

Career Aspects of Graduate Training in ESL*

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This article reports the results of a survey of MA graduates in ESL from the University of Hawaii. From the responses of 137 graduates, we learn that the first positions and current positions for a substantial majority were ESL teaching, primarily full time, both in the United States and abroad. Other duties included administration, materials preparation, and curriculum design. Information is provided on the respondents' areas of employment, number of students per class and semester, and salary levels. Employment status, salary for first position after receiving the MA degree, and year of graduation were more important than sex in determining the respondents' current salaries. The respondents reported that the training they received in their MA program helped either a great deal or to a very great extent. A revised questionnaire is proposed to serve as a model for future surveys. The results are useful not only to administrators and faculty in ESL professional preparation programs, but to those contemplating enrolling in an MA program.

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1.0 Introduction

This article describes the results of a questionnaire distributed to graduates of the MA program in ESL¹ at the

¹ESL is used throughout this paper to refer to both ESL and EFL situations.

University of Hawaii during the 13-year period 1967 to 1979. Approximately 375 questionnaires were mailed; 137 were returned, for a response rate of 37%. The questionnaire (see Appendix A) was designed to provide us with information on what our graduates did after they had received their degrees. I report first on the initial positions the graduates took after graduation, presenting information on employment characteristics, duties, hours worked, students per class and per semester, location, and salaries. Next the same information is provided for the respondents' current positions, followed by a discussion of the variables affecting the salaries which the graduates received. A revised questionnaire is then presented as a model for future surveys. I compare the salary levels reported by those who were not in ESL at the time of the questionnaire with those who remained in the field. The article concludes with a discussion of the

implications of the results for TESOL as a profession.

2.0 Characteristics of the Respondents

Most of the 137 respondents were female (55%), and Caucasian (72%). Their mean age was 35; their ages ranged from 25 to 69, with a majority aged 25 to 39 (74%), and 17 (12%) between the ages of 40 and 44. The years of ESL teaching experience they had before entering Hawaii's MA program varied, from no experience (20%) to 21 to 30 years (2%). As we see in Table 1, almost half (48%) had one to three years of ESL experience before entering the MA program.

Table 1. Years of Experience before Entering MA Program (N=137)

Years of Experience	N	%
none	27	19.7
one	19	13.9
two	24	17.5
three	23	16.8
four	7	5.1
five	10	7.3
six - seven	9	6.6
eight - ten	11	8.0
eleven - fifteen	4	2.9
sixteen - twenty	1	0.7
twenty-one - thirty	2	1.5

These characteristics of Hawaii's MA graduates are similar to those reported by Ochsner (1980), in his survey of 146 MA graduates in ESL from 14 TESOL programs. Sixty-one percent of his respondents were female and 79% were Caucasian. Their age range was from 23 to 60 years old. Ochsner reported that "nearly all respondents had had some teaching experience" prior to entering graduate school (1980:199). Although he did not report the exact percentage, it appears as though some 96% had some teaching experience.

Table 2. Salary Before MA (N=137)

Amount	N	%
None given	25	18.2
Under \$5000	53	38.7
\$5000 - 9999	34	24.8
\$10,000 - 14,999	18	13.1
\$15,000 - 19,999	4	2.9
\$20,000 - 24,999	3	2.2
\$25,000 or more	0	0

The salaries which the 137 reported receiving before they entered the MA program are given in Table 2. Twenty-five (18%)

did not report receiving any salary; 53 (39%) were earning less than \$5,000. The highest salaries were between \$20,000 and \$24,999, reported by only three (2%).

3.0 Initial Positions After Receiving MA Degree

3.1 Employment Characteristics

Of the 137 respondents, 111 (81%) reported that they remained in the field after graduation; six (4%) took positions in a related field. This leaves 20 (15%) who took a position in a field not related to the training they received for the MA degree. These results are again similar to those reported by Ochsner (1980) in his study, in which 75% indicated that their current job was directly related to their degree training. In this section, we discuss only those 117 persons who remained in ESL or a field field after receiving the MA degree. The actual number of respondents to the various questions in the survey varied, so there will be different N sizes in the tables throughout the article.

These 117 included 21 (18%) who were graduated between 1967 and 1969, 47 (40%) between 1970 and 1974, and 49 (41%) between 1975 and 1979. Those from the classes of 1978 and 1979 make up 21% of the respondents.

Table 3 breaks down the employment status for the 117 who remained in ESL or a related after receiving the MA degree. Seventy-eight (67%) of the 117 who remained in ESL or a related field were employed at least full time (one person reported a full time job plus a part time position); 37 (32%), part time. Of the 37 part time, 25 (68%) were working in Hawaii. Two persons (2%) said for their first positions in the field they had two part time jobs. Of particular interest is the fact that none that stayed in ESL or a related field after graduation reported being unemployed.

Table 3. Employment Status in First Job after MA (N=117)

Status	N	%
part time	37	31.6
double part time	2	1.7
full time	77	65.8
full & part time	1	0.9

3.2 Duties and Responsibilities

In response to the question which asked about duties of the first post-MA job, 106 said their duties included teaching (91%); 44 were involved in material preparation (38%); 38 had duties concerned with curriculum design (33%); and 28 mentioned performing administrative chores (24%). These results are

displayed in Table 4. The responses add up to more than 117, since they were asked to list all of their duties in their first job.

Table 4 also shows the extent to which the graduates' first positions involved teaching. Of the 227 responses, teaching was mentioned 106 times (47%), while materials preparation, the second most mentioned duty, was noted only 44 times (19%).

Table 4. Duties for First Post-MA Job (N=116). Respondents indicated all duties, not just primary.

Category	N	Percentage of Responses	Percentage of Cases
Teaching	106	46.7	91.4
Materials Preparation	44	19.4	37.9
Curriculum Design	38	16.7	32.8
Administration	28	12.3	24.1
Advising	3	1.3	2.6
Research	2	0.9	1.7
Media Work	1	0.4	0.9
Specialist	1	0.4	0.9
Other	4	1.8	3.4
Total Responses	227	100.0	195.7

Hawaii's graduates were requested to rank their duties, if they listed more than one. Table 5 lists their responses. As might be expected from the information in Table 4, teaching was listed by 101 (86%) as their primary duty; eight (7%) indicated administration was their primary duty; and six (5%) said that the preparation of materials was their primary duty. Material preparation, however, was listed by 27 (23%) as their secondary responsibility. Also listed as secondary duties were administration by 18 (15%) and curriculum design by 14 (12%). For those 38 respondents who listed tertiary responsibilities, 21 (18%) said they were involved with curriculum design, and nine (8%) reported material preparation.

Table 5. Ranked Duties for First Post-MA Job. (N=117)

	Primary		Secondary		Tertiary	
	N	%	N	%	N	%
Teaching	101	86.3	3	2.6	2	1.7
Administration	8	6.9	18	15.5	1	0.9
Material Prep.	6	5.1	27	23.1	9	7.7
Curriculum Design	1	0.9	14	12.0	21	17.9
Research	1	0.9	0	0.0	1	0.9
Advising	0	0.0	1	0.9	1	0.9
Other	0	0.0	0	0.0	3	2.3

The 117 reported spending an average 28 hours per week at their initial position, with an average of 20 students per class and 77 students per semester, as we see in Table 6. They remained in their initial position about 3.2 years. The 77 who had one full time position averaged 32 hours per week on the job, teaching an average of 21 students per class, and 81 students per semester. These 77 remained in their first position on the average of 4 years. The 37 who had one part time job worked 18 hours per week, and taught 15 students per class, and 36 students per semester. They remained at their initial job for an average of 2.1 years.

Table 6. Means and Standard Deviations for Initial Positions for Hours per Week, Students per Class, Students per Semester, and Length of Time in Job.

	N	Hours Worked Per Week		Students Per Class		Students Per Semester		Years in Job	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Full Time	77	32	13.5	21	17.8	81	88.5	3.9	3.9
Part Time	37	18	9.2	15	6.2	49	36.4	2.1	1.9
All	117*	28	14.4	20	15.6	77	87.7	3.2	3.5

*Includes two who had more than one part time job and one working full time and part time.

Table 7. Type of Institution for First Post-MA Job. (N=115) Respondents were asked to mark all appropriate characteristics.

	N	Percentage of Responses	Percentage of Cases
University	47	21.2	40.9
Privately-owned School	31	14.0	27.0
Adult Education	30	13.5	26.1
Junior College	27	12.2	23.5
Public School	20	9.0	17.4
Government	17	7.7	14.8
Senior High	14	6.3	12.2
Vocational School	8	3.6	7.0
Elementary School	8	3.6	7.0
Junior High	6	2.7	5.2
Business	6	2.7	5.2
Teacher Training	3	1.4	2.6
Peace Corps	3	1.4	2.6
Pre-school	1	0.5	0.9
Other	1	0.5	0.9
Total Responses	222	100.0	193.0

The graduates were asked to indicate by what type of

institutions they were employed (Table 7). We see that they were most often employed by privately-owned schools, universities, governments, public schools, and junior colleges.

3.3 Location

In response to a question asking about the location of the first position after receiving the MA degree, 59 (50%) reported working in the United States, and 32 (27%) were in Asia. The rest were scattered over the globe. The high number of those working in the United States, of which 48 (41%) were in Hawaii, might be a reflection of our ability to locate graduates more easily if they remained in the United States. The fact that about 27% went to Asia is not unexpected, given Hawaii's proximity to the Orient.

3.4 Salaries

The annual salaries for the initial positions after the MA for the 117 respondents ranged from under \$5000 (19%) to more than \$25,000 (1%). As we see in Table 8, 44 (38%) reported earning between \$5,000 and \$9,999; 42 (36%) earned between \$10,000 and \$14,999. It is important to bear in mind that these figures cannot be interpreted in terms of the value of today's dollar, for they represent a 13 year period beginning in 1967. More accurate are the salaries for the respondents' current positions, reported below.

Table 8. First Salary after MA. (N=117)

Amount	Part Time		Double Part Time		Full Time		Total	
	N	%	N	%	N	%	N	%
None given	1	0.9					1	0.9
Under \$5000	8	6.9	1	0.9	13	11.1	22	18.9
\$5000 - 9999	19	16.4	1	0.9	24	20.5	44	37.6
\$10,000 - 14,999	8	6.9			34	29.1	42	35.9
\$15,000 - 19,999					3	2.6	3	2.6
\$20,000 - 24,999	1	0.9			3	2.6*	4	3.4
\$25,000 or more					1	0.9	1	0.9
Totals	37	31.6	2	1.7	78	66.7	117	100.0

*Includes one person who reported working both full and part time.

In comparing Tables 2 and 8, we learn that those with the MA degree (Table 8) earned higher salaries than before they received the MA degree (Table 2). From this one conclusion is that the respondents earned more money after receiving their MA than before.

4.0 Current Positions

4.1 Employment Characteristics

Of the 137 respondents, 108 (79%) reported that they were in ESL or a related field when they completed the questionnaire. This is similar to the 117 (85%) who reported that they remained in ESL or a related field after receiving their MA degree in ESL. Of the 20 whose first jobs were not in ESL or a related field, nine reported that their current jobs were in ESL or a related field. This leaves 11 (8%) of the original 137 whose initial and current jobs were not in ESL or a related field. For the remainder of this section, we discuss only the responses of the 108 who, at the time of completing the questionnaire, said they were in ESL or a related field.

Included in the 108 are 19 (18%) who received their degree in the years 1967-1969, and 40 (37%) between 1970 and 1974. The remaining 49 (45%) were graduated between 1975 and 1979, with 12 in 1978 and 11 in 1979.

Table 9 gives details on the employment status of the 108 respondents. Seventy-eight (72%) were employed at least full time; 27 (25%) had part time positions. Three were unemployed, of whom two were looking for work in the ESL profession and one was a full time student in a doctoral program in applied linguistics.

Table 9. Employment Status in Current Job. (N=108)

Status	Number	Percentage
unemployed	3	2.8
part time	18	16.7
double part time	9	8.3
full time	67	62.0
full & part time	11	10.2

Ochsner reported that 53% of his respondents had full time, permanent positions, while 18% had either permanent part time, or temporary full time positions. The remainder, 28%, had only temporary, part time jobs. While the data from the two surveys are different, making a valid comparison difficult, it appears as though, once again, the results are similar.

4.2 Duties and Responsibilities

In response to the question about duties for their current positions, 93 (91%) mentioned teaching, 46 (45%) materials preparation, 42 (41%) curriculum design, and 38 (37%) administration (Table 10). The responses total more than the 102 who answered the question, since they were asked to list all of their duties for their current job.

Table 10, like Table 4, illustrates in another manner the extent to which the graduates' current positions involved teaching. Teaching was mentioned 40% of the time, while materials preparation, the next most mentioned duty, garnered only 20% of responses. Curriculum design (18%) and administration (16%) followed.

Table 10. Duties for Current Job. (N=102) Respondents indicated all duties, not just primary.

Category	N	of Responses	of Cases
Teaching	93	40.4	91.2
Materials Preparation	46	20.0	45.1
Curriculum Design	42	18.3	41.2
Administration	38	16.5	37.3
Advising	2	0.9	2.0
Research	1	0.4	1.0
Media Work	3	1.3	2.9
Specialist	2	0.9	2.0
Other	3	1.3	2.9
Total Responses	230	100.0	225.5

These responses are similar to those for the first position after receiving the MA degree (Table 4); however, there is a slight decrease in the percentage of duties involving teaching, from 47% to 40%, and slight increases in the percentage of other duties, in particular administration, from 12% to 17%. However, teaching still remained the activity most engaged in by Hawaii's graduates in their current positions.

As was the case with their initial jobs, Hawaii's graduates were requested to rank their current duties, if they listed more than one. From Table 11, we see that 80 (76%) listed teaching as their primary duty; 19 (18%) reported administration; and three (3%), materials preparation. Ranked secondary duties included materials preparation (24%), administration (16%) and curriculum design (15%). One interpretation from this table, and from Table 5 (Ranked Duties for First Post-MA Job), is that while MA graduates have teaching as the major focus of their professional lives, they are also involved in administration, material preparation, and curriculum design.

The 108 respondents reported spending an average of 29 hours per week at their current positions, with an average of 18 students per class, and an average of 71 students per semester. This information is contained in Table 12. The 67 who had one full time job said they worked an average 35 hours per week, averaged 17 students per class and 68 per semester. They had been working at their current jobs for about 4.7 years, on the average. The 18 who held one part time job reported averaging 12

hours of work per week. The average number of students per class for these 18 was 18; they had an average of 44 students per semester. They had been at their current positions for an average of 2.8 years.

Table 11. Ranked Duties for Current Job. (N=102)

	Primary		Secondary		Tertiary	
	N	%	N	%	N	%
Teaching	80	76.2	7	6.7	4	3.8
Administration	18	17.1	17	16.2	2	1.9
Material Prep.	3	2.9	25	23.8	11	10.5
Curriculum Design	1	1.0	16	15.2	20	19.0
Research	0	0.0	1	1.0	0	0.0
Advising	0	0.0	0	0.0	1	1.0
Other	0	0.0	3	2.9	0	0.0

Table 12. Means and Standard Deviations for Current Positions for Hours per Week, Students per Class, Students per Semester, and Length of Time in Job.

	N	Hours Worked Per Week		Students Per Class		Students Per Semester		Years in Job	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Full Time	67	35	15.1	17	19.9	68	70.0	4.7	4.9
Part Time	18	12	6.9	17	12.2	44	47.7	2.8	3.5
All	108*	29	16.9	18	15.4	71	88.7	4.1	4.7

*Includes nine who had more than one part time job and 11 working full and part time.

Table 13 shows the responses to the request for the type of institutions for which they currently worked. A plurality mentioned working for a university (56 (32%)), with privately-owned schools (23 (13%)) and junior colleges (21 (12%)) receiving the next highest mentions. These responses differ somewhat from those given for the graduates' initial ESL positions (Table 7) in that universities increased from 21% to 32%. Apparently, universities represented viable options as the graduates continued in the ESL profession.

4.3 Location

The majority of Hawaii's graduates, at the time of the questionnaire, reported living in the United States (63 (58%)). Twenty-eight (26%) were in Asia, including 16 (15%) in Japan. The rest were in Africa, Europe, Latin America, the Mid East, and elsewhere. Of the 63 living in the United States, 38 were in Hawaii. These figures are consistent with those reported for the initial positions taken after the MA degree.

Table 13. Type of Institution for Current Job. (N=103)
 Respondents were asked to mark all appropriate characteristics.

	N	Percentage of Responses	Percentage of Cases
University	56	31.8	54.4
Privately-owned School	23	13.1	22.3
Junior College	21	11.9	20.4
Adult Education	17	9.7	16.5
Government	14	8.0	13.6
Public School	11	6.3	10.7
Senior High	10	5.7	9.7
Business	7	4.0	6.8
Teacher Training	4	2.3	3.9
Vocational School	4	2.3	3.9
Elementary School	3	1.7	2.9
Junior High	2	1.1	1.9
Peace Corps	1	0.6	1.0
Pre-school	0	0.0	0.0
Other	2	1.1	1.9
Total Responses	176	100.0	170.5

4.4 Salaries

The salaries which the 108 respondents reported earning at positions they held at the time of completing the questionnaire are given in Table 14. Four, including three who were unemployed, did not report any salary. For the remaining 104, the salaries ranged from less than \$5,000 (11%) to more than \$25,000 (15%). For those employed full time, 31 reported salaries between \$15,000 and \$19,999; nine between \$20,000 and \$24,999; and 14 over \$25,000. The salaries which the MA graduates reported earning at their current jobs are substantially higher than those they earned for their initial positions after receiving the MA degree.

In examining the salary figures reported in Tables 2, 8 and 14, it should be kept in mind that they are reported in United States dollars. A salary equivalent to US\$10,000 in Thailand, for a Thai, represents something rather different from \$10,000 in the United States.

4.5 Value of the MA Degree in ESL

One hundred seven responded to the question asking about the value of the MA degree, and were apparently pleased with the training they received for the MA. From Table 15, we see that 77 (72%) said the training helped them in their current positions either a great deal or to a very great extent.

Table 14. Salary at time of completing questionnaire. (N=108)

Amount	Unemployed		Part Time		Double Part Time		Full Time		Total	
	N	%	N	%	N	%	N	%	N	%
None given	3	2.8	1	0.9					4	3.7
Under \$5000			4	3.7	2	1.9	6	5.6**	12	11.1
\$5000 - 9999			5	4.6			3	2.8*	8	7.4
\$10,000 - 14,999			6	5.6	4	3.7	15	13.9*	25	23.1
\$15,000 - 19,999			1	0.9	1	0.9	31	28.8***	33	30.6
\$20,000 - 24,999			1	0.9			9	8.3*	10	9.3
\$25,000 or more					2	1.7	14	13.0***	16	14.8
Totals	3	2.8	18	16.7	9	8.3	78	72.2	108	100.0

*Includes one person who reported working both full and part time.

**Includes two persons who reported working both full and part time.

***Includes three persons who reported working both full and part time.

Table 15. Perceived Help of the MA Degree in ESL in Current Postion.

	N	%
Not At All	3	2.8
Somewhat	7	6.5
A Fair Amount	20	18.7
A Great Deal	47	43.9
To A Very Great Extent	30	28.0
Totals	107	100.0

5.0 Variables Affecting Salaries

In order to determine if there were any significant relationship between salaries and other variables such as experience before MA, salary received before entering MA program, age, year of graduation and sex, Pearson product moment correlations were conducted on the data from the two periods--initial job after receiving MA and current position. Table 16 shows the results of the analysis for the 117 respondents whose first job after the MA was in ESL or a related field.

We note from that table that the initial salaries which Hawaii's graduates received for the first job correlated significantly with the salary received before entering the MA program ($r=.30927$; $p=0.0007$). Those salaries--the ones received before the graduates entered the MA program--correlated significantly with age ($r=0.20634$; $p=.0263$) and years of experience before entering the MA program ($r=0.22887$; $p=0.0135$). Sex was not a factor in the salaries received.

Table 16. Pearson Product Moment Correlation Coefficients for Initial Positions after the MA Degree. (N=117 unless marked by * in which case N=116)

	Salary PreMA	Sex	Employ- ment Status	Age	PreMA Ex- perience	Year of Grad.
Initial Salary	0.3093*	0.0937	0.2420	0.1353	0.0673	0.0755
	0.00007	0.3148	0.0086	0.1458	0.4708	0.4185
Salary PreMA		0.0392	0.0535	0.2063*	0.2289*	-0.0641
		0.6764	0.5688	0.0263	0.0135	0.4940
Sex			0.1618	0.1923	0.1091	0.0105
			0.0814	0.0378	0.2418	0.9109
Employment Status				0.1499	0.0287	-0.2851
				0.1066	0.7584	0.0018
Age					0.0941	-0.4170
					0.3132	0.00001
PreMA Ex- perience						-0.6396
						0.4933

When we examine the same variables for current salaries, the situation changes. As is seen in Table 17, current salary correlates significantly with sex ($r=0.32565$; $p=0.0006$). This means that males received significantly higher salaries than females in our sample. Current salary levels also correlate significantly with age ($r=0.23728$; $p=0.0006$), which means that the older graduates were earning higher salaries; year of graduation ($r=-0.32722$; $p=0.0005$), showing that those who had been graduated earlier were earning higher salaries; initial salary after receiving MA ($r=0.36384$; $p=0.0001$); and employment status (e.g., full time or part time) ($r=0.48463$; $p=0.0001$).

These last two correlations--current salary with initial salary and with employment status--are not surprising. Indeed, the other significant correlations also are not unexpected (e.g., the longer one stays employed full time in the field, the higher the salary).

Of interest is the significant correlation between current salary and sex. One possible interpretation is that the ESL profession reflects contemporary society, in which women earn, on the average \$.57 for every \$1.00 men earn for the work. But this does not fit nicely with the facts, for it overlooks the lack of significant correlation between initial salary and sex.

Table 17. Pearson Product Moment Correlation Coefficients for Current Positions. (N=108)

	Sex	Employment Status	Initial Salary	Age	Year of Grad.
Current Salary	0.32565 0.0006	0.48463 0.0001	0.36384 0.0001	0.23728 0.0006	-0.32722 0.0005
Sex		0.22039 0.0219	0.06723 0.4893	0.26065 0.0064	0.06033 0.5351
Employment Status			0.05399 0.5789	0.05910 0.5435	-0.21375 0.0263
Initial Salary				0.16327 0.0913	0.01203 0.9017
Age					-0.41493 0.0001

It could be that sexism does not appear until later in the profession, as the males gradually pull away in earning power. It might also be that the males take positions in the oil producing countries. For Hawaii's graduates, the latter is not relevant, for only four graduates, three males and one female, reported working in such countries at the time of the questionnaire. The former--that sexism comes later in the MA graduate's professional career--may be balanced by examining the correlation coefficients between current salary and employment status, initial salary, and year of graduation (0.48463, 0.36384, and -0.32722 respectively). These are higher than the correlation coefficient between currently salary and sex (0.32525), meaning that more of the variation in current salaries can be explained by each of them individually than it can be by sex. Of particular importance is the variable status, which accounts for about 23% of the variation in current salaries. Sex accounts for about 10%.

Using SAS (Statistical Analysis System), a stepwise regression analysis was performed with current salary as the dependent variable with age, employment status, year of graduation, first salary after the MA degree and sex as the intervening variables. This procedure allows the computer to determine the degree to which each intervening variable affects the dependent variable. The best five variable model is shown in Table 18. Employment status--whether full or part time--was the most important variable in predicting current salary, followed by initial salary after receiving the MA, and the year of graduation from the MA program. Sex was the fourth variable entered; age was entered last.

This means that while sex is a significant variable in predicting our graduates' current salaries, it is not as important as employment status, initial salary after receiving

the MA degree, and the year of graduation from the MA program. As we see in Table 17, employment status and sex are significantly correlated ($r=0.22039$; $p=0.0219$), meaning that males are employed full time significantly more often than females. This was not the case for employment status and sex for initial salary (Table 16: $r=0.16178$; ns).

Table 18. Stepwise Regression Analysis (Maximum R-Square Improvement for Dependent Variable Current Salary).

R Square=0.44630286

C(P)=6.000

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	5	124.48130475	24.8962609	16.44	0.0001
Error	102	154.43536192	1.5140721		
Total	107	278.91666666			

	B Value	Std Error	Type II SS	F	Prob>F
Intercept	9.06128730				
Age	0.00177465	0.01481698	0.02171965	0.01	0.9049
Sex	0.66114191	0.25347312	10.300082786	6.80	0.0105
Year Grad.	-0.10200159	0.03625551	11.98429608	7.92	0.0059
1st Salary	0.56622367	0.12845254	29.41962968	19.43	0.0001
Employment Status	0.61335259	0.12852937	34.47959954	22.77	0.0001

It would be important to know if the fact that females are working part time significantly more than males because of choice or necessity. Are females choosing voluntarily to move from full time to part time status in order to, for example, raise a family? Or do they take part time work since it is the only type available to them? Unfortunately, we do not have the data to answer this question.

6.0 Those Who Left ESL

In this section we look briefly at the 29 respondents who reported not being in ESL or a related field at the time of the questionnaire. Some of the reasons given for leaving involved low salaries, lack of jobs, and a desire to leave the teaching profession. Since salary was mentioned a number of times, it is helpful to compare the salaries these 29 reported with the salaries of the 108 who stayed in ESL.

Table 19 compares the salaries of the two groups. Although the N size for each group is very different, the figures do not appear to be radically different. This impression is confirmed by a t-test which determined if there were a significant difference between them. The result showed no significant difference ($t=0.1279$; $df=135$). Thus, while some left ESL for salary reasons, their new salaries were not significantly higher

than the salaries of their former colleagues who remained in the field.

Table 19. Comparisons of ESL and NonESL Salaries for Current Positions.

	ESL or a Related Field		Not in ESL or a Related Field	
	N	%	N	%
None Reported	4	3.7	3	10.3
Under \$5,000	12	11.1	2	6.9
\$5,000-\$9,999	8	7.4	3	10.3
\$10,000-\$14,999	25	23.1	6	20.7
\$15,000-\$19,999	33	30.6	6	20.7
\$20,000-\$24,999	10	9.2	3	10.3
Over \$25,000	16	14.8	6	20.7
Totals	108	100.0	29	100.0

7.0 Questionnaire For Use in Future Studies

Appendix B is a questionnaire which can be used to collect data similar to those reported in this article. I have modified this questionnaire somewhat from the one used in the Hawaii study (Appendix A), based on the knowledge gained from using the first one.

The original one asked only for information on initial positions after the MA and current positions. Employment in between these two periods could not be indicated. This has been modified by the addition of Part III. C. Other Positions. This page has been designed so that it be duplicated by the respondent if necessary.

A second change involves question of employment status. In the original questionnaire, the graduates were asked if they worked part time or full time. As we noted in Section 5, we were unable to determine if a respondent was working part time by choice or by necessity (i.e., the only job available). This is changed in the revised questionnaire by allowing the respondent to give this information, if appropriate.

A change which I considered but left unchanged concerns the sensitive issue of salary. The original questionnaire asked the respondents to indicate salary level on a range, from less than \$5,000, to more than \$25,000, in increments of \$5,000. This was done under the assumption that they would be more likely to fill in a range rather than give an exact amount. I left this unchanged in the questionnaire presented in Appendix B. Unfortunately, this limits the accuracy of the data to a certain extent. For example, these data do not yield exact means. It

does, however, have a possible benefit of ensuring more responses.

Another way of handling the issue would be to assure confidentiality of the returns by not asking for the respondent's name in Section One. If current names and addresses are desired, this might be handled by a separate printed card, asking for that information. Then the respondents could be asked for exact salaries and be assured of a relatively greater degree of confidentiality.

More information could be requested, of course. What I propose in Appendix B is the minimum amount of information which is of value to those concerned with our profession. I suggest that the revised questionnaire be used in future surveys of MA graduates in ESL as a way of ensuring that the data we gather are uniform, allowing reliable and valid comparisons across studies.

8.0 Conclusion

Hawaii's MA graduates in ESL in the 1970s reported being employed mainly in ESL and ESL-related positions, generally in the United States. Their current ESL duties when they replied to the questionnaire, in the Spring of 1980, were primarily in teaching, with a fair percentage of duties in administration, curriculum design, and materials preparation.

This report should give those individuals considering entering an MA program in ESL some insight into the areas graduates are teaching, and the salaries which were being paid in 1980. While the old axiom that one never gets rich teaching seems to be true for those in ESL, it is apparent that those with an MA in ESL are able to obtain employment.

This report may be of interest to the faculty of MA programs in ESL. Like Ochsner (1980), we learn that graduates of MA programs in ESL generally end up teaching. This might be interpreted to mean that such programs might profitably devote a portion of their curricula to teacher training itself, in addition to the more theoretical aspects of language teaching and acquisition. MA programs in ESL should also consider offering instruction in ESL administration, given the percentage of graduates who reported that their duties included administration, particularly in positions assumed later in their careers.

REFERENCE

Ochsner, Robert. 1980. Job-related aspects of the M.A. in TESOL degree. TESOL Quarterly 14:199-207.

Appendix A

UNIVERSITY OF HAWAII AT MANOA
Department of English as a Second Language
1890 East-West Road
Honolulu, Hawaii 96822

QUESTIONNAIRE

Name _____ Year of Graduation _____

Ethnicity _____ Age: _____ Sex: M F

Current Address _____

Permanent Address _____

PART I. Related experience before entering the M.A. program.

1. Prior to earning your M.A. in ESL, how many years of relevant professional experience did you have? _____
2. In what countries did you work? _____
3. Approximately what was the highest salary you received?

<input type="checkbox"/> a. under \$5,000	<input type="checkbox"/> d. \$15,000 - \$19,999
<input type="checkbox"/> b. \$5,000 - \$9,999	<input type="checkbox"/> e. \$20,000 - \$24,999
<input type="checkbox"/> c. \$10,000 - \$14,999	<input type="checkbox"/> f. \$25,000 or more

PART II. Experience after earning the M.A. degree.

Initial Position

1. What country/state did you first work in after earning your M.A.? _____
2. Was your job in the E.S.L. field? _____. Even if not, please answer the remaining questions in this section.
3. Approximately what salary did you receive?

<input type="checkbox"/> a. under \$5,000	<input type="checkbox"/> d. \$15,000 - \$19,999
<input type="checkbox"/> b. \$5,000 - \$9,999	<input type="checkbox"/> e. \$20,000 - \$24,999
<input type="checkbox"/> c. \$10,000 - \$14,999	<input type="checkbox"/> f. \$25,000 or more
4. Did you work part-time or full-time? _____
5. What were your primary duties? (If more than one category, please rank in order.)

<input type="checkbox"/> a. teaching	<input type="checkbox"/> d. curriculum design
<input type="checkbox"/> b. administration/supervision	<input type="checkbox"/> e. other _____
<input type="checkbox"/> c. material preparation	

QUESTIONNAIRE

6. In what area were you employed? (Please check all relevant categories.)

- | | |
|--|---|
| <input type="checkbox"/> a. government | <input type="checkbox"/> h. senior high |
| <input type="checkbox"/> b. business | <input type="checkbox"/> i. junior college |
| <input type="checkbox"/> c. public school | <input type="checkbox"/> j. vocational school |
| <input type="checkbox"/> d. privately-owned school | <input type="checkbox"/> k. university |
| <input type="checkbox"/> e. pre-school | <input type="checkbox"/> l. adult education |
| <input type="checkbox"/> f. elementary school | <input type="checkbox"/> m. other _____ |
| <input type="checkbox"/> g. junior high | |

7. Please answer the following questions:

- a. How many hours a week did you work? _____
- b. How many students were there in one class? _____
- c. How many students did you teach in one semester? _____

8. How long did you stay in this job? _____

Current Position

1. What country/state do you live in now? _____

2. Are you still working in the E.S.L. field? _____. Even if not, please answer the remaining questions in this section.

3. Approximately what is your total annual salary?

- | | |
|---|---|
| <input type="checkbox"/> a. under \$5,000 | <input type="checkbox"/> d. \$15,000 - \$19,999 |
| <input type="checkbox"/> b. \$5,000 - \$9,999 | <input type="checkbox"/> e. \$20,000 - \$24,999 |
| <input type="checkbox"/> c. \$10,000 - \$14,999 | <input type="checkbox"/> f. \$25,000 or more |

4. Do you have more than one job at present? _____ If so, how many? _____

5. Do you work part-time or full-time? _____

6. What are your primary duties? (If more than one category, please rank in order.)

- | | |
|--|---|
| <input type="checkbox"/> a. teaching | <input type="checkbox"/> d. curriculum design |
| <input type="checkbox"/> b. administration/supervision | <input type="checkbox"/> e. other _____ |
| <input type="checkbox"/> c. material preparation | |

7. In what areas are you employed? (Please check all relevant categories.)

- | | |
|--|---|
| <input type="checkbox"/> a. government | <input type="checkbox"/> h. senior high |
| <input type="checkbox"/> b. business | <input type="checkbox"/> i. junior college |
| <input type="checkbox"/> c. public school | <input type="checkbox"/> j. vocational school |
| <input type="checkbox"/> d. privately-owned school | <input type="checkbox"/> k. university |
| <input type="checkbox"/> e. pre-school | <input type="checkbox"/> l. adult education |
| <input type="checkbox"/> f. elementary school | <input type="checkbox"/> m. other _____ |
| <input type="checkbox"/> g. junior high | |

8. Are you presently attending or did you attend graduate school? _____ If so, what field and degree? _____

9. Please answer the following questions, if relevant:

- a. How many hours a week do you work? _____
- b. How many students are there in one class? _____
- c. How many students do you teach in one semester? _____

10. How many years experience do you have relevant to your present main job? _____

11. How long have you held your present main job? _____

QUESTIONNAIRE

12. To what extent has your M.A. training helped you in your professional life?

- a. not at all
- b. somewhat
- c. a fair amount

- d. a great deal
- e. to a very great extent

PART III. Comments.

1. If you have left the E.S.L. field, could you please give reasons why:

2. Please comment on how your M.A. training has affected your professional life:

3. Is there some kind of training that you didn't get in your M.A. work that you have found a need for?

Your addresses will be used to update our file of graduates. All other information supplied in this questionnaire will remain confidential.

Please return this questionnaire to:

Richard R. Day, Chairman
Department of English as a Second Language
University of Hawaii at Manoa
1890 East-West Road, MO 570
Honolulu, Hawaii 96822

Appendix B

Questionnaire for MA Graduates in ESL

PART I. Background Information.

Name _____ Year of Graduation _____

Ethnicity _____ Age _____ Sex: M F

Current Address _____

Permanent Address _____

PART II. Related experience before entering the M.A. Program.

1. Prior to entering the M.A. program, how many years of relevant professional experience did you have? _____

2. In what countries did you work? _____

3. List any degrees or certificates you received prior to entering the M.A. program. Note also the field or area.

4. Approximately what was the highest salary you received in a position related to the field of ESL?

- | | |
|---|---|
| <input type="checkbox"/> a. under \$5,000 | <input type="checkbox"/> d. \$15,000-\$19,999 |
| <input type="checkbox"/> b. \$5,000-\$9,999 | <input type="checkbox"/> e. \$20,000-\$24,999 |
| <input type="checkbox"/> c. \$10,000-\$14,999 | <input type="checkbox"/> f. \$25,000 or more |

PART III. Experience after receiving the M.A. degree.

A. Initial Position

1. Was your first job in ESL? Yes No. If not, what field was it in? _____ . If not, why did you leave ESL? _____

2. What country/state did you first work in? _____ . Why? _____

3. Was the position full time or part time? _____
If part time, did you want part time employment? _____
Why or why not? _____

4. Approximately what salary did you receive?

- | | |
|---|---|
| <input type="checkbox"/> a. under \$5,000 | <input type="checkbox"/> d. \$15,000-\$19,999 |
| <input type="checkbox"/> b. \$5,000-\$9,999 | <input type="checkbox"/> e. \$20,000-\$24,999 |
| <input type="checkbox"/> c. \$10,000-\$14,999 | <input type="checkbox"/> f. \$25,000 or more |

5. What were your primary duties? (If more than one category, please indicate which was first, second, etc.)

- | | |
|--|---|
| <input type="checkbox"/> a. teaching | <input type="checkbox"/> d. curriculum/course/
syllabus design |
| <input type="checkbox"/> b. administration/
supervision | <input type="checkbox"/> e. other _____ |
| <input type="checkbox"/> c. materials preparation | |

6. In what area(s) were you employed? (Please check all relevant categories.)

- | | |
|---|--|
| <input type="checkbox"/> a. government | <input type="checkbox"/> h. senior high |
| <input type="checkbox"/> b. business | <input type="checkbox"/> i. junior/community college |
| <input type="checkbox"/> c. public school | <input type="checkbox"/> j. vocational school |
| <input type="checkbox"/> d. private school | <input type="checkbox"/> k. university |
| <input type="checkbox"/> e. pre-school | <input type="checkbox"/> l. adult education |
| <input type="checkbox"/> f. elementary school | <input type="checkbox"/> m. other _____ |
| <input type="checkbox"/> g. junior high | |

7. How many hours a week did you work? _____

8. If your duties involved teaching, what was the average number of students per class? _____

9. If your duties involved teaching, what was the average number of students you taught per semester? _____

10. Answer either (a) or (b).

(a) If you remain employed at this position at this time, how long have you been there? _____

(b) If you have left your first position after receiving the MA degree, how long did you stay in it? _____
Why did you leave it? _____

11. Did your salary for the initial position increase? Yes No
If yes, please indicate what your final salary was for this initial position.

- | | |
|---|---|
| <input type="checkbox"/> a. under \$5,000 | <input type="checkbox"/> d. \$15,000-\$19,999 |
| <input type="checkbox"/> b. \$5,000-\$9,999 | <input type="checkbox"/> e. \$20,000-\$24,999 |
| <input type="checkbox"/> c. \$10,000-\$14,999 | <input type="checkbox"/> f. \$25,000 or more |

B. Current Position

1. What country/state do you live in now? _____

2. Even if you do not have a job at this time, are you in ESL?
Yes No If no, what field are you in? _____

Regardless of your answer, either Yes or No, please answer all questions in this section, if appropriate.

3. (a) If you are in ESL or a related field, why have you remained in ESL or a related field? _____

(b) If you have left the field, why? _____

4. If employed, is the position full time or part time? _____
_____. If part time, did you seek part time employment?
Yes No Why or why not? _____

5. What is your approximate salary?

- | | |
|---|---|
| <input type="checkbox"/> a. under \$5,000 | <input type="checkbox"/> d. \$15,000-\$19,999 |
| <input type="checkbox"/> b. \$5,000-\$9,999 | <input type="checkbox"/> e. \$20,000-\$24,999 |
| <input type="checkbox"/> c. \$10,000-\$14,999 | <input type="checkbox"/> f. \$25,000-\$29,999 |
| | <input type="checkbox"/> g. \$30,000 or more |

6. What are your primary duties? (If more than one category, please indicate which is first, second, etc.)

- | | |
|--|---|
| <input type="checkbox"/> a. teaching | <input type="checkbox"/> d. curriculum/course/
syllabus design |
| <input type="checkbox"/> b. administration/
supervision | <input type="checkbox"/> e. other _____ |
| <input type="checkbox"/> c. materials preparation | |

7. In what area(s) are you employed? (Please check all relevant categories.)

- | | |
|---|--|
| <input type="checkbox"/> a. government | <input type="checkbox"/> h. senior high |
| <input type="checkbox"/> b. business | <input type="checkbox"/> i. junior/community college |
| <input type="checkbox"/> c. public school | <input type="checkbox"/> j. vocational school |
| <input type="checkbox"/> d. private school | <input type="checkbox"/> k. university |
| <input type="checkbox"/> e. pre-school | <input type="checkbox"/> l. adult education |
| <input type="checkbox"/> f. elementary school | <input type="checkbox"/> m. other _____ |
| <input type="checkbox"/> g. junior high | |

8. How many hours a week do you work? _____

9. If your duties involve teaching, what is the average number of students per class? _____

10. If your duties involve teaching, what is the average number of students you teach per semester? _____

11. How long have you held this position? _____

C. Other Positions (If you held positions other than those described above, please complete this section. Feel free to duplicate this section, if appropriate.)

1. What country/state did you live in? _____

2. (a) Was the position in ESL? Yes No
A related field? Yes No If yes, which one? _____

(b) If you left the field, why? _____

3. Was the position full time or part time? Yes No
If part time, did you seek part time employment? _____
Why or why not? _____

4. What was your approximate salary?

- | | |
|---|---|
| <input type="checkbox"/> a. under \$5,000 | <input type="checkbox"/> d. \$15,000-\$19,999 |
| <input type="checkbox"/> b. \$5,000-\$9,999 | <input type="checkbox"/> e. \$20,000-\$24,999 |
| <input type="checkbox"/> c. \$10,000-\$14,999 | <input type="checkbox"/> f. \$25,000 or more |

5. What were your primary duties? (If more than one category, please indicate which was first, second, etc.)

- | | |
|--|---|
| <input type="checkbox"/> a. teaching | <input type="checkbox"/> d. curriculum/course/
syllabus design |
| <input type="checkbox"/> b. administration/
supervision | <input type="checkbox"/> e. other _____ |
| <input type="checkbox"/> c. materials preparation | |

6. In what area(s) were you employed? (Please check all relevant categories.)

- | | |
|---|--|
| <input type="checkbox"/> a. government | <input type="checkbox"/> h. senior high |
| <input type="checkbox"/> b. business | <input type="checkbox"/> i. junior/community college |
| <input type="checkbox"/> c. public school | <input type="checkbox"/> j. vocational school |
| <input type="checkbox"/> d. private school | <input type="checkbox"/> k. university |
| <input type="checkbox"/> e. pre-school | <input type="checkbox"/> l. adult education |
| <input type="checkbox"/> f. elementary school | <input type="checkbox"/> m. other _____ |
| <input type="checkbox"/> g. junior high | |

7. How many hours a week did you work? _____

8. If your duties involved teaching, what was the average number of students per class? _____

9. If your duties involved teaching, what was the average number of students you taught per semester? _____

10. Why did you leave this position? _____

11. How long did you hold this position? _____

PART IV Education since receiving the M.A.in ESL Degree

1. Are you presently attending or did you attend graduate school at some time after you received your M.A. degree in ESL? Yes No
 2. If yes, what degree and what field? _____
 3. If yes, did your work in the M.A. program in ESL help prepare you for graduate work? Yes No Why or why not? _____
-

PART V

1. To what extent did your M.A. training help you in your professional life?

<input type="checkbox"/> a. not at all	<input type="checkbox"/> d. a great deal
<input type="checkbox"/> b. somewhat	<input type="checkbox"/> e. to a very great extent
<input type="checkbox"/> c. a fair amount	
2. Please comment on how your M.A. training affected your professional life. _____

3. Was there a need for courses or other training that you did not receive in your M.A. program? Yes No If yes, please elaborate. _____

Thank you very much for taking the time to complete this questionnaire. Your addresses will be used to update our file of graduates. All other information supplied in this questionnaire will be held strictly confidential.