

RELATION OF SCHOLARSHIP DURING COLLEGE CAREER TO SUCCESS IN TEACHING JUDGED BY SALARY

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Studies by Knight¹, Anderson², Wagenhorst³, Ullman⁴, and others have conclusively shown that there is little correlation between general scholarship in college and subsequent success in teaching judged by rating of supervisors. This has usually been interpreted as due to the submergence or outweighing of the effects of scholarship by other influences—appearance, a knowledge of people, ability to make friends, aggressiveness, persistence, and other personality traits.

Undoubtedly such factors exert an important influence on success in teaching. But we contend that this is a very inadequate explanation of the low correlation, and that as long as supervisors' rating shows the trend which they do, the matter has not been settled. Rugg⁵ showed that supervisors' ratings show a pronounced over-estimation and a congestion of marks in the upper end of the rating scale, and our results confirm this conclusion. This factor alone accounts for a large part of the lowness of the correlation. Furthermore, many of the correlations were not corrected for attenuation.

Until more reliable ratings of supervisors than what we have been able to obtain so far are secured, teachers' salaries are a better, i. e., a more accurate, criterion of success in teaching. They are not influenced by any over-estimation or congestion factor, in fact show a normal distribution.

There have been two studies of the relation of scholarship in college to vocational success judged by salary. Gifford⁶ showed a marked correspondence between scholarship and subsequent salary in the employes of the Bell Telephone Company. Gambrill⁷ obtained a correlation of .28 between scholarship and salary in teaching in the case of men, and .04 in the case of women. Had her results been corrected for attenuation the correlations would have been larger. There is undoubtedly a sex difference in this matter,—a disinclination to recognize sufficiently differences in merit among women teachers, and also a generally lower salary scale for women, that operates to keep the correlation between scholarship and salary down, in groups composed of both sexes, as in the fifth correlation below.

Our principal contribution to the question is a series of correlations between general scholarship averages during college career and maximum salary during the first five years after graduation. We used returns from the graduates of the two-year classes in the case of elementary teachers, and from the four-year classes in the case of high school teachers and principals—all alumni of the Illinois State Normal University. The classes used were 1924-27 inclusive.

RESULTS

57 principals and secondary teachers, men.....	.71	P.E. ± .04
95 elementary and secondary teachers, women.....	.64	P.E. ± .06
47 secondary teachers, women.....	.22	P.E. ± .10
48 elementary teachers, women.....	.30	P.E. ± .09
104 secondary teachers, men and women.....	.43	P.E. ± .05

These correlations have been corrected for attenuation. The correlations for men high school teachers and principals, and for women elementary and secondary teachers are new and significant contributions to the question, and reveal a much higher correlation than has heretofore been thought to

exist. The third and fourth correlations, when compared with the others, also suggest strongly that the lowness of the correlations in some previous investigations is due partly to the small size of the groups, since correlations increase as the square root of the number of cases.

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