneself	54.41	55.91	46.24	31.90	0.977	
Sociability	37.29	31.78	33.48	28.65	0.746	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

As shown in Table XXIX, there were no significant differences at the 95 per cent level of significance for the comparisons of personal characteristics between thirty males and females teaching out of the state in 1961 and fifty males and females who had prepared to teach but were not teaching in 1961.

Table XXX shows a comparison of the personal characteristics between seventy-six males and females with rural backgrounds who were teaching in Kansas in 1961 and eight males and females with rural backgrounds who were teaching out of the state in 1961. At the 95 per cent level of confidence, there were no significant differences found in this comparison.

At the 95 per cent level of confidence, there were no significant differences for the comparisons of personal characteristics between seventy-six males and females with rural backgrounds who were teaching in Kansas in 1961 and eighteen males and females with rural backgrounds who had prepared to teach but were not teaching in 1961 as presented in Table XXXI. These results did not differ significantly from what could be expected to occur due to chance alone.

As shown in Table XXXII, there were no significant differences at the 95 per cent level of confidence for the comparisons of personal characteristics between eight males and females with rural backgrounds who were teaching out of

TABLE XXIX

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES TEACHING OUT OF STATE IN 1961 AND MALES AND FEMALES WHO HAD PREPARED TO TEACH BUT WERE NOT TEACHING IN 1961

Characteristics	Mean Teach Out of State	S. D. Teach Out of State	Mean Not Teach	S. D. Not Teach	Diff. Bet. Means	Level of Significance
Grade Point	2.59	39.12	2.73	51.31	-1.280	
General Ability	108.50	14.35	106.36	22.40	0.468	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	41.93	23.32	40.94	29.35	0.157	
Mechanical	34.80	27.98	31.36	27.06	0.544	
Computational	49.77	32.13	51.54	34.33	-0.229	
Scientific	51.13	31.06	43.38	30.27	1.098	
Persuasive	52.77	27.54	55.84	29.58	-0.461	
Artistic	45.50	35.76	42.42	26.27	0.442	
Literary	53.97	30.28	56.70	30.97	-0.385	
Musical	48.90	34.60	54.70	31.38	-0.770	
Social Service	53.40	30.05	58.96	32.04	-0.769	
Clerical	51.83	29.40	51.30	30.93	0.076	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	45.40	24.36	45.82	28.98	-0.066	
Self-Sufficiency	39.20	25.29	38.10	26.23	0.184	
Introversion-Extroversion	33.63	25.46	37.52	29.01	-0.607	
Dominance-Submissive	50.07	29.15	49.04	31.30	0.146	
Confidence in Oneself	48.90	28.03	46.24	31.90	0.377	
Sociability	39.17	28.05	33.48	28.65	0.867	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

TABLE XXX

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL
BACKGROUNDS TEACHING IN KANSAS IN 1961 AND MALES AND FEMALES WITH
RURAL BACKGROUNDS TEACHING OUT OF STATE IN 1961

Characteristics	Mean Rural Teach In Kansas	S. D. Rural Teach In Kansas	Mean Rural Teach Out of State	S. D. Rural Teach Out of State	Diff. Bet. Means	Level of Significance
Grade Point	2.67	44.01	2.68	57.75	-0.040	
General Ability	107.96	15.03	106.50	9.90	0.268	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	51.91	29.59	49.25	27.19	0.243	
Mechanical	45.26	58.59	44.25	28.36	0.048	
Computational	59.30	50.11	47.00	23.82	0.683	
Scientific	51.01	34.44	41.25	34.02	0.763	
Persuasive	43.11	28.82	57.38	28.08	-1.335	
Artistic	43.58	31.30	54.63	37.04	-0.934	
Literary	51.59	32.33	35.13	21.18	1.404	
Musical	45.66	33.82	63.38	30.08	-1.422	
Social Service	51.50	26.97	46.25	26.08	0.525	
Clerical	53.12	28.97	56.75	21.85	-0.343	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	47.50	30.11	53.13	22.32	-0.513	
Self-Sufficiency	37.30	25.91	48.75	23.75	-1.197	
Introversion-Extroversion	39.12	30.49	47.38	26.61	-0.736	
Dominance-Submissive	41.89	28.25	45.63	24.75	-0.360	
Confidence in Oneself	51.18	32.84	51.13	29.62	0.004	
Sociability	37.08	28.49	51.38	24.79	-1.365	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

TABLE XXXI

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS
TEACHING IN KANSAS IN 1961 AND MALES AND FEMALES WITH RURAL BACKGROUNDS WHO
HAD PREPARED TO TEACH BUT WERE NOT TEACHING IN 1961

Characteristics	Mean Rural Teach In Kansas	S. D. Rural Teach In Kansas	Mean Rural Not Teach	S. D. Rural Not Teach	Diff. Bet. Means	Level of Significance
Grade Point	2.67	44.01	2.76	57.95	-0.757	
General Ability	107.96	15.03	112.78	17.19	-1.190	
<u>KUDER VOCATIONAL</u>						
<u>INTEREST RECORD</u>						
Outdoor	51.91	29.59	45.67	22.25	0.839	
Mechanical	45.26	58.59	37.28	30.51	0.559	
Computational	59.30	50.11	57.94	34.42	0.109	
Scientific	51.01	34.44	51.22	30.41	-0.024	
Persuasive	43.11	28.82	45.56	23.35	-0.335	
Artistic	43.58	31.30	45.94	27.16	-0.294	
Literary	51.59	32.33	59.44	32.96	-0.923	
Musical	45.66	33.82	52.06	33.07	-0.725	
Social Service	51.50	26.97	49.83	31.89	0.228	
Clerical	53.12	28.97	54.83	31.60	-0.221	
<u>BERNREUTER PERSONALITY</u>						
<u>INVENTORY</u>						
Neurotic Tendency	47.50	30.11	42.78	32.05	0.591	
Self-Sufficiency	37.30	25.91	38.78	25.30	-0.219	
Introversion-Extroversion	39.12	30.49	41.56	32.40	-0.302	
Dominance-Submissive	41.89	28.25	50.50	34.34	-1.115	
Confidence in Oneself	51.18	32.84	42.89	36.42	0.943	
Sociability	37.08	28.49	37.72	32.45	-0.083	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

TABLE XXXII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH RURAL BACKGROUNDS
TEACHING OUT OF STATE IN 1961 AND MALES AND FEMALES WITH RURAL BACKGROUNDS
WHO HAD PREPARED TO TEACH BUT WERE NOT TEACHING IN 1961

Characteristics	Mean Rural Teach Out of State	S. D. Rural Teach Out of State	Mean Rural Not Teach	S. D. Rural Not Teach	Diff. Bet. Means	Level of Significance
Grade Point	2.68	57.75	2.76	57.95	-0.351	
General Ability	106.50	9.90	112.78	17.19	-0.958	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	49.25	27.19	45.67	22.25	0.354	
Mechanical	44.25	28.36	37.28	30.51	0.549	
Computational	47.00	23.82	57.94	34.42	-0.812	
Scientific	41.25	34.02	51.22	30.41	-0.745	
Persuasive	57.38	28.08	45.56	23.35	1.121	
Artistic	54.63	37.04	45.94	27.16	0.673	
Literary	35.13	21.18	59.44	32.96	-1.907	
Musical	63.38	30.08	52.06	33.07	0.827	
Social Service	46.25	26.08	49.83	31.89	-0.278	
Clerical	56.75	21.85	54.83	31.60	0.155	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	53.13	22.32	42.78	32.05	0.824	
Self-Sufficiency	48.75	23.75	38.78	25.30	0.944	
Introversion-Extroversion	47.38	26.61	41.56	32.40	0.444	
Dominance-Submissive	45.63	24.75	50.50	34.34	-0.360	
Confidence in Oneself	51.13	29.62	42.89	36.42	0.561	
Sociability	51.38	24.79	37.72	32.45	1.057	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

the state in 1961 and eighteen males and females with rural backgrounds who had prepared to teach but were not teaching in 1961.

A comparison of the personal characteristics between fifty-eight males and females with urban backgrounds who were teaching in Kansas in 1961 and sixteen males and females with urban backgrounds who were teaching out of the state in 1961 is presented in Table XXXIII. With the probability of 0.95 of interpreting the data correctly, males and females with urban backgrounds who were teaching out of the state in 1961 showed a greater literary interest than males and females with urban backgrounds who were teaching in Kansas in 1961.

Table XXXIV shows a comparison of the personal characteristics between fifty-eight males and females with urban backgrounds who were teaching in Kansas in 1961 and twenty-seven males and females with urban backgrounds who had prepared to teach but were not teaching in 1961. At the 95 per cent level of significance, males and females with urban backgrounds who were teaching in Kansas in 1961 displayed a greater interest in scientific endeavors; whereas, males and females with urban backgrounds who had prepared to teach but were not teaching possessed a greater interest in persuasive activities.

As shown in Table XXXV, there were no significant differences at the 95 per cent level of confidence for the

TABLE XXXIII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH URBAN
BACKGROUNDS TEACHING IN KANSAS IN 1961 AND MALES AND FEMALES WITH
URBAN BACKGROUNDS TEACHING OUT OF STATE IN 1961

Characteristics	Mean Urban Teach In Kansas	S. D. Urban Teach In Kansas	Mean Urban Teach Out of State	S. D. Urban Teach Out of State	Diff. Bet. Means	Level of Significance
Grade Point	2.76	44.51	2.64	28.34	1.039	
General Ability	107.60	15.75	113.06	16.15	-1.221	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	39.97	29.34	40.19	24.00	-0.028	
Mechanical	36.67	25.43	35.50	29.84	0.157	
Computational	50.91	30.04	50.00	36.08	0.103	
Scientific	52.93	33.07	54.13	31.55	-0.130	
Persuasive	51.47	28.15	51.81	28.15	-0.043	
Artistic	51.47	30.10	46.63	35.70	0.547	
Literary	46.71	31.26	64.63	28.64	-2.065	95%
Musical	48.69	33.08	50.63	34.60	-0.206	
Social Service	55.95	27.33	54.94	29.14	0.129	
Clerical	48.98	29.04	45.56	30.66	0.412	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	42.10	22.94	39.56	21.67	0.397	
Self-Sufficiency	38.10	23.33	39.00	26.16	-0.133	
Introversion-Extroversion	36.57	27.01	26.69	23.08	1.333	
Dominance-Submissive	50.24	29.67	58.06	30.92	-0.925	
Confidence in Oneself	48.05	28.09	47.31	28.73	0.093	
Sociability	34.22	28.26	35.50	28.99	-0.160	

Read table thus: With the probability of 95 of interpreting the data correctly, males and females with urban backgrounds teaching out of state in 1961 tend to have a greater literary interest than males and females with urban backgrounds teaching in Kansas in 1961.

TABLE XXXIV

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH URBAN BACKGROUNDS
TEACHING IN KANSAS IN 1961 AND MALES AND FEMALES WITH URBAN BACKGROUNDS WHO
HAD PREPARED TO TEACH BUT WERE NOT TEACHING IN 1961

Characteristics	Mean Urban Teach In Kansas	S. D. Urban Teach In Kansas	Mean Urban Not Teach	S. D. Urban Not Teach	Diff. Bet. Means	Level of Significance
Grade Point	2.76	44.51	2.75	50.51	0.082	
General Ability	107.60	15.75	105.30	16.72	0.615	
<u>KUDER VOCATIONAL</u>						
<u>INTEREST RECORD</u>						
Outdoor	39.97	29.34	34.74	32.80	0.737	
Mechanical	36.67	25.43	26.67	25.21	1.692	
Computational	50.91	30.04	44.63	33.70	0.863	
Scientific	52.93	33.07	35.63	29.45	2.322	95%
Persuasive	51.47	28.15	67.37	28.21	-2.423	95%
Artistic	51.47	30.10	39.81	24.66	1.756	
Literary	46.71	31.26	56.26	30.25	-1.325	
Musical	48.69	33.08	60.22	29.34	-1.549	
Social Service	55.95	27.33	63.26	32.94	-1.074	
Clerical	48.98	29.04	49.22	31.83	-0.034	
<u>BERNREUTER PERSONALITY</u>						
<u>INVENTORY</u>						
Neurotic Tendency	42.10	22.94	46.11	27.42	-0.704	
Self-Sufficiency	38.10	23.33	37.93	28.72	0.029	
Introversion-Extroversion	36.57	27.01	33.78	25.39	0.452	
Dominance-Submissive	50.24	29.67	51.41	30.67	-0.167	
Confidence in Oneself	48.05	28.09	45.00	28.95	0.462	
Sociability	34.22	28.26	30.52	26.78	0.571	

Read table thus: With the probability of 95 of interpreting the data correctly, males and females with urban backgrounds teaching in Kansas in 1961 tend to have a greater scientific interest than males and females with urban backgrounds who had prepared to teach, but were not teaching in 1961.

TABLE XXXV

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES AND FEMALES WITH URBAN BACKGROUNDS
TEACHING OUT OF STATE IN 1961 AND MALES AND FEMALES WITH URBAN BACKGROUNDS
WHO HAD PREPARED TO TEACH BUT WERE NOT TEACHING IN 1961

Characteristics	Mean Urban Teach Out of State	S. D. Urban Teach Out of State	Mean, Urban Not Teach	S. D. Urban Not Teach	Diff. Bet. Means	Level of Significance
Grade Point	2.64	28.34	2.75	50.51	-0.821	
General Ability	113.06	16.15	105.30	16.72	1.489	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	40.19	24.00	34.74	32.80	0.578	
Mechanical	35.50	29.84	26.67	25.21	1.037	
Computational	50.00	36.08	44.63	33.70	0.492	
Scientific	54.13	31.55	35.63	29.45	1.939	
Persuasive	51.81	28.15	67.37	28.21	-1.750	
Artistic	46.63	35.70	39.81	24.66	0.741	
Literary	64.63	28.64	56.26	30.25	0.894	
Musical	50.63	34.60	60.22	29.34	-0.969	
Social Service	54.94	29.14	63.26	32.94	-0.834	
Clerical	45.56	30.66	49.22	31.83	-0.369	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	39.56	21.67	46.11	27.42	-0.815	
Self-Sufficiency	39.00	26.16	37.93	28.72	0.122	
Introversion-Extroversion	26.69	23.08	33.78	25.39	-0.915	
Dominance-Submissive	58.06	30.92	51.41	30.67	0.685	
Confidence in Oneself	47.31	28.73	45.00	28.95	0.254	
Sociability	35.50	28.99	30.52	26.78	0.572	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

comparisons of personal characteristics between sixteen males and females with urban backgrounds who were teaching out of the state in 1961 and twenty-seven males and females with urban backgrounds who had prepared to teach but were not teaching in 1961. These results did not differ significantly from what could be expected to occur due to chance alone.

A comparison of the personal characteristics between sixty-seven successful males teaching in Kansas in 1961 who were still teaching in Kansas in 1965 and ten successful males teaching in Kansas in 1961 who were teaching out of the state in 1965 is presented in Table XXXVI. With the probability of 0.95 of interpreting the data correctly, successful males teaching in Kansas in 1961 who were teaching out of the state in 1965 showed a greater interest in social service than successful males teaching in Kansas in 1961 who were still teaching in Kansas in 1965.

Table XXXVII presents a comparison of the personal characteristics between sixty-seven successful males teaching in Kansas in 1961 who were still teaching in Kansas in 1965 and twelve males teaching in Kansas in 1961 who were no longer teaching in 1965. At the 95 per cent level of confidence, males teaching in Kansas in 1961 who were no longer teaching in 1965 showed a greater interest in clerical activities than successful males teaching in Kansas in 1961 who were still teaching in Kansas in 1965.

TABLE XXXVI

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES TEACHING IN KANSAS IN 1961
WHO WERE STILL TEACHING IN KANSAS IN 1965 AND MALES TEACHING IN KANSAS
IN 1961 WHO WERE TEACHING OUT OF STATE IN 1965

Characteristics	Mean Males Teach In Kansas 1965	S. D. Males Teach In Kansas 1965	Mean Males Teach Out of State 1965	S. D. Males Teach Out of State 1965	Diff. Bet. Means	Level of Significance
Grade Point	2.61	33.24	2.58	38.70	0.281	
General Ability	108.75	13.95	107.90	11.11	0.184	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	50.81	29.76	59.40	23.94	-0.870	
Mechanical	44.58	29.84	44.70	34.56	-0.012	
Computational	51.42	31.55	37.10	26.62	1.363	
Scientific	58.51	34.53	50.80	32.01	0.664	
Persuasive	44.82	28.80	35.10	23.13	1.017	
Artistic	45.99	31.90	54.60	24.15	-0.817	
Literary	43.40	30.17	42.10	41.15	0.121	
Musical	40.25	31.26	56.70	33.09	-1.541	95%
Social Service	54.04	25.87	73.90	17.87	-2.339	
Clerical	52.48	25.95	39.90	32.55	1.383	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	47.21	26.57	54.90	24.96	-0.860	
Self-Sufficiency	37.07	25.11	37.00	29.50	0.008	
Introversion-Extroversion	40.36	29.24	41.70	32.29	-0.133	
Dominance-Submissive	44.56	28.57	45.90	30.53	-0.138	
Confidence in Oneself	54.70	29.77	68.70	27.69	-1.399	
Sociability	33.76	26.26	41.60	38.27	-0.827	

Read table thus: With the probability of 95 of interpreting the data correctly, males teaching in Kansas in 1961 who were teaching out of state in 1965 show a greater interest in social service than males teaching in Kansas in 1961 who were still teaching in Kansas in 1965.

TABLE XXXVII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES TEACHING IN KANSAS IN 1961 WHO WERE STILL TEACHING IN KANSAS IN 1965 AND MALES TEACHING IN KANSAS IN 1961 WHO WERE NO LONGER TEACHING IN 1965

Characteristics	Mean Males Teach In Kansas 1965	S. D. Males Teach In Kansas 1965	Mean Males Not Teach 1965	S. D. Males Not Teach 1965	Diff. Bet. Means	Level of Significance
Grade Point	2.61	33.24	2.43	30.29	1.754	
General Ability	108.75	13.95	108.92	10.76	-0.040	
<u>KUDER VOCATIONAL</u>						
<u>INTEREST RECORD</u>						
Outdoor	50.81	29.76	35.17	20.75	1.742	
Mechanical	44.58	29.84	29.75	15.17	1.677	
Computational	51.42	31.55	67.83	29.27	-1.676	
Scientific	58.51	34.53	56.00	33.33	0.233	
Persuasive	44.82	28.80	55.33	26.55	-1.177	
Artistic	45.99	31.90	44.75	31.52	0.124	
Literary	43.40	30.17	58.00	23.92	-1.586	
Musical	40.25	31.26	37.50	30.37	0.282	
Social Service	54.04	25.87	43.50	29.70	1.271	
Clerical	52.48	25.95	70.00	21.03	-2.209	95%
<u>BERNREUTER PERSONALITY</u>						
<u>INVENTORY</u>						
Neurotic Tendency	47.21	26.57	39.42	22.35	0.955	
Self-Sufficiency	37.07	25.11	36.92	18.59	0.020	
Introversion-Extroversion	40.36	29.24	36.33	26.89	0.445	
Dominance-Submissive	44.55	28.57	48.92	32.31	-0.479	
Confidence in Oneself	54.70	29.77	50.92	24.89	0.414	
Sociability	33.76	26.26	29.75	23.08	0.495	

Read table thus: At the 95% level of confidence, males teaching in Kansas in 1961 who were no longer teaching in 1965 show a greater interest in clerical activities than males teaching in Kansas in 1961 who were still teaching in Kansas in 1965.

A comparison of the personal characteristics between ten successful males teaching in Kansas in 1961 who were teaching out of the state in 1965 and twelve males teaching in Kansas in 1961 who were no longer teaching in 1965 is shown in Table XXXVIII. With the probability of 0.95 of interpreting the data correctly, successful males teaching in Kansas in 1961 who were teaching out of the state in 1965 exhibited a greater outdoor interest and more of an interest in social service; whereas, males teaching in Kansas in 1961 who were no longer teaching in 1965 displayed more of an interest in computational and clerical activities.

Table XXXIX shows a comparison of the personal characteristics between twenty-four successful females teaching in Kansas in 1961 who were still teaching in Kansas in 1965 and nine successful females teaching in Kansas in 1961 who were teaching out of the state in 1965. At the 95 per cent level of confidence, successful females teaching in Kansas in 1961 who were teaching out of the state in 1965 displayed a greater artistic interest and a more dominant nature than successful females teaching in Kansas in 1961 who were still teaching in Kansas in 1965.

A comparison of the personal characteristics between twenty-four successful females teaching in Kansas in 1961 who were still teaching in Kansas in 1965 and seventeen females teaching in Kansas in 1961 who were no longer teaching

TABLE XXXVIII

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN MALES TEACHING IN KANSAS IN 1961 WHO WERE TEACHING OUT OF STATE IN 1965 AND MALES TEACHING IN KANSAS IN 1961 WHO WERE NO LONGER TEACHING IN 1965

Characteristics	Mean Males Teach Out of State 1965	S. D. Males Teach Out of State 1965	Mean Males Not Teach 1965	S. D. Males Not Teach 1965	Diff. Bet. Means	Level of Significance
Grade Point	2.58	38.70	2.43	30.29	1.008	
General Ability	107.90	11.11	108.92	10.76	-0.218	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	59.40	23.94	35.17	20.75	2.544	95%
Mechanical	44.70	34.56	29.75	15.17	1.355	
Computational	37.10	26.62	67.83	29.27	-2.553	95%
Scientific	50.80	32.01	56.00	33.33	-0.371	
Persuasive	35.10	23.13	55.33	26.55	-1.885	
Artistic	54.60	24.15	44.75	31.52	0.809	
Literary	42.10	41.15	58.00	23.92	-1.132	
Musical	56.70	33.09	37.50	30.37	1.418	
Social Service	73.90	17.87	43.50	29.70	2.831	95%
Clerical	39.90	32.55	70.00	21.03	-2.620	95%
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	54.90	24.96	39.42	22.35	1.535	
Self-Sufficiency	37.00	29.50	36.92	18.59	0.008	
Introversion-Extroversion	41.70	32.29	36.33	26.89	0.426	
Dominance-Submissive	45.90	30.53	48.92	32.31	-0.224	
Confidence in Oneself	68.70	27.69	50.92	24.89	1.586	
Sociability	41.60	38.27	29.75	23.08	0.897	

Read table thus: With the probability of 95 of interpreting the data correctly, males teaching in Kansas in 1961 who were teaching out of state in 1965 tend to have a greater outdoor interest than males teaching in Kansas in 1961 who were no longer teaching in 1965.

TABLE XXXIX

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN FEMALES TEACHING IN KANSAS IN 1961 WHO WERE STILL TEACHING IN KANSAS IN 1965 AND FEMALES TEACHING IN KANSAS IN 1961 WHO WERE TEACHING OUT OF STATE IN 1965

Characteristics	Mean Females Teach In Kansas 1965	S. D. Females Teach In Kansas 1965	Mean Females Teach Out of State 1965	S. D. Females Teach Out of State 1965	Diff. Bet. Means	Level of Significance
Grade Point	2.99	57.83	2.93	57.63	0.247	
General Ability	105.21	20.47	107.67	14.46	-0.329	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	50.13	33.88	34.78	27.06	1.217	
Mechanical	53.83	94.89	24.78	22.21	0.901	
Computational	74.13	75.25	45.44	24.66	1.112	
Scientific	44.83	32.09	29.22	28.34	1.281	
Persuasive	41.21	27.86	48.67	21.12	-0.726	
Artistic	42.54	29.96	66.78	28.35	-2.098	95%
Literary	58.21	34.85	40.33	35.23	1.309	
Musical	55.42	33.39	67.33	37.00	-0.887	
Social Service	53.38	31.39	57.33	23.07	-0.343	
Clerical	45.25	31.23	61.33	36.13	-1.263	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	50.92	33.95	34.33	23.84	1.341	
Self-Sufficiency	36.79	25.76	35.89	31.62	0.084	
Introversion-Extroversion	44.13	34.32	25.56	18.06	1.535	
Dominance-Submissive	33.63	29.02	58.78	24.43	-2.306	95%
Confidence in Oneself	46.13	36.70	30.56	24.45	1.173	
Sociability	41.71	29.52	26.67	29.71	1.301	

Read table thus: At the 95% level of confidence, females teaching in Kansas in 1961 who were teaching out of state in 1965 show a greater artistic interest than females teaching in Kansas in 1961 who were still teaching in Kansas in 1965.

in 1965 is presented in Table XL. With the probability of 0.95 of interpreting the data correctly, females teaching in Kansas in 1961 who were no longer teaching in 1965 tended to have a greater persuasive interest and a more dominant nature than successful females teaching in Kansas in 1961 who were still teaching in Kansas in 1965.

As shown in Table XLI, there were no significant differences at the 95 per cent level of confidence for the comparisons of personal characteristics between nine successful females teaching in Kansas in 1961 who were teaching out of the state in 1965 and seventeen females teaching in Kansas in 1961 who were no longer teaching in 1965. These results did not differ significantly from what could be expected to occur due to chance alone.

TABLE XL

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN FEMALES TEACHING IN KANSAS IN 1961 WHO WERE STILL TEACHING IN KANSAS IN 1965 AND FEMALES TEACHING IN KANSAS IN 1961 WHO WERE NO LONGER TEACHING IN 1965

Characteristics	Mean Females Teach In Kansas 1965	S. D. Females Teach In Kansas 1965	Mean Females Not Teach 1965	S. D. Females Not Teach 1965	Diff. Bet. Means	Level of Significance
Grade Point	2.99	57.83	2.90	41.95	0.500	
General Ability	105.21	20.47	108.00	16.47	-0.465	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	50.13	33.88	33.24	29.49	1.657	
Mechanical	53.83	94.89	27.94	21.44	1.101	
Computational	74.13	75.25	48.35	32.39	1.325	
Scientific	44.83	32.09	39.82	31.75	0.495	
Persuasive	41.21	27.86	62.29	33.78	-2.185	95%
Artistic	42.54	29.96	46.65	30.60	-0.429	
Literary	58.21	34.85	61.00	28.10	-0.273	
Musical	55.42	33.39	59.06	31.29	-0.353	
Social Service	53.38	31.39	50.47	28.47	0.304	
Clerical	45.25	31.23	40.76	28.26	0.471	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	50.92	33.95	38.71	26.34	1.240	
Self-Sufficiency	36.79	25.76	44.24	25.82	-0.911	
Introversion-Extroversion	44.13	34.32	31.00	25.77	1.332	
Dominance-Submissive	33.63	29.02	54.59	27.79	-2.318	95%
Confidence in Oneself	46.13	36.70	35.35	26.44	1.034	
Sociability	41.71	29.52	41.18	30.95	0.056	

Read table thus: With the probability of 95 of interpreting the data correctly, females teaching in Kansas in 1961 who were no longer teaching in 1965 tend to have a greater persuasive interest than females teaching in Kansas in 1961 who were still teaching in Kansas in 1965.

TABLE XLI

COMPARISON OF PERSONAL CHARACTERISTICS BETWEEN FEMALES TEACHING IN KANSAS IN 1961 WHO WERE TEACHING OUT OF STATE IN 1965 AND FEMALES TEACHING IN KANSAS IN 1961 WHO WERE NO LONGER TEACHING IN 1965

Characteristics	Mean Females Teach Out of State 1965	S. D. Females Teach Out of State 1965	Mean Females Not Teach 1965	S. D. Females Not Teach 1965	Diff. Bet. Means	Level of Significance
Grade Point	2.93	57.63	2.90	41.95	0.135	
General Ability	107.67	14.46	108.00	16.47	-0.051	
KUDER VOCATIONAL INTEREST RECORD						
Outdoor	34.78	27.06	33.24	29.49	0.130	
Mechanical	24.78	22.21	27.94	21.44	-0.353	
Computational	45.44	24.66	48.35	32.39	-0.235	
Scientific	29.22	28.34	39.82	31.75	-0.839	
Persuasive	48.67	21.12	62.29	33.78	-1.096	
Artistic	66.78	28.35	46.65	30.60	1.635	
Literary	40.33	35.23	61.00	28.10	-1.635	
Musical	67.33	37.00	59.06	31.29	0.602	
Social Service	57.33	23.07	50.47	28.47	0.621	
Clerical	61.33	36.13	40.76	28.26	1.604	
BERNREUTER PERSONALITY INVENTORY						
Neurotic Tendency	34.33	23.84	38.71	26.34	-0.416	
Self-Sufficiency	35.89	31.62	44.24	25.82	-0.726	
Introversion-Extroversion	25.56	18.06	31.00	25.77	-0.562	
Dominance-Submissive	58.78	24.43	54.59	27.79	0.380	
Confidence in Oneself	30.56	24.45	35.35	26.44	-0.450	
Sociability	26.67	29.71	41.18	30.95	-1.152	

Read table thus: At the 95% level of confidence, there were no significant differences for comparisons of characteristics shown in this table; these results did not differ significantly from what could be expected to occur due to chance alone.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The Problem

It was the purpose of this study to determine if there were any differences in the personal characteristics of successful high school teachers in rural and urban communities. Questions to be answered:

1. What are the personal characteristics of successful high school teachers who have moved from a rural community to an urban community?
2. What are the personal characteristics of successful high school teachers who have remained in a rural community?
3. What are the personal characteristics of successful high school teachers who have remained in an urban community?
4. Are there any significant differences in the personal characteristics between those successful high school teachers who have remained in a rural community as compared to those successful high school teachers who have moved from a rural to an urban community?

5. Are there any significant differences in the personal characteristics between successful high school teachers who have remained in an urban community as compared to those successful high school teachers who have moved from a rural to an urban community?
6. Are there any significant differences in the personal characteristics between successful high school teachers who have remained in a rural community as compared to those successful high school teachers who have remained in an urban community?
7. What are the personal characteristics of those individuals entering non-teaching fields, who prepared to teach in high school?
8. Are there any significant differences in the personal characteristics between successful high school teachers as compared to those individuals entering non-teaching fields, who prepared to teach in high school?

Importance

The results of this study would be valuable to school administrators, educators, and future teachers. School administrators and educators should have a greater knowledge of the type of individual who would be most successful in

their particular school system. Future teachers would have a greater knowledge of the types of communities and school systems for which they would be best suited.

Results

With the probability of 0.95 of interpreting the data correctly, significant differences in the personal characteristics were found to exist in the comparison between successful high school teachers who have remained in a rural community and those successful high school teachers who have moved from a rural to an urban community. Successful high school teachers who have moved from rural to urban communities to teach tended to display higher grade point averages and a more sociable nature than successful high school teachers who have remained teaching in rural communities.

There were no significant differences found in the comparison of personal characteristics between successful high school teachers who have remained teaching in urban communities and successful high school teachers who have moved from rural to urban communities to teach.

At the 95 per cent level of confidence, significant differences in the personal characteristics were found to exist in the comparison between successful high school teachers who have remained teaching in a rural community and successful high school teachers who have remained teaching in an urban community. A greater interest in outdoor activity

was shown by successful high school teachers who have remained teaching in rural communities; whereas, successful high school teachers who have remained teaching in urban communities tended to show more of an interest in persuasive activities and also possessed a more dominant nature.

At the 95 per cent level of confidence, there were significant differences found for the comparison of personal characteristics between successful high school teachers and those individuals who have prepared to teach but were engaged in other occupations. Successful high school teachers displayed a greater interest in outdoor activities and social service. Those individuals who have prepared to teach but were engaged in other occupations tended to have greater interests in clerical, computational, and persuasive activities; they also possessed a more dominant nature than successful high school teachers.

Other significant differences were also found. In a comparison of personal characteristics between all male and all female graduates of secondary education in 1961, females were found to have higher grade point averages; whereas, males were found to have more self-confidence. These differences were significant at the 99 per cent level of significance.

Significant differences were found in a comparison of personal characteristics between males and females with rural backgrounds and males and females with urban backgrounds.

With the probability of 0.99 of interpreting the data correctly, males and females with rural backgrounds tended to show a greater interest in outdoor activities than males and females with urban backgrounds. At the 95 per cent level of confidence, males and females with urban backgrounds showed a greater interest in persuasive activities than males and females with rural backgrounds.

II. CONCLUSIONS

Conclusions drawn from the results of the study are as follows:

1. Successful high school teachers who have remained teaching in rural communities displayed a very strong interest in outdoor activities.

2. Successful high school teachers who have moved from a rural to an urban community revealed a very strong sociable nature.

3. As compared to successful high school teachers, individuals qualified to teach but not teaching exhibited a greater degree of dominance, clerical interest, and computational interest.

4. The personal characteristics of the successful high school teacher definitely exert some influence in the decision to teach in a certain type of community.

5. A large amount of teacher mobility could possibly

be eliminated if young beginning teachers would make a more thorough evaluation of their personality and interests before choosing a type of community in which to teach.

III. RECOMMENDATIONS

As a result of this study, the following recommendations are made:

1. It is recommended that future teachers make a more thorough evaluation of their personality and interests in order that they may be more capable of choosing to teach in the type of community that is most compatible with their wants and needs.

2. It is recommended that school administrators and educators make a more thorough evaluation of the personal characteristics of future teachers in order that they may be more capable of offering the proper guidance to them in choosing the right type of community in which they should teach.

3. Additional studies could be conducted to determine if there is a correlation between the results of this study (graduates of Kansas State Teachers College in 1961), and other graduating classes.

4. Additional studies could be conducted to determine if there is a correlation between the personal characteristics of Kansas State Teachers College graduates and graduates from other institutions of higher education.

5. It is recommended that additional research be conducted to determine why various personal characteristics tend to be associated with either a rural or urban community.

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APPENDICES

APPENDIX A

DETERMINING THE DIFFERENCE BETWEEN TWO MEANS

A. The Problem

Was there a significant difference in the personal characteristic, outdoor interest, between all male and all female graduates of secondary education in 1961?

B. The Formula

$$\bar{x}_1 - \bar{x}_2$$

$$t = \frac{(N_1 - 1) (S_1^2) + (N_2 - 1) (S_2^2)}{N_1 + N_2 - 2} \cdot \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}$$

$N_1 = 142$ (total number of male graduates)

$N_2 = 87$ (total number of female graduates)

C. Computation

$$t = \frac{47.69 - 39.73}{\frac{(142 - 1) (27.86^2) + (87 - 1) (30.50^2)}{142 + 87 - 1}} \cdot \sqrt{\frac{1}{142} + \frac{1}{87}}$$

$$t = \frac{7.96}{\sqrt{834.55}} \cdot \sqrt{.0185}$$

$$t = \frac{7.96}{28.89 \cdot .1360}$$

$$t = 2.024$$

D. Result

There was a significant difference in the personal characteristic, outdoor interest, between all male and all female graduates of secondary education in 1961. The value of "t" (2.024) was greater than the critical value (1.972), which represented the level of significance at the 95 per cent confidence level. The alternative hypothesis was accepted.

APPENDIX B

THE KUDER PREFERENCE RECORD - VOCATIONAL

The Kuder Preference Record - Vocational is a test which measures occupational preferences in the following ten broad areas: (1) outdoor, (2) mechanical, (3) computational, (4) scientific, (5) persuasive, (6) artistic, (7) literary, (8) musical, (9) social service, and (10) clerical.

An individual's preferences indicate that he likes certain types of activities. When his preferences are identified, he can investigate the occupations that involve these activities. In this way he narrows the field of investigation to those occupations most deserving of his attention. In many cases a person's attention may be called to an occupational area that he had not previously considered simply because he was unfamiliar with it.

The Kuder offers a good check on a person's choice of occupation and also points out occupations which should be studied further. The Kuder is also intended for use in employee counseling. It is valuable both for screening new employees and in improving the placement of present employees.

APPENDIX C

THE BERNREUTER PERSONALITY INVENTORY

The Personality Inventory is a test which measures several different aspects of personality at one time. This represents a very considerable saving both in cost and in the time required for administration. This test has been widely used in business and industry.

The Personality Inventory measures the following six aspects of personality: (1) neurotic tendency, (2) self-sufficiency, (3) introversion-extroversion, (4) dominance-submission, (5) confidence in oneself, and (6) sociability.

This test has been used successfully with high school students, with college students, and with adults. It is suitable for use with either sex. Percentile norms, which enable the layman to know how he compares with others, have been prepared for these three groups.