TABLE 2
Frequencies and Chi-square Values for Teachers and Other Groups in the Female Sample

<table>
<thead>
<tr>
<th>Group</th>
<th>High</th>
<th>Not High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>16</td>
<td>77</td>
<td>93</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>95</td>
<td>118</td>
</tr>
</tbody>
</table>

df = 1, $\chi^2 = .853; p < .30.$

For the male sample, however, a significant chi-square value ($\chi^2 = 10.62; p < .01$) was obtained. The frequency table further indicated that this difference was in the direction of a proportionately higher saliency among students choosing fields other than teaching.

DISCUSSION

Men who plan teaching as a career indicate a significantly lower degree of Career Saliency, as compared to other groups—engineering, business, and liberal arts. It was also noted that this was not true for the female sample. This finding bears out, in part at least, Kuhlen and Dipboye's (1959) observation that Career Saliency was low for prospective men secondary teachers and women elementary teachers.

There appears to be a greater heterogeneity in Career Saliency among men as compared to women when cross-occupational differences are considered. Perhaps due to different social expectations, men confront a world of work more complex than that of women. This may account for the relative complexity and heterogeneity in career adjustment patterns for men.

The finding raises certain questions that have implications for the process of education in general. We may ask: Is the teaching profession indeed filled with a large number of men who do not give sufficient priority to their profession? If this is true, what effects will it have on the growing minds of the pupils? Assuming that adverse results are likely to occur, are they negligible or of so great consequence that something needs to be done in this direction?

These are questions which certainly need further investigation. However, if the finding holds true for the profession of teaching in general, as it did with the prospective teachers, it certainly strikes a pessimistic note. A profession cannot experience efficient growth when it possibly has in its fold a large number of individuals who attribute only a secondary importance to their professions.

REFERENCES

KUHLEN, R. G., & DIPBOYE, W. J. Motivational and personality factors in the selection of elementary and secondary school teaching as a career. Syracuse, N.Y.: Syracuse University Institute of Research, 1959.


Correction

► On page 428 of the January issue (Volume 47, No. 5), under References, the publisher of the Mother-Child Relationship Evaluation by R. M. Roth should have been listed, Los Angeles: Western Psychological Services.