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Trained to Teach:

A Study of Women Teachers Currently not Teaching

A thesis presented in partial fulfilment of the requirements  
of the degree of Master of Arts in Education  
at Massey University

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This thesis is dedicated to my daughters

Jenny, Rachel and Amy

in the hope that they may be free to choose social and personal  
roles that enhance them.

### Abstract

This study had two main objectives:

1. To describe the population of nonteaching female primary school teachers in terms of demographic and professional variables.
2. To explore the conditions under which these women might return to teaching.

To achieve the above objectives, a nation-wide, randomly-selected sample of 110 nonteaching female primary school teachers was sent a self-administered postal questionnaire. There were 79 usable responses, and the data from these forms the basis of this report.

The findings of this study indicate that nonteaching female primary school teachers fall into three distinct groups. One group is comprised of female teachers who do not want to teach ever again. As a group, they are older, their children are older, and they have given more years of service than women in the other two groups. As well, those of them who are not in the paid workforce do not intend to return to paid employment. As a group they represent about a quarter of the sample.

About ten percent of the sample intend to return to teaching. They have young children and had left the classroom to be at home with their children. These women are generally under 35 years of age, and their children of preschool or early primary school, age. They indicated that they would return to the classroom when their children are older.

The third group of teachers comprising about two thirds of the sample, are of the opinion that it is possible that they may return to teaching. They too have husbands and young children, but many of them feel unsure about a return to any paid work.

Respondents were asked why they are not currently teaching, and the great majority indicated a strong commitment to the roles of wife. They did not want to take any employment which would interfere with their fulfilment of these roles. Generally, the women in this study liked teaching, particularly the involvement with children and the fostering of their development.

An important outcome of the study is the advancement of a theory of commitment, in which people are seen to commit themselves to certain values. These values may be expressed in many different lifetasks. The women in this study liked the nurturant role in teaching, and once they had their own children they felt that the needs of these children of theirs should come before other considerations.

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## Introduction

There was a time when women teachers were obliged to choose between a career in teaching, or marriage. Nowadays women teachers may marry and continue their careers. However, the evidence is that most women nevertheless leave the classroom for a time at least, to raise their children. Criticism has been levelled at them for taking this time out from the classroom, and often they are labelled as uncommitted. It would seem clear on the basis of this study, that women teachers are committed to a role of nurturing the development of children. The objectives of this study were to find out something about the pool of nonteaching female primary school teachers in New Zealand, in terms of their demographic variables, and their professional characteristics. It was also hoped to be able to describe the conditions under which they might return to the classroom.

The report of this study consists of five chapters. The first provides background information about women primary school teachers in New Zealand. The second chapter reviews the literature on commitment, and suggests an advancement on a theory of commitment. Rarely has the concept of commitment been adequately specified, but as an outcome of this study an attempt is made to understand the complexity of the term. Chapter Three details the methodology of the study, and Chapter Four sets out the results that were obtained. In the last chapter, the findings are discussed.

## Chapter One

### Women in Teaching

#### Introduction

Information on women in primary teaching in New Zealand has been collected systematically since the 1920's. Although much of this information has been collected by way of studies which have varied considerably in design and quality, an overall picture of the career patterns and performance of women teachers can be formed.

This chapter describes some more recent patterns, and highlights the need for research into the large pool of women who are not currently teaching.

#### Training of Female Teachers

More than 75 percent of those entering primary school teaching from New Zealand teachers colleges are female. Indeed, as Table 1 shows, the percentage intake of women into the primary service has increased since 1977. Over this period there has been a proportional decrease in the number of males entering teaching (Whalley, 1978:1).

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Table 1: Primary Service Intake from Teachers Colleges

Year	Male	Female	% Female of total
1976	432	1427	76.8
1977	405	1213	74.96
1978	367	1211	76.7
1979	331	1238	78.9
1980	303	1180	79.6

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(Source: Department of Education)

Some general patterns seem to emerge from studies focussing on trainee teachers which have been carried out in New Zealand primary teachers colleges.

1. A considerably greater number of females than males apply for positions at teachers college<sup>1</sup> (Purdie, 1977; Ussher, 1977).

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1. The Department of Education has a ten percent reserve quota for special categories of students, including males, in an attempt to redress the balance.

2. A slightly smaller proportion of females as compared with males is selected for entry to primary teacher training. Purdie (1977) provides evidence of this, (as shown in Table 2 below) from data collected at the Wellington Teachers College. From this Table it can be seen that not only were there more female applicants for entry to the college but that a lower percentage of them were selected.

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Table 2: Acceptance rates of female and male students  
Wellington Teachers College

Year	Men			Women		
	Applied	Accepted		Applied	Accepted	
1972	174	86	49.4%	501	222	43.8%
1973	218	89	40.8%	508	199	37.2%

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(Source: Purdie 1977:110)

More recent data on acceptance rates at New Zealand teachers colleges is not available.

3. The entry standards for women in primary teaching in New Zealand are generally higher than those for men. Whalley (1978) found that women entrants score higher on personal qualities than men. Along with Freyberg (1977), Whalley says that women entrants had also performed better than men on the School Certificate examination.

4. A greater number of women than men with University degrees enter one-year primary training courses at New Zealand teachers colleges. In 1979 there were 86 women and 33 men with degrees in these courses (Department of Education, 1980).

5. As a group, female primary teacher trainees perform significantly better in their academic courses and on classroom practice teaching ratings than do their male counterparts. Malcolm (1977) cites 1975 figures for the Palmerston North Teachers College to show that female students as a group achieved superior University examination pass rates. Similar findings were reported by Freyberg (1977:6) on a cohort of students at the Hamilton Teachers College. Freyberg also found that 'older women [were] significantly superior to all other groups in curriculum studies'. At the Wellington Teachers College Purdie (1977) and Ussher (1977) report that female students attain higher ratings for their teaching practice than do males.

6. During their first year of teaching, women as a group are adjudged to be more effective teachers than their male counterparts.<sup>2</sup> Findings from the studies of Purdie (1977) and Freyberg (1977), and Norman's recent (1981) Department of Education survey support this contention.

In summary then, when compared with males as a group, females as a group enter primary teacher training with higher ratings for academic and personal qualities; during training they achieve better academic results, and higher teaching practice ratings; more graduates enrolled in primary teachers colleges one-year courses are female; and that 'Inspections' of Year One teachers indicate that female teachers as a group are adjudged to be more effective.

In view of the foregoing, it might be assumed that in New Zealand the career performance of female teachers might be predicted to be at least equivalent to that of males, and the discussion which follows focuses on this issue.

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2. In New Zealand, the first year of teaching for Primary school teachers is officially regarded as their final year of training.

Career Patterns of Female Primary Teachers in New Zealand

Despite their superior initial qualifications and performance, female primary school teachers as a group in New Zealand seem to fare less well than males in terms of promotion in their subsequent teaching careers. Indeed, within the education system as a whole, very few females are employed in the higher paid and/or higher status positions. This is shown in Table 3. Several observations can be made about Table 3.

1. Generally, less than one tenth of all the highest status positions mentioned (e.g. professor, principal), are held by women.

2. While the student populations of the universities and teachers colleges are made up of over 50 percent females, less than a quarter of all permanent staff are female.

3. In the hierarchy of positions in each of the institutions cited in Table 3, women cluster in the lower positions.

4. There is a predominance of women over men employed in the lower status institutions (for example, primary schools).

Table 3: Women at Different Status levels of given Educational Institutions

University 1979	Number of females	% Female of Status level
Professor, Associate Professor	129	6.5
Senior Lecturer, Reader, Lecturers	125	17.1
Junior Lecturer, Tutors	87	29.3
Parttime staff	271	17.1
Students, fulltime	2919	36.7
parttime	1850	70.1

[Source: Education Statistics of New Zealand 1980:99]

Teachers College 1981	Number of females	% Female of Status level
Chairmen, committee members	9	10.3
Principals, Vice Principals	1	5.9
Dean, Head of Department	21	26.6
Principal Lecturer	84	27.0
Senior Lecturer	3654	80.5
Lecturer		
Student		

[Source: Department of Education]

Secondary 1978	Number of females	% Female of Status level
Principals, Deputy Principals	67	12.5
Senior Assistant	180	66.6
Position of Responsibility 4.3	102	11.4
2.1	614	28.4
Assistant Teacher	3181	45.8
Students	115570	49.1

[Source: K. Roper 1979]

Primary 1979	Number of Females	% Female of Status level
Principals	101	4.7
Deputy Principals	126	12.2
Supervising Teacher of Junior Classes	789	85.4
Senior Teachers	1105	53.1
Scale A, Year One	9310	78.6
Students	240859	48.6

[Source: J. Whitcombe 1979]

On the basis of the above, one could conclude that the higher the status of the institution, (e.g. university compared with primary school) the lower the proportion of women to be found in the upper echelons.

So far this study has considered briefly evidence relating to the training of female primary school teachers, and the career performance of females in the education system. Attention will now be focussed on the years of service offered by women in the primary teaching profession. From an analysis of Department of Education statistics, (e.g. Teacher Movement Surveys), several patterns become obvious:

1. The loss of women teachers from the primary service is significant. For instance, of 2399 resignations in 1980, over three quarters were women (77%).<sup>3</sup> This resignation rate for women has remained at about this level for the last five years.

2. Approximately three quarters of the women who resign from teaching each year are under 30 years of age.

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3. In 1980 there were 15993 teachers in the primary service.

3. The most commonly recorded reason for women resigning from the primary teaching service is 'domestic occupation' and more than half who resign give this as a reason. (Teacher Movement Surveys).

From the above it appears that there may be some basis to the commonly-stated view (see Watson, 1957; Muldoon, 1976) that female teachers represent a poor return on the investment made in them.<sup>4</sup> However the amount of recorded service given by women teachers is frequently an underrepresentation of the amount actually given. For example, longterm relieving teachers are sometimes employed for several years in the same school and take full responsibility for a class. This service is not recorded by the Department of Education. Similarly, parttime and casual daily relief teaching service is not recorded. Yet, over 70 percent of the teachers giving these forms of service are female. Moreover, recent figures from the eleven Education Boards in New Zealand (NZEI, 1981) indicate that certificated relief teachers hold 1181 (10.9%) of all teaching positions in primary schools.

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4. Of all New Zealand educational institutions in 1979, the highest cost per student overall was expended in teachers colleges. For example, in that year, the cost per student in schools was \$764; in universities was \$4260; in teachers colleges was \$9430. The greatest expense is the payment of allowances to students. (Department of Education, 1980).

5. Teachers are awarded a New Zealand Trained Teachers Certificate after one year of successful teaching.

Large numbers (about 2,000) of women leave teaching each year. At the same time about the same number of women enter teaching from training college courses (approximately 1100) and from other sources (approximately 1100). The latter are certificated teachers re-entering the service, and about half (600) women come from 'domestic occupation' (Department of Education, 1981). These women are called by the Department of Education 'married women returners'. Records have been kept on this group since 1965. From these Departmental records and other sources (Smith, 1969; Renwick, 1975) it can be shown that

1. About a third have been away from the classroom for less than five years.

2. Most had taught initially for less than five years before resigning.

3. Despite their break in service about one quarter of re-entrant women go on to attain positions of responsibility.

In view of the number of women re-entering teaching, along with the fact that the recorded service given by women is probably not an accurate assessment of their service, criticism may be levelled at the assertion that women represent a poor return on the investment made in them (Ogilvy, 1970). However, it is clear that there is an imbalance between the number of women resigning from the primary teaching service each year and the number who return, thus creating a pool of trained women teachers who are not currently teaching. This pool was reflected in the 1976 census which showed 56,000 New Zealand residents whose highest qualification was the New Zealand Trained Teachers Certificate. About 20,000 of these would have been employed as primary teachers in state schools in that year. Even allowing that some of the remaining 36,000 would be employed in kindergartens, secondary schools, and private schools, and that some of those not teaching would be men, it can conservatively be estimated that there were at least 20,000 nonteaching female teachers in New Zealand in 1976.<sup>6</sup> There is no reason to suppose that this estimate should be radically changed.

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6. This estimate was validated in the course of locating the sample for this study. It was assumed that the population from which the sample was drawn numbers 20,000. The market research company, McNair, sampled 250 randomly-chosen households each week. If the estimate is correct, randomly sampling 250 households per week will produce, on average, six eligible potential respondents. (This calculation is made using probability theory). In fact, six subjects were located each week, which supported the initial assumption.

While there have been studies on female primary school teachers in training, and their subsequent career performance (Malcolm, 1979; Whitcombe, 1980), little information about re-entrant women teachers exists and almost nothing is known about the pool of nonteaching trained female primary school teachers in New Zealand. This has been corroborated by McDonald (1979), the New Zealand Educational Institute (1979,1980), the Department of Education (1979), and most strongly by Ramsay (1979) who suggests it is now timely for a research study to yield hard data on the availability of teachers currently not employed in teaching.

This lack of information on re-entrant women, and more particularly on the pool of nonteaching women teachers, was the impetus for the present investigation, which had two major objectives:

1. To describe the population of trained women primary teachers who are no longer teaching, in terms of demographic and professional variables, such as length of service; and

2. To produce information concerning the conditions under which a return to teaching might be possible.

Summary:

In this chapter, an overview has been given of the position of women teachers in the primary teaching service in New Zealand. It was suggested that female primary school teachers in training are a well-educated group; are evaluated on selection ratings as more suited to teaching than men; and as neophyte teachers they perform better in the classroom than their male counterparts. Yet in career terms, despite their relative high quality, they are underrepresented in the senior positions in the teaching service.

It was also shown that large numbers of female primary teachers leave the service each year for 'domestic purposes', that most of these were under 30 years of age and with less than five years service. While it was found that a proportion of these women return to teaching, little is known about them, and less about the relatively large pool of trained women teachers who are no longer teaching, and on the conditions under which a return to teaching might be possible.

The chapter concluded with a statement of the objectives to the present study.

In the chapter which follows, the term commitment, as it is used in reference to female teachers, is described.

A tentative theory of commitment is advanced which may go some way towards explaining the choices that are made by female primary school teachers who are no longer teaching.

## Chapter Two

### Vocational Commitment and Women Teachers

#### Introduction

In the previous chapter the two research objectives for the present study were stated as follows:

1. To describe the population of trained women teachers who are no longer teaching, in terms of demographic and professional variables; and

2. To produce information concerning the conditions under which a return to teaching might be possible.

Related to these objectives is the notion of commitment. In other words, do the large number of women who leave teaching each year, and those who belong to the pool of nonteaching women teachers, lack commitment to teaching?

The answer to this question may depend on the way commitment is defined. A theory of commitment may provide a means of explaining the choices made by women teachers who have left the classroom. In the first part of this chapter this proposition will be considered. This will be followed by a discussion of studies on commitment to teaching.

#### Commitment: A Background

There is a wide range of sociological and psychological literature that makes reference to the concept of commitment, some of which will be reviewed in this chapter. Consideration will first be given to Becker's (1960) seminal work on the concept of commitment. This will be followed by a review of studies which have focussed specifically on commitment to teaching. These studies can be categorised as

##### 1. Studies on professionalism and status

In these studies it is claimed that teaching has a low status in relation to other professions. This is held to be partly due to the lack of commitment of teachers. Specifically, the supporting evidence for this lack of commitment is the short period of service given by many women teachers before they leave teaching.

## 2. Studies on the length of service given by teachers

This second category of studies uses statistical analyses of longitudinal or crosssectional data on the length of service given by teachers. Here, commitment is again measured as the years a teacher has remained in the profession. Usually, attempts are made to find correlations between various demographic characteristics and the length of service given.

## 3. Commitment and values

Studies in this category reflect the position that teachers remain in the profession because of a sense of vocation. Income and conditions of service inter alia are valued less than the fulfilment of an ideal.

Becker and the Concept of Commitment

Becker's (1960) paper, "Notes on the Concept of Commitment" was the first attempt to bring together social science theory to explain the concept of commitment. Becker argues that commitment is often used by sociologists and social psychologists to explain 'consistent lines of human activity' (1960:33). According to Becker, this consistency in an activity (e.g. holding a particular job) is characterised by

1. Persistence of the activity over time (e.g. remaining in a job).
2. Involvement of other interests in the activity (e.g. by joining a work-related superannuation scheme).
3. The rejection of alternative activities (e.g. not taking another job).

Becker then outlines the theories in social science (e.g. social interaction theory) which have been advanced to account for consistency, and argues against each one. Becker maintains an opposition to any theory based on immeasurable concepts - such as values and needs. Instead he argues for an operational

definition, of consistency in terms of observable human behaviour. He attempts to demonstrate that commitment can be specified independently of the consistent activity that is its consequence:

"The committed person will follow a consistent course. Commitment is synonymous with the committed behavior it is supposed to explain. .... You hypothesize people are committed from the way they behave." (1960:35)

He then lists three characteristics of 'committed people':

1. They make feasible alternatives unavailable by staking other things of value on the committed action (e.g. refusing another job offer on the basis that years of service in the present job will lead to promotion).
2. They consciously make this decision themselves;
3. They do it knowing the consequences.

These three conscious actions in tandem constitute what Becker calls 'sidebets'.

In summary, then, Becker says that commitment is a concept which refers to 'consistency of human activity' and that a person's commitment is maintained by sidebets. Moreover, Becker rejects the proposition that 'social values' or psychological needs influence or change a person's commitments.

Contrary to Becker's view the position taken in the present study is that individuals are committed not to an activity per se but rather to certain beliefs which find expression in a range of particular activities. For example, two teachers may have a belief in the importance of nurturing children's development, and a wish to be involved in it. One of these teachers may see her best contribution to their development through an administrative role, and seek promotion until a top position is reached. The other may value daily classroom contact with the children more highly than any administrative position.

In this situation, both teachers have a commitment to a similar belief, but this commitment manifests itself in different directions for the two teachers.

This commitment to certain values can be expressed in a wide range of activities, and may subsequently influence behaviour. The literature on occupational choice, and in motives for choosing teaching, displays this quite clearly. (Tudhope, 1944; Trussell-Cullen, 1967; Kelsall and Kelsall, 1969; Ramsay, 1979).

This type of commitment may also explain why a person moves from one job to another (e.g. from being a teacher, to a social worker); or returns at intervals and despite obstacles, to the same profession (e.g. women returning to teaching).

Commitment is not the same as 'consistent lines of activity'. In this light, 'sidebets' or the personal investments people make in a job (e.g. purchasing tools of the trade, joining a union) may have less influence on commitment than do one's beliefs and values.

It can be seen from the foregoing that commitment is a complex concept, and in turn, that Becker's understanding of commitment as merely consistency of a human activity, is too narrow. Rather, the view of commitment that is posited in the present study is that people do show a commitment to certain values, and that these influence the activities they choose to do. It may be realistic to suggest that women who have trained as teachers but who are no longer teaching, may still be highly committed to the same values, or a similar set of values (e.g. the nurture of children) held by their counterparts within the teaching profession.

### Professionalism and Status

In their 1969 paper "Women and Bureaucracy in the Semiprofessions", Ida and Richard Simpson argue that teaching, along with the other semiprofessions (nursing, social work, librarianship) is more bureaucratic than the high-status professions of medicine and law because of the prevalence of women. They maintain that "the female composition strengthens these forces of bureaucratic control" (:199) and inhibits professional autonomy. They suggest that occupational motivation among women is low, primarily because women want an easy job (:231), and are subservient to men (:232). In their paper, the Simpsons describe the demographic characteristics of women in the semiprofessions and include statistics relating to marriage rates, childbearing, years of service and level of education. On the basis of their data, they suggest that women in occupations such as teaching have a low commitment. Similar argumentation and conclusions are reached by Lieberman (1956), Etzioni (1969), Levesque (1969), and Braithwaite (1975).

These writers, in attempting to explain further the lack of commitment of women, make reference to characteristics attributed to women, including their deference, desire for sociability, lack of ambition, compliance; and in so doing appear to imply that women ought to be different.

On the basis of this, it is concluded by the Simpsons that a woman's primary attachment is to the family role; women are therefore less intrinsically committed to work than men and are more utilitarian and less intrinsically task-oriented than men, they may require more control. Yet Tudhope (1944) and Levesque (1969) have found that the choice of teaching for women was based on intrinsic factors, and for men, extrinsic factors.

This group of studies links the concepts of professionalism and commitment, yet the term commitment is never defined or analysed by the authors. It is used narrowly to imply that commitment can be measured in terms of years of service.

Studies on Length of Service given by Teachers

The second broad category of literature on commitment is that which conceptualises it according to years of service given by teachers. Here the work of Kelsall (1963) is prominent. In 1963 Kelsall surveyed 7200 British women who had trained as teachers. He gathered data about them classified by age cohorts of those trained in certain prewar and postwar periods. His study is largely concerned with the 'wastage' of women teachers. Kelsall found that the most influential factor responsible for this wastage, and in turn the low level of commitment of women teachers, was married women having children and deciding to remain at home to care for them (see Watson, 1965; and Charters, 1963; for similar findings). He also concluded that the majority of women had no intention to return to the classroom and therefore there was no substantial pool of potential teachers among these people.

A similar type of study to that of Kelsall's was undertaken in the United States by Mason, Dressel and Bain (1959) who asked student teachers, and beginning and inexperienced teachers what plans they had for their future careers. These researchers found that about three quarters of the women expected to leave teaching for domestic purposes but more than half of these thought they would return. On the basis of this study, Mason and his colleagues claim that women do not have a strong commitment to their job. While they do not define commitment, Mason and his colleagues imply that it refers to the years of service given, or the intention of a teacher to remain in the classroom.

This same conceptualisation of commitment was employed by Walker (1963, 1967) in his partial replication of the Mason study in Australia. Walker asked a cohort of 1959 teachers college graduates (n=225) their intentions with respect to teaching. They were approached at graduation, after nine months service, and after five years of service. Walker used his data to conclude that women teachers were not committed, on the basis that some wanted to be homemakers for a while. Like Mason and his associates, he does not define commitment and concludes that years of service and intention to teach represent an adequate measure of commitment. Indeed, perhaps the most notable outcome of Walker's research is the realisation that the stated intentions of teachers may not be an accurate guide to the number of years they actually stay teaching (Ollerenshaw, 1973; Ramsay, 1979).

More recently in Australia, Coulter's (1972) work on the commitment of beginning teachers has come into prominence (Coulter, 1972) but as with Walker, Coulter assumed that teachers who say they do not intend to remain

in the classroom demonstrate a lack of commitment.

The above studies, then, consider commitment in terms of the years of service a teacher gives, or the intention of teachers to remain in the profession. This meaning of commitment is rarely expanded on by the authors of these studies, and little attention is given to any conceptual framework which may explain more fully a teacher's commitment. However, the final group of studies on commitment as a value, which are discussed below, go some way toward achieving this end.

Commitment as a Value

This final group of studies conceptualises commitment in relation to a person's values. Watson (1971) for instance, in his case study of 23 female beginning teachers in New Zealand, reported that their expressed central problem was deciding which roles should demand their commitment. According to Watson, young women teachers value the experience of teaching as 'preparation for the childrearing activities of motherhood', and as such, show a commitment not necessarily to teaching per se but rather to the values associated with the mother - surrogate role of the teacher. Watson concluded that

"Commitment may be measured by the time you remain, but this does not indicate the nature or strength of the commitment..."  
(1972:n.p.)

Another study in this group is that of Loftis (1964) who investigated the commitment of a sample of Home Economics teachers in the United States. Loftis attempted to devise a scale to measure commitment, by hypothesising that highly committed teachers had a devotion to the values of the profession and were serious in their intention to remain teaching, while the noncommitted teachers had major interests not focussed on teaching. While the scale that was developed has been criticised on methodological grounds (see Aldridge-Sutton, 1981) Loftis does, nevertheless, emphasise that commitment, while encompassing an intention to remain teaching, is more importantly characterised by a devotion to a set of values.

While going some way toward a conceptual understanding of commitment in relation to a set of values, Loftis' work remains incomplete, in that her scale has not been validated and her study has not been replicated by other researchers.

More recent investigations into the commitment of teachers have been carried out by Ramsay (1978) in New Zealand and Nias (1981) in England.

In his longitudinal study of a cohort of student teachers Ramsay found that the best measure of commitment was obtained by a self-report method where student teachers were asked periodically how committed they were to teaching. He found, among other things that a high degree of expressed vocational commitment was closely linked with congruence between the reality of a situation and the ideals and perceptions student teachers had developed in relation to this situation, and that people become committed to teaching for a variety of reasons, including their commitment to a set of values (e.g. altruism).

A more recent study on commitment is that of Nias' (1981). She asked a sample of 93 British primary school teachers what they understood by the term commitment, and from their responses four different themes emerged: caring; a concern for competence; personal identification as 'teacher'; and an intention to remain teaching. According to Nias, each of these themes reflects a type of value commitment which results in teachers associating different priorities to the role definition of teacher. Nias concludes that this multi-dimensional approach to understanding the concept of commitment may better represent the ways teachers themselves give meaning to the notion of commitment.

In each of the above studies an attempt is made to move beyond the conventional approach of viewing commitment as merely length of service, and to provide a framework in which the concept is seen as being linked to the values held by teachers (e.g. altruism; a concern for competence; the importance of motherhood). In this way, the above studies, despite their methodological weaknesses, contribute to the concept of commitment posited earlier in this chapter. That is, that teachers show a commitment to values rather than activities, and these values manifest themselves in various behaviours.

## Conclusion

In the preceding chapter, an overview of the position of women in the primary teaching profession in New Zealand was used as a preface to two major research questions on the pool of nonteaching women teachers, which the present study addressed. At the beginning of this chapter it was argued that the choices some women teachers make (e.g. to be at home rather than in the classroom) may be explained by a theory of commitment.

After focussing on , and highlighting shortcomings in, Becker's seminal work, it was concluded that the concept was both complex and multi-dimensional and that people have commitments to certain beliefs and values, and that these may find expression in a range of activities. Using this conceptualisation, women who have trained as teachers but who are no longer teaching may still be highly committed to a similar set of values as those of their counterparts within the teaching profession.

In view of the conceptualisation of commitment arrived at in this study, a series of investigations which have focussed on commitment to teaching, were reviewed. Most of their investigations considered commitment as merely the length of service given, or the intention to remain teaching.

The studies fell into three groups and were found to be methodologically and/or conceptually inadequate, although the work of Watson, Loftis, Ramsay and Nias were found to have links with the present study in that each of these researchers conceived of commitment to teaching in terms of a set of values to which teachers may be committed.

In the first two chapters, then, the research questions have been described, and the concept of commitment and the way it relates to these two questions, has been elaborated. The next chapter outlines the research design which directed the collection and analysis of data.

## Chapter Three

### Research Design

#### Introduction

The research design for the present study was dictated by the need to be able to describe the population of trained women teachers who are no longer teaching, in terms of demographic and other variables, and to produce information concerning the conditions under which their return to teaching might be possible.

It was decided that these two objectives could be met by using a randomly-selected sample of nonteaching women, and to collect data from this sample via the questionnaire method. The mechanics of selecting this sample and of developing the questionnaire are discussed below.

### Sample Selection

Before making the selection of a sample of women for the present study, four decisions were made concerning the nature of the sample:

First, it was decided to select only women. Men and women leave the classroom for quite different reasons and at different points in the lifecycle (see Charters, 1967). Furthermore, despite the fact that male attrition is high, it is women who form the pool of potential teachers. It is almost exclusively women who give relief teaching service, and they make up the greater proportion of those who re-enter the classroom.

Second, only primary school teachers would be included in the sample. The nature of their training, and the service given in primary schools, marks them as being distinct from teachers in kindergartens and secondary schools.

Third, only those women under retirement age entitled to apply for a permanent position in New Zealand state primary schools would be included. Those who have given uncertificated service would be excluded, as would those trained at a Primary Teachers College but whose employment was in insitutions other than primary schools, such as kindergartens.

And last, it was decided to select a sample of nonteaching women teachers nation-wide, in order to avoid some sources of bias (see Shipman, 1972). For example, it might have been possible to use some of the eleven New Zealand Education Board files to locate nonteaching women teachers, but each Board has different powers and policies with respect to their employment practices. These could impose unique characteristics on a sample chosen from individual Boards. Bias may also have been produced in samples chosen from areas varying in ethnic composition, or being either predominantly rural or urban. Thus, it was decided to select the sample for the present study from the total New Zealand population of nonteaching female primary school teachers who were eligible for selection.

In selecting this nationwide sample, several ideas were investigated and subsequently rejected in the course of the selection process, and these are outlined below.

## 1. Advertisements in magazines

(e.g. The New Zealand Woman's Weekly, the Listener, or professional journals such as Education). When subjects are recruited by means of advertisements there arises bias because of self-selection. Self-selection has been found in some studies to locate those who have very positive or very negative attitudes to the topic. To some extent this can be moderated by making available easy means of informing the researcher of the wish to take part. Instead of simply publishing the researcher's name and address, reply-paid postcards can be included. These greatly increase the cost of the advertising. On the other hand, advertising in professional journals was free. Indeed, this method was trialled, and in eighteen months a total of 20 respondents volunteered to take part. It is most likely, therefore, that this is by no means an unbiased group.

## 2. The Massey University rolls of Extramural Students

The source of past and present teachers who could be directly appealed to or located by the snowball method are again likely to be unusual.

### 3. The Files of the Department of Education

It was found that these files only recorded

a. The resignation of teachers from permanent positions. Many teachers have never held such a position, but instead have been in their certification year, relief teaching, on limited tenure for two years, for example.

b. The name of the school from which the teacher left, with no residential address having been recorded. As well,

c. Files were not purged of those who had re-entered the service, so that in fact many are back in the classroom.

d. Home addresses are not recorded, and as a result teachers who shift house are soon untraceable.

4. The Files of the 11 individual Education Boards from which appointments are made, and resignations recorded. These files are not standardised between boards and some of the difficulties associated with the Department's files are replicated. Practical difficulties arose here because - although the boards would have given permission for their files to be used - no services were provided, and the researcher would have had to search them individually. Travel and accommodation expenses would have been considerable. Additionally, those most able to be traced would be the people who are less geographically mobile, or those only recently resigned.

5. School Principals

Only those women already within the relief service, recently resigned, or personally known to the principal, would have been locatable. Women outside these networks would not be found.

Because each of the above methods proved unsatisfactory, and due to the difficulties in locating women who have resigned from teaching it was decided to employ the services of a market research company to obtain a nation-wide randomly selected sample.<sup>1</sup> Every Saturday throughout New Zealand, market researchers knock on doors of randomly selected households, with an omnibus questionnaire. A researcher can purchase the right to have a question asked in the course of the survey, and pay for the weekly service. The major disadvantage was cost, but in the event, the cost was about the same as the charge for advertising in the popular nationally-distributed magazines. However, there were advantages which made the cost worthwhile, these being:

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1. There are particular difficulties in locating women who have resigned. They may change their name, for instance. They also may follow a husband's change of occupation, and be obliged to resign because they have no job to go to. Unless they are leaving a permanent position, their loss is not recorded by either the national or local authorities. Those whose loss is recorded may provide a forwarding address, but subsequently move again without a further contact address. Finally, it is not mandatory on teachers to inform the board of their movements. (See Kelsall, 1963 for a summary of the difficulties experienced in this regard).

- a. Respondents agree to have their name forwarded to the researcher.
- b. The person is ascertained to be within the criteria of the study - in this case, a non-teaching, certificated, primary school teacher, female, under 60 years old.
- c. The name and address of the subject are correct. Postage, questionnaires and time are saved. Attrition due to change of address does not occur.
- d. The sample is randomly selected on a nationwide basis. In this case it is assumed that confounding variables such as those mentioned above (rural and urban bias, ethnic mix, and others) will be randomly distributed also.

Having chosen to employ a market research company, the next decision to be made concerned the sample size.

### Sample Size

It has been the practice in social science research to use large samples, sometimes of several thousands. However, as Roscoe (1969:184) aptly puts it:

"there are few occasions in behavioral research where samples ..larger than 500 can be justified. The use of samples of size 30 or larger usually insures for the investigator the benefits of the central limit theorem".

It was decided that in terms of sampling theory, and in view of the the major research questions a randomly selected nationwide sample of approximately 100 - assuming a response rate of 80 percent - would be adequate (Ferguson, 1971). An important factor in the choice of this sample size was the rate at which potential respondents would be located. The market research company was paid \$75 per week, regardless of how many eligible people turned up. It was calculated that an average of six subjects per week would be found (and this proved to be the case) bringing the cost of locating 100 people to more than \$1000. A final sample of 110 was located by the market research company.

It is important that a sample be representative of the population under study. To this end a low rate of refusal is essential. It is significant that there were only four people (3.5%) who declined to allow the market research company to forward their names to the researcher.

### The Development of the Questionnaire

There were several phases in the development of the final postal questionnaire to be sent to the final sample. Before outlining these phases, it should be stressed that the questionnaire method was adjudged to be the most appropriate for the present study because

1. All respondents receive an identical copy of the instrument. In interviewing, for example, changes occur from one interview to another.
2. Subjects complete the questionnaire in their own time.
3. A large amount of factual data can be collected quickly.
4. A nationwide sample can be covered at only the cost of the postage.

On the other hand, it should be remembered that postal questionnaires do have limitations:

1. Analysis can only be made on the basis of written responses. Answers cannot be clarified, and further questions are not possible.

2. Respondents may be flippant and rushed and could misunderstand questions, fake responses, and omit questions.

3. Only certain kinds of information can be gleaned from respondents. At times, it may be superficial and unpondered.

Despite these limitations it was decided to proceed with a postal questionnaire for the advantages outlined above.

#### Phase 1: Developing Questions

Before data collection commenced, relevant literature on women in the workforce, and in particular, women in teaching, was reviewed (see Aldridge, 1979; Aldridge-Sutton, 1980, 1981). This review highlighted questions that needed to be asked, and indicated those factors which have been found to have an influence on women out of the workforce, especially women teachers (e.g. reasons why women leave teaching and for their nonreturn).

This information was shaped into a series of questions (see Appendix 1). To assist with the drafting of these questions into a questionnaire, and to counter possible researcher bias, six nonteaching women teachers were approached and subsequently interviewed.<sup>2</sup> These interviews were based on the initial series of questions that had been developed. During these individual interviews, each woman was encouraged to broach issues not covered in the schedule of questions, if she thought it be appropriate to her own situation. As an outcome of these interviews, which ranged from a half to three hours in duration, a second draft questionnaire was designed.

#### Phase 2: Draft Questionnaire

The draft questionnaire was constructed using the interview schedule and the responses it generated (see Appendix 2). It was circulated to 14 nonteaching primary school female teachers.<sup>3</sup> These teachers were asked to complete the questionnaire, noting the time it took and any difficulties they had. The questionnaire was also circulated for comment to a group of ten colleagues with expertise in questionnaire design.<sup>4</sup>

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2. These six women did not form part of the final sample.

3. These 14 women did not form part of the final sample.

4. They were Education lecturers, Departmental Research Officers Sociologists, and Market Researchers.

Phase 3: Pilot Questionnaire (Part 1)

Improvements based on the outcomes derived from administering the draft questionnaire were incorporated into a pilot questionnaire. During this phase, the focus of the questionnaire was narrowed from one which considered the dual roles of women and had asked questions about their homelife and use of time, to one which was more specifically concerned with the woman's teaching experiences, her reasons for leaving teaching, the conditions under which she would return, and biographical data.

Again the questionnaire was discussed with and scrutinised by colleagues, and also by personnel from the New Zealand Educational Institute. Subsequently, minor changes were made to the questionnaire. One of these changes concerned the format of an item (item 7), on educational attainments, and experience. As a consequence, two forms of the questionnaire were trialled. In one form, respondents were asked to enter information on a grid. In the other form, a time-line was presented, and respondents were asked to mark dates and details along it.

Phase 4: Pilot Questionnaire (Part 2)

Two forms of the modified pilot questionnaire (see Appendix 3) were then trialled with a sample of 57 nonteaching women teachers who had recently resigned from the Wanganui Education Board. From an alphabetical list of this pilot study sample, alternate subjects were sent the time-line version of the questionnaire. Replies were received from 47 of these women (82.5%). While the actual results of the pilot study are not central to the present investigation they do, nevertheless highlight significant outcomes, and because of this a full report on the pilot study has been included in Appendix 4.

The methodological advantages from the pilot study were fourfold:

1. The data collection methods which were used proved to be efficient and well-organised.
2. The questionnaire appeared to be worded clearly.
3. The responses to the open-ended questions enabled a precoding of some items on the final questionnaire.
4. It was discovered that an important question (what was liked and disliked about teaching) had been accidentally omitted.

5. A trial analysis of the data, using the Statistical Package for the Social Sciences (SPSS) computer programme proved successful, and resulted in a formulation of a method of coding the data for the major study.

The final questionnaire was compiled after responses to the pilot questionnaire were read and analysed.

The Major Study:

The final questionnaire (see Appendix 5) was an outcome of the preceding four phases. Most of the 40 questions had precoded responses where subjects were asked to choose one or more responses from those offered. Every set of responses was followed by an 'other' category, where respondents could add their own comments. For instance, item 6 was

How long was the course for which you were enrolled at  
Teachers College?

- one year ( )
- two years ( )
- three years ( )
- more (specify).....( )

Like the earlier forms of the questionnaire, this final form focussed on the following three themes:

1. Teaching experiences and why women left teaching
2. The intention to return to teaching, and the conditions under which a return would be possible
3. Biographical data.

### Response to the Questionnaire

On October 28, 1980, questionnaires were mailed to the sample of 110 nonteaching women teachers, with a covering letter which asked them to complete and return the questionnaire within two weeks. Three weeks later, 76 questionnaires had been returned. A further copy of the questionnaire was sent to the 34 who had not returned the first questionnaire, with another covering letter asking for their cooperation. A month later, a further 24 had returned their questionnaires. The remaining ten women were sent another copy of the questionnaire, and three of them returned them. In total, then, replies were received from 103 subjects giving an overall response rate of 93.6 percent.

### Overall Shape of the Study

By the completion of data collection in January 1981, it was possible to retrace the various stages of the research, and these are shown in Table 4.

Table 4: Overall Shape of the Study

Date	Procedure
1979 March to November	Review of the literature
1979 November	Interviews
1979 December to	Draft questionnaire trialled
1980 February	
1980 June to October	Pilot questionnaire posted and analysed
1980 May to September	Final sample located by market research company
1980 October to	Final questionnaire posted
1981 January	and returned

It can be seen from the above Table that the study was planned and carried out over a period of two years. In that time, the research questions were refined, the data collection instrument was trialled and administered, and a sample of 110 nonteaching women teachers was located.

### Summary

In this chapter the design adopted to meet the research objectives of the present study was described. Both the sample selection process, and the piloting and development of a questionnaire were carried out rigorously to ensure, as far as possible, that a randomly-selected sample of nonteaching women teachers was obtained, and that the data collection instrument would provide the required information.

The two chapters which follow focus on the analysis of the data, and the results which were obtained.

## Chapter Four

### Results

#### Introduction

In the previous chapter, attention was focussed on the design and implementation of the present research study, to meet the two research objectives outlined in earlier chapters. These objectives were: to describe a sample of nonteaching female primary school teachers in terms of their demographic and professional variables, and second, to explore the conditions under which they would return to teaching.

This chapter presents the major findings relating to both these research objectives. In the first part of the chapter details are given of the response rate to the questionnaire, and an overview of the demographic characteristics of the sample and their teaching experience is presented. These characteristics are considered in some detail, as they relate to three subgroups within the sample: those who say they want to teach now ( $n=7$ ), those who will possibly teach again ( $n=53$ ), and those who say they never want to teach again ( $n=19$ ).

In the second part of the chapter, the conditions under which the women in the sample might return to teaching are discussed. These conditions are considered in terms of the three subgroups mentioned above.

#### Response Rate to the Questionnaire

Of the 110 women who were sent a questionnaire, 103 (93.6%) replied. However, not all these replies were usable, as Table 5 shows.

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Table 5: Number of Usable and Unusable Questionnaires

Category	Number	% of Total returned
Incomplete	2	1.9
Ineligible	22	21.3
Usable	79	76.7
Total	103	99.9

---

It can be seen from the above Table that about three quarters of the returned questionnaires were usable. Of the remainder, two were not fully completed, while data from 22 of the questionnaires was deemed unusable because the respondents concerned did not meet the selection criteria of the study. For instance, about half were currently teaching and the rest had not had teaching experience in primary schools.

In summary then, 79 of the 103 women who returned questionnaires provided usable replies. This sample of 79 women represents approximately 77% of respondents, and the analysis which follows is based on questionnaire data obtained from these 79 women, who will now be referred to as 'the sample'.

#### An Overview of the Sample

This sample of 79 nonteaching women teachers ranged in age from 23 to 59 years, with over half the sample being 34 years of age or younger. Almost all the women were married (95%), and the occupations of their husbands clustered in the upper ranks of the Elley and Irving scale (1972)<sup>1</sup>. Only 15 percent of the sample did not have children. Of those who did, over half had children of preschool age.

Three quarters of the women were not in any paid employment. Of the 22 women who were engaged in paid work, nine worked less than 20 hours per week, and five worked a 40 hour week. The 22 women in paid work were in jobs such as seasonal farm work, household help, laboratory technician, librarian, and teachers aid.<sup>2</sup>

Thirty of the women in the sample completed a three-year Teachers College course; 42 had undertaken two-year training prior to the introduction of the three-year course; one woman had pursued specialist teacher training (speech); and five women had completed a one-year course. Of these, four had completed bachelor's degrees.<sup>3</sup>

---

1. The Elley and Irving (1972) scale is an objective ranking of male occupations based on a composite score of average education and income levels of holders of these occupations. Included in the upper three ranks of the scale are occupations such as (1) architect, (2) primary school teacher, and (3) occupational therapist.

2. Most of the women in the sample who had paid work were in occupations ranked 3 on the Irving and Elley (1977) scale (e.g. laboratory technician). Nearly all the remainder were in lower ranked jobs such as shop assistant (4), waitress (5), school cleaner (6). The Irving and Elley scale of female occupations is constructed in the same way as the Elley and Irving scale, and it is an objective ranking.

3. One woman did not provide a response to this question.

Thirteen of the women (16.5%) entered teacher training with School Certificate, while for about half the sample, University Entrance or Endorsed School Certificate was the pre-entry qualification. As well, 11 (13.9%) of the sample had university degrees, while 13 (16.5%) had achieved part of a degree.

The range of teaching service given by the women varied: 14 percent gave less than three years, about half (49.2%) gave between three and six years, and the remainder (36.8%) gave more than six years service. In one case 23 years of service was reported.

Most of the women (94%) resigned from teaching as teachers on List A, the basic teaching scale. Five women had been inspected and graded and advanced to List B, which entitled them to apply for positions of responsibility.

While 57 percent of women had left teaching on one occasion, the others had returned to the classroom and had left at least a second time. The most commonly-given reason for leaving teaching on each occasion was pregnancy and/or a wish to be at home to care for children.

Nearly two thirds of the women (60%) said they liked teaching very much, and said they valued the opportunity teaching gave them to be involved with the development of children.

The sample as a whole also indicated their dislike of nonteaching duties, and constraints (such as large classes) which prevented their giving individualised attention to children in need of their help.

The above details, then, provide an overview of this sample of nonteaching female primary school teachers. In the next section, a more comprehensive description is given of this sample in terms of demographic characteristics and professional variables.

#### Demographic Characteristics and Professional Variables

To facilitate both a comprehensive description of the sample, and provide a base for generalising the data to the population of nonteaching female primary school teachers in New Zealand, the sample was divided into three groups. These subgroups emerged as an outcome of the responses the sample made to the question: Do you want to teach now?

It was decided that this particular question, more so than any other, provided an insight into the intentions the women in the sample had concerning a return to teaching. Thus, on the basis of this question it would be possible to delineate the sample into subgroups according to their intentions, to describe the women in each subgroup in terms of demographic characteristics and other variables, and then to explore the conditions under which women in each subgroup might return to teaching.

Table 6 provides a breakdown of responses to the question:

Do you want to teach now?

---

Table 6: Do you want to Teach Now?

Response	Frequency	% of Total
Yes	7	8.9
Perhaps later	53	67.1
No, not ever	19	24.0
Total	79	100.0

---

It can be seen from Table 6 that those who answered 'Yes', (the 'Intending Returners') form less than ten percent of the sample; those who said 'Perhaps', (who will be called 'Possible Returners') form about two thirds of the sample; and those who said 'No', (the 'Nonreturning'), form about a quarter of the sample.

The Tables and the discussion which follows elucidates the characteristics of each of these three subgroups, and particular attention is given to demographic and other factors which differentiate each of these subgroups.

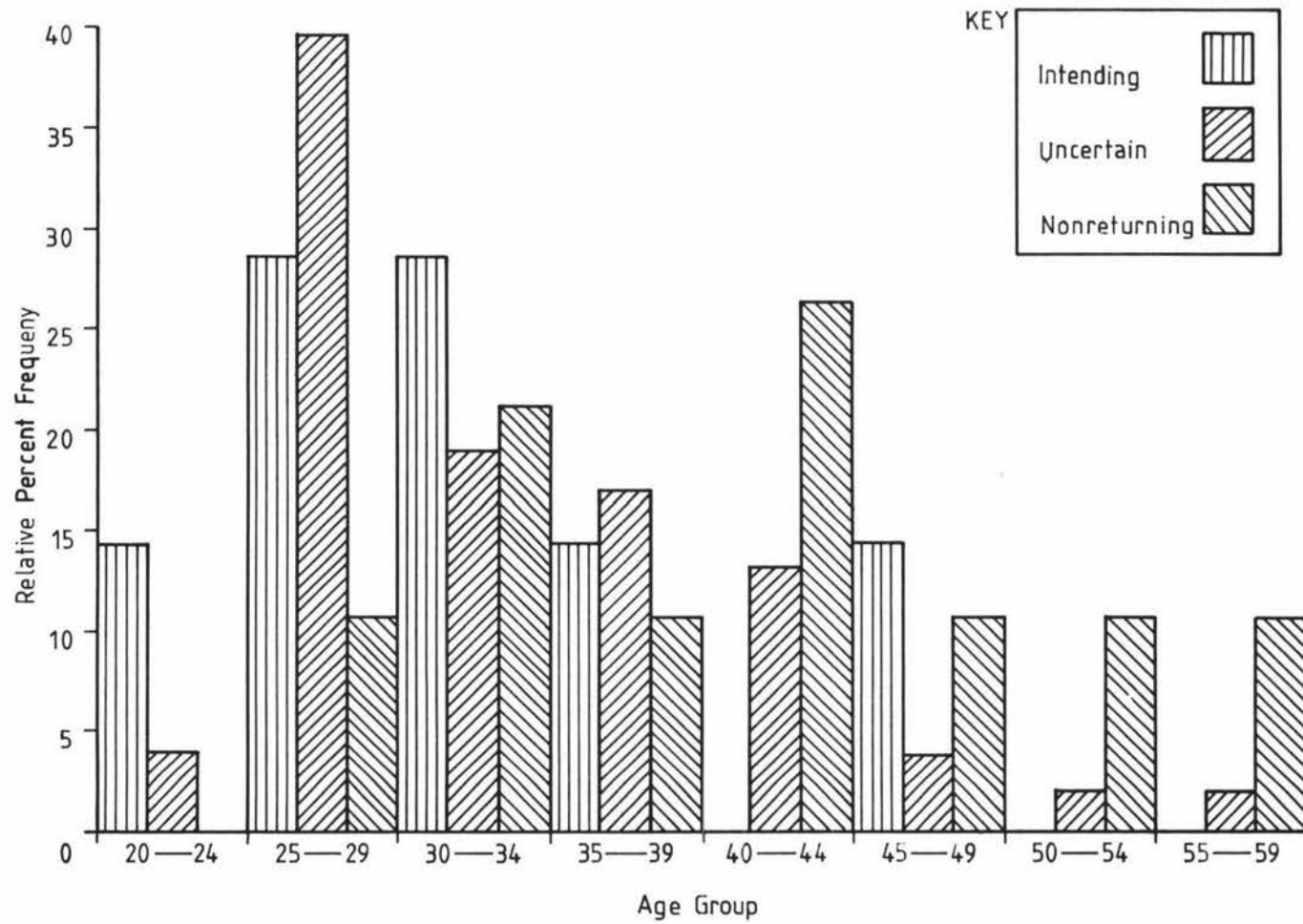
Two kinds of statistical test were used in the analysis of questionnaire data. The chisquare test is a technique for comparing the frequency of a response between two or more groups. The Fisher test is used when data may take a range of values. Again, two or more groups are compared to see if they differ (Hardyck and Petrinovich 1975:139,119).

#### 1 Age:

The relative percent frequency of respondents in given age-groups is shown in Figure 1. A one-way analysis of variance showed that the three groups are significantly different (  $F = 6.95$   $df = 2, 76$   $p < .01$ ). The Nonreturning group is, on average, significantly older.

#### 2 Marital Status:

Almost all the women in the sample have a spouse, but as can be seen in Table 7, there are proportionately fewer women in the Possible group who are without a spouse.



---

 Table 7: Presence of a Spouse, by Response group

Spouse Present	No	% of Total Group	Yes	Total
Response Group				
Intending	1	14.3	6	7
Possible	2	2.5	51	53
Nonreturning	1	5.3	18	19
Total	4		75	79

---

(Too few in each category for statistical analysis)

### 3. Paid Employment:

The three groups were not able to be distinguished by a consideration of the number of hours a week worked, including those working no paid hours (Chisquare = .62 df = 2 p<.7) ; or by using a work/nonwork dichotomy (Chisquare = 1.99 df = 2 p<.4).

It was decided that a question which may exist prior to any consideration of a possible return to teaching, was the question of whether or not a woman who was currently not in paid work, intended to return to the paid workforce at all.

The intention to return to the paid workforce of those women currently not in paid employment, however, does distinguish the groups, as shown in Table 8.

---

Table 8: Intention to Return to the Paid Workforce, by Response group

Will Return	No	Yes	Total
Response Group			
Intending	0	4	4
Possible	4	36	40
Nonreturning	7	6	13
Total	11	46	57

---

Chisquare = 13.49    df = 2    p<.001

Half of those women who say they do not want to teach again are unlikely to return to the paid workforce at all.

4. Job Status Ranking:

a. Irving and Elley Ranking of the Women's Occupations:

There were 22 (27.8%) women in the sample who were in paid employment for at least six hours per week and on the basis of the type of employment in which they were engaged a ranking on the Irving and Elley scale was obtained. Table 9 shows the frequency of respondents in each rank of the Irving and Elley scale.

---

Table 9: Irving and Elley rank, by Response group

Irving and Elley	1	2	3	4	5	6	
Response Group							
Intending			1		1	1	3
Possible	1	2	7	1	1	1	13
Nonreturning			5			1	6
Total	1	2	12	1	2	3	22

---

(Too few in each category for statistical analysis).

When the scale is dichotomised into ranks 1 to 3, and 4 to 6, there is some statistical evidence to show that there is some relationship between those who said they do not wish to teach and those who were engaged in the more highly ranked jobs on the Irving and Elley scale. The results are shown in Table 10.

---

Table 10: Irving and Elley rank, by Response group

Rank	1 to 3	% of Total in Subgroup	4 to 6	Total
Response Group				
Intending	1	33.3	2	3
Possible	10	75.0	3	13
Nonreturning	5	83.3	1	6
Total	15		6	22

---

Chisquare = 2.62    df = 2    p < .25

b. Elley and Irving Ranking of the Spouses' Occupations:

Husbands' jobs were ranked according to the Elley and Irving scale, and unemployed husbands were ranked as 6. The frequency of jobs in each rank is shown in Table 11.

---

Table 11: Elley and Irving rank, by Response group

Rank	1	2	3	4	5	6	Total
Response Group							
Intending	1	2	1			3	7
Possible	4	19	21	7		2	53
Nonreturning	2	4	7		3	3	19
Total	7	25	29	7	3	8	79

---

Chisquare = 25.49    df = 10    p<.01

Table 11 shows that Possible returners are much less likely to have husbands whose occupations are in the lower ranks. While a contingency test was carried out, and the chisquare value recorded, such values should be interpreted with caution, because the expected cell frequency in some cases is less than 2. If the ranks are collapsed into ranks 1 to 3, and 4 to 6, it can be seen from Table 12 that most women who are uncertain about a return to teaching have husbands whose jobs are in the upper ranks, but here the statistical relationship is not significant.

---

Table 12: Elley and Irving Ranking Of Husbands' occupations,  
by Response group

Elley and Irving rank	1 - 3	% of Total Subgroup	4 - 6	Total
Response Group				
Intending	4	57.1	3	7
Possible	44	83.0	9	53
Nonreturning	13	68.4	6	19
Total	61		18	79

---

Chisquare = 3.45    df = 2    p < .2

5. Children:a. Number of Children:

Most women (81%) in the sample had at least one child at home, and Table 13 gives a breakdown of the number of children of those women in each response group.

---

Table 13: Number of Children, by Response group

Number of children	0	1	2	3	4	7	Total
--------------------	---	---	---	---	---	---	-------

---

Response Group	Frequency						
Intending	2	1	4				7
Possible	5	17	14	13	3	1	53
Nonreturning	8	5	4	1	3		19
Total	15	23	22	14	6	1	79

---

(Too few in each category for statistical analysis)

When the groups are dichotomised into those women with children, and those without children, the groups are seen to be differentiated.

---

Table 14: Presence of Children, by Response group

Children present	No	% of Total in group	Yes	Total
Response Group				
Intending	2	28.6	5	7
Possible	5	9.4	48	53
Nonreturning	8	42.1	11	19
Total	15		64	79

---

Chisquare = 10.16    df=2    p<.01

It can be seen that Nonreturning teachers have proportionately fewest children at home, and that Possible returners on the other hand, have proportionately the greatest number of children at home.

b. Preschool Children:

The presence of young children is often thought to be one of the more salient factors in the workforce participation of women. Table 15 shows the frequency of preschool children for the three response groups.

---

Table 15: Number of Preschool Children, by Response group

Number of preschool children	0	1	2	3	Total
Response Group					
Intending	4	2	1		7
Possible	20	24	8	1	53
Nonreturning	14	3	2		19
Total	38	29	11	1	79

---

(Too few in each category for statistical analysis)

When the preschool children variable is dichotomised into women with no preschool children, and women with some preschool children, the groups are distinguished by this factor, as Table 16 shows.

---

Table 16: Presence of Preschool Children, by Response groups

Preschool children present	No	% of Total in Subgroup	Yes	Total
Response Group				
Intending	4	57.1	3	7
Possible	20	37.7	33	53
Nonreturning	14	73.7	5	19
Total	38		41	79

---

Chisquare = 7.49    df = 2    p>.02

6 Education:

Excluding their teacher training qualifications, the education level of the sample ranged from School Certificate to full University degrees. Table 17 shows the frequency of each category of educational attainment for each group.

---

Table 17: Educational Level, by Response group

Education	SC	UE or Endorsed SC	Part degree	Degree
Response Group				
Intending	1	5		1
7				
Possible	7	31	9	6
53				
Nonreturning	3	8	4	4
19				
Total	11	44	13	10
79				

---

(Too few in each category for statistical analysis)

When the education variable is dichotomised into women with no university experience and women with some university experience, there is a slightly significant statistical difference between the groups, as shown in Table 18.

---

Table 18: University Experience, by Response group

University Experience	No	% of Total in Subgroup	Yes	Total
Response Group				
Intending	6	85.7	1	7
Possible	38	71.7	15	53
Nonreturning	11	57.9	8	19
Total	55		24	79

---

Chisquare = 2.2    df = 2    p>.3

While there is not a high level of statistical significance, it seems that there may be a relationship between having some university experience and the stated wish to never return to teaching.

As well as the above demographic factors, an analysis of data relating to the teaching experiences of the sample was carried out. Three factors were examined: length of service, years break since last taught, and liking for teaching.

#### 7 Length of Service:

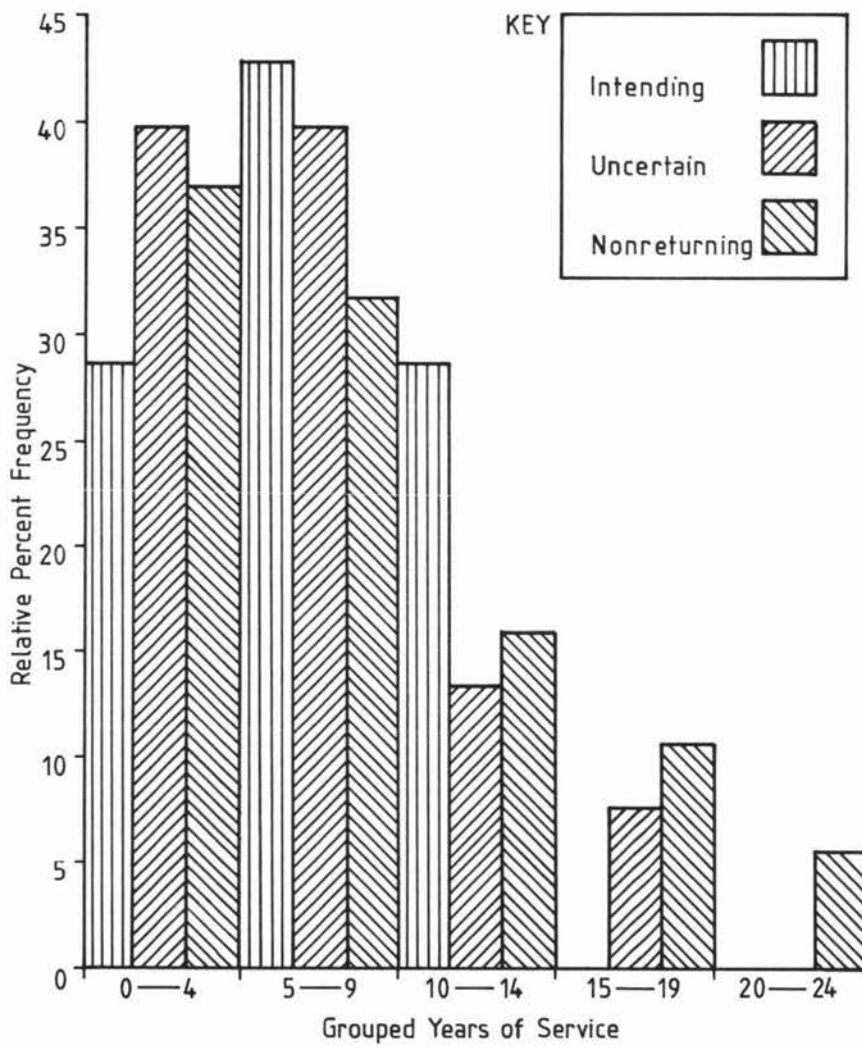
The length of service given by teachers in each group is shown in Figure 2. A one-way analysis of variance gives a statistically significant result: proportionately more women who say they never want to teach again have given longer periods of service.

$$F = 3.349 \quad df = 2, 76 \quad p < .05$$

#### 8 Years Break since last Taught:

Using a one-way analysis of variance, it is seen that women who left teaching most recently are those who say they wish to teach (Intending returners), while Nonreturning women have had longer breaks.

$$F = 6.119 \quad df = 2, 76 \quad p < .01$$



9 Liking for Teaching:

Using a yes/no dichotomy, the extent to which teaching was liked by the women in the study is shown in Table 19.

---

Table 19: Liking for Teaching, by Response group

Said Liked Teaching	No	Yes	Total
Response Group			
Intending	0	7	7
Possible	5	48	53
Nonreturning	3	16	19
Total	8	71	79

---

Chisquare = 1.49    df = 2    p<.45

Although this is a statistically nonsignificant result it can be seen that all the Intending returners liked teaching, while the other groups were divided in their liking for teaching.

The factors considered so far, which relate to the first research objective of the present study, fell into two groups: the first group included the demographic variables of age, marital status, Elley and Irving rank of husbands' occupations, number of children age of youngest child, hours in paid employment, Irving and Elley rank of woman's occupations, and level of education; the second group of factors were those relating to teaching experience and included length of teaching service, years away from the classroom, and liking for teaching.

Some of these factors were found to differentiate the three subgroups of the sample (i.e. the Intending returners, the Nonreturning, and the Possible returners).

Summary: Nonreturning women (n=19) are significantly older ( $p < .01$ ) than the other two groups; they have significantly fewest ( $p < .01$ ) children at home, and significantly fewest ( $p < .02$ ) preschool children. The nonworking Nonreturning are significantly less likely to return to the paid workforce ( $p < .001$ ), including teaching. Their husbands were more likely ( $p < .01$ ) to be in upper ranks occupations. Nonreturning who were employed (n=6) were more likely to be in upper rank occupations ( $p < .2$ ). More of the Nonreturning group had university experience ( $p < .3$ ).

In considering the teaching experience factors, it was found that the Nonreturning had given significantly ( $p < .05$ ) more teaching service, and had been away from the classroom significantly ( $p < .01$ ) longer than either of the other two groups.

The discussion now focusses on the analysis of the questionnaire data relating to the second objective of the present study, namely, to explore the conditions under which nonteaching female primary school teachers might return to the classroom. The sample were asked to nominate the conditions under which they would return to teaching.

#### A Return to Teaching

This section deals with the responses subjects made to the item: Below is a selected list of conditions under which a teacher might return to teaching. Please tick the appropriate column for the conditions that apply to you.

There were two parts to the item, one for fulltime teaching, and one for parttime teaching. Subjects could also add comments, and five said they would not return to teaching, although this option was not offered.

The conditions under which women would return to teaching will be considered first, and then the conditions which distinguish the three groups will be outlined.

Fulltime Teaching

Table 20 lists the conditions under which women say they might consider a return to teaching, and the frequency with which they were mentioned. It should be noted that subjects could nominate as many conditions as they chose.

---

Table 20: Conditions Under Which Women Would Return to Fulltime Teaching

Condition	Frequency	% of Total sample
When my children start school	32	40.5
If I had to support myself	29	36.7
Nearby job	20	25.3
Specialised teaching	11	13.9
Smaller classes	9	11.4
Daycare available	5	6.3
Health improves	4	5.1
Better pay	3	3.8
Better conditions	3	3.8
When family can do housework	2	2.5
Better promotion opportunities	1	1.3
I will never return	5	6.3
Non-response	19	24.0

---

There were five respondents who wrote that they would not return, and they all came from the Nonreturning group. It is very significant ( $p < .001$ ) that of the 19 who did not respond to this item, 12 were Nonreturning.

It can be seen from the above Table that the most frequently mentioned condition relating to their return to teaching was provision of childcare, either in school or in daycare. A third of the respondents indicated that if they ever had to support themselves or their children they would return to fulltime teaching. Moreover, a quarter of the women said they would take a position if there were one nearby, and some women (13.9%) said they would teach fulltime if they had a specialised teaching job, such as remedial teaching.

Some of the more prominent conditions under which women would return to fulltime teaching will now be discussed in terms of the three subgroups, Intending returners, Possible returners, and Nonreturning.

a. Children in Care:

As Table 21 shows, this factor is statistically significant in distinguishing the three groups.

---

Table 21: Children at School, by Response group

Response Group	Frequency	% of Total in Subgroup
Intending	5	71.4
Possible	27	50.1
Nonreturning	0	0.0
Total	32	

---

Chisquare = 17.75    df = 2    p<.0001

For most of the Intending returners, and half of the Possible returners, having their children at school is an important condition governing their return to teaching. The differences between the three subgroups become even more marked when the condition 'provision of daycare' is included, as shown in Table 22.

---

Table 22: Children in Care, by Response group

Response Group	Frequency	% of Total in Subgroup
Intending	6	85.7
Possible	31	58.5
Nonreturning	0	0.0
Total	37	

---

Chisquare = 23.88    df = 2    p<.0001

b. Self-Support:

A frequently-chosen condition that would prompt some women to return to fulltime teaching was 'If I had to support myself or my family' but again there was some variation between groups, as seen in Table 23.

---

Table 23: Need to Support Myself, by Response group

Response Group	Frequency	% of Total in Subgroup
Intending	3	42.9
Possible	24	45.3
Nonreturning	2	10.5
Total	29	

---

Chisquare = 7.397    df = 2    p<.02

Nonreturning women are significantly less likely to say they would return to teaching if they had to support themselves.

c. Smaller Classes:

In another item in the questionnaire, many women said that the most disliked aspect of teaching was large classes. Table 24 shows how many selected smaller class sizes as a condition of their return to fulltime teaching.

---

Table 24: Smaller Classes, by Response group

Response Group	Frequency	% of Total in Subgroup
Intending	1	14.3
Possible	8	15.1
Nonreturning	0	0.0
Total	9	

---

Chisquare = 3.2    df = 2    p<.19

A few women said that 'conditions' would have to improve before they would return to teaching. There were too few for statistical analysis.

d. Specialised Teaching:

Some women wrote that they would teach fulltime if they could specialise in, say, remedial teaching. These responses are outlined in Table 25, although the statistical significance is slight.

---

Table 25: Specialised Teaching, by Response group

Response Group	Frequency	% of Total in Subgroup
Intending	1	14.3
Possible	9	17.0
Nonreturning	1	5.3
Total	11	

---

Chisquare = 1.603    df = 2    p<.4

e. Nearby Job

For some women, having a nearby job was an important condition to be met before they would return to fulltime teaching, and Table 26 details the significance of this factor.

---

Table 26: Nearby Job, by Response group

Response Group	Frequency	% of Total in Subgroup
Intending	1	14.3
Possible	17	32.1
Nonreturning	2	10.5
Total	20	

---

Chisquare = 3.93    df = 2    p<.1

Having a nearby job seems a significant factor for those who are potentially willing to teach again, particularly for the women in the sample who live in rural areas.

Summary: There was a wide range of conditions under which women might consider returning to teaching, such as childcare provisions, specialised teaching jobs, and the need for self-support. These conditions were examined for relationships with the three subgroups Intending , Possible , and Nonreturning teachers.

For Intending and Possible returners, having childcare was a significant ( $p < .0001$ ) condition under which they said they might return to teaching fulltime. These two subgroups were also significantly ( $p < .02$ ) more likely to say they would return to teaching if they had to support themselves. Possible returners are significantly ( $p < .1$ ) more likely to say they would return if there were a nearby teaching job.

The following section discusses the case for a return to parttime teaching.

#### Parttime Teaching

The conditions that were given by the sample for a return to parttime teaching are listed in Table 27.

---

Table 27: Conditions Under Which Women would Return to Parttime Teaching

Condition	Frequency	% of Total sample N = 79
When my children start school	38	48.1
If I had to support myself	10	12.7
Nearby job	21	26.6
Specialised teaching	16	20.3
Smaller classes	2	2.5
Daycare available	8	10.1
Health improves	3	3.8
Better pay	2	2.5
Better conditions	2	2.5
At my old school	1	1.3
I will never return	3	3.8
Non-response	13	16.5

---

It can be seen from this Table that the most frequently mentioned factor was childcare, either in school or in daycare. Some of the more salient conditions cited in the above Table will now be discussed.

a. Children in Care:

Having children attending school is a factor which is statistically significant in distinguishing the Intending and Possible groups, and this is demonstrated in Table 28.

---

Table 28: Children at School, by Response group

Response Group	Frequency	% of Total in Subgroup
Intending	4	57.1
Possible	33	62.3
Nonreturning	1	5.3
Total	38	

---

Chisquare = 18.45    df = 2    p<.0001

When the figures for daycare are included, the results are as shown in Table 29.

---

Table 29: Children in care, by Response group

Response Group	Frequency	% of Total in Group
Intending	4	57.1
Possible	41	77.4
Nonreturning	1	5.3
Total	46	

---

Chisquare = 29.89    df = 2    p<.0001

For a large number of women in the Possible group, and over half those in the Intending group, the provision of childcare appears to be a significant factor allowing them the opportunity to take up parttime teaching.

b. Self-Support:

One item offered in the list of conditions was worded: 'If I had to support myself or my family' and 10 women chose this condition, as Table 30 records. Having to support herself (and possibly children) is a less significant means of differentiating groups. It is possible that a woman in such a situation would require fulltime employment.

---

Table 30: Support, by Response group

Response Group	Frequency	% of Total Subgroup
Intending	0	0.0
Possible	6	11.3
Nonreturning	4	21.1
Total	10	

---

Chisquare = 2.3    df = 2    p<.3

There were variables which, while not giving statistically significant results, were mentioned only by Nonreturning women. They include better promotion opportunities, specialised teaching, nearby job, better conditions, and an improvement in personal health. All of the five who wrote that they would not return were members of this group  
(Chisquare = 16.86 df = 2 p<.0002).

#### Daily Relief Teaching

The above sections have considered the conditions under which this sample of nonteaching female primary school teachers would return to fulltime and parttime teaching. The conditions were similar for both kinds of teaching. In the following discussion consideration will be given to those conditions under which teachers said they would undertake daily relief teaching. Whereas fulltime and parttime teaching require a regular time-commitment, relief teaching may be sporadic. Because of this, teachers have a quite different set of conditions under which they say they will teach, and these conditions are listed in Table 31.

---

Table 31: Conditions Under Which Women Would Undertake  
Daily Relief Teaching

Condition	Frequency	% of Total sample N = 79
Asked the day before	30	38.0
At regular schools	29	36.7
My children are at school	22	27.8
On regular days	16	20.3
At my previous school	2	2.5
At my child's school	2	2.5
My health improves	1	1.3
If I lived rural	1	1.3
Only if no other work	1	1.3
If school desperate	1	1.3
I am willing any time	1	1.3
I never will	6	7.6
Non-response	8	10.1

---

From the Table above, it may be seen that the two most often cited conditions relate to the nature of the work, namely, women want to be asked the day before they are needed at school (38%), and they want to teach at regular schools (36.7%). The next most important conditions concern the provision of childcare (27.8%), and the next to be able to teach on regular days (20.3%).

Some of the conditions under which nonteaching women teachers say they will accept relief teaching are different for each of the subgroups that have been described. These conditions will now be outlined.

In analysing the questionnaire data on relief teaching it was found that there were six women who said that they would never relief teach, although this option was not offered. At least one from each subgroup responded in this way but Nonreturning were slightly more likely to give this response ( $p < .18$ ). Eight non-responses were given by women in the Possible and Nonreturning subgroups and when these non responses are combined with those responses from women who said they did not want to relief teach, the results achieved are statistically significant, as Table 32 demonstrates.

---

Table 32: Said will Never relief Teach, or gave No Response,  
by Response Group

Response Group	Frequency	% of Total in Subgroup
Intending	1	14.3
Possible	5	9.4
Nonreturning	8	42.1
Total	14	17.7

---

Chisquare = 10.3    df = 2    p<.005

In other words, Nonreturning are more likely to say they will never relief teach, or to decline to state any conditions under which they might do so.

However, for some Nonreturning there are certain conditions under which they would relief teach, and one of these is teaching at the school they have previously taught at, a condition not chosen by either of the other two subgroups (p<.03). Furthermore, only Nonreturning said they felt obliged to teach if they were needed even when they do not want to (p<.2).

There were some conditions relating to relief teaching which were of more significance to Possible returners than women in the other two subgroups. One of these is teaching at a regular school, and Table 33 gives the responses to this condition.

---

Table 33: Regular school, by Response group

Response Group	Frequency	% of Total Subgroup
Intending	1	14.3
Possible	26	32.9
Nonreturning	2	10.5
Total	29	36.7

---

Chisquare = 10.599    df = 2    p < .005

It seems that Possible returners are much more likely to relief teach if they have regular schools at which they can they teach. They are also the most likely group to agree to relief teach if they are asked the day before they are needed, and Table 34 shows the response to this condition.

---

Table 34: Asked the day before, by Response group

Response Group	Frequency	% of Total Subgroup
Intending	5	71.4
Possible	21	39.6
Nonreturning	4	21.0
Total	30	37.9

---

Chisquare = 5.697    df = 2    p<.05

Two other conditions are significantly more important for this Possible group. They prefer to have regular days on which they teach, as Table 35 shows.

---

Table 35: Regular days, by Response group

Response Group	Frequency	% of Total Subgroup
Intending	0	0.0
Possible	14	26.4
Nonreturning	2	10.5
Total	16	20.3

---

Chisquare = 4.137 df = 2 p<.1

When the conditions, having regular days, and being asked the day before, are combined, the Possible group are very significantly differentiated ( $p < .005$ ).

Moreover, it was found that the Possible group could undertake relief teaching if their children were attending school (one person mentioned daycare) and this condition was slightly statistically significant as is seen in Table 36.

---

Table 36: Children in care, by Response group

Response Group	Frequency	% of Total Subgroup
Intending	2	28.6
Possible	18	33.9
Nonreturning	2	10.5
Total	22	27.8

---

Chisquare = 3.8    df = 2    p < .15

Summary: In summary, then, whereas Nonreturning were more likely to say they did not want to teach, there were two conditions under which some said they would give relief service, and which were not mentioned by the Intending or Possible returning subgroups. The conditions were to teach at a school they had taught at before, and they would teach if a school needed them.

However, the group most likely to say they would relief teach if certain conditions were met is the Possible group. They were significantly more likely to say they would relief teach if they had regular schools ( $p < .005$ ), and regular days on which they could teach ( $p < .005$ ). They were also more likely to teach if their own children were in care ( $p < .15$ ).

#### Summary

In this chapter, a description was given of this sample of nonteaching women teachers in terms of their demographic and other variables. It was found that the sample as a whole tended to be young, with most women under 34 years. Nearly all were married with children at home, and about half had preschool children. Some were in paid work, but most worked for less than 20 hours a week.

Three subgroups were identified in terms of their stated intentions with respect to a return to teaching: Intending returners, Possible returners, and Nonreturning. These groups were different from each other with respect to certain variables. For example, there were women from all groups who were in paid work, but Nonworking Nonreturning women were more likely to say they did not intend to return to the paid workforce. Nonreturning women with jobs were more likely than the other two subgroups to be in the higher-ranked jobs. When husbands' jobs were considered, the husbands of Possible returners were more likely to have jobs in the upper rank of the Elley and Irving scale.

Possible and Intending returners were more likely to be younger, to have children at home, and in particular, to have preschool children at home. A smaller proportion of Possible and Intending returners have had University experience than Nonreturning. As well, they had taught for a shorter period, and had more recently left the classroom. All the women in the Intending group liked teaching, and the great majority of the Possible returners did also.

The conditions under which this sample of Nonteaching female primary teachers would teach were outlined for three kinds of teaching: fulltime, parttime, and daily relief teaching. It is clear that the conditions for a return to teaching relate to two broad areas. First, the situation that exists in the personal life of the woman. Here, for example, certain factors constrain women, such as having children for which they are responsible. Also important is the level of household income, and her level of education. Second, there is the range of factors related to teaching, and those aspects of it that are liked and disliked.

Teaching on a regular basis (fulltime or parttime) is different from casual relief teaching, and this difference is reflected in the conditions under which women will teach. In the first case, childcare is an important condition, whereas for casual teaching on a daily basis, the woman with children may be able to organise childcare on an ad hoc basis.

Similarly, certain features of ongoing classroom teaching were highlighted in the conditions some women demand if they are to return to regular teaching. For example, some require smaller classes, specialised teaching work, or a nearby job. None of these conditions was mentioned for relief teaching.

On the other hand, some conditions necessary to encourage women to relief teach reflect its transient nature. A commonly-disliked aspect of casual relieving is the lack of relationships in the classroom and the school. This concern is reflected in the condition that some women imposed: that they teach in regular schools or their previous one. Some require warning that they will be needed (perhaps so that childcare can be arranged), either the day before or by having regular teaching days.

In the final chapter, the foregoing results will be reviewed and discussed in the light of the relevant literature on women teachers teaching commitment, which was reviewed in an earlier chapter.

## Chapter Five

### Discussion

#### Introduction

In the first part of this chapter, the findings of the present study will be summarised, and their significance will be discussed in the context of the two earlier chapters on Women in Teaching and Commitment to Teaching. This will then be followed in the second part of the chapter by a discussion of the implications these findings have for policy, further research, and for theory development.

As a preface to the summary and discussion that follows, a case will be argued for extrapolating the findings of the present study to the population of nonteaching female primary teachers in New Zealand.

#### The Generalizability of the Study

In the previous chapter, the sample of 110 nonteaching primary teachers who were subjects in the present study, were described. For obvious practical reasons, which were outlined in Chapter Four, the population of interest, that is, all nonteaching female primary school teachers in New Zealand, could not be studied directly.

However, it can be shown that statistical inferences may be drawn from the sample under study, to the whole population, and with a defined degree of confidence.

Statistical inference is the means by which conclusions are drawn in the face of uncertainty. The validity of statistical inference rests on the assumption that the sample chosen is genuinely representative of the population that, theoretically could have been studied. Statistical inferences are always subject to some error, since each sample from a given population might be expected to have different characteristics and yield different results. However, statistical inference uses the mathematics of probability to provide means of stating quantitatively how much confidence can be placed in the outcomes of a study. It requires the use of randomly selected samples. Generally, researchers are unable to randomly-select samples because the population of interest is either too large or too inaccessible. In the case of nonteaching female primary teachers this has certainly been the case, and conventional methods of selecting samples have produced samples which are likely to be very biased. (This was true of the pilot study to the present study. The members of that sample were all recently-resigned teachers, and details of them may be read in Appendix 4). However, in this study use was made of a market research company which randomly-selected respondents from the population.

In randomly-selecting a sample, it is assumed that confounding variables are randomized. However, invited respondents may decline to take part in the study and these nonrespondents may introduce bias if they represent a group with special characteristics. Thus, a low rate of nonresponse is a very important indicator that confounding variables in a sample are randomised. In this study, four people declined to be sent questionnaires (3.5%) and seven did not return questionnaires (6.4%). This rate is sufficiently low to indicate that the final sample is representative of the population from which it is drawn (Roscoe 1975:21,155-159). That is, the findings which emerge may be generalised to the population of female nonteaching primary school teachers in New Zealand.

#### A Review of the Findings of the Study

There were two major research objectives in the study. The first objective was to describe a sample of nonteaching female primary teachers in terms of demographic and professional variables.

The second objective was to describe the conditions under which women might return to teaching. Both these objectives were fulfilled. As well, a key question was asked of respondents which made it possible to describe the sample in more specific terms. This question asked respondents if they wanted to teach now. The responses to this question enabled three subgroups to be formed. These were Intending returners, Uncertain returners, and Nonreturning teachers, representing ten percent of the sample, a quarter of the sample, and almost 70 percent of the sample, respectively. The findings of the study were subsequently elaborated in relation to these subgroups. The first series of findings related to a description of these subgroups in terms of demographic and other variables.

#### Demographic and Professional Variables

Almost all the women in the sample had a spouse; Uncertain returners are more likely to have a husband whose job is in the upper ranks of the Elley and Irving scale. Intending and Uncertain returners tend to be younger, and they are more likely to have preschool-aged children at home.

Relatively few of the women in the sample are in any paid employment, and most of those in paid employment have parttime casual work. While some women in all three subgroups are employed, women from the Nonreturning group are slightly more likely to have jobs ranked at the upper end of the Irving and Elley scale. Women who were not in paid employment were asked if they intended to return to the paid workforce at some time and it was found that Intending and Uncertain returners are much more likely to say that they do intend to return to the paid workforce.

While all trained teachers have a level of education that is above the average of the general population, some of the women in the present study entered teacher training with school certificate, while others had, or have subsequently obtained, university qualifications. Nonreturning teachers tend to have had more university experience than the other two subgroups.

As to teaching experience, Intending and Uncertain returners have given shorter periods of service, and have left teaching more recently, and relatively more of them said they liked teaching than those in the Nonreturning subgroup.

## A Return to Teaching

Teachers were asked the conditions under which they might return to three kinds of teaching: fulltime, parttime, and daily relief teaching.

### 1. Fulltime Teaching:

Both the Intending and Uncertain returners said they are unlikely to teach until their children are attending school. If they had to support themselves, or their family, they would consider a return to teaching.

Uncertain returners said that having a nearby job would be an important condition of their return to teaching.

### 2. Parttime Teaching:

A smaller proportion of Intending returners said they would teach when their children were attending school, but a large proportion of Uncertain returners chose this condition.

### 3. Daily Relief Teaching:

Uncertain returners were different from the other two subgroups in their demand for a regular school at which they teach, and also in wanting regular days on which they could teach. Intending returners required that they be warned the day before they were needed for teaching.

From the above summary of the findings there are certain themes which emerge and are worthy of further discussion, namely that most nonteaching female primary teachers are married, with children, and are not in paid employment. The significance of these factors will be discussed below.

## Marriage

It was stated in Chapter Four that 95% of the women were married. There were four women without a spouse, one of them widowed. This rate of marriage is much higher than that in the general population for this age-range of women (see Tables in Appendix 6). The significance of this for the teaching profession resides in the social roles which are associated with female marriage. (There is an extensive literature on women in the workforce, and their dual social roles. See Aldridge-Sutton 1979). In New Zealand society, being married carries with it a set of powerful social and personal expectations, which influence the decisions women make about their lives. Most young female teachers express a hope that they will marry (Mason et al 1959:280; Walker 1963:71; Watson 1971:Chapter 5) and expect to bear and raise children. As well, they often plan to leave teaching, for a time at least, in order to be engaged fulltime in their home role. (op cit). Whatever value-judgements are made about this state of affairs, it is a social reality. Indeed, there is a body of literature that deals specifically with women in teaching, which supports this phenomenon. For instance, in their research, Fogarty et al (1971) found that 70 percent of married graduates reported themselves as having been 'very keen to marry' (1971:252), while Kelsall (1963:12) describes marriage and bringing up a family as the biggest single cause of female attrition from teaching.

Information on the New Zealand situation is provided by the Department of Education in The Teacher Movement Survey (1981:7) which shows that 39.3% of all teachers who left in 1980 did so for 'domestic occupation'. These findings are validated by the present study in that 7.5% of the sample left teaching for the first time when they got married, and a further 40 percent left when they were pregnant. The fact that a high percentage of women do leave teaching to engage in 'domestic occupation' suggests that they may have a primary commitment to their home role (see Lloyd-Thomas 1975: 231-248). This commitment to what may be called the 'traditional' role of women - to care for the needs of husbands, children, and take responsibility for the management of the home - is the result of lifelong primary socialisation of women. (Hill 1979:50-105). Indeed, it was shown in Chapter Four, that most women in this study were not in paid employment, and many said that they were at home either because they had children for whom to care or they wished to be housewives. Moreover, for a number of the women the care of children and the role of housewife, were but two of a wide range of expectations held for them.

For example, an extension of their role as the one responsible for the household and its members, is that women subordinate their personal wishes to those of the family. This may mean in practice that a woman lives in the location that suits her husband, and moves when he decides to move. She may have to resign her job, and be unable to find another. The evidence provided in the present study is that for some women this is indeed the case. Some of the women (5%) did first leave teaching because at marriage they went to live in rural areas with no teaching vacancies, and another ten percent said they first left teaching because there was no job for them at the time they needed one.

If on the other hand, a woman teacher does take paid employment, then it does seem that the home role is still a first priority, and work is taken that can be fitted around house and family care. For most women, taking a position of responsibility was out of the question. In addition, it is impossible to pursue a career, since this may require a shift to another town for promotion. Husbands do not resign from their employment to enable women to compete for increased status and women teachers therefore, do not seek it (see Malcolm 1977:90; Caplow 1954:230-290). Under these conditions, whatever commitments they hold, women are unable to act upon them freely.

Regardless of their initial orientation towards a teaching career, married women workers are apt to find that the family role competes with the work role (Simpson and Simpson 1969:206) and this is well-documented. Charters (1967:183-193) regarded the discontinuity of female careers as being an 'obvious fact': for most women, the lifecycle includes marriage and children, and most women give up their paid work at least for a time, in order to raise their children. John Watson (1966:149) actually analysed the rate of marriage of his cohort of female teachers, and concluded that rather than deferring their marriage plans (a common belief about the well-educated) New Zealand female teachers married at a younger age than most of the population. Mason et al (1959:281) found that 70 percent of their sample of young women teachers planned to marry and to leave teaching at least for a time, in order to raise their children.

In summary, it is significant that a large proportion of these nonteaching women teachers are married because this will directly influence their availability to the teaching profession. Indeed, for the married women in this study it does appear that certain expectations were in operation when they married.

These were: they will have children; they will undertake the responsibility for the household; they will relinquish their job if their husband wishes to move to another location; their husband's occupational or career wishes have priority. (See Barrington and Gray 1981).

Nevertheless, most of the women in this study said they were at home because they wished to be there, or because they had responsibilities to fulfil, and this is the subject of the next section.

The implications of the role of marriage for the teaching profession are clear. Most young female teachers marry, have children, and leave the classroom. On the other hand, many of them want to return to the profession, and if they do so the return on the cost of their training is increased.

There is ample evidence that married women returners give valuable service (Renwick 1975). However, there are others who would teach if the conditions were provided that would enable them to do so. For instance, there are women with children who require some support for their dual roles. Children who are ill may require mother at home, and some women have suggested that they use their sick leave to provide for their sick children. As well, women with household responsibilities may not seek, or even want promotion. Nevertheless, they may make a valuable contribution to the teaching profession.

## Children

It has been noted that 95% of the sample are married, and getting married was a reason given by 5% for first leaving teaching. It should be realised that until recently, women were obliged to resign from teaching if they married.

Most of the women in the study (85%) had children at home. Just over half of them had pre-school children.

The influence of children on the workforce participation of mothers is complex (see Hoffman and Nye 1975; Rapoport et al 1977). But clearly, children have some effect. The women in this study gave many reasons for not wanting to teach now, but the most frequently-mentioned was their responsibility for children (30.4%).

It was noted earlier that most women teachers marry and have children and that their socialisation is such that they expect to take the major parenting responsibility. Women who work must do so in the context of childcare, housework, and wifhood. (Nye and Berardo 1973; Weitz 1977). Taking on a paid job such as teaching often constitutes taking on a third job: employment added to housework and childrearing. (See Williams 1969; Moorsam 1975; McDonald 1976).

Demographic studies on the New Zealand family show that it is usual for women with preschool children to take no paid work, or to have parttime or casual work (Gilson 1969) and many studies have highlighted the disapproval that some women feel if they have preschool children (Lloyd-Thomas 1975; SROW 1982), and engage in paid employment. Women with children who do work carry a very heavy workload, with overseas (Williams 1969; Moorsam) and New Zealand studies (McDonald 1976) attesting to this point.

In 'Two Demanding Jobs' McDonald (1976:17) highlights the great burden carried by women who work both inside and outside the home. Not only is the workload heavy, but women experienced conflict when for example, they had sick children with whom they wanted to be at home, or school-related events that overlapped with family time. In this study, over a fifth of the women said they found teaching too demanding. Some women observed that there were very few occasions when headteachers, for instance, acknowledged the dual roles of women. There are several implications, then, for the staffing of schools if women teachers with children are to return to the classroom.

1. Women with children need to be able to care for their children when they are sick, and to take them to appointments when necessary.

2. More consideration needs to be given to the scheduling of school meetings if women are to attend them. Those hours from after school to dinnertime, for example, are particularly stressful for women with children.

3. Women with home and children to care for may experience great stress, such that they require relief from the classroom from time to time.

4. In order to reschedule family responsibilities women need warning before they are required at school so that they can organise the help that is needed.

### Paid Employment

It has been observed by writers such as Hill (1979) that women in New Zealand society have been socialised to value the roles of home makers, wives and mothers.<sup>1</sup> This view is reinforced by the data found in the present study. To this extent, their first duty is to these roles. Indeed, it might be suggested that women teachers are particularly well-socialised to value the childrearing role. Their values are such that they will decide to remain at home when they have preschool children. When their children are older, however, they may take some paid employment.<sup>2</sup>

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1. There are some grounds for considering classroom teaching as a secondary labour market with these characteristics: low-paid work, insecurity of tenure, high involuntary labour turnover, lack of promotion opportunities and 'social values (which) define the group as having a weaker claim on scarce job opportunities than other groups...when unemployment rises they are expected to make way for workers with a higher claim on jobs' (Barron and Norris 1976: 54). The Minister of Education, Mr. Wellington, said in January 1982 that only those teachers with continuous service could expect to find jobs. That is, married women who have left teaching to raise children have no claim on employment opportunities.

2. For a discussion on the reserve army of labour, see Hill (1979: 1-19).

It is usual for some level of financial support to be provided by husbands for wives. Women with a husband and children are latent reserve workers. What this means in effect is that they provide casual labour as they are required by schools, as, for example, daily relief teachers who are employed intermittently; they are not invariably supplied with work whatever their personal requirements might be. They will only find work when schools have money to employ them to release regular classroom teachers for in-service courses and the like. When there is known to be a scarcity of jobs, such women may be actively discouraged from seeking work. There are two explanations for this: they are socialised to be financially dependent on their husband, and to feel that any claim on paid employment is invalid; they are socialised to believe that they are required to devote their energies to the home role.

Nearly three quarters of the women in this study were not in any paid employment at all, and of those who were, about six percent worked a forty-hour week. This is an unusually low rate of employment when compared with the national average, and probably is a reflection of the youth of the sample and their having pre-school children. It is more interesting to note that a fifth of the 'nonworking' women do not intend to return to the paid workforce at all, and these were, generally, the older women who never wished to teach again. It appears that the Uncertain returners are nevertheless inclined to return to the workforce at some time in the future. This is the group of women who have the greatest number of children and the most preschoolers.

Women with children can sometimes combine home and labourforce roles

by taking parttime work. In this sample, 95 percent of those in paid jobs worked less than forty hours a week, and many had jobs requiring little skill. Beauchamp (1979:51) found that women reenter the workforce to jobs of lower rank on the Irving and Elley scale than their previous employment, and this was observed in this study. Moreover, Lloyd-Thomas found (1975:110) that two thirds of women who had had children had not worked while their children were of pre-school age, but the other third took paid work that could be done at home (sewing, e.g.) or in the evening ('twilight' shift in factories, e.g.). Many women in this sample in paid work had jobs of this kind or jobs to which they could take their children (e.g. rural mail delivery).

There would seem to be a double bind that applies to women teachers. If they do not marry, they are assumed to be less than fully female, for being 'unable' to find a husband. Having married, they are assumed to want children, and women without children are pitied: it is rarely thought that childless women have chosen this state. These social expectations act as powerful and pervasive socialisers. Most women teachers do marry and do have children, and many would even say that this state was their choice. However, when they leave their jobs to raise their children, or follow a husband to another city in the interests of his career, women are denigrated for being 'uncommitted'.

When they leave the classroom, their loss is called 'wastage' whereas such negative terms are not applied to the attrition of men. While it is said that the teaching profession will not attract and keep men until the rate of pay is improved, such arguments are not made in favour of keeping women teachers in the profession.

Given their socialised expectations, women teachers have a special relationship with paid employment:

1. Women with children take work that can be fitted around the care of those children. If they are attending school, it is easy for women teachers to be employed, from the point of view of their childcare roles.

2. Some older married women choose to never return to the paid workforce at all.

3. Some women experience conflict when there is a scarcity of work, if they take a position.

It has been suggested in Chapter Two that women teachers, far from being uncommitted, are in fact highly committed. The findings of Chapter Two are briefly summarised.

## Commitment

In Chapter One, the research on women in teaching was reviewed, and several conclusions were drawn. These were, that New Zealand female primary school teachers enter training with good academic credentials, acquit themselves well in their college courses, and are highly rated on their teaching practice. Despite this, they do not advance in terms of the teaching career structure, and indeed most of them leave the service within five years of certification. It was observed that women are frequently labelled as uncommitted because they leave the profession with a relatively short period of service.

In Chapter Two, the notion of commitment was explored more fully. The research that refers to commitment was reviewed under three headings, and from this review four themes emerged. In the present chapter, these four themes will be discussed along with the findings of the study. The failings in the research to date, with respect to the concept of commitment will be specified, and the proposed alternative view of the present thesis will be outlined. The four themes that will be discussed are sidebets, professionalism, length of service, and value.

Commitment and Sidebets:

It was pointed out in an earlier chapter that the first major work on commitment from a sociological perspective was Becker's "Notes on the Concept of Commitment" published in 1963. In this paper Becker attempted to define commitment in terms of the investment (e.g. time in training) that people make, that bind them to an occupation. These investments he called sidebets.

The main failing with this theory is two-fold. First, there is a conceptual failure in that a person who remains in an occupation because they have made investments in it, may be more committed to the investments than to the occupation. A committed person remains in the job because there is some intrinsic reason for doing so. Second, this theory fails on practical grounds in that despite the fact that primary teachers make very heavy investments in their training and career, many of them nevertheless leave in large numbers within five years of qualifying. The theory advanced in the present study holds that women in primary teaching in New Zealand value their association with children, and they are committed to the role of child care. This commitment may be fulfilled in teaching, and in marriage and motherhood.

Commitment and Professionalism:

Sociologists have concerned themselves through the question of occupational status, with the classification of certain jobs as 'professions', and have attempted to describe and to stipulate the characteristics of the professions. Despite the fact that many professions do not conform to this criterion, the notion of career is often used as a benchmark, along with the tied concept of commitment. Teaching is thus labelled a semi-profession because of the large turnover of its members. As it is used here, the concept of commitment is taken to mean long service in the pursuit of promotion.

It has been shown in the present study that most female primary school teachers who are no longer teaching indicate that the aspect of teaching that they most valued was its focus on children. They disliked those aspects of teaching which made it difficult to provide for children the best possible environment for learning and development. It is in the role of the classroom teacher that one is nearest to the day-to-day involvement with children.

It was found that most of these teachers were married with children at home, and while eighty percent of them said they may return to teaching, they did not want to do so until their children were attending school. Many said that they did not have paid employment because they wanted to be at home as housewives and to care for their children.

The theoretical perspective taken as a result of the present study proffers the view that people are committed to certain values; in this case, female teachers value children, and this is later expressed in the fulfilment of their role as mothers. With respect to the literature on professionalism, the relevance of the findings of the present study centre on the place of the professional ideal. A teacher may seek promotion, and remain in the profession for a long period of service. It is not this fact alone that characterises the professional, for such a person may not behave 'professionally' at all. Rather, the central issue of professionalism is the relationship of the practitioner to the client. Women teachers who value children and work to bring about the best education that is possible for each child, demonstrate that which is central to being professional.

Commitment and Length of Service:

In view of the foregoing, there is little that needs to be said with respect to this theme. Researchers who have taken length of service as a measure of the commitment of female teachers have adopted a view of commitment that is both narrow and barely relevant. (Watson 1966, e.g.). The values that are expressed in 'vocational' commitment are those expressed by women in this study who wish to be at home. In other words, they are committed to the childrearing role. Sometimes this is expressed in teaching and sometimes in mothering.

It has been noted by Charters (1963) that women's entry to, and exit from teaching is predictable in terms of their lifecycle and social roles. In Chapter One, reference was made to the role that married women returners play in staffing New Zealand primary schools. While their first duty is to their children, they may at times give teaching service if they are needed, and if their children can be cared for by someone else. As well, some women are entering training as mature students, and the evidence to date (see Norman 1981) indicates that they are exceptionally competent students and teachers.

The deduction to be made is that those skills developed during the mothering phase of the lifecycle prove to be valuable to student teachers.

Commitment as a Value: The findings of the study

Most of the women in this sample were married and had children at home. About eighty percent said they may return to teaching in the future, but not before their children are attending school. Their attitudes were well-expressed in responses to the questionnaire:

'I want to care for my children'  
'Family life is more important than a job'  
'The female responsibility is to live with her husband  
and to provide a comfortable and happy home for him'

Many of the women in the sample said that they liked being a housewife, and they wanted to be at home with their children. For these women, the home roles of wife, mother, and homemaker, take priority.

Most of the sample left teaching because they were pregnant and wanted to be home with their children. But some left because at marriage they moved to another town where there was no teaching position for them.

Women were asked to state the one aspect of teaching they most liked, and the one most disliked. Over three quarters of them wrote remarks about the pleasure of seeing children develop, of their mastering some difficulty, or simply the joy of establishing rapport with children. No person mentioned children as an aspect of teaching that was disliked, except one woman who was unhappy at seeing children who came to school apparently neglected. A much wider range of disliked aspects was mentioned (19 compared with eight) and they concerned such things as nonteaching duties, large classes, and the stress of teaching.

It is clear that these women teachers valued their involvement with children. The things about teaching they disliked were those things that prevented close relationships: paperwork, large classes, and so on. The comments made by women about daily relief teaching strengthen this conclusion. For instance:

'You're only a babysitter'  
 'You don't see results for your efforts'  
 'You don't get to know the children'

For most women, primary teaching is rewarding because relationships are formed with children, and this is not possible for daily relief teachers.

Theoretical Implications of the study:

1. Studies on the teaching profession have typically concluded that

a. Teaching is not a true profession because there is a high turnover of practitioners, and its membership is young and inexperienced. It is strongly suggested in this thesis that the hallmark of the professional is her commitment to the intrinsic aspects of the profession, namely the role of the teacher and her relationship with her pupils. The extrinsic aspects, such as promotion opportunities, status, and income - while they may characterise the professions - are not the reasons for choosing or remaining in the profession. Thus, it is the fulfilment of the professional ideal which is central, not the length of time spent in service.

b. Women are contingently committed to teaching - they will remain in the classroom if they do not marry, if they have no children, or if their husband does not move to another city. This is undoubtedly true, but this does not make the actions of women wrong. For such a situation to change, the expectations that are placed on women will have to change. It is worthy of comment for another reason. Although writers such as Kelsall (1969) say that the home role is a valid option for women teachers to choose, the tenor of the research is such that women who leave teaching to be at home appear to be devalued. The fact is that the work that women do at home is socially useful. It is unfortunate that only work for which payment is received is felt to be genuine work, something commented on at length by Ann Oakley (1970). Home work frees a worker for productive labour outside the home, and is itself productive (in that raw materials are used to produce consumables, as in cooking). It is an obvious truth that childrearing is a critical social function carried out almost exclusively by women for, often, no remuneration at all.

c. The experience gained by a teacher as a result of time spent in childrearing could not be assumed to have no professional value (Smith 1969).

Policy Implications:

It was found in this study that many women are willing to undertake relief teaching under certain circumstances. There are frequently times in the teaching year when relief teachers are badly needed. The following recommendations are made:

1. All teacher movements should be recorded by the Department of Education. At present it is only those who resign from a permanent position whose leaving is noted.

2. There should be an attempt made to keep in touch with ex-teachers, especially those who liked teaching and wish to return.

3. Women who leave teaching for childrearing should be allowed to remain on the Teachers Register. It seems to be important that women continue to think of themselves as 'teacher' in order to maintain an intention to return.

4. It was found in this study that older women expressed a loss of confidence in their ability to return to the classroom since they had been away for some years. Women willing to take relief teaching should be offered this where possible, as a means of 'keeping their hand in'.

5. Some women are willing to give relief service under certain circumstances, and there would seem to be no reason why these circumstances should not be provided. Such circumstances include: teaching on certain days only; teaching at particular schools where relationships with staff and children may be formed; being warned the day before they are required.

Further Research:

Further research on commitment may take the form of longitudinal studies into the values held by those who enter the professions. It is possible that these values reflect the choice of a particular profession, and also that those who remain for long periods hold different orientations from those who leave after a time.

There is a wealth of research into teacher role, from two major perspectives. Some research considers the role of the teacher in the social system in which education takes place. Other research looks at the objectives of education, in terms of the child, and assesses the role played by the teacher in achieving these objectives. Yet somehow these two paths rarely cross, so that teachers are seen by some to be at a certain position in the status hierarchy, while others consider the needs of children. It seems appropriate to bring the two together, and to evaluate the concept of commitment in terms of the act of teaching and in terms of professionalism and long-service.

Another avenue for further research is the attitudes of society to those who remain in one occupation till the end of their working life. So far, there has been a positive evaluation of such workers, but current changes in employment patterns may make this an inappropriate attitude to maintain. What may become increasingly important is the adherence of a worker to certain values, and a willingness to change occupations as the requirements of society dictate.

#### Summary:

The aim of this final chapter has been to summarise and discuss the findings of this survey of nonteaching female primary school teachers. In this chapter a new perspective on the concept of commitment was offered, which highlighted the complexity of the term.

The findings of the investigation, and the tentative conclusions drawn about the nature of commitment, have significance for the staffing of primary schools. Accordingly, policy implications were suggested and areas for further research were outlined.

A brief concluding statement to this thesis follows. A bibliography of the literature consulted in the course of this study is provided, along with a set of appendices of material referred to in earlier chapters.

### Conclusion

This study had two main objectives: the first was to describe a population of nonteaching female primary school teachers in New Zealand in terms of their demographic and professional variables. The second was to find out under what conditions they might return to teaching.

To fulfil the above objectives, a postal questionnaire was sent to 110 randomly-selected nonteaching female primary school teachers. There were 79 usable responses, and these were analysed. It was found that most of the women were married and with children at home. While the greatest proportion (about two thirds) thought it was possible that they would return to teaching, they did not want to do so until their children were attending school. About a tenth of the sample intend to return to teaching when their children have started school or kindergarten.

Those who never intend to teach again are older than the women in the other two groups. Those of them who are not currently in paid work at all do not intend to return to the workforce.

A common theme that emerged in the study was the commitment that women expressed to their home roles of wife, mother, and homemaker. These roles were regarded as deserving of priority. Thus, although respondents had liked teaching, and enjoyed the involvement with children, they did not want to teach again until their own children were less dependent on them.

It is suggested that further work on the concept of commitment should

explore the relationships that exist between the values held by a person, and their choice of activities.

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Appendix One

Interview Schedule

Appendix 1

Interview Schedule:

1. Age
2. Marital status
3. Number of children
4. Ages of children
5. Year teacher training began, ended, certificate gained
6. Age on entry to college
7. Education on entry to college, gained at college, gained while teaching, gained since resigning
8. How long taught after certification
9. Reason for leaving
10. What was the attraction of a career in teaching
11. Length of time out of the workforce
12. Present occupation, income
13. Husband's present occupation, income
14. Hobbies and interests
15. Was mother at work when subject was young?
  - what was her job
  - what age was subject
16. Father's occupation when subject was 12 years old
17. Do you know how you would go about getting a teaching job?
  - how did you find out?
18. Are you aware of any retraining requirements?
  - what are they?
19. What are your thoughts on this?
20. Looking back, did you enjoy your teaching experience?
21. What class level did you teach?
22. What did you enjoy? not enjoy?
23. How would things be different now do you think?

24. Tell me if you want to return to teaching  
-why?
25. How do you think parenting has affected you with respect to this occupation?
26. If you could have any position you chose 10 years from now, what would it be?
27. Does your husband know your thinking on this?  
-is he discouraging?  
-uninterested?  
-supportive?
28. Would you consider living in a different town while maintaining your marriage, in order to have a permanent position?  
-why?
29. I am interested in the things that would cause you to decide not to teach again...  
Consider practical matters first.
30. What would make it difficult for you?
31. What is there about teaching itself that would discourage you?
32. What other thoughts do you have on the matter?
33. If you could have anything you chose, what could be provided that would induce you to return to the classroom?
34. Any other comments

Appendix Two

Draft Questionnaire and Cover Letter

Dear

This questionnaire is designed to find out something about those people who have a primary Teaching Certificate but have resigned from teaching and are currently not teaching. The study is partly funded by the N.Z.E.I. I appreciate that there are many demands on a woman's time. However I feel that you have a worthwhile contribution to make to this study. This is your chance to give your personal views on many of the issues surrounding your teaching experience.

Part of the study is endeavouring to find out what kind of aspirations women have, and what facilities would make it possible for them to teach. I would be grateful if you would complete the questionnaire and return it in the prepaid envelope by \_\_\_\_\_.

To ensure that results are valid, a reply is needed from each person contacted. The information received through this questionnaire will be regarded with the strictest confidence and only used for the purposes of this study. No Departmental or Institute member will be party to your name or comments.

If you have any queries about the questionnaire please feel free to contact me.

Yours sincerely,

J. Aldridge,  
Research Co-ordinator,  
Department of Education,  
Massey University,  
Palmerston North.

A survey of women who have  
trained as Primary School teachers  
and are currently not teaching

INSTRUCTIONS:

Please answer this questionnaire by  
either marking the appropriate box  
or writing in the space provided.

Feel free to append separate sheets if  
you have any other comments to make.

Teaching Service

1. Where did you do your teacher training?  
Teacher's College in New Zealand  name the college \_\_\_\_\_  
Teacher's College overseas  name the country \_\_\_\_\_
2. How old were you when you began? \_\_\_\_\_
3. In what year did you begin training? \_\_\_\_\_
4. In what year did you complete your certification requirements?  
\_\_\_\_\_
5. Length of course one year  2 years  3 years
6. If your course had a title, please indicate \_\_\_\_\_
7. How long were you employed as a teacher before first resigning from the service?  
\_\_\_\_\_
8. What was your actual reason for resigning? \_\_\_\_\_
9. What was your designated teaching position at the time of resigning?  
Scale A teacher  Deputy Principal   
Senior teacher  Principal   
S.T.J.C.  Other (specify) \_\_\_\_\_
10. Have you given any teaching service since first resigning?  
No   
Yes  Please describe \_\_\_\_\_

11. I am interested in any formal study you have done and when you did

Qualification please specify	Before attending Teacher's College	While at T.C.	While teaching	Since resigning
Endorsed S.C.				
U.E.				

12. Did you enjoy your teaching experience?

Yes, very much

On the whole

Neutral feelings

Feel more negative than positive

No, not at all

13. Looking back, what were the things you

(a) did enjoy?

---

---

---

(b) did not enjoy?

---

---

---

General Information

The information in this questionnaire is confidential and seen only by the researcher

1. Age \_\_\_\_\_

2. Marital Status
- never married
  - Married
  - defacto
  - living apart
  - divorced
  - widowed

go to Q.4, 9

3. Are you a parent with dependent children?

no

yes  Please list their ages, beginning with the youngest

---

4. What does your husband do for a living?  
Please describe as fully as possible \_\_\_\_\_

---

5. Are you in paid employment?

no

yes  What do you do? Please describe as fully as possible

---

6. I am interested in how you spend your time in an average week.  
Mark the time category for each item.

	Hours per week				
	nil	0-4	4-10	10-20	over 20
childcare					
housework					
study					
voluntary work					
paid employment					
interests					
other (specify)					

7. Was your mother ever in paid employment before you left school?

no

yes  Describe as fully as possible the job she held longest

\_\_\_\_\_

How old were you when she first went out to work? \_\_\_\_\_

8. What was your father's occupation

when you began high school? \_\_\_\_\_

when you began teachers college? \_\_\_\_\_

Describe as fully as possible.

9. If you had to live in another town in order to have a job, would you consider living apart from your spouse (while maintaining your marriage)?

yes

no

10. Which statement is closer to expressing your feelings about paid employment?

I would only want to work for a bit of extra money

I would want to commit myself to my job and work towards promotion

For those who are not in paid employment

1. Do you think you will want to return to the classroom at some stage?

Definitely  
not

Probably  
not

Maybe

Probably  
will

Definitely  
will

Please indicate your reasons \_\_\_\_\_

2. Do you think you will return to the workforce at some stage?

Definitely  
not

Probably  
not

Maybe

Probably  
will

Definitely  
will

3. Considering your life as it is at the moment, what prevents you from holding a job? Here are some possible reasons, but you are free to add others that affect you.

Indicate the extent to which these reasons affect your decision.

A. Practical Considerations

Very  
much

To some  
extent

Not  
at all

Housework			
Childcare			
No transport			
No suitable job			
Other (specify)			

B. Attitudes

I believe I should be at home			
My husband disapproves			
Other (specify)			

C. Life Satisfaction

I like being at home			
There is enough money			
There are other things I prefer to do			
Other (specify)			

Reentry to the Classroom

What could be provided that would

- (i) enable
- (ii) persuade you to teach?

Feel free to comment on anything that would facilitate your entry to the classroom on a casual or fulltime basis.

(i) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(ii) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

For those who are in Paid Employment

1. Do you want to teach?

yes      Please say why you are not teaching.

no      Please indicate your reasons.

Write your reasons here \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Appendix Three

Pilot Questionnaire

Two forms of the Pilot Questionnaire  
First Cover Letter  
Second Cover Letter

Massey University,  
PALMERSTON NORTH

This questionnaire which has been designed to produce information about qualified women teachers who are not currently teaching, is part of my M.A. thesis which is being partly funded by the N.Z.E.I. In particular, it is concerned to discover what aspirations are held by women and under what circumstances a return to teaching might be possible - even attractive.

I appreciate there are many demands on a woman's time, but I hope this opportunity to express a personal view, and to clarify some of the mystery surrounding the 'reserve army of women teachers who are not employed' will appeal to you.

To ensure that results are valid, a reply is needed from everyone contacted. The information received through this questionnaire will be regarded in the strictest confidence and only used for the purposes of the study.

I would be grateful if you would complete the questionnaire within two weeks and return it in the pre-paid envelope.

If you have any queries about the questionnaire, please feel free to contact me.

Your sincerely,

J. Aldridge,  
Research Co-Ordinator,  
Department of Education,  
Massey University.

Massey University  
Palmerston North  
July 1980

You may recall receiving a copy of my questionnaire on women teachers. So far we have not had the good fortune to receive it back - perhaps there has not been opportunity to complete it yet or perhaps it has been mislaid.

Because the success or failure of the study depends on the responses we receive we are particularly anxious to be able to include yours.

Accordingly, I have taken the liberty of enclosing another copy of the questionnaire in the hope that you will be kind enough to complete it and return it.

I hope you will not be too much inconvenienced by my request. Rest assured that your help will be very much appreciated.

Yours sincerely

J. Aldridge  
Research coordinator  
Education Department  
Massey University



7.(cont)

(b) Academic qualifications (years) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) Attendance at Inservice Courses (years) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(d) Study courses at present being undertaken \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(e) Awards and/or Scholarships (years) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(f) Original treatises and published articles (years) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TEACHING SERVICE

1. Where did you do your teacher training?  
..... Teachers College (in NZ)  
..... Teachers College (overseas)
  2. In what year did you begin that training? 19 ..
  3. How old were you when you began that training? ..... years
  4. In what year did you complete your certification requirements? 19 ..
  5. How long was the course for which you enrolled at college?  
one year   
two years   
three years
  6. If your course was for other than three years, please indicate why, eg graduate, mature training, etc.
-

7. Below is a time line. On it note your entry to college, formal study you have done, qualifications gained, your teaching service and any event significantly related to your career. For each item, please note the appropriate year.

\_\_\_\_\_ entered teachers college (19 ..)

Alternate version  
of Question 7.

Today (1980)

8. (a) What specifically were your main reasons for leaving teaching -

First time \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Second time \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Third time \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Subsequent time(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) Please state your "officially recorded" reasons for leaving teaching,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. (a) What list are you on in the teachers register?

A

B

C

D

(b) What is the highest position you have held?

Scale A teacher

Senior teacher

STJC

Deputy Principal

Principal

Other (specify)

10. Taking your teaching experience as a whole, to what extent did you like it?

Liked it very much

Liked it moderately

Neither liked nor disliked

Disliked it moderately

Disliked it very much

11. Are you currently in paid employment? Yes   
 No

If yes, please go to Q.14

If no, please go to Q.12

For those not in Paid Employment

12. Do you think you will return to work at all, whether to teaching or not, at some stage?

- Definitely not   
 Probably not   
 Possibly   
 Probably will   
 Definitely will

13. Would you please indicate why you are not currently employed? We appreciate that the reasons can be many and varied, and would welcome an elaborated statement if you care to make it:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now please move to Q.17

For those in Paid Employment

14. How many hours do you work in an average week? \_\_\_\_\_ hours

15. What specifically is your job? Please described as fully as possible, eg "pay clerk Health Department" not "public servant".

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. Do you want to teach?

- Yes, I would like to teach now   
 Not now, perhaps later   
 No, not ever

If you answered yes, please say why you are not teaching

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16.(cont)

If you answered no, or not now perhaps later, please write your reasons here eg salary, hours of work, leave provisions, etc. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

All respondents

17. (a) We would like to know the prospects, taking everything into account, of your returning to full time teaching within the next two, five or ten years.

For each of these timespans, please circle the code corresponding to how likely you are to return to full time teaching.

	Within the next:		
	Two	Five	Ten
	<u>Years</u>	<u>Years</u>	<u>Years</u>
Certain, practically certain (99 in 100)	10	10	10
Almost sure (9 in 10)	9	9	9
Very probable (8 in 10)	8	8	8
Probable (7 in 10)	7	7	7
Good possibility (6 in 10)	6	6	6
Fairly good possibility (5 in 10)	5	5	5
Fair possibility (4 in 10)	4	4	4
Some possibility (3 in 10)	3	3	3
Slight possibility (2 in 10)	2	2	2
Very slight possibility (1 in 10)	1	1	1
No chance, almost no chance (1 in 100)	0	0	0

- (b) Using the same basis as for (a), would you consider part time teaching.

For each of these timespans, please circle the code corresponding to how likely you are to consider undertaking part time teaching?

	Within the next:		
	<u>Two</u> <u>Years</u>	<u>Five</u> <u>Years</u>	<u>Ten</u> <u>Years</u>
Certain, practically certain (99 in 100)	10	10	10
Almost sure (9 in 10)	9	9	9
Very probable (8 in 10)	8	8	8
Probable (7 in 10)	7	7	7
Good possibility (6 in 10)	6	6	6
Fairly good possibility (5 in 10)	5	5	5
Fair possibility (4 in 10)	4	4	4
Some possibility (3 in 10)	3	3	3
Slight possibility (2 in 10)	2	2	2
Very slight possibility (1 in 10)	1	1	1
No chance, almost no chance (1 in 100)	0	0	0

- (c) Would you consider a "paired" position, eg you teach every morning, partner teaches every afternoon?

For each of these timespans, please circle the code corresponding to how likely you are to consider undertaking a "paired" position?

	Within the next:		
	<u>Two</u> <u>Years</u>	<u>Five</u> <u>Years</u>	<u>Ten</u> <u>Years</u>
Certain, practically certain (99 in 100)	10	10	10
Almost sure (9 in 10)	9	9	9
Very probable (8 in 10)	8	8	8
Probable (7 in 10)	7	7	7
Good possibility (6 in 10)	6	6	6
Fairly good possibility (5 in 10)	5	5	5
Fair possibility (4 in 10)	4	4	4
Some possibility (3 in 10)	3	3	3
Slight possibility (2 in 10)	2	2	2
Very slight possibility (1 in 10)	1	1	1
No chance, almost no chance (1 in 100)	0	0	0

- (d) Would you consider returning to teaching on a day relief basis, eg fill in at short notice for a sick teacher?

For each of these timespans, please circle the code corresponding to how likely you are to consider undertaking teaching on a day relief basis.

	Within the next:		
	<u>Two</u> <u>Years</u>	<u>Five</u> <u>Years</u>	<u>Ten</u> <u>Years</u>
Certain, practically certain (99 in 100)	10	10	10
Almost sure (9 in 10)	9	9	9
Very probable (8 in 10)	8	8	8
Probable (7 in 10)	7	7	7
Good possibility (6 in 10)	6	6	6
Fairly good possibility (5 in 10)	5	5	5
Fair possibility (4 in 10)	4	4	4
Some possibility (3 in 10)	3	3	3
Slight possibility (2 in 10)	2	2	2
Very slight possibility (1 in 10)	1	1	1
No chance, almost no chance (1 in 100)	0	0	0

18. (a) Whatever your inclination at present, under what reasonably favourable circumstances might you find yourself returning to the profession? In other words, what changes in your lifestyle or in the profession might influence your decision?

Answer here for full time teaching \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(b) Answer here for part time teaching \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) Answer here for daily relief teaching (also please indicate if you would be interested in pool relieving ie you signify availability every Tuesday and Thursday and would be employed in one of a group of schools every week on "your" day(s))  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Relief Teaching

19. (a) Have you done any long term full time relieving teaching?

Yes

No

(b) Have you done any long term part time relieving teaching?

Yes

No

(c) Have you done any daily relief teaching?

Yes

No

20. (a) If you have done any daily relief teaching, did you find it

very agreeable

quite agreeable

neither agreeable nor disagreeable

quite disagreeable

very disagreeable

Please write the reasons for your response here  
\_\_\_\_\_  
\_\_\_\_\_

(b) If you have done any daily relief teaching, did you find it

very convenient

quite convenient

neither convenient nor inconvenient

quite inconvenient

very inconvenient

Please write the reasons for your response here  
\_\_\_\_\_  
\_\_\_\_\_

21. Do you know the current retraining requirements laid down by the Department of Education for those seeking permanent appointments?

I don't know

I think they are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

22. (a) Do you agree that teachers returning to the profession should have to retrain?

Agree strongly

Agree

No view

Disagree

Disagree strongly

(b) Do you agree that you should have to retrain?

Agree strongly

Agree

No view

Disagree



Appendix Four

Report on the Pilot Study

PROJECT

Survey of Non-Teaching Female Teachers.

Interim Report: No.1  
The Pilot Study.

Jacque Aldridge  
and Professor R.S.Adams.

### Contents:

- The Objectives of the Major Study.
- The Purpose of the Pilot Study.
- Design of the Questionnaire.
- Administration of the Pilot Study.
- Response to the Questionnaire.
- Characteristics of the Sample.
- Proposed Changes to the Questionnaire.

### The Objectives of the Major Study.

The major project attempts to discover some of the reasons why qualified female teachers who are currently not teaching have not returned to the service.

It also attempts to discover the circumstances under which some would return to fulltime or daily relief teaching.

Why do female teachers leave the profession? Under what inducements will they return? What prevents a particular woman from serving in the classroom? Is there a relation between educational attainment, maternal employment, parental status, and those who become returners? Do those who have young children present a different case from those isolated in rural areas, or the women who were dissatisfied with the job itself? The most commonly stated official reason for leaving teaching is to 'domestic occupation'. Under this category come those who gave marriage, maternity, childcare, and responsibility for elderly parents as a reason. No man is recorded as having given this reason, but last year over one thousand women did.

The cost of training a primary teacher is high, and the return on investment in many cases seems to be low. Of all women who have left the profession in the last six years, 75% are aged under thirty, with the mode under 25. If trained, currently non-teaching women could be attracted back to the classroom, the return on the training investment could be improved.

### The Purpose of the Pilot Study.

The data to be gathered in the main part of the research is to be by postal survey, but in order to facilitate the main study a pilot study was undertaken. There were several specific intentions behind the pilot study:

1. To try out an alternative method of sample selection.
2. To trial the administrative procedures involved (eg mailing material. recording returns, etc)
3. To trial the questionnaire as a research instrument.
4. To discern any weakness in the research design.

### Design of the Questionnaire.

The questionnaire to be used in the main study has been developed in a number of stages.

#### 1. Rationale

It seems likely that teachers will leave the profession for either of two main reasons. Firstly, some teachers will have left because of their experiences as teachers. Secondly, some teachers will consider themselves unable to teach because of other responsibilities they hold. There is a large amount of research on the employment of women with children, and married women. This research suggests certain factors that influence whether or not a married woman will work outside the home. They include her level of educational attainment, the number and age of her children and her mother's employment history.

Obviously in considering a return to teaching many factors are involved. It is hypothesized that among these is alternative employment that is better paid, less stressful, offers tenure, or is more intellectually challenging.

These were the considerations on which the questionnaire items were built.

#### 2. Procedures

Interviews: As a preliminary to the development of the postal questionnaire to be used in the main study, interviews were carried out over a period of weeks, beginning in November 1979.

An interview questionnaire was written. It sought the information that research suggests is relevant in considering a person's return to teaching. Six women were interviewed. They were all personally known to the researcher. Interviews took from 20 minutes to three hours, and respondents were free to make any comment they wished about the profession, their feelings, and other substantive matters in the interview.

Interviews raised some new questions. Respondents commented that they had found more interesting or less stressful work to do that was better paid. Several remarked that they had been unable to find a permanent position and had made a change of occupation. This introduced the idea of commuter marriages as being an alternative to being tied to a locality because of a husband's career. Some chose to speak about the retraining requirements and their negative feelings about these.

Draft questionnaire: From the interview information, items were constructed to form a draft self-administered questionnaire. This was circulated to 14 people, friends of the researcher, or strangers included by the 'snowball' method. Respondents were asked to comment on ambiguous questions, or when categories provided were unsatisfactory, and to note the time taken to complete the questionnaire.

From this pretest, faulty questions were located and rewritten.

Questionnaire: In collaboration with Professor Adams, the questionnaire to be used in the pilot study was written and submitted to the NZEI in

April 1980 for approval. Following negotiations some minor changes were made, notably to a question that attempted to provide a chronological view of respondents' teaching service and educational attainment. As a consequence however it was decided to have two forms of the questionnaire. In one this question took the form of a time line. In the second, the time line was replaced by a set of structured questions including a grid on which was to be marked details of teaching service.

#### Administration of the Pilot Study.

##### 1. Sample Selection

The Vanganui Education Board made available two files of the records of teachers who had resigned. These files did not record every teacher who had resigned: those undertaking daily relief teaching and those on leave of absence were not included, for example. The files yield 180 names. To select the final sample, names were ordered alphabetically in case there was some systematic variation in resignation, and every third teacher selected. This provided a posting sample of 57 people. This procedure varied from the main project in that the main project employed random selection. This was undertaken by a market research company in conjunction with the omnibus surveys it conducts every week. On Saturday, interviewers are sent to households randomly chosen throughout New Zealand. Included in the questionnaire was an item to locate teachers who fulfill the criteria of this survey. The procedure has already been used and yielded a sample of 111 names, permitting the main sample to be compared with the sample resulting from the pilot study.

The differences between the samples centre on the selection method. The pilot sample, from one of the 13 N.Z. Education Boards is localized whereas the main sample, randomly selected, covers all New Zealand. The pilot sample teachers all left within the last three years whereas the main sample teachers are presumed to be spread across the periods of time since resignation. The pilot sample are in a narrow age range (most under 30) and left for domestic duty, in the main. The main sample spreads across all working-ages.

The pilot study produced a diminished number of usable questionnaires, because some women were overseas, untraceable, or had returned to teaching. Two respondents had to be excluded from analysis because they had trained at Auckland Secondary Teachers College. Respondents chosen for the main sample do not fall into these categories. Furthermore, respondents in the main sample have agreed to complete the questionnaire. In the pilot, seven did not respond.

##### 2. Response to the Questionnaire

The posting sample consisted of 57. Of the two forms of the questionnaire 29 with a time line, and 28 of the alternative form were sent. The alphabetical list of names was divided by putting every second name on another list. The rates of return and the conditions of respondents are shown in Table 1.

Table 1: Frequency of Return of Questionnaires for Given Categories of Respondent.

Category	Number	Percentage (%)
Overseas	3	7
Teaching	7	12.3
Address Unknown	4	8.8
Secondary Trained	2	3.5
Completed	34	56.1
No Response	7	12.3
Total Sent	57	100.0

Because only primary trained, non-teaching teachers are required for the study, nine respondents ( seven currently teaching and two secondary trained teachers) were excluded. Eliminating these, and excluding the untraceable and those overseas, and assuming that the seven non-respondents were all eligible for inclusion, the response rate is 82%

The responses to the two forms of the questionnaire are shown in Table 2. Given the same exclusions as above the response rates were respectively: 89% for the time line and 75% for the alternate form.

Table 2: Frequency of Response to the two forms of the Questionnaire, for given categories of Respondent.

Category	Number of Time line	Number of Alternative
Overseas	1	3
Teaching	7	0
Address Unknown	2	3
Secondary Trained	0	2
Completed	17	15
No Response	2	5
Total Sent	29	28

Characteristics of the Sample.

Thirtytwo respondents returned usable questionnaires. The age range was from 23 to 47, the median being 28. There were only two respondents over 33, one aged 39 and one 47.

All teachers colleges except Auckland were represented. There was no discernable age-group imbalance, most women having begun their college careers aged 17.

Table 3 shows the number of women from each college.

Table 3: Number in the sample from each Teachers College.

College	Respondents
Ardmore	1
Christchurch	2
Dunedin	2
Hamilton	3
North Shore	3
Palmerston North	2
Wellington	2
Total	24

The range of educational qualifications was wide. There were three BA and two B.Ed degree holders. Additionally, 12 people held a range of two to 16 University degree papers, the mode being 10. A further three people held the L.T.C.L. qualification.

All but two of the sample had held only **Scale A** positions. One was a Senior teacher with a B grading. She had four Stage 1 units and was a long-serving teacher of 16 years. The other, with eight years service, had been a relieving principal at a two-teacher school for one term. Taking the group as a whole, the modal period of service was four years, however several long-serving teachers raised the mean to six years.

With regard to marital status, there was one divorced person, and one living in a de facto relationship. All others were married and living with their spouse. All but five respondents had children.

Table 4 shows the number of women in the sample for given numbers of children.

Table 4: Frequency of Women for given numbers of Children.

Children	Number of Women
No Children	6
Pregnant	1
Pregnant and one pre-school child	5
One preschool child	12
Two preschool children	6
One preschool and one school age child	1
One preschool and two school age children	2
Adolescent children	1
Total	34

Proposed Changes to the Questionnaire.

The pilot study revealed that several questions required alteration. Q1 "In what year did you complete your certification requirements?" Some respondents appeared to confuse "certification" with "college diploma". The new questionnaire asks two separate questions: "In what year did you gain your Teachers College qualification?" "When did you complete your probationary period (eg PA year or Year One) and gain your certificate?"

Q7 This is the question by which the alternative forms of the questionnaire were differentiated. Both forms produced similar results, with full details on teaching experience. However less other data was provided on time lines. This should be balanced against the fact that more of this form of the questionnaire were returned more quickly. The new questionnaire has structured but less formal questions.

"What qualifications and awards have you gained?"

"For each year since your 18th birthday please indicate in the matrix below the type of service you gave"

"What Teachers Courses have you attended since completing your training? ( )none

( )Inservice Residential

( )other

( )Teachers Refresher Course Committee"

"Have you done any country service?"

The pilot study had several openended questions where reasons for decisions were sought. For example,

Q8a "What specifically were your main reasons for leaving?"

The new questionnaire is precoded:

"Listed below are some reasons teachers gave for leaving teaching.

What specifically were your main reasons for leaving?"

Allowance was made for the fact that the sampling method biased the sample by drawing on recently resigned teachers. Additional expected responses were offered for those in other circumstances.

Q9a "What list are you on in the Teachers' Register?" In about half the questionnaires the response was a query mark. The amendment reads "There is a Teachers' Register which lists all teachers in one of four categories. List A records the names of basic scale classroom teachers. List B teachers have a green report: they have applied for a grading inspection and found eligible for particular positions of responsibility, eg STJC. Similarly, Lists Cand D indicate eligibility for appointment to higher paid positions. What list are you on in the Teachers' Register?"

Q11 "Are you currently in paid employment?" gave no definition of work. Three respondents said yes when in fact their work was most irregular and of few hours. The new questionnaire provides a definition of employment as "work outside the home for more than 6 hours/week". This particular definition of work was chosen on the grounds that a woman taking these hours could in fact teach for a day a week.

What is now seen as a serious oversight is the loss of any direct question on what teachers liked about teaching - and disliked. A new question is included.

" If you were asked to indicate the one thing you most liked about teaching, what would it be?" and "...disliked...."

Q28 "If your mother was in paid employment at some time before you left school.." drew many ambiguous or non-responses. An additional question now appears.

"Did your mother ever work before you left school? Yes()  
No ()

If so..."

There were minor changes in format or wording of several other questions.

#### Conclusion.

The characteristics of the pilot study sample show quite clearly that the sample is biased. The more expensive but random sampling method to be used for the main study is well-justified. The administrative procedures trialled in this study have no apparent weaknesses, and the questionnaire quite satisfactory. As a result of the pilot study, the revised questionnaire has been precoded, and a choice made on the two forms that were sent out.

## Data Analysis

### 1) Demographic Detail

#### a. Age

Respondents were asked to give their age. The mean age was 28 years, with the range from 23 to 47 years.

#### b. Marital Status

There were six categories of marital status provided for respondents to code themselves. Two had never married, one divorced and one lived in a de facto relationship. All others (88.2%) said they were married.

#### c. Children

Asked if there were children at home, 76.5% said there were, and 17.6% gave unasked the information that they were pregnant. Children ages were listed and 96% of children were under age 2½.

Table One shows the number of women having given numbers of children.

Table 1 : Numbers of Women having given Numbers of Children.

NUMBER OF CHILDREN	NUMBER OF WOMEN	% OF TOTAL WOMEN
0	7	20.6
1	17	50.0
2	7	20.6
3	3	8.8
TOTAL	34	100.0

#### d. Employment

One item asked about paid employment and 76.5% said they were not currently employed. Of those working, four worked less than a 40 hour week. Those unemployed were asked if they planned to return to work, and 10 (40%) said definitely, 9 (36%) said probably and 6 (24%) did not know.

From the job descriptions given, a ranking on the Irving and Elley scale was possible.

No woman worked in the two lowest ranked of jobs, and six of the seven employed were in rank three or above.

#### e. Socioeconomic Status

One item asked the husband's occupation, and over 80% were in the top three of the Irving and Elley scale.

2) Career Information

a. Teachers College

Most people (55.9%) attended Palmerston North Teachers College (which is in the catchment of the Board whose files yielded the sample) and none were overseas trained. For 40% of the sample, training began between 1968 and 1970 when they were 17.5 years. Two graduates did one year courses and nine did two years training before three year training was introduced.

b. Educational Qualifications

There was a wide range of educational qualifications, although 32.4% did not respond to this question. There were five degree holders (14.7%) and 12 (35.2%) had some university credits. There were three L.T.C.L. and three Diploma in Teaching qualifications.

c. Teaching Service

Respondents were asked how long they had taught.

Table Two shows the years of service given.

Table 2 : Years of Teaching Service

YEARS	NUMBER	% OF TOTAL
2	4	12.1
3	5	15.2
4	9	27.3
5	1	3.0
6	4	12.1
7	3	9.1
8	4	12.1
11	2	6.1
13	1	3.0
TOTAL	33	100.0

A further item on teachers' courses found that 11 (32.4%) of respondents had been to in-service courses.

To the item "what list are you on in the Teachers Register?" 15 (44.1%) gave no answer or said they did not know, while 17 (47.1%) said List A. There were two (10.5%) on List B.

Comment

To achieve List B status teachers must have applied for a grading inspection. It is likely that the non-respondents are on List A, giving 32 (89.5%) of the sample on List A.

Asked about the highest position ever held, 27 (79.4%) said scale A teacher, 3 (8.8%) senior teacher and 3 S.T.J.C. or relieving principals.

Table 4 : How much Teaching was Liked

CATEGORY	NUMBER	% OF TOTAL
Liked very much	19	55.9
Liked	13	38.2
Neither liked nor disliked	-	-
Disliked	2	5.9
Disliked very much	-	-
<b>TOTAL</b>	<b>34</b>	<b>100.00</b>

Table 4 shows that most respondents liked teaching very much. An item asked whether respondents had done relief teaching, and 22 had been daily relievers, while 17 had done long term relief teaching, (note that respondents could come into both categories). From responses ranging from 'very agreeable' to 'very disagreeable' 3 chose negative and 12 (57.1%) chose positive categories. One item invited respondents to give reasons for relieving being agreeable or disagreeable and some gave more than one reason. Of all reasons, 20% said the fact that classroom routines were unknown made the job disagreeable, and 16% that the children misbehave with an unknown teacher. However 20% said relieving was agreeable because they enjoyed the children, and for many of these the children or the school were known to the teacher. Two similar items were concerned with the convenience of relief teaching, and ( 52.4 %) responded positively while 9 ( 42.9 %) said relieving was 'quite' or 'very' inconvenient. Of all the reasons given, 20% concerned the problem of organising the family so that the teacher could go to school. In finding relieving

d. Reasons for Leaving Teaching

Teachers were asked why they left teaching, for every occasion on which they left, and these reasons were aggregated.

One person had left three times, and eight left twice.

Table Three shows the frequency with which a reason for leaving was cited.

Table 3 : Reasons for Leaving

REASON	NUMBER	% OF TOTAL
No desired job	4	9.3
Too frustrating	6	14.0
Marriage	1	2.3
Maternity	28	65.1
Travel	4	9.3
<b>TOTAL</b>	<b>43</b>	<b>100.0</b>

On a first occasion of leaving teaching, 58.8% left for maternity reasons, and on a second occasion 88.9% for that reason.

e. Liking for Teaching

Respondents were given precoded alternatives to indicate their liking for teaching.

Table Four shows the percentage falling into each category.

convenient, 20% said that they could choose the days on which they went to work.

f. Returning to Teaching

Respondents were asked to list the conditions under which they would return to teaching, and many gave several conditions. Of all conditions cited, in 23 (25.0%) cases teachers said their children would have to have begun their schooling and 10 (11%) begun kindergarten. Eleven women did not respond, and 9 said "I don't want to teach".

Teachers who are presently in other paid employment were asked why they were not teaching. Of these eight people, three said there was no job available that suited them, and two said they liked their present job and did not wish to change.

g. Retraining

Teachers are required to retrain if they have not held a permanent position for five years. One item asked respondents if they knew the requirements for retraining. Ten said they did not, and 23 cited them incorrectly.

Two items asked teachers to indicate the extent to which they agreed that teachers, and they themselves should have to retrain.

Table Five shows the responses to these two items.

Table 5 : Extent of Agreement into Retraining Requirements

CATEGORY	TEACHERS SHOULD HAVE TO RETRAIN	%	I SHOULD HAVE TO RETRAIN	%
Agree, Agree very much	22	64.7	14	41.2
Neutral	2	5.9	3	8.8
Disagree, Disagree very much	10	29.4	17	50.0
<b>TOTAL</b>	<b>34</b>	<b>100.0</b>	<b>34</b>	<b>100.0</b>

h. The Intention to Return to Teaching

Four items asked respondents about the likelihood they would return to teaching within two, five and ten years. A choice of ten responses from "9 chances in 10, almost certain" to "0 chance, almost no chance at all" was offered. The four items referred to fulltime, parttime, paired and relief teaching. For all four types of teaching position, there is a significant increase in the intention to teach, as the timespan increases.

Comment

The sample included 27 women with young children, most of whom would not return to the classroom until their children had begun their schooling. As 17 women had only begun their families it is clear that some years must pass before these teachers will again be ready to teach.

i. General Comments

It is significant that the more recently she was trained, the less service a teacher has given. The question is raised, is there a historical trend for teachers to give less service before beginning a family?

Respondents were asked to give the age they were when their mother took paid employment outside the home. It is significant that the more recently trained the respondent, the older she was before her mother worked.

Furthermore, the younger the respondent when her mother went out to work, the more hours in a week she herself is employed. The more hours in a week she works, the less chance there is she will return to fulltime teaching in five or ten years.

Concerning the amount of service given, the younger the respondent was when her mother began in paid employment, the more teaching service she gave. This was statistically highly significant.

Appendix Five

Final Questionnaire

Final Questionnaire  
First Cover Letter  
Second Cover Letter

Massey University,  
PALMERSTON NORTH

This questionnaire which has been designed to produce information about qualified women teachers who are not currently teaching, is part of my M.A. thesis which is being partly funded by the N.Z.E.I. In particular, it is concerned to discover what aspirations are held by women and under what circumstances a return to teaching might be possible - even attractive.

I appreciate there are many demands on a woman's time, but I hope this opportunity to express a personal view, and to clarify some of the mystery surrounding the 'reserve army of women teachers who are not employed' will appeal to you.

To ensure that results are valid, a reply is needed from everyone contacted. The information received through this questionnaire will be regarded in the strictest confidence and only used for the purposes of the study.

I would be grateful if you would complete the questionnaire within two weeks and return it in the pre-paid envelope.

If you have any queries about the questionnaire, please feel free to contact me.

Your sincerely,

J. Aldridge,  
Research Co-Ordinator,  
Department of Education,  
Massey University.

Massey University  
Palmerston North  
July 1980

You may recall receiving a copy of my questionnaire on women teachers. So far we have not had the good fortune to receive it back - perhaps there has not been opportunity to complete it yet or perhaps it has been mislaid.

Because the success or failure of the study depends on the responses we receive we are particularly anxious to be able to include yours.

Accordingly, I have taken the liberty of enclosing another copy of the questionnaire in the hope that you will be kind enough to complete it and return it.

I hope you will not be too much inconvenienced by my request. Rest assured that your help will be very much appreciated.

Yours sincerely

J. Aldridge  
Research coordinator  
Education Department  
Massey University

**A SURVEY OF WOMEN WHO HAVE  
TRAINED AS PRIMARY SCHOOL  
TEACHERS AND ARE NOT  
CURRENTLY TEACHING**

A survey of women who have trained as primary school teachers and are not currently teaching

**Instructions:** Please answer this questionnaire by ticking the appropriate box and/or writing in the space provided.

Feel free to append separate sheets if you have any other comments to make.

Teaching Service

1. a. Where did you do your teacher training?
- |                  |     |
|------------------|-----|
| Ardmore          | [ ] |
| Auckland         | [ ] |
| Christchurch     | [ ] |
| Dunedin          | [ ] |
| Hamilton         | [ ] |
| North Shore      | [ ] |
| Palmerston North | [ ] |
| Wellington       | [ ] |
- b. \_\_\_\_\_ Teachers College (overseas) [ ]
2. In what year did you begin that training? 19\_\_
3. In what year did you gain your Teachers College qualification? 19\_\_
4. When did you complete your probationary period (e.g. P.A. year 1, etc.) and gain your certificate? 19\_\_
5. How old were you when you started Teachers College? \_\_\_\_\_
6. How long was the course for which you were enrolled at Teachers College?
- |                      |     |
|----------------------|-----|
| one year             | [ ] |
| two years            | [ ] |
| three years          | [ ] |
| more (specify) _____ | [ ] |
7. If your course was for other than three years, please indicate by ticking the appropriate box;
- |                               |     |
|-------------------------------|-----|
| graduate                      | [ ] |
| mature trainee                | [ ] |
| I had part of a degree        | [ ] |
| I had relevant qualifications | [ ] |
| other (specify) _____         | [ ] |

8. What qualifications and awards have you gained?  
Please tick as many as apply.

	Year
School Certificate	[ ] _____
University Entrance	[ ] _____
Higher S.C.	[ ] _____
A, B Bursary	[ ] _____
Studentship	[ ] _____
Incomplete University Degree (years not required)	
up to and including 1/4	[ ] _____
up to and including 1/2	[ ] _____
up to and including 3/4	[ ] _____
more _____	[ ] _____
University Degree (specify) _____	_____
_____	_____
What did you major in? _____	_____
_____	_____
University Diploma (specify) _____	_____
_____	_____
Diploma in Teaching (Education Department)	[ ] _____
Advanced Diploma in Teaching (Education Department)	[ ] _____
L.R.S.M.	[ ] _____
L.T.C.L.	[ ] _____
in Music	[ ] _____
Speech and Drama	[ ] _____
Playcentre Supervisor's Certificate	[ ] _____
Other (specify) _____	_____
_____	_____
_____	_____

9. For each year since your 18th birthday, please indicate in the matrix below, the type of service you gave. To do so, put one tick in each column under the appropriate number of years. Start with your probationary or Year One appointment, and tick the row labelled 'Limited Tenure'.

	Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35			
Permanent Position																																							
Part-time																																							
Limited Tenure																																							
Longterm Relieving																																							
Daily Relief Teaching																																							
Not Teaching																																							

(e.g., if you began teaching when you were 20 years old, tick Not Teaching under Years 1, 2 and Limited Tenure under Year 3 and so on.)

10. What teachers courses have you attended since completing your training? Please tick as many as apply.

a. None [ ]

b. Inservice Residential (e.g. Lopdell House,  
Hogben House) [ ]

Please specify the courses and the years

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c. Other (e.g. at a local School or Teachers  
College) [ ]

Please specify the courses and the years

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d. Teachers' Refresher Course Committee [ ]  
(held in the long vacation, and paid for  
by the individual teachers attending)

Please specify the courses and the years

---



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11.a. Have you done any country service?

No [ ]

Yes [ ]

b. If yes, how many years did you do? [ ]



13. The official "reason for leaving" categories used by the Education Department are listed below. Please note the year of your leaving by the appropriate reason, for every occasion you left.

	Year of Leaving				
Travel					
Study					
Husband on transfer					
Maternity					
Marriage					
Domestic duty					
Health					
Childcare					
Change of occupation					
Other (specify) _____					
_____					
_____					

14. There is a Teachers Register which lists all teachers in one of four categories. List A records the names of basic scale classroom teachers. List B, teachers have a green report: they have applied for a grading inspection and been found eligible for particular positions of responsibility, e.g. S.T.J.C. Similarly, Lists C and D indicate eligibility for appointment to higher paid positions.

What list are you on in the Teachers Register?

List A [ ]  
 B [ ]  
 C [ ]  
 D [ ]

15. What is the highest position you have held?

Scale A teacher [ ]  
 Senior teacher [ ]  
 S.T.J.C. [ ]  
 Relieving S.T.J.C. [ ]  
 Deputy Principal [ ]  
 Relieving Deputy Principal [ ]  
 Principal [ ]  
 Relieving Principal [ ]  
 Other (specify) \_\_\_\_\_ [ ]

16. Taking your teaching experience as a whole, to what extent did you like it?

- Liked it very much [ ]  
 Liked it moderately [ ]  
 Neither liked nor disliked it [ ]  
 Disliked it moderately [ ]  
 Disliked it very much [ ]

17. If you were asked to indicate the one thing you most liked about teaching, what would it be?

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18. If you were asked to indicate the one thing you most disliked about teaching, what would it be?

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19. Are you currently in paid employment?  
 (For the purposes of this questionnaire this means working outside the home for more than 6 hours/week)

- Yes [ ]  
 No [ ]

If yes, please go to question #22

If no, please go to question #20

For those NOT in paid employment

20. Would you please indicate why you are not currently employed?  
 Please tick as many as apply.

- There are no suitable jobs [ ]  
 I am pregnant [ ]  
 There are other things I prefer to do [ ]  
 I live in the country and travel is too demanding [ ]  
 I am studying [ ]  
 I like being a housewife [ ]  
 I feel obliged to care for my children [ ]  
 I/we do not need the money [ ]  
 My husband wishes me to be at home [ ]  
 Other (specify) \_\_\_\_\_ [ ]
-

21. Do you think you will return to work at all, whether to teaching or not, at some stage?

- Definitely not [ ]  
 Probably not [ ]  
 Possibly [ ]  
 Probably will [ ]  
 Definitely will [ ]

Now please go to question #24

For those in paid employment

22. How many hours do you work in an average week? \_\_\_\_\_ hours

23. What specifically is your job?  
 Please describe as fully as possible, e.g. "pay clerk,  
 'Health Department" not "public servant"

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24.a. Do you want to teach?

- Yes, I would like to teach now [ ]  
 Not now, perhaps later [ ]  
 No, not ever [ ]

b. If you answered yes to question #24 a please indicate which of these reasons apply.

- There are no permanent positions available [ ]  
 There are no other positions available [ ]  
 Too far to travel [ ]  
 Other (specify) \_\_\_\_\_ [ ]

c. If you answered 'not now' please indicate which of these reasons apply.

- Poor health [ ]  
 I have children to care for [ ]  
 I want to be a housewife [ ]  
 I have sufficient money [ ]  
 Teaching is too demanding [ ]  
 I am studying [ ]  
 I want to travel [ ]  
 Classes are too large [ ]  
 I cannot get the class level I prefer [ ]  
 Other (specify) \_\_\_\_\_ [ ]

24.d. If you answered no, please indicate your reasons.

- I can earn more at another occupation [ ]
- I prefer to do other work [ ]
- There is not enough support for the average teacher from the senior staff [ ]
- I take it too seriously and become exhausted and frustrated [ ]
- I dislike the non-teaching duties [ ]
- Children today are too undisciplined [ ]
- Teaching is just too stressful [ ]
- Other (specify) \_\_\_\_\_ [ ]
- \_\_\_\_\_

All respondents

25.a. We would like to know the prospects, taking everything into account, of your returning to full time teaching within the next two, five or ten years.

For each of these timespans, please circle the code corresponding to how likely you are to return to full time teaching.

	Within the next:		
	<u>Two</u> <u>Years</u>	<u>Five</u> <u>Years</u>	<u>Ten</u> <u>Years</u>
Certain, practically certain (99 in 100)	10	10	10
Almost sure (9 in 10)	9	9	9
Very probable (8 in 10)	8	8	8
Probable (7 in 10)	7	7	7
Good possibility (6 in 10)	6	6	6
Fairly good possibility (5 in 10)	5	5	5
Fair possibility (4 in 10)	4	4	4
Some possibility (3 in 10)	3	3	3
Slight possibility (2 in 10)	2	2	2
Very slight possibility (1 in 10)	1	1	1
No change, almost no chance (1 in 100)	0	0	0

- 25.b. Using the same basis as for (a), would you consider part time teaching?

For each of these timespans, please circle the code corresponding to how likely you are to consider undertaking part time teaching.

	Within the next:		
	<u>Two</u> <u>Years</u>	<u>Five</u> <u>Years</u>	<u>Ten</u> <u>Years</u>
Certain, practically certain (99 in 100)	10	10	
Almost sure (9 in 10)	9	9	
Very probably (8 in 10)	8	8	
Probably (7 in 10)	7	7	
Good possibility (6 in 10)	6	6	
Fairly good possibility (5 in 10)	5	5	
Fair possibility (4 in 10)	4	4	
Some possibility (3 in 10)	3	3	
Slight possibility (2 in 10)	2	2	
Very slight possibility (1 in 10)	1	1	
No chance, almost no chance (1 in 100)	0	0	

- c. Would you consider a "paired" position, e.g. you teach every morning, partner teaches every afternoon?

For each of these timespans, please circle the code corresponding to how likely you are to consider undertaking a "paired" position.

	Within the next:		
	<u>Two</u> <u>Years</u>	<u>Five</u> <u>Years</u>	<u>Ten</u> <u>Years</u>
Certain, practically certain (99 in 100)	10	10	10
Almost sure (9 in 10)	9	9	9
Very probably (8 in 10)	8	8	8
Probably (7 in 10)	7	7	7
Good possibility (6 in 10)	6	6	6
Fairly good possibility (5 in 10)	5	5	5
Fair possibility (4 in 10)	4	4	4
Some possibility (3 in 10)	3	3	3
Slight possibility (2 in 10)	2	2	2
Very slight possibility (1 in 10)	1	1	1
No chance, almost no chance (1 in 100)	0	0	0

- 25.d. Would you consider returning to teaching on a day relief basis, e.g. fill in at short notice for a sick teacher?

For each of these timespans, please circle the code corresponding to how likely you are to consider undertaking teaching on a day relief basis.

	Within the next:		
	Two Years	Five Years	Ten Years
Certain, practically certain (99 in 100)	10	10	10
Almost sure (9 in 10)	9	9	9
Very probably (8 in 10)	8	8	8
Probable (7 in 10)	7	7	7
Good possibility (6 in 10)	6	6	6
Fairly good possibility (5 in 10)	5	5	5
Fair possibility (4 in 10)	4	4	4
Some possibility (3 in 10)	3	3	3
Slight possibility (2 in 10)	2	2	2
Very slight possibility (1 in 10)	1	1	1
No chance, almost no chance (1 in 100)	0	0	0

26. Below is a selected list of conditions under which a teacher might return to teaching. Alongside are two columns for answers which relate to full time and part time teaching respectively. Please tick the appropriate column for the conditions that apply to you.

	Full time	Part time
When my youngest child attends Kindergarten	[ ]	[ ]
When my youngest child is in the primers at school	[ ]	[ ]
When my youngest child is in the upper standards	[ ]	[ ]
When my youngest child is at Intermediate	[ ]	[ ]
If I had to support myself or my family	[ ]	[ ]
Classes became smaller	[ ]	[ ]
Creches were provided at school	[ ]	[ ]
Good daycare was available	[ ]	[ ]
Better chances for promotion existed	[ ]	[ ]
If I could get a specialized job, e.g. remedial reading	[ ]	[ ]
There was a job near home	[ ]	[ ]
If I could return to my old school	[ ]	[ ]
Better pay	[ ]	[ ]
Other (specify) _____	[ ]	[ ]
_____		
_____		

26. b. Under which of the circumstances listed below would you take a daily relief teaching or 'pool' relieving job? Please tick which apply.

Only at my old school [ ]  
 Only on certain days [ ]  
 At certain regular schools [ ]  
 If I were warned the day before [ ]  
 When my children are at school [ ]  
 Other (specify) \_\_\_\_\_ [ ]  
 \_\_\_\_\_  
 \_\_\_\_\_

### Relief Teaching

- 27.a. Have you done any long term, full time relieving teaching?

Yes [ ]

No [ ]

- b. Have you done any long term, part time relieving teaching?

Yes [ ]

No [ ]

- c. Have you done any daily relief teaching?

Yes [ ]

No [ ]

- 28.a. If you have done any daily relief teaching, how agreeable did you find it?

Very agreeable [ ]

Quite agreeable [ ]

Neither agreeable nor disagreeable [ ]

Quite disagreeable [ ]

Very disagreeable [ ]

- b. Below are some aspects of daily relief teaching which some people find disagreeable. Tick those which apply to you.

You are only a babysitter [ ]

You do not know the children or class routines [ ]

It is too tiring [ ]

You see no results for your effort [ ]

The children misbehave [ ]

There is no respect for a reliever [ ]

It is unsatisfying [ ]

Other (specify) \_\_\_\_\_ [ ]

28.c. Here are some aspects of daily relief teaching some people find agreeable. Tick those which apply to you.

- You have no responsibility [ ]  
 It is a good change from housework [ ]  
 You can leave at 3 p.m. [ ]  
 No preparation or marking [ ]  
 No staff meetings [ ]  
 Other (specify) \_\_\_\_\_ [ ]

29.a. How convenient did you find daily relief teaching?

- Very convenient [ ]  
 Quite convenient [ ]  
 Neither convenient nor inconvenient [ ]  
 Quite inconvenient [ ]  
 Very inconvenient [ ]

b. Below are some reasons people give for finding it inconvenient. Tick those which apply to you.

- There were other things I wanted to do [ ]  
 It required a great deal of family organization [ ]  
 The notice was too short [ ]  
 It was too far to travel [ ]  
 Other (specify) \_\_\_\_\_ [ ]

c. Below are some reasons people give for finding it convenient. Tick those which apply to you.

- No preparation or marking [ ]  
 I can decide when I want to teach [ ]  
 You can leave at 3 p.m. [ ]  
 It filled in time while I waited for a permanent position [ ]  
 Other (specify) \_\_\_\_\_ [ ]

30. Do you know the current retraining requirements laid down by the Department of Education for those seeking permanent appointments?

I do not know [ ]

I think so [ ]

If you think you do know, please indicate which of the conditions below are correct.

One week at a residential centre, expenses paid [ ]

At your own expense [ ]

Only if you have not done 2 consecutive terms long term relieving [ ]

Only after 3 years away [ ]

Only after 5 years away [ ]

Study 3 courses by correspondance [ ]

Three months full time at Teachers College [ ]

Three weeks in observation at school [ ]

You have to win a permanent position first [ ]

- 31.a. Given your own conditions, would you want to have some retraining before re-entry to teaching?

Yes [ ]

No [ ]

If yes, would you please indicate what you would regards as the bare minimum needed

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- b. In general, how much retraining do you think ex-teachers who have been away from teaching for varying lengths of time ought to have before re-entry?

Retraining time	Away from teaching			
	Up to 3 years	3-5 years	6-10 years	More than 10 years
A few days				
A few weeks				
A month				
Two months				
Three mths				
More than three mths				

Classification Data

The questions in this section are necessary to enable responses to be analysed into different categories. In asking you to provide this important information may we state again that all answers will be treated in complete confidence.

32. Age \_\_\_\_\_ years

33. Present marital status

- |                                |     |
|--------------------------------|-----|
| Never married                  | [ ] |
| Married and living with spouse | [ ] |
| De facto                       | [ ] |
| Living apart                   | [ ] |
| Divorced                       | [ ] |
| Widowed                        | [ ] |

34. Do you have children living at home with you?

Yes [ ]

No [ ]

If yes, please state age(s) starting with youngest

\_\_\_\_\_

35. If you have a husband or de facto partner, please describe his job fully, e.g. "electrician, Railways" not "tradesman" or "public servant" \_\_\_\_\_

\_\_\_\_\_

36. What was your father's job

a. when you began High School \_\_\_\_\_

b. when you entered Teachers College \_\_\_\_\_

(please describe fully)

37.a. Was your mother in paid employment at some time before you left school?

Yes [ ]

No [ ]

b. If yes, please specify the job she held for the longest period.

\_\_\_\_\_

c. How old were you when she first went to work? \_\_\_\_\_ years



Appendix Six

Additional Data

Table 1: Marital Status

Category	Frequency	% of Total
Never married	3	3.8
Married	73	92.3
De facto	2	2.6
Widowed	1	1.3
Total	79	100.0

Table : Age distribution of married women  
a) of the sample

Age group	Frequency	% of Total
20-24	2	2.7
25-29	24	32.4
30-34	15	20.0
35-39	12	14.9
40-44	12	16.2
45-49	5	6.8
50-54	3	4.1
55-59	2	2.7
Total	74	100.0

b) of the general population

Age group	Frequency	% of Total
20-24	67290	11.4
25-29	94190	16.0
30-34	99260	16.9
35-39	80010	13.6
40-44	71040	12.1
45-49	60760	10.3
50-54	60250	10.3
55-59	55260	9.4
Total	588060	100.0

The distribution of married women is skewed towards the younger age groups in the teacher sample. This is statistically significant. (Chisq 9.02 df(1) p<.005)

Table 2 Grouped Ages  
a) of sample subjects

Age group	Frequency	% of Total
20-24	3	3.8
25-29	26	33.3
30-34	15	19.2
35-39	12	14.1
40-44	12	15.4
45-49	5	6.4
50-54	3	3.8
55-59	3	3.8
Total	79	99.8

b) of women in the general population

Age group	Frequency	% of Total
20-24	131990	17.1
25-29	120700	15.6
30-34	119310	15.5
35-39	94370	12.2
40-44	84850	11.0
45-49	73100	9.5
50-54	74590	9.7
55-59	72560	9.4
Total	771470	100.0

From these figures it can be seen that the subjects of the study are clustered in a lower age group. This is a statistically significant difference. (chisq 13.76 df(1) p<.001)  
Comparable data is not available on the population of women teachers.

Table : Distribution of husbands' jobs on the Elley and Irving Scale

Rank	Frequency	% of Total
1	8	10.8
2	19	25.7
3	32	41.9
4	6	8.1
5	4	5.4
6	6	8.1
Total	75	100.0

Table 3: Hours worked in an average week

Hours	Frequency	% of Total
Under 10	3	13.6
10-20	6	27.3
20-30	5	22.7
30-40	3	13.6
Over 40	5	22.7
Total	22	99.9

Table 4: Highest academic qualifications

Qualifications	Frequency	% of Total
School certificate	12	15.4
University entrance	30	38.5
Endorsed SC	14	16.7
Part degree	15	19.2
Degree	8	10.3
Total	79	100.0

Table 5: Reasons for not working

Category	Frequency	% of Total
Family reasons	62	54.9
Prefer other activities	22	19.8
Other reasons	27	24.3
Total	111	100.0

Table 6: Intention to return to paid employment

Intention	Frequency	% of Total
Definitely will	12	21.1
Probably will	14	24.6
Possibly will	21	36.8
Probably not	9	15.8
Definitely not	1	4.5
Total	57	100.0