

FACULTY RESEARCH EDITION
of
The Savannah State College Bulletin

Published by

The Savannah State College

Volume 20, No. 2

Savannah, Georgia

December, 1966

HOWARD JORDAN, JR., *President*

Editorial Committee

Blanton E. Black

J. Randolph Fisher

Mildred W. Glover

Joan L. Gordon

Elonnie J. Josey

Charles Pratt

Forrest O. Wiggins

JOHN L. WILSON, *Chairman*

Articles are presented on the authority of their writers, and neither the Editorial Committee nor Savannah State College assumes responsibility for the views expressed by contributors.

Table of Contents

A Guide to the Study of Current Introduction to Education Textbooks	7
Charles I. Brown	
Synthesis of 4:6 Thio 1, 3, 5-triazine Derivatives II	10
Kamalaker B. Raut	
The Humanities	12
James H. Hiner	
The Influence of Religion on the Political Process in Burma	22
Johnny Campbell	
Creating a National Sense of Direction in Industrial Arts	34
Richard Cogor	
The Teaching of Mathematical Induction	36
William M. Perel	
The Evolutionary Role of the International Labor Organization	40
Sarvan K. Bhatia	
What Motivates Students in the Choice of Subject Majors	48
Dorothy C. Hamilton	
A Device for the Improvement of Study Habits	55
Maurice A. Stokes	
On Variation of Velocity and Pressure Behind and Along a Shock Surface in Lagrangian Coordinate System	65
Nazir A. Warsi	
On Vorticity Behind a Shock Surface in Lagrangian Coordinate System	68
Nazir A. Warsi	
On Gradients of Specific Volume and Pressure Behind a Shock Surface in Lagrangian Coordinate System	71
Nazir A. Warsi	
The Community College: An American Innovation	73
Philip D. Vairo	
Force Field Calculations in Octahedral Water Complexes	76
Venkataraman Ananthanarayanan	
The Negro in International Affairs-Prospects for the Future	80
George L-P Weaver	
The Law of Karma as Reflected in Hinduism, Buddhism and Jainism	85
Samuel Williams	
Economic Growth and Income Distribution	92
Sarvan K. Bhatia	

Table of Contents – (Continued)

India's Experience in Developmental Planning Kanwal Kumar	98
Utilizing Emerging New Instructional Materials and Mechanical Devices-Implications for the Library Dorothy B. Jamerson	103
The Moynihan Report: A Critical Analysis Isaiah McIver	108
Modern Art: The Celebration of Man's Freedom Phillip J. Hampton	122
A Review of "The Use of Selected Technical Language as a Means of Discovering Elementary Teachers' Operational Definitions of Teaching" Thelma Moore Harmond	128
An Analysis of NTE Scores and Quality Point Ratios of Selected SSC Graduates from 1961 through 1966 Martha W. Wilson	141
The Man Behind "Trees" James A. Eaton	147
Watts: A Tragedy of Errors Elonnie J. Josey	153
Personal Characteristics in Secondary School Social Studies Student Teachers as Related to Certain Measures of Potential Teacher Behavior Shia-ling Liu	159
Some Possible Ways of Improving Instruction in Our Colleges Robert D. Reid	165
Needed: A Program to Save Freshmen! James A. Eaton	174

What Motivates Students In The Choice of Major Subjects

by

Dorothy C. Hamilton*

The Problem. It was the purpose of this study to investigate and to discover what seemed to be existing reasons for an ethnic minority group of students living in a segregated southern U. S. A. state to choose predominantly major areas of concentration at the secondary level. Answers to why most students majoring in education preferred a secondary field major over an elementary major when employment opportunities at the elementary level were more favorable than at the secondary level were sought.

Need for the Study

That a need for strengthening guidance in teacher education among this group is obvious. Summer after summer in-service teachers previously prepared for elementary teaching have returned to the Savannah State College campus to pursue courses and workshops for the purpose of changing their secondary certificates to elementary teaching certificates. Further, the College frequently finds it difficult to locate enough elementary education graduates of high scholastic ability. In addition, the local Chatham County School System is able to employ practically all highly qualified elementary education graduates who seek teaching positions in the Savannah area. Unfortunately, many high teaching potential secondary education graduates have had to leave Georgia and at times the South in order to gain employment.

If adequate answers could be found regarding the reasons for such choices, sounder guidance and limitations from time-loss could be experienced by students, faculty, and the institutions themselves which are similarly situated.

Since Civil War days the best professional position for educated Negroes has been teaching. Not until the period following World War II did trained Negroes find it easier to gain employment in other fields than the first half of this century had offered them. They had been the last to be hired and the first to be fired.

Because high school and college teaching may have seemed a higher step for them, the Teacher Education Committee of the College recognized a need for studying this problem which had been reinforced and pointed up by the College's Division of Education and the Georgia State Department of Education. It was then felt that the following factors might condition the students' selection of a major:

*In carrying out this study, the investigator was assisted by the Savannah State College SNEA.

1. Inadequate communication between staff and students relative to employment needs.
2. False student assumptions and the circulation of misinformation.
3. A conception of glamour that students oftentimes attach to other careers.
4. General low regard assigned to the elementary school teacher and to elementary school teaching.

Realizing that these suspected factors may not be the direct reason for the choices made by students, it was felt that first hand contacts needed to be made with students so that information might be obtained from them.

The specific concerns of the investigation were the following:

1. To provide information needed by the Teacher Education Committee and the Division of Education staff for the purpose of giving counseling and guidance to students admitted to the Teacher Education Program.
2. To give the students an opportunity to plan and conduct research investigations which will give them experience in action research.
3. To provide meaningful learning experience and program for the members of the SNEA.

Limitations of the Study

The investigation was limited to Savannah State College students who for the most part (about 60%) come from the local county in which the College is located. All of these student subjects were elementary or secondary education majors and they were Negroes. Savannah State College is a state-supported 4-year degree-granting institution. It confers the B.S. degree in both elementary and secondary education and for the 1963-1964 school year enrolled about 1100 students, the majority of whom were Negroes. The College is located in Chatham County embracing Savannah and Thunderbolt, Georgia.

Table 1 shows the enrollment by departments and divisions when the study was made.

TABLE 1. ENROLLMENT BY DIVISIONS AND DEPARTMENTS AT SAVANNAH STATE COLLEGE, FALL QUARTER, 1963-1964

Curriculum	Enrollment					Participation		
	By Divisions	Teacher Ed Majors	% Teacher Ed Majors	Non-Teaching Majors	% Non-Teaching Majors	By Divisions	% Majors	% Participations
Division of Business Adm.	160	*56	35	104	65	67	42	12
Dept. of Elem Ed	195	195	100			143	73	25
Dept. of Health, Phys Ed and Recreation	71	71	100					
Division of Humanities	87					45	52	.079
Dept. of English Dept. of Modern Langs.		60	69					
Dept of Fine Arts		27	31					
Division of Natural Sciences	234					103	44	18
Dept. of Biology				77	33			
Dept. of Chemistry				39	17			
Dept. of Math & Physics, Gen Sc		118	50					
Division of Social Sciences	195	195	100			132	68	21
Division of Tech Sciences	131	**25	19					
Division of Eng. Tech.				54	41			
Dept. of Home Economics				52	40			
Division of Home Study								
Total	1073	747	70	326	30	571		53

*Business Education.

**Industrial Arts Education.

Survey of the Literature

Before the students undertook the survey they were advised to make a survey of the literature relative to the problem. This survey provided them with these insights:

1. That the teacher education degree may sometimes qualify one for employment in some related fields,
2. That the teacher education curriculum may sometimes serve as a prerequisite for further study in various fields,
3. That the employment picture, nation-wide, indicates a ready need, and predicts a steady increase in need for elementary school teachers, as compared with the declining need for secondary school teachers.

Methods and Procedure

The methodology employed by the researcher was the use of the questionnaire as the general instrument for the study. A questionnaire consisting of 18 items was drawn up, and respondents were asked to place a check mark beside the statements which applied to them. A copy of this questionnaire is appended to this paper.

Eight hundred fifty of the 1073 students enrolled at Savannah State College for Fall quarter study in the 1963-64 school term received questionnaires. Major subject was not a criterion in the distribution, and the effort netted a 67% return. These 571 answered the questionnaire which represented 53% of the College's student-body. Their classification and majors are shown in Table 2.

TABLE 2. CLASSIFICATION AND MAJORS OF STUDENT PARTICIPANTS

Classification	Majors						Total
	Bus Adm	Ed	Hum	Nat Sc	Soc Sci	Tech Sci	
Freshmen	19	17	12	19	31	8	106
Sophomores	16	33	7	9	34	18	117
Juniors	12	51	13	33	29	26	164
Seniors	11	37	7	42	34	16	147
No Indication	9	4	6	—	4	13	36
Unclassified	—	1	—	—	—	—	1
Totals	67	143	45	103	132	81	571

Table 3 reveals the number and per cent of checks for 17 items. It can be seen that item 6 - I am interested in this field - was the major reason for choice of major while items 12 and 13 - I am afraid of certain teachers in other areas - and - I believe most teachers in this major will pass students - were the least reasons for major choices.

TABLE 3. REASONS FOR MAJOR CHOICES

Item No.	No. Checking	No. changing majors	No. of times majors changed	Per cent Checked
1	13			2.3
2	97			7
3	162			28
4	13			2.3
5	146			26
6	269			47
7	6			1.2
8	13			2.3
9	39			5.7
10	29			5.1
11	39			5.7
12	2			0.3
13	2			0.3
14	6			1.1
15	24			4.2
16	—			—
17		230		40.0
18			309	54.0

Noteworthy is the fact that 32% of the Elementary Education majors recognized the fact their employment opportunities were better while 10% of the students majoring in that area had changed majors twice. There seemed to be no significant agreement in item 16 - other reasons.

Implications and Recommendations for the Savannah State College Division of Education

Recommendations based on the findings of this study are the following:

1. Definite steps in helping students become better and more accurately informed about job opportunities could be instituted.
2. Students could be helped relative to considering several pertinent factors in choosing a career.

3. Students should be given guidance as early as possible.
4. It is recommended that students be assisted toward practical decisions and realistic aspirations.

Findings

This study shows that the most predominant factor causing a student to select a major filters from his interest in the field. Two hundred sixty-nine or 47% of the participants in this study were found to respond to that questionnaire item. By combining items 2 and 6 responses, "Of my fondness for this area," (the two items are very closely related), it can be seen that 366 or 64% of the subjects selected majors out of interest and fondness for a particular area. And 146 or 26% of the subjects chose majors which offered them better "opportunities for employment after graduation.

Conclusions

The conclusions drawn from this study must be explained in the light of certain limitations.

The following conclusions are set forth from the findings:

1. Students at Savannah State College placed high value upon individual interest and fondness for an area.
2. Students at Savannah State College are guided by personal feelings rather than by career outward influences.
3. Students at Savannah State College consider the employment outlook to a very small degree.
4. Students at Savannah State College are generally uninformed as to opportunities for employment.

APPENDIX

A RESEARCH PROJECT

Reasons Why Students At Savannah State College Choose Their Major Areas of Study Under Sponsorship of the

STUDENT

N

E

A

(Please place a () check beside those statements which apply to you.)

I am a student at Savannah State College, majoring in _____
I chose this major because:

1. My parents wanted me to do so.
2. Of my fondness for this area.
3. I feel that I am best suited for this specialty.
4. This area has a reputation for being easy.
5. This area affords better opportunities for employment after graduation.
6. I am interested in this field.
7. Of my fear of failure in another field.
8. A relative is in this area of specialization.
9. Some other person feels that I am best suited for this area.
10. I know some of the influential people in this field.
11. I wanted to get into something different.
12. I am afraid of certain teachers in other area.
13. I believe that most teachers in this major will pass students.
14. Of limited funds to pursue other possible choices.
15. Of the social status of this area.
16. Other reasons:
 - a. _____
 - b. _____
 - c. _____
17. Have you changed your major since entering Savannah State?
____Yes ____No
18. If you have, how many times? _____