

THE CAREER PATTERNS, OCCUPATIONAL  
CHANGES AND JOB SATISFACTION  
OF NEWFOUNDLAND PHYSICAL  
EDUCATION GRADUATES

CENTRE FOR NEWFOUNDLAND STUDIES

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THE CAREER PATTERNS, OCCUPATIONAL CHANGES  
AND JOB SATISFACTION OF NEWFOUNDLAND  
PHYSICAL EDUCATION GRADUATES

by

© David C. Dibbon, B.P.E.

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## ABSTRACT

The major problem of this study was to determine the career patterns of those individuals who graduated from the School of Physical Education and Athletics, at Memorial University from 1958 to 1982, inclusive. Distinctions were made between four groups of graduates: those still teaching Physical Education in the province of Newfoundland; those who at one time taught Physical Education, but are now teaching in other subject areas or involved in educational administration; those who at one time taught Physical Education but have now divorced themselves from the profession; and those who graduated from the School of Physical Education and Athletics, but never entered the Physical Education teaching profession. Questionnaires were designed and administered to these groups of individuals in an attempt to measure their attitudes towards working in the Physical Education profession.

Data were also collected on each graduating class at the School of Physical Education and Athletics. In order to analyse the attrition rates of Physical Education teachers and graduates, cohort analyses were completed for five of the graduating classes.

During the time period studied by the researcher (from 1958 to 1982 inclusive) there were 496 graduates from the

School of Physical Education and Athletics. Two hundred and thirty of these graduates were still teaching Physical Education as of June, 1983.

The data concerning the number of graduates per year are consistent with data collected by Statistics Canada on a national basis. It shows a sharp increase at both levels up to 1979, followed by a minor decrease.

The results of the cohort analysis were somewhat consistent with earlier studies. However, the major trend identified throughout this study was one of an upward shift in both entrance and survival rates for cohorts graduating into the mid-1970s. Also, while the trend of the downward sloping survival curve was still evident, it was a much gentler slope than in earlier years.

The investigation into the job satisfaction of Physical Education teachers revealed that many were dissatisfied with the non-human resources they had available to do the job, the comfort and convenience of the job, as well as the recognition and financial considerations they received from their job. Two of these facets were also cited among the most important reasons indicated by ex-Physical Education teachers for leaving the profession.

This investigation has enabled the researcher to draw the following conclusions:

1. Demographic variables have no effect on the overall job satisfaction of Physical Education teachers in

Newfoundland.

2. Physical Education teachers are satisfied with the following aspects of their jobs: the human resources to do the job, the personal relations they experienced on the job, and the nature of their work.

3. Physical Education teachers are dissatisfied with the following aspects of their jobs: the non-human resources to do the job, the financial considerations offered by their job, the comfort and convenience of their job, and the recognition they received for their work.

4. The attrition rates for Newfoundland Physical Education teachers are lower at present than in earlier years.

5. Ex-Physical Education teachers left the profession for many of the same reasons that present Physical Education teachers are dissatisfied, namely, the lack of non-human resources to do the job and the lack of recognition they received for their work.

6. Many of the Physical Education graduates would not have studied Physical Education if they had had some form of career guidance.

7. The present work load on a Physical Education teacher is too heavy.

8. A majority of the Physical Education graduates who did not enter the Physical Education teaching profession chose not to enter for their own personal reasons.

9. The majority of the Physical Education graduates who leave Physical Education teaching but who remain in education are either promoted to an administrative position or they make a lateral move to teach in other subject areas,

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## CHAPTER I

### INTRODUCTION

In recent years, there has been much speculation, by educational administrators and Physical Education teachers alike, as to the career life expectancy of Physical Education teachers. Personal conversations with many of these individuals have produced such a myriad of comments as:

Physical Education teachers burn out in approximately five years.

\_\_\_\_\_ wants to get out of the gym and into a classroom.

How many Physical Education teachers do you know with more than 10 years experience.

and

I'd give this [teaching Physical Education] up tomorrow if I could find a job that would pay me as well.

With statements such as these being made, one cannot help but question the quality of work life faced daily by Physical Education teachers. When considering the quality of an individual's work life, a concept which frequently surfaces is that of job satisfaction. Certainly, it is a major factor which must be identified and considered when addressing the topics of career patterns and career change. Lawler (1973) reports that the relationship between satisfaction and turnover has been studied indepth and that:

... although relationships between satisfaction scores and turnover have not always been very strong, the studies in this area have consistently shown that dissatisfied workers are more likely than satisfied workers to terminate employment; thus, satisfaction scores can predict turnover. (p. 85)

Lawler also postulates that the major reason why turnover and satisfaction are not more strongly related is that turnover is very much influenced by the availability of other positions.

Even if a person is very dissatisfied with his job, he is not likely to leave unless other attractive alternatives are available. (p. 86)

This would suggest then that turnover is related to the economic conditions existing at any given time. Many researchers have studied the job satisfaction of teachers, and in the literature, there is some evidence which supports the theory that Physical Education teachers are among the most dissatisfied. Sullivan and Russell (1981) indicate that only one other group of Memorial University graduates are as dissatisfied with their jobs as Physical Education graduates. Holdaway (1978) states that Physical Education teachers were the most dissatisfied group in his study of 801 Alberta teachers.

Aside from measuring the levels of satisfaction or dissatisfaction of those graduates who became and remained Physical Education teachers, it is also necessary to investigate the reasons why the remaining graduates either left or did not enter the profession. Throughout the past

quarter century, many authors have studied the factors associated with teacher career changes (Wiley 1963, Blaser 1965, Barnett 1965, Wood 1970, Blolad 1980, etc.). The impetus for a majority of these earlier studies was teacher shortages and poor employment conditions. It can be argued that these conditions still apply today to many areas of North America. An article in the St. Petersburg Times stated:

The nation [United States] is expected to need 8000 more teacher graduates than it will get this year and the shortage will increase to 31,000 in 1986.  
(p. 20A)

However, in Newfoundland, in an era of teachers' professional organizations and relatively high salaries, a surplus of teachers has resulted. Therefore much of the early research is purely historical and not applicable to the present employment situation in Newfoundland and Labrador.

Separate from the humanistic aspects associated with career change, others (Whitener 1965, Charter 1970, Mueller 1975 and Mark and Anderson 1978) have attempted through cohort analysis to mathematically graph teacher attrition. The primary purposes of these analyses were for use in determining the turnover rate and the supply and demand for teachers in the future.

This study makes use of these research techniques to investigate the Career Patterns of Physical Education graduates from Memorial University of Newfoundland and Labrador.

### Statement of the Problem

The major problem of the study was to determine the career patterns of those individuals who graduated from the School of Physical Education and Athletics at Memorial University between 1958 and 1982. As a component of this problem, the researcher attempted to determine the number of Physical Education graduates who were still active in the profession and measure their attitudes towards their jobs. Distinctions were made between four groups of graduates: those still teaching Physical Education; those who at one time taught Physical Education but are now teaching in other subject areas or involved in educational administration; those who at one time taught Physical Education but have now divorced themselves from the profession; and those who graduated from the School of Physical Education but never entered the teaching profession. Data were accumulated, analysed and compared for all four groups.

In an attempt to analyse the attrition rate of Physical Education teachers in the Province, a cohort analysis was performed on five different graduating years. While the researcher concedes it would have been more useful if all 25 cohorts could have been studied, the time frame of this research enabled only five cohorts to be completed.

It was the design of this analysis to study cohorts 5 years apart, that is the graduates of 1964, 1969, 1974, 1979 and 1982. However, due to a lack of information this

was not possible. The researcher is confident though that the 5 years studied captured the major eras of change for Physical Education in Newfoundland and Labrador.

As well as graphically describing the attrition rate of Physical Education teachers, this study attempted to measure the attitudes of current Physical Education teachers towards their jobs. Attempts were also made to determine the reasons why some graduates never entered the profession as well as why those who did enter and leave, changed their occupations.

#### Purpose of the Study

While there has been a great deal of research conducted into both the job satisfaction and career patterns of teachers, no evidence could be found which outlined an investigation that studied both the graduates who entered and remained teaching, and those who were not teaching.

The author reasoned that rather than examine only the graduates who are not employed in the profession, it would also be useful to know the attitudes towards their jobs of those who remained. Certainly, as pointed out in the review of literature, job satisfaction is a major determinant of occupational change.

The purpose of this study was to examine and compare all four previously defined groups. If many of the current teachers are experiencing dissatisfaction with the same



facets of their jobs that caused others to leave or not enter the profession, then indeed this study may isolate some real trouble areas in the Physical Education profession.

This collection of data on Physical Education graduates may also be of value to administrators, teachers, university professors and school boards in helping to improve teacher effectiveness and the quality of a Physical Education teacher's work life.

#### Limitations of the Study

This study may have been influenced by the following limitations.

The first limitation of the study was that not all of the subjects in the population could be located. This raises the question as to whether the results would have been different if all Physical Education graduates could have been contacted.

The second limitation of the study is that questionnaires were used for the collection of most of the data. In the words of Michael Gruneberg (1979):

Questionnaires should be regarded as instruments for approximating the truth rather than being an infallible means of measuring attitudes. (p. 4)

For this reason, this may have been a limitation of the study.

A third limitation is that the cohorts analysed were

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chosen for convenience. The researcher attempted to analyze cohorts with intervals of 5 years, however, since all members of certain years could not be located, the years of 1964, 1969, 1974, 1978, and 1982 were chosen.

The fourth limitation of the study is that two different testing instruments were used to collect much of the necessary data. Since the study was conceived in two separate parts, the section on job satisfaction was completed prior to the development of the section regarding career patterns. It was felt by the researcher and his advisor that since both questionnaires were essentially similar, it was more advantageous to use the information previously collected rather than send a second similar questionnaire to the same individuals within a three-month time frame. The rationale for this decision rested in the fact that there was a high response rate for the initial inquiry.

The fifth limitation is that the study was restricted to Physical Education graduates at Memorial University of Newfoundland for the years 1958 to 1982.

#### Definition of Terms

The following terms are defined as they applied to the study:

Career Life Expectancy: Career Life Expectancy refers to the length of time a Physical Education teacher can be

expected to remain teaching Physical Education.

Cohort: A cohort is any group of individuals linked as a group in some way because they have all undergone a similar experience within a given period of time.

Demographic Variables: The demographic variables are the variables of sex, age, years of teaching experience, grade level teaching experience, and population of the community in which the teacher was living.

Eras: The eras identified are the time periods from (1) 1958-1967, (2) 1968-1972, (3) 1973-1980, (4) 1981- (see Figure 1).

Facet Satisfaction: Facet satisfaction is defined as a teacher's emotional reactions to particular aspects of his/her job.

Overall Satisfaction: Overall satisfaction is defined as a teacher's emotional reactions to his/her total work role.

Physical Education Profession: Physical Education profession as referred to in this study means teaching Physical Education in one of the province's compulsory public schools.

Physical Education Teacher: A Physical Education teacher is defined as a teacher who teaches physical education (full or part-time) during regular school hours.

Population: The population is defined as all of the 496 Physical Education graduates from Memorial University between and including the years 1958-1982.

Rural Community: A rural community is defined as a Newfoundland community with a population of less than 5000.

Satisfaction/Dissatisfaction: The level of job satisfaction/dissatisfaction is measured as the relationship between what Physical Education teachers want from their jobs and what they actually get from their jobs.

Urban Community: An urban community is defined as a Newfoundland community with a population of 5000 or greater.

## CHAPTER II

### REVIEW OF LITERATURE

A review of the literature on the career patterns of workers would indeed be lengthy. Over the years, numerous articles and dissertations have been written regarding the career patterns of workers. However, this review of literature will relate primarily to teachers and education graduates. Special reference will be made to studies involving Physical Education teachers and graduates.

For ease of presentation, the review is divided into two sections: (1) A review of the theories relating to job satisfaction and studies relating to the job satisfaction of teachers in general and more specifically, Physical Education teachers; (2) A review of the literature relating to theories of career change, as well as studies involving career change and attrition among teachers. Where data is available, reference will be made to Physical Education teachers.

#### Theories of Job Satisfaction

Over the years, literally thousands of articles and dissertations have been written regarding the attitudes of workers towards their jobs. The reasons for this are not hard to find. People spend over half their waking hours at work and in transit to and from it. Even after hours, work

is often the topic of many conversations and people employed in similar jobs are often accused of "talking shop" away from their place of work. As Hertzberg (1959) stated, "Work is one of the most absorbing things men can think and talk about (p. 3)."

Generally speaking, job satisfaction refers to the degree to which employees satisfy their needs within organizations. However, many definitions and theories have surfaced over the past half century. Despite this plethora of literature, researchers have still been unable to coin a single, all-embracing definition or theory that is universally acceptable. It seems that each researcher limits his/her work and defines his/her variables in terms of the concept he/she wishes to measure. This is easily understandable when one considers the sundry characteristics that need to be considered regarding different workers and different jobs. The entire concept of job satisfaction is such a nebulous one that it is understandable there is no one optimal measurement for everyone. The measures depend on the experimental situation.

Lawler (1973) saw the increased interest in job satisfaction as a result of the rising concern in many countries about the quality of life. He continued by stating:

Job satisfaction is one measure of the quality of life in an organization and it is worth understanding and increasing even if it isn't directly related to performance. (p. 62)

Expanding on this he further stated:

What happens to people during the work day has profound effects both on the individual employee's life and on society as a whole, and thus these events cannot be ignored if the quality of life in a society is to be high. (p. 63)

As stated earlier, job satisfaction has been measured and considered in many ways. The earliest research on job satisfaction was almost exclusively predicated upon the "continuum assumption". This theory operated on the premise that if factors causing dissatisfaction were removed then satisfaction would result. Conversely, if factors which caused satisfaction were removed, then dissatisfaction would result. This was known as the traditional approach to job satisfaction, and since the introduction of Herzberg's "two factor" theory in 1959, few researchers have adhered to this technique of measuring job satisfaction.

The "two factor" theory postulated that factors contribution to job satisfaction and job dissatisfaction were mutually exclusive. Herzberg envisioned two independent continua, one running from neutral to satisfied and the other from neutral to dissatisfied. Further hypotheses stated that some factors were satisfiers when present but not dissatisfiers when absent, i.e. recognition, achievement, responsibility, etc. Other factors were dissatisfiers when not present but their presence did not necessarily result in satisfaction, i.e. salary, security, status, etc.

The factors, divided into sub-categories, are defined as follows: The satisfiers or motivators found are achievement, recognition, the work itself, responsibility,

those of other people, he/she will perceive the reward system as equitable and, therefore, will be satisfied. On the other hand, if the ratio is smaller than those of the others, the result will be dissatisfaction. If it is larger, the person will experience feelings of inequity or guilt. Individuals who feel under-rewarded will probably try to increase their outcomes (rewards) or reduce their inputs (performance).

#### Job Satisfaction Studies Related to Physical Education Teachers

Two pieces of research very relevant to this study were carried out on two years of graduating students at Memorial University; 1977 and 1981. The data considered was a portion of a follow-up study undertaken by Sullivan and Russell of the University Counselling Center. The subjects for these studies were students who had graduated the previous year.

The 1977 study was very general and as such, the most useful information showed that of the 19 respondents with a Bachelor's Degree in Physical Education, six or 32 percent would not choose the same area of study if they could choose again. This compared favourably with Bachelor of Education graduates as 40 percent of the 120 respondents indicated they would choose a different career if they could choose again.

The study of the 1981 graduates was unpublished,



and advancement. The dissatisfiers, sometimes called hygienic factors, are usually found in the work environment and they are salary, possibility of growth, interpersonal relations, status, supervision, company policy, working conditions, personal life, and job security.

Lawler (1973), in discussing Herzberg's theory, noted that in essence it was possible to be both satisfied and dissatisfied at the same time. Rogers (1975), commenting on this observation, stated:

In other words, adequate salary, good working conditions and respected supervisors will not produce a satisfied worker, they will only produce a worker who is not dissatisfied. However, these factors must be acceptable in order for the motivation factors to become operative--in other words, like medical hygiene practices, they cannot cure an illness but they can aid in preventing it. (p. 111)

This theory has been the focus of much controversy over the years and while many studies have reinforced the theory, there still exists a great deal of conflicting evidence. To describe here any significant portion of the literature that has attempted to ratify or refute the two-factor theory is beyond the scope of this study. However, a review of the controversy is outlined by Burke (1966).

Another frequently used theory of job satisfaction is based on the principle of equity; thus the "equity theory". This theory, as reported by Chung and Megginson (1981), involves social comparisons of input-output ratios. People tend to compare their own inputs and outcomes with those of other people. If a person's input-output ratio is equal to

however, the researchers have consented to release relevant information. This survey was more detailed than the 1977 study, however, the low number of respondents (10) with a degree in Physical Education may not be indicative of the 49 in the graduating class.

Of those who responded, 42 percent indicated they would not choose the same career if they could make their choice again. Only one other group, those with a Bachelor of Arts and Education degree, showed greater dissatisfaction with their career choice (43 percent).

Other comparisons tended to show that Physical Education graduates were less satisfied with certain aspects of their jobs than were most other graduates. One-third (33 percent) of the respondents indicated they were not satisfied with their location of work and 44 percent displayed feelings of dissatisfaction with the opportunities for advancement. For graduates with a Bachelor of Arts and Education degree, 13.5 and 17.1 percent, respectively, indicated dissatisfaction with their location of work and their opportunities for advancement. Another question asked whether their job was interesting and 20 percent of the Physical Education graduates indicated they were dissatisfied; this compared with 2 percent for Arts and Education graduates. Concerning the facets of job security, salary and challenge, over 90 percent of both groups indicated satisfaction. Both groups displayed a moderate

dissatisfaction with the amount of freedom they experienced in their job.

All in all, Physical Education graduates tended to be less satisfied with their jobs than most other graduate groups. Only one other group of graduates, those with a Bachelor of Science degree, indicated being as dissatisfied with their jobs.

Researchers studying these results should be cognizant of the fact that the subjects for this study were classified according to degree and not by occupation. It was possible that some respondents were not working in their area of study and this may have influenced the results. The study evaluated the graduates' present job and that was not necessarily the one their degree trained them to perform.

In another Canadian study, Wood (1970) reported a survey by Gallup and Simpson on 63 Physical Education teachers in the Edmonton Public School System. The results of the study indicated that the major factor resulting in dissatisfaction was the heavy work load they experienced as a result of unfairly distributed extracurricular tasks.

Parkhouse and Holmen (1980) carried out a research study on Physical Education teachers in the Los Angeles area to determine whether those in suburban and inner city schools differed with respect to job satisfaction. The results showed that of the 49 subjects tested, the suburban teachers were satisfied with the intrinsic aspects of their

work (work itself, personal relations, and supervision) and dissatisfied with the extrinsic component, salary.

Conversely, the inner city subjects reported satisfaction with pay and dissatisfaction with the work itself, personal relations and supervision.

#### Job Satisfaction Studies Related to Teachers

Perhaps the best-documented study concerning teacher job satisfaction was performed by Sergiovanni (1967). He tested Hertzberg's theory that factors which lead to satisfaction and dissatisfaction of workers are mutually exclusive. Sergiovanni surveyed 71 teachers from New York State and his results tended to support Hertzberg's findings.

Achievement, recognition and responsibility were factors which contributed predominantly to teacher job satisfaction. Sixty-nine percent of those satisfied reported experiencing these three factors in their job. Interpersonal relations, supervision, school policy, status and personal life were the factors identified mostly with teacher dissatisfaction. Forty-eight percent of the dissatisfied teachers cited these factors as reasons why they were not satisfied with their jobs.

It was also interesting to note that the factors identified by teachers as satisfiers tended to focus on the work itself, while factors associated with dissatisfaction tended

to focus on the conditions of work.

Lortie (1975) offered an explanation of how teachers seek rewards. This explanation indicated why the satisfaction factors emanated from the work itself. Lortie said that since many beginning teachers do not plan to stay teaching very long, most of them tend to emphasize rewards they can earn in the present. He identifies "psychic" rewards as the rewards most sought after by teachers. These are rewards experienced from direct involvement in their work, for example, the feelings a teacher experiences after a very successful class--the feeling of "reaching" or "getting through to" the students.

The major difference in the findings of the study by Sergiovanni and the one by Hertzberg was that two factors which Hertzberg identified as satisfiers did not appear as satisfiers in the study by Sergiovanni. The factor of advancement was not mentioned at all. This lends credence to Lortie's theory that teaching tends to be a terminal position with very little opportunity for advancement or change in status.

The factor, work itself, was unique in that it was identified as a "bi-polar" factor, that is, although it appeared as a source of satisfaction it was also a frequent source of job dissatisfaction.

Sergiovanni found no significant differences in job satisfaction between men and women, elementary and high

school, as well as tenured and non-tenured teachers.

A more pertinent study was carried out by Holdaway (1978) on 801 Alberta teachers. He conducted research to ascertain the relationship between overall and facet satisfaction of teachers. In his results, he identified 14 factors with which 80 percent of respondents were satisfied. Job security, relationship with students, relationship with co-workers, and provisions for sick leave are all examples of the satisfiers. He also identified 10 other facets with which 50 percent of teachers were dissatisfied. Included in these 10 were attitudes of society towards education, status, supervision, and methods of and opportunities for promotions.

In relation to demographic variables, Holdaway found 89 percent of elementary teachers were satisfied as compared with percentages of 78 and 79 for junior and senior high school teachers. The respective overall satisfaction scores showed females (87 percent) more satisfied than males (80 percent). Physical Education teachers were pinpointed as the group of teachers least satisfied with their jobs; their 69 percent contrasted with approximately 80 percent for other subject specialists. He also showed that as teachers became older, the more satisfied they became with their job.

Differences in facet satisfaction were also common. As grade levels increased, teachers were less satisfied with salary and the attitude of society towards teachers. Also,

teachers in larger centers were less satisfied with factors related to the work environment than were teachers employed in smaller centers.

A similar study, reported by Dückenfield (1977) and carried out in Sweden, produced widely differing results. These studies highlight the dangers that could exist in generalizing the findings from one location to another. Readers should also keep in mind that this survey was performed by a teachers union.

The results indicated that of the 500 teachers polled, almost 50 percent were dissatisfied with their job. Least satisfied were the grade eight and nine teachers; 54 percent reported having serious thoughts about changing jobs and 48 percent said they would not enter the teaching profession if they could choose careers again. Of the high school teachers, 49 percent reported they had thoughts of changing jobs and 37 percent claimed that if they could choose careers again they would not be teachers. The elementary teachers, the majority of whom were women, showed a little more satisfaction with their jobs. One-third (33 percent) reported a desire to change jobs and 26 percent indicated if they had to choose again, their choice of careers would not be teaching.

A further study carried out in the United States by the National Education Association (1980) surveyed 1,738 teachers across the country. The results revealed that

35 percent of all public school teachers were dissatisfied with their current jobs. Two-fifths (41 percent) indicated that if they could choose careers again, they would not be teachers. Furthermore, 10 percent emphatically stated they would leave teaching as soon as possible and another 20 percent were undecided as to how long they would remain teaching.

Men showed greater dissatisfaction with their jobs than did women as they reported 39 and 33 percent respectively. It was further shown that over half of the men (52 percent) and 36 percent of the women indicated they would not become teachers if they could start their careers over again.

Elementary teachers were a little more likely to be satisfied than secondary teachers, and teachers from smaller communities (<2500) were more likely to be satisfied than their colleagues in larger centers.

Factors identified as sources of dissatisfaction were the public attitude towards education, students' attitudes, salary, and the media's treatment of education.

A comparative analysis of three previously completed United States Studies on Working Conditions (1969) and the Quality of Employment (1973 and 1977) presented some evidence which conflicted with the NEA study.

In reporting the results of these studies, Malcolm (1982) cites evidence from the 1973 and 1977 studies which



shows teachers as a group rated higher in terms of satisfaction than all other occupational groups. In the 1969 study, teachers ranked a close second behind managers and administrators.

These researchers also identified a direct correlation between teacher satisfaction and age. In all three studies, teachers over the age of 50 were most satisfied and teachers under 35 were the least satisfied.

#### Summary and Implications of Research Findings Related to the Study

A review of the research related to the measurement of job satisfaction for Physical Education teachers was indeed limited. Also, from the research that has been conducted, the results have been mixed and varied. While some studies show teachers as very satisfied, others indicate a vast majority are dissatisfied.

In consideration of the specific job characteristics, there tended to be an element of discontent, as high percentages of teachers indicated they would not choose to be a teacher if they could choose their career again. There was also an element of discontent concerning the lack of opportunities for advancement. In all studies where this factor was measured, it served as a source of dissatisfaction.

Based on demographic variables, elementary teachers appeared to be more satisfied than other groups of teachers.

and younger teachers tended to be more satisfied with financial considerations.

All in all, the review of literature produced many conflicting reports.

### Theories of Career Change

A review of the literature has revealed that there is no universal theory to account for career changes. Developmental psychologists, Thomas (1975) and Levinson (1978), have studied the career changes of middle-aged workers through the theories of adult development.

Although most of their research has been of a descriptive rather than inferential nature, the literature does suggest that "middle age" can for some people be a time of considerable stress and consequently may involve career change.

The best representation of adult development work has been performed by Levinson (1978). Through an analysis of life histories and literary sources, Levinson has developed an elaborate theory of adult psychosocial development. He posits that individuals pass through four developmental stages throughout their life--preadulthood, early adulthood, middle adulthood and late adulthood.

In his study, Levinson found that throughout these stages, individuals go through periods of structure building and transition (structure changing). In structure building

periods, the individual develops certain key aspects of his or her life (e.g., job, family). During transition periods, the individual re-examines his or her life and explores major changes (e.g., occupation). As the transition period ends, the individual will begin the building of a new life structure.

The following is an outline of Levinson's structure building and transition periods: (1) preadulthood, 0-17 years; (2) early adulthood transition, 17-22 years; (3) entering the adult world, 22-28 years; (4) age 30 transition, 28-33 years; (5) settling down, 33-40 years; (6) mid-life transition, 40-45 years; (7) entering middle adulthood, 45-50 years; (8) age 50 transition, 50-55 years; (9) climax of middle adulthood, 55-60 years; and (10) late adulthood, over 60 years. It is stages (4), (5), (6) which Levinson identifies as the most volatile in an individual's life and consequently may affect his career.

While the author supports the idea of structure building and transition, the time frames identified by Levinson appear much too rigid and are perhaps the biggest limitation of his work.

The theory of mid-life transition was presented for the readers' benefit. It was not and is not the purpose of this thesis to test this theory, however, reference to it will be made where applicable in the concluding discussion of the results.

Lortie (1975) in his book "Schoolteacher" discusses the effect that "staged" and "unstaged" work profiles may have on individuals. He describes "staged" as the type of career when an individual starts at a low salary and as he proves himself successful, he moves up the hierarchial ladder of success. Corresponding with this promotion is, of course, an upward shift in status. The "unstaged" career is one where an individual starts at a relatively high salary level, however, future gains, while steady, are small. Consequently, it is very difficult to define status differences between practitioners.

Lortie identified teaching as an unstaged profession, stating:

Earnings are "frontloaded", in the sense that one begins at a high level relative to one's ultimate earning potential.

He sees this as one of the problems of the profession, in that there is very little improvement in status after the initial couple of years. He states:

Compared with most other kinds of middle class work, teaching is relatively "career less". There is less opportunity for the movement upward which is the essence of career. (p. 84)

With the teaching profession being so gargantuan, very few teachers have the opportunity to advance upward and for those who have the desire to do so, the job of teaching can become very monotonous--there is very little incentive and as a result, many teachers become apathetic and do no more

than absolutely necessary.

As to whether this lack of staging has any effect on teachers' work, Lortie admits it is difficult to judge. He does, however, state:

One function of staging in careers is to institutionalize the delay of gratification; stages force young people to expend effort in the hope of ultimate gain. (p. 45)

Indeed, it attempts to create a balanced relationship among work and rewards.

#### Studies and Articles Relating to Career Changes of Teachers

In the fall of 1980, Bloland and Selby presented a review of the literature concerning the factors associated with career change among secondary school teachers. They examined the effects of demographic, professional, personal and school-related variables on teacher attrition.

Summarizing the review of literature, they found that male teachers were more likely to change careers than females, with single males being the most mobile. Black teachers were found to be more stable and less mobile than white teachers. The higher the socio-economic status of the teacher while in college and of the teachers' parents, the more likely the teacher was to leave the profession.

Salary was identified as an important factor in career change among men as their salaries tended to fall below that of their peers working in other professions. There was very

little opportunity for advancement for the classroom teacher, except for a move into administration. Even this possibility is difficult for men and nearly impossible for women.

For many teachers, the imposition of non-teaching menial duties and the lack of professional recognition by administrators and school boards has been a source of dissatisfaction. Preferences of best friends and spouse were also important determinants of career change.

The frequency of teacher career change also increased with the size of the school, while teachers in small faculty groups were more satisfied with their jobs than their colleagues in larger schools.

The following review of studies tends to support these findings.

In the spring of 1958, White (1960) conducted a follow-up study of a selected group of graduates of Central Michigan College. The purpose of the study was to obtain information concerning their present status in relation to teaching. He surveyed 279 Math and Science graduates, with a degree in education, between the years of 1947 and 1956 inclusive. Replies were received from 216 of the 279 surveyed.

The results of the study indicated that only 49 percent of these graduates were teaching and that the number of individuals who continued teaching decreased with increased

number of years service. The major reasons cited for leaving or not entering the teaching profession were related to financial matters, marriage, family commitments or working in school administration.

Of the individuals who did at one time teach, the length of service ranged from one to nine years, with the mean slightly over four years.

A further analysis of the data revealed that of those who were not employed in educational positions, over 30 percent were employed in Industry or Business.

Wiley (1963) conducted his study on former teachers who had graduated from the University of Missouri with a graduate degree in Secondary School Administration between 1928 and 1963. In tracing these graduates, he discovered that from a population of 704, only 95 had left the education profession.

An analysis of his results indicated that those who left the teaching profession represented approximately 14 percent of the total group still living. The majority of those who left held administrative positions during their last year in the profession. The largest group of those who left were superintendents, followed by secondary teachers and then school principals.

Although Wiley identified many reasons why these individuals left the education profession, the most common reason was to make more money. Other reasons given were,

pressure of work, poor working conditions, and disagreements with administration.

Only 38.5 percent of those who left felt they profited from the change. However, when asked if there was anything that their faculty advisors at University could have done to lengthen their career, over 40 percent answered a terse "No".

These respondents presently hold a variety of other positions ranging from medicine to banking to missionary work.

Another study regarding the attrition of teachers was carried out by Aven (1963). He attempted to determine the percentage of graduates from the School of Education at Youngstown University, during the years 1960 to 1965 who had discontinued teaching, along with their reasons for doing so. He developed a questionnaire and mailed it to 1702 graduates with a Bachelor of Science degree in education. Usable returns were received from 1252 graduates.

The author's major findings indicated that 19 percent of the graduates were not teaching. The major reason given by men for leaving the profession was to earn a better salary. Most women left to become mothers and housewives.

Perhaps the biggest breakthrough in measuring the survival rate of teachers came in 1965 when Whitener developed his actuarial approach for investigating turnover in school districts. He tested his approach on 937



full-time teachers who had entered employment during the period 1951 to 1953 in the Missouri school district. His methodology involved tracing all individuals and recording their length of service and the time at which they terminated employment, if indeed they did.

The results of the study displayed a very steep drop in the survival curves during the earlier years of employment. During the first five years, the rate of attrition was extremely high, with only 38 percent surviving to the end of five years. However, of those who survived five years, 75 percent survived at least ten years. He also found that males survived longer than females, and that the older teachers were when they entered the profession, the more likely they were to remain.

In reaching these results, readers should be aware that Whitener's study was performed more to test the methodology than to produce substantive results.

A comprehensive study conducted by Blaser (1965) studied the problem of male graduates from the University of Idaho leaving the teaching profession. The purpose of his study was to determine the career status of education students who had graduated during the years 1951 through 1960. In his preliminary investigation, Blaser found that of the 636 graduates, 356 were still teaching, 115 had never taught and 70 had entered, but dropped out of the teaching profession.

After he had determined the number of individuals who had entered but then left teaching, Blaser designed a questionnaire and administered it to these 70 individuals. He then attempted to determine how many of these losses were avoidable, as well as the major reasons why these teachers left the profession.

Blaser approached the problem of preventing personnel loss from the perspective of the following factors-- economic, professional, personal, community and others. In his results, he classifies 90 percent of the losses as avoidable. He also found that these teachers left for more than one reason, however, economic and professional were by far the most common.

The economic factors that led to the withdrawal were primarily due to the low salaries. The professional reasons quoted were, poor working conditions, lack of good supervision, discipline problems, and the attitudes of parents towards education.

Another 1965 study by Barnett investigated the organizational factors leading to secondary school teachers' resignations. In order to isolate these factors, he mailed survey questionnaires to 381 secondary teachers who had been rated satisfactory and had resigned during the school year 1963-1964. Sixty-four percent (244) completed and returned the questionnaire. Ninety of these teachers were identified as having resigned because of dissatisfaction

with controllable factors.

In order to make a comparative analysis, resigners were matched with remaining teachers who were holding similar status and teaching the same subjects. The study showed that the teachers who resigned and the teachers who remained differed significantly on many items.

Resigners felt a lack of confidence in their administrators. They were dissatisfied with administrative support in matters concerning student discipline, the heavy workload and the large number of students of low ability who were assigned to them. Resigners did not like their work assignments and they felt inservice training programs were of little benefit. They felt the salary was not adequate and that the channels of communication within the school system were poor.

Many other reasons for the resignations were identified. Among these were overcrowded classrooms, lack of opportunities for promotion, and negative feelings towards physical working conditions.

Other findings showed that the majority of teacher resignations occurred during the first two years of employment. Also present in the results are data which show that of teachers teaching non-academic subjects, the highest drop-out rate was among Physical Education teachers (27.5 percent). When academic teachers were included, Physical Education teachers (10 percent) placed third behind

Social Studies (25 percent) and English (22 percent) teachers.

The drop in the percentage of Physical Education teachers when academic subjects were included could possibly be a result of the low number of Physical Education teachers compared to those in the academic subject area.

An interesting study by Macleod (1965) analysed the relationship between selected variables and persistence in teaching. His subjects were 1958 and 1959 male graduates of the College of Education, University of Minnesota, in the areas of physical and industrial education, art, business and music.

The total population consisted of 174 special area graduates. All were mailed a questionnaire and responses were received from 126 subjects. From this group, 25 were identified as nonpersisters and 101 were identified as persisters. A persister was defined as a teacher who was teaching or in a teaching-related field 5 years after graduation.

The results of the study indicated that the majority of those individuals who persist are satisfied with teaching and that a high percentage of these special area graduates enter and remain in the teaching profession. Aside from these findings, there was also some evidence that Physical Education teachers may not persist as long as the other special area graduates. Although the number was low (32),

19 percent did not persist. This was a higher attrition rate than for the other groups.

In another actuarial analysis, Charters (1970), inspired by the earlier work of Whitener, studied a cohort of 2,064 teachers who were new to the Oregon school district at the beginning of the academic year 1962-1963. He then compared his results with Whitener and concluded that the results were similar.

An analysis of his results indicated that males survived longer than females and that both sexes left the school district at a high rate. Only four in 10 males and three in 10 females remained to begin their fifth year of teaching.

Charters then further analysed his data and concluded that sex, age (for females) and district size (for males) were the major determinants in measuring the length of time a teacher was employed in a district. He did not attempt to determine why these relationships existed. Also, he made no attempt to follow up on those who were not still teaching in the district. It is highly possible that a proportion of these teachers just changed districts and did not necessarily leave the profession.

The first of two Canadian studies that could be located regarding career change was carried out by Wood (1970). He sought to determine the incidence of, and reasons for male graduates at the University of Alberta

leaving the Physical Education profession. Wood traced 146 of the 188 male graduates from the years 1958 to 1965.

The results indicated that 64 percent of the respondents were still active in Physical Education, 18 percent were in educational administrative positions, 12 percent were teaching in other subject areas, and 6 percent were working in fields not allied with education or recreation.

In his conclusions, Wood referred to the heavy workload, the long hours, the lack of compensation for extra-curricular work, family responsibilities, and changes in career interests as the major factors causing Physical Education teachers to leave the profession.

The second Canadian study was carried out by Pratt (1974). Working out of Queens University in Ontario, he tried to determine to what extent teacher survival could be predicted from data available before and during teacher training. His study surveyed 100 of the possible 333 students who had graduated from a one-year post-graduate teacher training program at Queens University from 1970-1971.

Of the 93 usable questionnaires returned, 69 (74 percent) were still teaching. Twenty-four of the subjects were no longer teaching, however, one group of eight teachers regarded their absence as temporary. This left a group of five who had never taught and a group of 11 who were termed genuine drop-outs.

The author felt that to classify the eight temporary

drop-outs as permanent would be misleading, therefore, he classified them with the survivors. This resulted in an uncharacteristically high retention rate of 83 percent over three years.

Another study was undertaken by Mueller (1975). She attempted to determine if those who enter teaching, remain, or use teaching as a stepping stone to other occupations. The study was conducted at Harris Teacher College in St. Louis, Missouri. The following two groups of graduates were traced: those who received a Bachelor of Arts in Education, 1970 (N = 133) and those who graduated with the same degree in 1965 (N = 65).

Data were obtained for over 75 percent of the graduates and the results indicated that, indeed, those students who did prepare for teaching entered and remained in the profession. Only 4.5 percent of the 1970 graduates and 8.8 percent of the 1965 graduates left the profession for non-educational employment. Evidence was also presented to show that more men than women and more blacks than whites were likely to leave the profession.

In another Missouri study, Mark and Anderson (1978) studied teacher survival rates over a nine year period for the St. Louis Metropolitan area. They examined each new cohort of entrants to the teaching profession between 1968 and 1976 inclusive. The results indicated that the survival rates changed with time. The proportion surviving beyond

year one increased from 64.7 percent for the 1968 entrants to a high of 83.6 for the 1973 entrants. The percentage surviving at least four years rose from 43.9 percent for the 1968 entrants to 59.1 percent for the 1972 entrants. They also found that the survival rates for men and women were getting closer and closer. The differential in the rates declined from 5.6 percent for the 1968 entrants to only 1.1 percent for the 1975 entrants.

Stark (1980) carried out a follow-up study on teacher recipients at the University of Michigan from 1946 through 1976. Information was sought from 2933 graduates in order to determine the career patterns they had pursued. They also attempted to compare those who had continued teaching with those who had moved into another occupation.

The results indicated that 18.3 percent of the sample had found their initial job outside the teaching profession. From those 538, over 100 occupations were identified.

Other analyses showed that when asked to report their current employment status, 28 percent (840) indicated they were employed outside the field of education. Of these, 16.5 percent indicated they planned to return to teaching. They also found some evidence to suggest higher attrition rates during the first three years of teaching.

Asked to describe their career patterns, 37 percent indicated they were career teachers--that is, they were committed to teaching on a permanent basis. Twenty-six,



percent classified themselves as intermittent teachers--that is, a person who teaches periodically, interspersed with other types of employment. One-third (33 percent) classified themselves as non-educators--that is, people who taught for short periods of time or never taught and have no plans to teach in the future.

Further analyses were carried out comparing the career teachers to the non-educators. No significant differences were found based on age or sex. There were also no significant differences reported between the numbers of career teachers and non-educators in the three cohort groups; 1946 through 1960, 1961 through 1970, and 1971 through 1976.

#### Summary and Implications of Research Findings Related to the Study

This review supports the review conducted by Blolad and Selby (1980). A wide variety of reasons were cited for leaving the education profession, however, by far, the most common was because of financial considerations, especially during the nineteen sixties. There appeared in the review, evidence to support the hypothesis that the attrition rates are getting continuously lower. This may be attributed to two factors--increased pay and changing economic conditions in our society.

Indeed, there is clearly a lack of research relating to the career patterns of teachers in Canada. The same is

true for Physical Education teachers. The vast majority of research on this topic has been conducted on teachers in the United States.

### CHAPTER III

#### METHODOLOGY

This study investigated the career patterns of Physical Education graduates of Memorial University for the years 1958 to 1982 inclusive. As the study was undertaken in two parts, the methodology is similarly presented. Part I outlines the methodology used in the preliminary study on the job satisfaction of current Physical Education teachers while Part II outlines the methodology used to accumulate and analyse data on those graduates not currently teaching Physical Education.

Before either of the samples could be selected, it was necessary to establish the names of Physical Education teachers and the names and addresses of all schools currently employing a Physical Education teacher. This was accomplished by a letter to all Newfoundland and Labrador school boards requesting this information. A complete response was received from all boards.

In order to obtain the names of all Physical Education graduates at Memorial, a request for such information was made to the University Registrar. His full cooperation was received and is gratefully acknowledged.

#### Sample Selection

After a response from the school boards, a count

others were located through fellow graduate students. The remainder of the addresses were located through a search of student records provided by the University Registrar. The Department of Alumni Affairs was contacted, however, the officer in charge indicated that the University records which were available on the University computer would be more accessible and just as current as the records his office maintained. Through these mediums, addresses were collected for 163 graduates.

Before the questionnaires were mailed to all of these addresses, many of which were over ten years old, they were checked using telephone and city directories. After this check, correct addresses were confirmed for 136 of these graduates. Questionnaires and a letter outlining the purpose of the study were mailed to all of those graduates.

As mentioned earlier, the fact that 130 of the graduates could not be located is a limitation that does impinge upon the study.

#### The Development of the Testing Instruments

As it was noted earlier, the study was conceived in two separate stages and as a result, two testing instruments were used to collect the necessary data.

#### The Development of the Job Satisfaction Questionnaire

The questionnaire used in the study was a modified

indicated that as of March 1982, the Province of Newfoundland and Labrador had in its employment, 330 Physical Education teachers. Using a random numbers table, 160 subjects were chosen and mailed a survey questionnaire.

A later analysis using a computer sort revealed that 230 of these current Physical Education teachers had graduated from The School of Physical Education at Memorial University.

It was also evident from a count of the graduates' names that 496 individuals had graduated from The School of Physical Education since 1958. This indicates that there were 266 of these graduates who were not teaching Physical Education in the Province of Newfoundland and Labrador. To ensure there were no inconsistencies as a result of females who had changed their names, where doubts arose, the researcher appealed to other reliable individuals who had known the persons in question.

The 266 graduates who were not teaching were more difficult to trace than those still teaching. In total, addresses were located for 136 of these individuals. A large portion of this group was traced through the faculty of The School of Physical Education and Athletics, as some of the professors had maintained a personal or professional contact with students after graduation and knew where they could be contacted.

Many graduates the researcher knew personally and

version of the instrument used by Burstein, Tienhaara, Hewson and Warrander in their survey on Canadian Work Ethics. Burstein had adapted his questionnaire from one developed by the University of Michigan, on behalf of the United States Department of Labor, for the same purpose.

Whereas both of the previously mentioned groups had goals which were similar to those of the researcher and because a majority of the questions adequately captured many of the features of jobs that had been previously identified as determinants of job satisfaction, the researcher modified the questionnaire to make it specifically applicable to Physical Education teachers. The test was then administered to and critiqued by three fellow graduate students and two professors. Appropriate changes in wording and sentence structure were made.

The final questionnaire (see Appendix A) was used to obtain information on a number of basic demographic characteristics. From an indepth review of the literature, the author identified five as having significance in determining an individual's satisfaction with his or her employment. Data was solicited on sex, age, teaching experience, both in terms of number of years taught and grade levels taught, as well as the population of the community where the respondent taught.

Aside from the questions seeking demographic information, a number of general questions were asked.

These required the respondent to arrive at an overall assessment of his or her job. These questions were of a general nature as they did not refer to any one particular aspect of the job. However, one sequence of questions did try to ascertain if salary was a determining factor which caused teachers to remain in the profession.

In addition to the general questions, 16 statements referring to various aspects of a Physical Education teacher's work were listed. They ranged from items such as personal relations on the job, to topics dealing with financial considerations and human and non-human resources. The statements were all phrased in a positive manner and respondents were asked to rate these statements twice. On the first reading, the subjects were asked "how important" the facet identified in the statement would be to them in selecting the job of their choice and on the second reading, they were asked how strongly they "agree" or "disagree" with the statement in describing their present job. Thus, it was possible that an individual in choosing an ideal job might indicate that deriving a sense of accomplishment from his/her job was very important, whereas he or she might have indicated by strongly disagreeing with the statement, that he/she did not experience that facet in his/her present job.

One hundred and sixty of the survey questionnaires were mailed out along with a covering letter explaining the purpose of the survey. Overall, 116 usable questionnaires

were returned for a return rate of 72.5 percent.

The Development of the Career  
Patterns Questionnaire

In order to make the questionnaire as clear and concise as possible, thereby encouraging the respondents to complete and return it, it was color coded and set up in two distinct parts. (See Appendix B.) Part one of the questionnaire was designed to obtain demographic and other general information from all respondents.

Part two of the questionnaire was divided into three sections--each one a different color. Respondents were asked to determine the category which best described their present working status. After determining this, they were asked to complete only that section of the questionnaire. The three sections were described as follows:

Section A--To be answered by Physical Education graduates who were presently classroom teachers, school administrators or instructors (professors) at a post-secondary institution, with a minimum of one year Physical Education teaching experience.

Section B--To be answered by Physical Education graduates who were now working outside the fields of education and physical education, but who had a minimum of one year Physical Education teaching experience.

Section C--To be completed by all Physical Education graduates who had never taught Physical Education on a full-time basis.



Part one of the questionnaire sought to obtain information on a number of basic demographic variables as well as some information on career choices. Data was solicited on sex, marital status, age, year of graduation, teaching certificate level, total teaching experience, physical education teaching experience and other questions relating to why the respondents chose to study Physical Education and if they would still make the same choice.

Part two of the questionnaire was designed to determine the employment situation of these graduates at the present time. The questions asked respondents to reveal their transition into their present job, their career preference, their long-term career plans and whether or not they had returned to University in order to qualify for their present job.

The last question on each of these three sections was composed of a number of statements relating to the Physical Education profession. They ranged from personal items such as health to items concerning economics and human and non-human resources. Respondents were asked to read each statement and then indicate how much influence the facet mentioned in the statement had on their decision to change occupations. The statement could either be a "major influence", a "minor influence", or "no influence" at all. Appropriate space was allotted and respondents were asked to indicate if there were any other factors which contributed

to their decision to change careers.

#### Data Analysis

When all of the information was collected and the questionnaires returned, the available data revealed (1) the present occupational categories of Memorial University graduates, (2) the number of students graduating annually from the Department of Physical Education and Athletics at Memorial University from 1958-1982, (3) the number of these graduates who were still teaching Physical Education in 1983, and (4) survival curves for the cohorts of students graduating in 1964, 1969, 1974, 1978, and 1982. The researcher then made observations and comparisons where necessary.

#### Data Analysis of the Job Satisfaction Survey

The job satisfaction survey attempted to assess Physical Education teachers' attitudes towards their jobs. All data was analyzed using the Statistical Package for the Social Sciences (SPSS) on the VAX Computer System at Memorial University of Newfoundland. This analysis was carried out in three major ways.

First, overall impressions of job attitudes were probed through the use of seven general questions. The chi square test of statistical significance was applied to see if these findings were significant. The chi square test was

also used to test for significant differences between Physical Education teachers' satisfaction levels based upon sex, age, number of years and grade experience, as well as the population of the community in which they taught.

Second, a series of 16 job-specific items were listed. Respondents were asked to indicate the extent to which they felt these characteristics should be present in an ideal job, as well as the extent to which these characteristics were present in their current working situation. A four-point scale, ranging from very important to not at all important, was used to indicate how important each characteristic would be in an ideal job.

On a similar four-point scale, respondents were asked to indicate how strongly they would agree or disagree that the characteristic was present in their current job.

These characteristics were also broken down by the researcher and grouped under seven common themes (see Appendix C). These themes were felt by the researcher to be important to a Physical Education teacher in his work. These themes (factors) and characteristics were then statistically analysed using contingency coefficients to determine the relationships between the characteristics and factors of an ideal job and their present job. In order to determine if these correlations were significant, the chi square test of significance was utilized.

Data Analysis of the Career  
Patterns Survey

The career pattern survey attempted to assess and collate the reasons why Physical Education graduates were not teaching Physical Education. Again, all data was analysed using the Statistical Package for the Social Sciences (SPSS) on the VAX Computer System at Memorial University of Newfoundland.

Because the sample was not randomly chosen, descriptive rather than inferential statistics were used to analyse the findings. Frequencies of response were reported on all questions.

In order to reduce the characteristics identified on Section three of the questionnaire to a workable number, the characteristics were broken down and grouped under common themes (see Appendices D and E). From the review of literature, the author had identified these themes as the major factors causing Physical Education teachers to leave or not enter the Physical Education teaching profession.

To determine the weighted percentages of respondents who were influenced to leave, or not enter the profession because of particular job characteristics or factors, a summary index was computed and then converted to percentage. A numerical example of how the summary indexes were computed is outlined in Appendix F.

A two-tailed t test was used to test for significant differences between Group A and Group B.

## CHAPTER IV

### RESULTS AND DISCUSSION

During the time period studied by the researcher (from 1958 to 1982 inclusive), 496 individuals graduated from the School of Physical Education at Memorial University of Newfoundland. Table 1 indicates there have been 509 diplomas, certificates or degrees conferred. However, 13 of the individuals had received either a diploma or certificate before completing their bachelors degree. This resulted in 496 graduates from 1958 to 1982. Three hundred and sixty-eight (74.2 percent) of these individuals were male, 128 (25.8 percent) were female.

Table 1 also reports the number of students graduating from the School of Physical Education and Athletics at Memorial University for each of the years from 1958 to 1982 inclusive. A further breakdown of this information appears in Table 2 as it shows the percentage of graduates graduating in four different eras, based upon enrollment.

Figure 1 presents a comparison between the number of graduates and the number of graduates who became and remained Physical Education teachers, as of the 1982-1983 academic year. From this graph, it is interesting to note that only 11.7 percent of the teachers in 1982 graduated before 1973. This represents only 19 percent of the

Table 1

Number of Students Graduating from the School  
of Physical Education and Athletics at  
Memorial University of Newfoundland  
1958-1982

Year	Number of Graduates	Year	Number of Graduates
1958	4	1971	20
1959	4	1972	20
1960	0	1973	30
1961	4	1974	42
1962	9	1975	20
1963	8	1976	41
1964	7	1977	49
1965	3	1978	50
1966	6	1979	46
1967	5	1980	27
1968	24	1981	30
1969	18	1982	26
1970	16		
		Total	509

Table 2

Percentage of Graduates Graduating from the  
Department of Physical Education  
at Memorial University of  
Newfoundland by Era

1958-1967	7.5%
1968-1972	19.8%
1973-1979	56%
1980-1982	16.7%

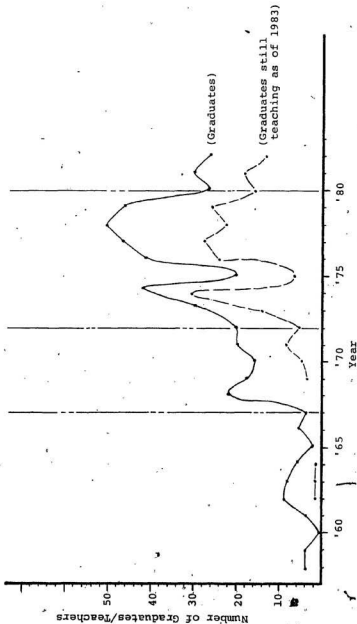


Figure 1  
Number of Students in Graduating Class Compared With  
Those Still Teaching as of 1983.

individuals who graduated during the same period of time. The time period between 1973 and 1979 inclusive is responsible for producing over one-half (56 percent) of the Physical Education graduates at Memorial University (see Table 2). Over half (55.8 percent) of the students graduating during this time period were still teaching in the 1982-1983 academic year.

The ensuing three years (1980-1982) saw a sharp decline both in terms of the number of graduates and the number of graduates who found jobs. However, 59 percent of those graduates were still teaching at the time this study was conducted.

The data concerning number of graduates are consistent with data collected by Statistics Canada on a national basis (see Figure 2). The total number of Physical Education graduates in Canada climbed over 300 percent from, 837 in 1970 to 2937 in 1979. The decline since 1979, however, is sharper for the province than for the nation.

The author postulates that the major reasons for these steep climbs in enrollments may have been due to National Health and Fitness awareness programs. It was at this time that PARTICIPACTION was founded and governments began allocating money to the construction of gymnasiums for the nation's schools.



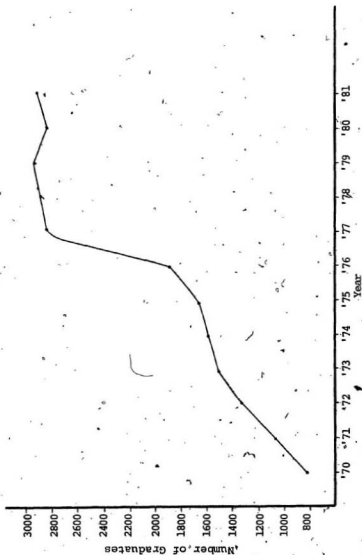


Figure 2  
Physical Education Graduates from Canadian Universities (1970-1981)

### Cohort Analysis

Figure 3 and Table 3 show survival data for five cohorts of Physical Education graduates of Memorial University of Newfoundland who entered the teaching profession as Physical Education teachers. The figures and tables are presented in such a manner that the reader can read the percentage of the graduates entering the teaching profession and the percentage who have persisted as Physical Education teachers up until the 1982-1983 academic year.

The results are somewhat consistent with earlier studies performed by Whitener, Charters and Mark and Anderson, revealing higher attrition rates during the earlier years of teaching. The most important aspect of this data was that it allowed for an examination of changes in entrance and survival rates over the time period of the study. The entrance rates ranged from a high of 90.4 percent in 1974 to a low of 50 percent in 1978. Meanwhile, the survival rates after four years ranged from a high of 78.5 percent for the 1974 cohort to a low of 42 percent for the 1964 graduates. The major trend identified was one of an upward shift in both entrance and survival rates for cohorts graduating into the mid-1970s. However, towards the late 1970s and early 1980s, lower entrance and consequently survival rates were predominant. As indicated earlier, the researcher feels this was due to changing

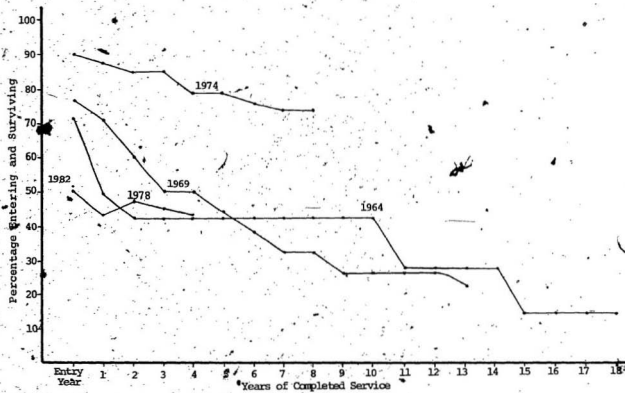


Figure 3

Survival Curves for Physical Education Graduates Who Entered The Teaching Profession as Physical Education Teachers

Table 3

Survival Tables for Physical Education Graduates  
(who entered the Teaching Profession)  
as Physical Education Teachers

	1964	1969	1974	1978	1982
Entry Year	71.4	77.7	90.4	50	53.8
1	50	72.2	88.1	44	
2	42.8	61.1	85.7	48	
3	42.8	50	85.7	46	
4	42.8	50	78.5	42	
5	42.8	44.4	78.5		
6	42.8	38.8	76.2		
7	42.8	33.3	73.8		
8	42.8	33.3	73.8		
9	42.8	27.7			
10	42.8	27.7			
11	28.5	27.7			
12	28.5	27.7			
13	28.5	27.2			
14	28.5				
15	14.2				
16	14.2				
17	14.2				
18	14.2				

economic conditions and the supply-demand for Physical Education teachers.

The attrition rates in the 1960s were higher than those of the 1970s, and the researcher feels this was mainly due to the upward movement and advancement of individuals who were early entrants. As the profession began to enlarge, many of the individuals with experience were promoted to administrative positions (see Table 15).

The mid-1970s saw an increase in the percentage and number of graduates entering the profession (see Figure 3 and Table 3). Also, more teachers remained longer. The author feels one of the factors contributing to this phenomenon may have been the 41.9 percent pay increase which Newfoundland teachers received in 1972.

Towards the late 1970s, the percentage of graduates entering the profession began to decrease. However, the attrition rate for these graduates over the first four years was very low in comparison with the earlier years (Figure 3 and Table 3). This, the author feels, was due to two factors: one, the economic conditions existing over this period of time were not conducive to career change and therefore those who obtained a job kept it; and two, the individuals who did not procure a job initially upon graduation, filled in as substitute teachers until they were successful in acquiring a full time position.

While Figure 4 and Table 4 indicate a 12 percent

attrition rate (1978 cohort) for Physical Education teachers over the first four years, Figure 3 and Table 3 indicate that the attrition rates for graduates were only six percent. This is due to the fact that there were graduates who entered the profession one and two years after their graduating year. In fact, after year one, the number of new entrants outnumbered the number of non-survivors for the next year. The year preceding that saw two individuals leave the profession and one new member of the graduating class enter.

The author also postulates this phenomenon of increasing entrants after year one would hold for the 1982 cohort. With the expansion in the Newfoundland and Labrador School System (due to the introduction of grade 12), there was a great demand for teachers, and many who were teaching Physical Education availed of this opportunity to take a lateral transfer to a classroom teaching position, thus creating a demand for Physical Education teachers.

The survival rates and curves for Physical Education teachers are presented in Figure 4 and Table 4. While the general trend of a downward sloping survival curve for the two cohorts of the 1960s replicates earlier data by Whitener, Charters, and Mark and Anderson, the two 1970s cohorts display a marked difference.

The 1974 and 1978 cohort shows a very high survival rate with 89.4 and 76 percent respectively, surviving after

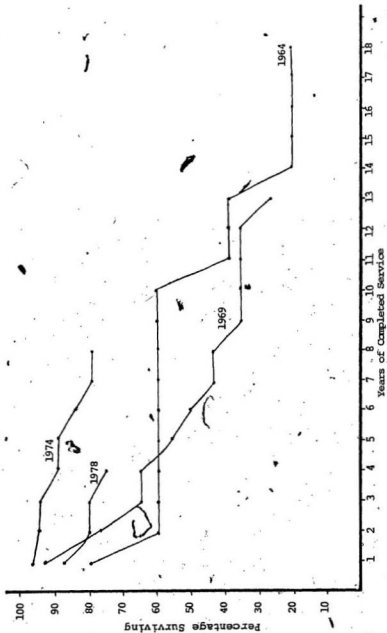


Figure 4  
Survival Curves for Physical Education Teachers  
(Original Entrants)

Table 4  
Survival Rates for Physical Education Teachers  
(Original Entrants)

	1964	1969	1974	1978
1	80	92.8	97.3	88
2	60	78.5	94.7	80
3	60	64.2	94.7	80
4	60	64.2	89.4	76
5	60	57.1	89.4	
6	60	50	84.2	
7	60	42.8	78.9	
8	60	42.8	78.9	
9	60	35.7		
10	40	35.7		
11	40	35.7		
12	40	35.7		
13	40	28.5		
14	20			
15	20			
16	20			
17	20			
18	20			



four years of experience. These percentages contrast to approximately 33 percent for those in Charters' study to a high of 59 percent for the 1973 cohort studied by Mark and Anderson. Thus, while the trend of the downward sloping survival curve is still evident, it is a much gentler slope than in the earlier years.

In studying these cohorts, the researcher identified a small portion of teachers who returned to University to further their education. Rather than count these individuals as non-survivors, the researcher felt that since they were on an education leave and would be returning to the profession after one year's absence, they were not a loss to the profession and, therefore, were classified as survivors.

Occupational Categories of Physical Education  
Graduates at Memorial University of  
Newfoundland as of June, 1983

Table 5 shows the occupational categories of Physical Education graduates from Memorial University of Newfoundland as of June, 1983. Of the 496 graduates, 230 are still teaching Physical Education in the Newfoundland school system. The 266 remaining graduates were difficult to locate, however, addresses were located for 136 of these individuals and they were mailed a survey questionnaire. A questionnaire was returned from 104 of these graduates and these were categorized into the three pre-determined categories. There were no respondents still teaching Physical Education.

Table 5

Occupational Categories of Physical Education  
Graduates at Memorial University of  
Newfoundland as of June, 1983

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Physical Education graduates who were Physical Education teachers . . . . .	230
Physical Education graduates who were working in the field of education, but not teaching Physical Education and who have at least one year Physical Education teaching experience . . . . .	45
Physical Education graduates now working outside the field of education, but who had at least one year Physical Education teaching experience . . . . .	26
Physical Education graduates who never taught Physical Education on a full-time basis . . . . .	33
No response . . . . .	32
Physical Education graduates who could not be contacted, but who are not teaching in Newfoundland and Labrador . . . . .	130

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There were 130 graduates who could not be contacted, however,  
the researcher does know they were not teaching in the  
Province of Newfoundland and Labrador at the time of the  
investigation.

Job Satisfaction Survey

The statistics concerning the demographic variables  
for the Job Satisfaction Survey are presented in Table 6.

Table 6

Job Satisfaction Survey  
Demographic Information

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<u>Séx:</u>	Male	--	65%	<u>Age:</u>	20-24	--	10%
	Female	--	35%		25-29	--	40%
					30 and over	--	50%

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Teaching Experience  
(Years Taught):

1 - 3 years	--	20%
4 - 6 years	--	21%
7 - 9 years	--	28%
10 or more years	--	31%

Population of the Community  
Taught in:

Less than 5000:	--	47%
Greater than or equal to 5000	--	53%

Teaching Experience  
(Grades taught):

High School (7-11)	--	20%
Elementary School (K-6)	--	28%
Both	--	52%

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After all the returns were collated, the sample consisted of 65 percent males and 35 percent females. Fifty percent were 30 years of age or older, and 40 percent were between the ages of 25 and 29, with only ten percent of the respondents falling in the 20 to 24 age category. In terms of teaching experience, 59 percent had seven or more years with 31 percent having ten or more. Twenty and 21 percent respectively indicated having between one and three, and four and six years of experience. Fifty-two percent indicated they had taught both at the high school and elementary school levels.

Twenty percent were exclusively high school teachers and 28 percent taught only elementary school. In terms of location, 47 percent taught in areas with a less than 5000 population and 53 percent taught in communities with a greater than 5000 population.

Table 7 shows the percentage distribution for each of the general questions.

The first two questions concerning job satisfaction and career progress were very general (see Table 7). While 85 and 93 percent of respondents indicated they were somewhat satisfied with their present jobs and career progress, it is interesting to note that 46 percent would have second thoughts about choosing to teach Physical Education if they could make their choice again. Sixty percent indicated that if they were free to choose any job they wanted, it would be something other than teaching Physical Education. Forty-five percent indicated they would not choose to teach. Sixty-nine percent indicated they would seriously consider accepting an equal paying job of their choice, while seven percent would accept without hesitation. Forty-seven percent indicated they would still seriously consider changing jobs even if they had to take a cut in pay. Only 50 percent would categorically reject the idea of accepting another job. Ninety percent indicated they would accept without hesitation or seriously consider the job of their choice with an increase in pay. Only 10 percent would refuse to

even consider it.

Table 7

Percentage Distributions of all Respondents  
to General Job Satisfaction Questions

Question	Response Categories	Percent
8. Overall, how satisfied would you say you are with your present job?	1. Very satisfied 2. Somewhat satisfied 3. Not very satisfied 4. Not at all satisfied	29 56 14 0
9. Overall, how satisfied are you with the progress you have made in your professional career?	1. Very satisfied 2. Somewhat satisfied 3. Not very satisfied 4. Not at all satisfied	23 69 7 0
10. Knowing what you know now, if you had the opportunity to decide all over again, would you become a Physical Education teacher?	1. Yes, without a doubt 2. I would have second thoughts 3. Definitely not	46 46 8
11. If you were free to choose any job you wanted, what would your choice be?	1. Physical Education teacher 2. Teacher (other than Physical Education) 3. Other	41 14 45
12. If you were offered an equal paying job in another profession of your choice, would you:	1. Accept without hesitation 2. Seriously consider it 3. Reject it	7 69 24
13. If you were offered a job of your choice, but you had to take a cut in pay, would you:	1. Accept without hesitation 2. Seriously consider it 3. Reject it	3 47 50
14. If you were offered a job of your choice with an increase in pay, would you:	1. Accept without hesitation 2. Seriously consider it 3. Reject it	23 67 9

Despite the fact that a high percentage of the Physical Education teachers report they were satisfied with their jobs, there appears to be an element of discontent, which becomes more evident through the five, more indirect questions. Although caution must be used in interpreting the responses to these questions, they appear to be more revealing than the first two questions.

Table 8 shows the results of a single sample chi square for each of the general questions. The level of significance of these questions shows that the respondents predominantly chose the same answer to each of these questions.

Table 8 also shows the results of each of these general questions crosstabulated by the variables of sex, age, years teaching experience, grade level teaching experience and population of the community where the respondents taught.

Table 8.

Summary of Chi Square for the General Questions

Single Sample Chi Square			
Question	Chi square obtained	df	Level of Significance
8	80.2	3	.0001*
9	133.27	3	.0000*
10	24.4	2	.0005*
11	16.3	2	.0017*
12	70.8	2	.0000*
13	46.6	2	.0001*
14	62.8	2	.0001*

Table 8 (Cont'd)

Cross Tabulation by Sex			
Question	Chi square obtained	df	Level of Significance
8	3.39	2	.1833
9	1.24	2	.5365
10	2.12	2	.3459
11	2.91	2	.2325
12	.84	2	.6553
13	4.43	2	.1087
14	1.34	2	.5110

Cross Tabulation by Age			
Question	Chi square obtained	df	Level of Significance
8	6.68	4	.1534
9	3.18	4	.5266
10	2.37	4	.6680
11	4.43	4	.3505
12	.87	4	.9277
13	9.20	4	.0562
14	3.61	4	.4607

Cross Tabulation by Years Experience			
Question	Chi square obtained	df	Level of Significance
8	4.17	6	.6533
9	3.75	6	.7096
10	2.38	6	.8810
11	2.93	6	.6853
12	4.14	6	.6569
13	12.06	6	.0606
14	8.38	6	.2111

Table 8 (Cont'd)

## Cross Tabulation by Grade Level Experience

Question	Chi square obtained	df	Level of Significance
8	4.19	4	.3805
9	5.97	4	.2011
10	6.02	4	.1976
11	.80	4	.9380
12	2.89	4	.5762
13	4.87	4	.3007
14	3.45	4	.4879

## Cross Tabulation by Population

Question	Chi square obtained	df	Level of Significance
8	1.11	2	.5718
9	5.76	2	.0559
10	2.39	2	.3023
11	4.48	2	.1060
12	.86	2	.6478
13	1.07	2	.5829
14	4.59	2	.1007

\* significant at the .05 level of significance.

An analysis of these results showed there were no significant differences in the attitudes of Physical Education teachers towards their jobs, when the researcher controlled for these demographic variables.

Table 9 presents the sixteen characteristics which appeared on the questionnaire, and their contingency coefficient scores tested for significance by chi square.



Table 9

Relationship between the Ideal and Present  
Job Characteristics

Characteristics	Contingency Coefficient	Chi square obtained	df	Level of Significance
hours are good	.381	19.75	9	.0195*
extracurricular work not expected	.371	18.35	9	.0313*
freedom to decide job	.560	53.14	9	.0000*
administration support	.451	29.44	9	.0005*
opportunity to mix	.392	20.68	9	.0141*
co-workers friendly	.481	35.03	9	.0001*
co-workers helpful	.367	18.13	9	.0336*
co-workers appreciative	.304	11.88	9	.2201
boss complimentary	.365	17.92	9	.0361*
accomplishment	.349	15.99	9	.0669
promotions good	.347	15.92	9	.0685
pay good	.479	34.67	9	.0001*
security good	.285	14.18	9	.1170
work interesting	.370	18.29	9	.0319*
adequate equipment	.155	2.87	9	.9690
environment pleasant	.351	16.35	9	.0598

\* significant at the .05 level of significance.

An observation of this table clearly showed that the respondents were satisfied with the following aspects of their present job: the hours were good, extracurricular work was not expected, they had the freedom to decide how they did their own work, the administration supported what they were doing, they had the opportunity to mix with their co-workers, their co-workers were friendly and helpful, their boss was complimentary when they did a good job, their pay was good, and their work was interesting.

The analysis also showed that they were dissatisfied

with the following aspects of their present job: the appreciation they received from their co-workers, the sense of accomplishment they derived from their jobs, the opportunities that were available for promotions, the job security, the equipment they had available to do the job, and the environment in which they had to work.

In order to confirm the results of Table 9, the characteristics were broken down and classified under seven common themes (see Appendix F).

A visual analysis of Table 10 confirmed the results of Table 9. Clearly, Physical Education teachers were not satisfied with certain aspects of their work. The greatest sources of dissatisfaction were the comfort and convenience of the work and the non-human resources to carry out the job. The greatest sources of satisfaction were the personal relations experienced on the job and the nature of the work itself.

A further analysis of the eight factors revealed some interesting results based on the demographic variables.

Sex. On an analysis of the eight factors, while controlling for sex, two differences were found to exist. Whereas the original analysis reported that Physical Education teachers were satisfied with the human resources they had available to perform the job, it was found that this held true only for males and not for females. Also the male respondents were satisfied with the nature of their work

whereas the females were not.

Table 10  
Relationship between Ideal and Present Job Factors

Item	Contingency Coefficient	Chi square obtained	df	Level of Significance
Human Resources	.369	18.23	9	.0326*
Non-Human Resources	.304	11.86	9	.2213
Financial Reasons	.289	14.58	9	.1167
Comfort and Convenience	.198	4.73	9	.8568
Nature of the Work	.394	20.98	9	.0127*
Recognition	.331	13.38	9	.1461
Personal Relations on the Job	.552	50.09	9	.0000*

\* significant at the .05 level of significance.

Age. When controlling for age, it was found that the younger Physical Education teachers (20-24 years) were satisfied with the recognition they received and the opportunities that existed for promotions, while their older colleagues were not satisfied. This tends to lend support to Lortie's theories of "front loading" and "unstaged careers".

Experience (years taught). When controlling for experience in years, the results verified the findings of the earlier analysis based upon age, however, there were also some differences. Physical Education teachers with 10 or more years experience were not satisfied with the human resources they had available to help them do their job. Also, in terms of recognition and opportunities for

promotions, teachers with seven or more years experience expressed dissatisfaction.

Experience (grades taught). Controlling for grade levels taught revealed two more interesting findings. First, Physical Education teachers who teach at the high school level, or at both the high school and elementary school level, were not satisfied with their personal relations on the job. Only elementary teachers expressed satisfaction with this factor. It was also found that the elementary group were the only group satisfied with the financial aspect of their job.

Population. No differences were found to exist between groups when controlling for community populations.

#### Summary

In summary, all groups were unanimous in expressing their dissatisfaction with the non-human resources available to do the job and the comfort and convenience in which they worked. Only the younger groups and the groups with little experience expressed satisfaction with the factors of opportunity for promotions and recognition for their work. It was relatively clear from this and the previous analysis of data that there existed serious deficiencies in a Physical Education teacher's job.

### Career Patterns Survey

The statistics concerning the basic demographic information on the respondents to the Career Pattern Survey are presented in Table 11. Statistics are presented for the entire group and for each of the trichotomies.

Group A consisted of those graduates who at one time taught Physical Education but are now teaching in other subject areas or involved in educational administration. Group B included those who at one time taught Physical Education but have since divorced themselves from the profession. Group C involved those graduates from the School of Physical Education and Athletics who have never taught Physical Education.

Over two-thirds (67.3 percent) of the total sample were males, however, the split between males and females differs for each of the three groups. Group A had a higher percentage of males (75.6 percent) than either of the other groups. This suggests that there were more males than females who moved laterally into the classroom or advanced to an administrative position. Of the 35.6 percent who indicated they were involved in administration (see Table 12\*) less than one percent (.06) were female. Group B had the highest percentage of females (42.3) and

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Since Tables 12 to 16 contain information relevant to Groups A, B and C, they are presented in the section of this paper dealing with Group A.

Table 11

**Career Patterns Survey  
Demographic Information**

SEX

<u>Total Pop.</u>	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
M 67.3%	M 75.6%	M 57.7%	M 63.6%
F 32.7%	F 24.4%	F 42.3%	F 36.4%

AGE

	<u>Total Population</u>	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
< 25	9.6%	6.7%	7.7%	15.2%
25-29	36.5%	26.6%	26.9%	57.6%
30-35	29.8%	31.1%	42.3%	18.2%
> 35	24.1%	35.6%	23.1%	9.1%

YEARS OF GRADUATION

	<u>Total Population</u>	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
58-67	10.6%	24.4%	-	-
68-72	24.0%	26.7%	42.3%	6%
73-79	50.0%	41.9%	46.2%	63.6%
80-82	15.4%	6.7%	11.5%	30.4%

TEACHING CERTIFICATE LEVEL

	<u>Total Population</u>	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
4	16.3%	2.2%	19.2%	33.3%
5	43.2%	35.6%	53.8%	45.5%
6	25.0%	31.1%	19.2%	21.2%
7	15.5%	28.9%	7.7%	-
No response	.01%	2.2%	-	-

AVERAGE YEARS TEACHING EXPERIENCE

	<u>Total Population</u>	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
	5.05%	10.15%	4.23%	.78%

AVERAGE YEARS PHYSICAL EDUCATION TEACHING EXPERIENCE

	<u>Total Population</u>	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
	3.44%	6.11%	4.23%	0%
	*5.42%			

\* excluding Group C

this appears to be mainly due to the relatively high percentage of this group (19.2) who were housewives (see Table 15\*). The distribution for Group C was more in line with those of the total sample.

The statistics concerning age are relatively self-explanatory as they describe the age of the respondent at the time the survey was conducted.

The results for the year of graduation have been condensed into four distinct groups. While the 10 percent reported for the 1958-1967 time period may appear to be low, one must consider that only 7.5 percent of the 496 graduates had graduated before 1968 (see Table 2). Interestingly, over 90 percent of the respondents who have never taught Physical Education, have graduated since 1972. This compares with approximately 48 and 58 percent for Groups A and B respectively. This tends to support the idea that it became more difficult to obtain a Physical Education teaching position after the mid-1970s.

With reference to years of teaching experience, it is possible to determine the average number of years that ex-Physical Education teachers spent teaching Physical Education before they left the profession. While the average for the graduates was 3.44 years, if the calculations were performed excluding the members of Group C who

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\*Since Tables 12 to 16 contain information relevant to Groups A, B and C, they are presented in the section of this paper dealing with Group A.

have no Physical Education teaching experience then the average Physical Education teaching career was 5.42 years. It is also interesting to note that for Group A, the average number of years spent teaching was 10.15, whereas an average of 6.11 of those years were spent teaching Physical Education. Obviously, many Physical Education teachers transfer out of Physical Education to take other positions both internal and external to the education profession.

Career Patterns Survey:

Group A

It is interesting to note from Table 12 that almost 50 percent of this group would not choose or are undecided if they would make the same career choice again. Many of these indicated they would have decided on a more exciting, less static, unstaged career (see Table 13).

When asked if they could explain why they chose to study Physical Education at University, the majority answered that it was due to a personal interest in the area (see Table 14). However, almost 50 percent indicated the fact that they had no career guidance was really the determining factor. As one respondent stated:

At the time, I didn't know what was available, let alone what I wanted to be. I guess, because I was a good athlete, I chose Physical Education.

Whether proper career guidance would have altered the career patterns of these individuals is impossible to tell, however, it does appear that some individuals may have



chosen different careers had proper guidance been available.

Referring to Table 12, it shows that many Physical Education teachers were promoted to administrative positions, as over 35 percent were involved in school administration on a full-time or part-time basis. Of those who made a lateral move to a classroom teaching position, the subjects they were teaching were very evenly distributed across the curriculum (see Table 15).

With many of these teachers changing jobs, 42 percent returned to University to upgrade or requalify themselves for their present position. This does not mean the others were unqualified, as many were qualified in more than one area when they left University.

Perhaps the most interesting question of this section was number 15. Given a choice, 53 percent would prefer to continue in their present job, while 27 percent indicated they would like to teach Physical Education part-time along with some other subjects. However, only two percent of these Physical Education graduates and ex-Physical Education teachers would like to teach Physical Education full time.

One administrator expressed his feelings this way:

It seems the way of the future will have to be to have two to four Physical Education teachers in every school, depending on its size. The work load is very heavy for one person.

Of course, when this situation arises, Physical Education teachers will have to assume responsibilities for other academic subjects.

Table 12

Percentage Distribution of Respondents to General  
Career Choice and Transition Questions

Question	Response Categories	Percentage		
		Group A	Group B	Group C
If you had the opportunity to decide your career over again would you choose to study Physical Education?	1. Yes	53.5	30.8	51.5
	2. No	35.6	42.3	30.3
	3. Undecided	11.1	26.9	18.2
Which of the following best describes your present job?	1. Teacher	64.4	N/A	N/A
	2. School Administrator	20.0	N/A	N/A
	3. Both (on a part-time basis)	15.6	N/A	N/A
Did you return to University or another post-secondary institution after you completed your B.P.E. program in order to qualify for your present job?	1. Yes	42.2	34.6	21.2
	2. No	57.8	65.4	78.8
Given a choice would you prefer --	1. to continue with my present job	53.3	57.7	39.4
	2. teach P.E. full-time	6.7	7.7	15.1
	3. teach P.E. part-time along with other subjects	26.7	7.7	18.2
	4. teach only in the classroom	2.2	0	0
	5. do something different	11.1	26.9	27.3

N/A (Not Applicable)

Table 12 (Cont'd)

Question	Response Categories	Percentage		
		Group A	Group B	Group C
Are you still actively involved in working with students in sporting or athletic activities after school?	1. Yes	75.6	N/A	N/A
	2. No	24.4	N/A	N/A
Do you plan to remain in the education profession until you retire from the work force?	1. Yes	60	N/A	N/A
	2. No	8.9	N/A	N/A
	3. Undecided	31.1	N/A	N/A
Is your present annual income --	1. < you could earn as a teacher	N/A	42.3	N/A
	2. = to the amount you could earn as a teacher	N/A	19.2	N/A
	3. > you could earn as a teacher	N/A	38.5	N/A
Is your present job related to Physical Education or Recreation?	1. Yes	N/A	N/A	66.7
	2. No	N/A	N/A	33.3
Which of the following statements best describes your transition between jobs?	1. P.E. teacher to a classroom teacher to a job unrelated to education	N/A	3.8	N/A
	2. P.E. teacher to a job unrelated to education	N/A	92.4	N/A

N/A (Not Applicable)

Table 13  
Percentage Distribution for Choice of  
New Occupations.

Occupations	Percentage		
	Group A	Group B	Group C
Business	24.4	38.4	27.2
Recreation	-	23.1	18.3
Medicine	24.4	15.3	3.1
Law	13.3	3.8	27.2
Teacher of other subjects	13.3	-	6.2
Researcher	6	3.8	-
Others	18.6	15.6	18

Table 14  
Percentage Distribution of Reasons for  
Studying Physical Education

	Percentage		
	Group A	Group B	Group C
Personal interest--no guidance	53.3	12.1	18.1
Personal interest--wanted it as a career	15.5	42.3	39.3
Wanted to teach	13.3	23.1	6.1
Enjoyed working with children	8.8	-	3.1
Wanted to work in field of recreation	-	-	12.1
Wanted to Join RCMP	2.2	7.6	6.1
Others	6.9	14.9	15.2

Table 15

## Job Titles of Ex-Physical Education Teachers

Title	Percentage	
	Group A	Group B
Recreation Director/Consultant	N/A	23.1
Housewife	N/A	19.2
Business Manager	N/A	15.3
Salesman	N/A	15.3
RCMP Officer	N/A	11.5
Social Studies Teacher	15.5	N/A
Science Teacher	13.3	N/A
Mathematics Teacher	11.1	N/A
Post-secondary Physical Education teacher	11.1	N/A
Vice-Principal	8.8	N/A
Physical Education Co-ordinator	6.6	N/A
Principal	4.4	N/A
Special Education Teacher	4.4	N/A
Guidance Counsellor	4.4	N/A
Others	20.4	16.6
N/A (Not Applicable)		

Table 16

## Job Titles of Physical Education Graduates Who Never Taught Physical Education

	Percent Group C
Recreation Director/Consultant	42.4
Teacher/Vice-Principal/Principal	24.2
Unemployed	9.1
RCMP Officer	6.1
Others	18.2

It is encouraging, however, that over 75 percent of these educators (Group A) are still involved with student athletics after school. One mathematics teacher wrote:

Presently as a classroom teacher, I feel I make a major contribution to Physical Education in the school. I am able to give more quality instruction for extracurricular activities. "Burn out" is not as big a factor. Sport is no longer a job, but now a hobby and is becoming enjoyable once again.

As to how long they plan to remain in the education profession, 60 percent of Group A indicated they were committed until they retire from the work force. The remaining 40 percent indicated they were undecided or that they did not plan to remain until retirement.

The last question on the questionnaire was designed to try and identify reasons for Physical Education teachers leaving the profession. Table 17 displays these reasons and the percentage who indicated it was a factor influencing their leaving the profession.

The characteristics are ranked in terms of the amount of influence they had on teachers who left the profession. A careful perusal of these results show that indeed there are numerous factors which caused these teachers to leave. In order to make the results more readable, these 27 characteristics were further subdivided into eight factors which the author felt were relevant to Physical Education teachers who had left the profession. These eight factors were more general and they are presented along with their

composite characteristics in Appendix D. A factor score was obtained by averaging the scores of the characteristics comprising that factor and ranking these factors accordingly (see Table 18).

This analysis confirmed earlier findings. Over one-third of the respondents indicated some dissatisfaction with the human and non-human resources to perform the job. One respondent summed up the feelings of many when she wrote:

I am presently a substitute teacher, however, I do plan to go back full time when an appropriate position becomes available. I must make the point, however, that I would not want to teach only Physical Education. The after-hour demand is just too great.

Another ex-Physical Education teacher stated:

Varsity sports were the major cause of my leaving the profession. I enjoyed the teaching aspects, but the school teams took up too much time.

In relation to the non-human resources, two people indicated just how bad their facility was. One female teacher wrote:

I taught, or should I say, tried to teach a reasonable program in a lunchroom area with less than an eight foot ceiling and virtually no equipment.

Another of her colleagues wrote:

The gymnasium I taught in was barely adequate, however, there were absolutely no outdoor or community facilities that I could take advantage of.

In excess of 30 percent indicated that they felt their efforts went unrewarded, not only financially, but also in

Table 17

(Group A)

Job Characteristics Ranked in Terms of Percentage  
of Physical Education Teachers who were  
Influenced to Leave the Profession

Rank	Characteristic	Weighted Percentage
1	Lack of help from other teachers	48.5
2	Little opportunity for promotion	40
3.5	In comparison with other teachers, I felt P.E. teachers' work load was heavier	38.8
3.5	Wanted to spend more time with my family	38.8
5.5	Extracurricular activities--after school and weekends	37.7
5.5	Felt I could make a greater contribution to education in my present job	37.7
8	Frustration due to lack of adequate equipment	35.5
8	Too little time allotted for P.E. classes	35.5
8	No compensation for extracurricular work	35.5
10	P.E. classes were too large	34.4
11	P.E. facilities not suitable	31.1
12.5	The work load was too heavy	31.1
12.5	After I started teaching, my interests changed	28.8
14	Lack of support from administration	27.7
15	New position offered increase in pay	26.6
16.5	Little opportunity of intellectual stimulation	25.5
16.5	Little prestige associated with teaching	25.5
18.5	Little opportunity to move geographically	23.2
18.5	Extracurricular activities at lunchtime	23.2



Table 17 (Cont'd)

Rank	Characteristic	Weighted Percentage
20	Day to day physical demands were too high	22.2
21.5	Too much preparation time was needed	15.5
21.5	Too many discipline problems and hassles	15.5
24	Injuries interfered with my work	14.4
25	I began to doubt the benefits of P.E.	13.3
25	Students showed no appreciation	12.2
25	I was not happy with my teaching assignment	12.2
27	I felt I was getting too old	5

Table 18

(Group A)

Job Factors Ranked in Terms of Percentage of  
Physical Education Teachers who were  
Influenced to Leave the Profession

Rank	Factor	Weighted Average Percentage
1	Human Resources	38.8
2	Non-Human Resources	33.3
3	Financial Reasons	31.1
4	Recognition	30.3
5	Personal Changes	29.7
6	Comfort and Convenience	27.4
7	Nature of the Work	22.9
8	Personal Health	9.7

terms of recognition from their peers and superiors. As one ex-Physical Education teacher stated:

For five years I watched my colleagues leave at 3:30 to attend to their own personal affairs, while I stayed with the kids not only after school, but on many weekends as well. One day, I asked for a day off with pay and I was refused. It was at that time that I started trying to get out of the Physical Education profession.

Many other statements were also written by other respondents, however, the majority of these responses were inserted by individuals who indicated their primary reasons for leaving were related to the nature of the work and personal changes:

The programs became too routine and very repetitive and monotonous.

There was much more challenge in administration. Phys-Ed appeared to be a dead-end.

An increase in salary, greater flexibility and a better opportunity for self-expression were the real determining factors.

In two of the schools where I taught, the administration displayed the attitude that Phys-Ed was merely a way to provide classroom teachers with a free period. I would not go back to teaching Phys-Ed because the gratification of classroom teaching for me far outweighs the satisfaction I experienced teaching Phys-Ed.

I found it became too much of a headache day-in and day-out to be taking out equipment, putting away equipment, rushing students from the change room, etc. (and then very little time left to teach).

My present position, vice-principal, allowed me to gain a wide scope of experiences, to demonstrate leadership and to seek my potential; whereas the classroom was somewhat confining in developing total potential.

I guess it was really a combination of all the reasons listed. No one single reason, just a lot of little ones.

From the tables and the statements by many of the respondents, it is obvious that there was no one single reason why these individuals left the profession. An examination of the questionnaires revealed that not one person indicated having left for only one reason. A majority of the individuals indicated that a lot of the listed characteristics were a minor influence, with two or three characteristics having a major influence.

Career Patterns Survey:

Group B

With reference to Table 12, almost 70 percent of the respondents in this category stated they would not choose or were undecided if they would choose Physical Education if they could choose careers again. When asked what they would choose to study, there was a fairly narrow slate of choices, with most being related to either business, recreation, or medicine, (see Table 13).

When asked to explain why they chose to study Physical Education in the first place, there were a variety of responses ranging from positive ones like "my father was a doctor, I thought it would be better to prevent than cure" to negative ones like "it was really the lesser of all the evils." Table 14 displays the reasons for the group. Again in this study "no guidance" was cited as a reason for

studying Physical Education.

In order to determine the respondents' transitions between careers, they were asked to classify themselves into one of two categories. Interestingly, over 90 percent indicated that when they stopped teaching Physical Education, they moved to a job outside the education profession. Less than four percent had made a move from teaching Physical Education into a classroom position before leaving the profession.

While many of these individuals do leave the Physical Education teaching profession, Table 15 indicates that many do use their degree to get themselves a job in the recreation field. As over 65 percent indicated they did not return to University or another post-secondary institution, it appears reasonably safe to assume that their Physical Education degree adequately qualified them for their present job.

It is also interesting to note that over 60 percent of these individuals did not have to take a cut in pay in their present job. This figure becomes more intriguing when one considers that almost 20 percent of the sample are now housewives and earning less than they could earn as a teacher. From an economic standpoint, it appears as if these individuals may have made good career decisions.

Table 19 presents the characteristics ranked according to the amount of influence they had on teachers who left the

profession. Interestingly, as with Group A, a lack of help from other teachers, the heavy workload, frustration due to a lack of adequate equipment, extracurricular activities and lack of opportunity for promotion were all mentioned at the top of the list. Again, to make the results more readable, these 27 characteristics were further subdivided into the same eight factors as Group A. The same methodology was used to arrive at and rank the factor scores.

Once again, an analysis of the eight factors confirmed the results of the initial analysis (see Table 20). A lack of recognition was viewed as the most influential aspect causing a career change. Two respondents summed up their feelings in this way:

My prime reason for leaving was that there was no chance of improvement in my position.

I wanted to contribute my experiences as an educator to the decision-making process--my own ego was not being satisfied as a Physical Education teacher.

Rating a close second and third in terms of importance were the lack of human and non-human resources available to do the job. In reference to the factor of human resources, one respondent wrote:

Administration from the superintendent down was archaic and dysfunctional. Your destiny was being controlled by some real idiots when it came to professional approaches to administration.

Personal changes in individuals was indicated by over 20 percent of the sample. The most notable aspect of this factor, however, is that it ranked second in terms of a

Table 19

(Group B)

Job Characteristics Ranked in Terms of Percentage  
of Physical Education Teachers who were  
Influenced to Leave the Profession

Rank	Characteristic	Weighted Percentage
1	Little opportunity for promotion	44.2
2	After I started teaching, my interests changed	42.3
3	Extracurricular activities--after school and weekends	38.4
4.5	Lack of help from other teachers	34.6
4.5	Little opportunity for intellectual stimulation	34.6
6.5	In comparison with other teachers, I felt P.E. teachers' work load was heavier	30.7
6.5	Frustration due to lack of adequate equipment	30.8
8	Too little time allotted for P.E. classes	23
9	New position offered increase in pay	21.1
10	Lack of support from administration	19.2
13	Wanted to spend more time with my family	17.3
13	No compensation for extracurricular work	17.3
13	P.E. facilities not suitable	17.3
13	Felt I could make a greater contribution to education in my present job	17.3
13	Little opportunity to move geographically	17.3
17	Little prestige associated with teaching	15.3
17	Day to day physical demands were too high	15.3
17	Too many discipline problems and hassles	15.3
19	I was not happy with my teaching assignment	13.4
20	Too much preparation time was needed	13.4
23.5	P.E. classes were too large	11.5
23.5	The work load was too heavy	11.5
23.5	Extracurricular activities at lunch time	11.5

Table 19 (Cont'd)

Rank	Characteristic	Weighted Percentage
23.5	Students showed no appreciation	11.5
25	I began to doubt the benefits of P.E.	5.7
26	I felt I was getting too old	2
27	Injuries interfered with my work	3.8

Table 20

(Group B)

Job Factors Ranked in Terms of Percentage of  
Physical Education Teachers who were  
Influenced to Leave the Profession

Rank	Factor	Weighted Average Percentage
1	Recognition	31.3
2	Human Resources	26.9
3	Non-Human Resources	24.1
4	Personal Changes	20.7
5	Financial Reasons	19.2
6	Nature of the Work	18.5
7	Comfort and Convenience	16.9
8	Personal Health	2.9

"major influence", behind lack of recognition. Passing comments on their decisions, two individuals stated:

Basically I enjoyed coaching, but classroom Physical Education was too much of a routine. Very little relationship between studying Physical Education and teaching it.

The main reason is probably a combination of those listed, however, I found that I just didn't enjoy kids in a school setting.

Over 15 percent indicated they were dissatisfied with the nature of the work and statements such as "I was bored" occurred frequently on the questionnaires.

As was the case with Group A, this group also indicated a wide variety of reasons for leaving the profession.

#### Career Patterns Survey: Group C

Referring to Table 12, it is interesting to note that while two-thirds of the respondents were working in a job that was related to recreation, only slightly over one-half indicated they would still choose to study Physical Education at University if they could make their choice again. The following response by one respondent probably reflected the feeling of many when he wrote:

I enjoyed it so much as a kid that I thought I would enjoy it as a career.

Over 30 percent indicated they definitely would not choose to study Physical Education again, while 18 percent were undecided. Law and Business Administration would be the new career choices for over 50 percent of those who



indicated they would not choose to study Physical Education (see Table 13). As one respondent working in a profession not related to Physical Education or recreation expressed herself:

The career opportunities in my present job exceed those available in the Physical Education field, although I have no regrets about completing a Physical Education degree. In some ways, my Physical Education degree has facilitated my advancement in my present career.

When asked to explain why they initially chose to study Physical Education, 59 percent stated it was because of personal interest in the subject. Eighteen percent indicated they thought if they had had proper guidance, they would not have chosen to study Physical Education (see Table 14).

The respondents were asked to choose from a list of hypothetical job options, which option they would prefer. Less than 35 percent indicated they were interested in some aspect of teaching. Over 65 percent indicated they would prefer to continue with their present job or do something completely different. A list of the present job titles for this group was presented in Table 16.

An analysis of Table 21 presents the job characteristics ranked in terms of their influence on individuals not entering the Physical Education teaching profession. Clearly the majority of these individuals had made up their minds before they graduated not to teach Physical Education. Over 75 percent felt their talents could be of better use in

another area, and over 60 percent indicated their Physical Education degree was only a stepping stone to another job. Also, in excess of 57 percent indicated they wanted to do something more exciting than teach.

As with the other two sections, the characteristics have been merged into common themes. In this instance, the 17 characteristics have been condensed into five factors (see Table 22). These factors and their composite characteristics appear in Appendix E.

The factor scores confirmed the results of Table 21. Not surprisingly, the factor related to personal changes over time (changes in attitudes, beliefs and career goals) was ranked as the most influential reason why these graduates did not proceed to teach Physical Education. As one respondent wrote:

I enjoyed the university courses, but after graduation, teaching did not appeal to me. I wanted to do something more exciting.

Another individual indicated that her interests changed to working with mentally handicapped individuals:

I enjoyed working with handicapped individuals. I went to (another) college to finish my Education degree. While there, I did research with mentally handicapped individuals and became very interested in this field.

Another individual stated:

Where I spend a great deal of time coaching elite athletes, I didn't want to spend ten or eleven hours a day in the gym. Also, after working with elite athletes, I wouldn't have the patience to teach Physical Education to school kids.

Table 21

(Group C)

Job Characteristics Ranked in Terms of Percentage  
of Physical Education Graduates who were  
Influenced Not to Enter the Profession

Rank	Characteristic	Weighted Percentage
1	Felt talents could be of better use in another area	65.2
2	Adventure--wanted something more exciting	50
3	P.E. degree only a stepping stone	43.9
4.5	Over the years, my interests changed	37.8
4.5	Offered a job in the field of recreation	37.8
6	Never offered a P.E. teaching position	31.8
7	Could make more money at present job	24.2
8	Secured another job unrelated to P.E.	22.7
10.5	Did not want to work with school children	16.6
10.5	Location was not suitable	16.6
10.5	Family did not want to move	16.6
13.5	Remained at University	15.2
13.5	Pay was not adequate	15.2
14	Offered a classroom teaching position	9
15	Religious issues	7.5
16.5	Advice from family and friends	1.5
16.5	Injuries limited my ability to work	1.5

Table 22

(Group C)

Job Factors Ranked in Terms of Percentage of  
Physical Education Graduates who were  
Influenced Not to Enter the  
Profession

Rank	Factor	Weighted Average Percentage
1	Personal Changes	42.5
2	Other Career Options	26.7
3	Financial Reasons	19.7
4	Location	16.6
5	Others	3.8

Others wrote that they were turned off from Physical Education simply because of the heavy work load.

A distant second to personal changes was other career choices. This would appear to indicate that these individuals voluntarily chose not to teach Physical Education. With reference to Table 12, two-thirds indicated their job was, however, related to either recreation or Physical Education.

Many individuals indicated the major reason they did not proceed to teach Physical Education was because they were offered other positions. As one individual wrote:

The major reason would be that I went into recreation just after leaving University. This step may have hampered my teaching career, however, no regrets.

Another recreation director wrote:

The opportunity arose to work in the field of recreation and amateur sport leading to recreation administration and now a Recreation Director. While I would have accepted a teaching position after graduation, I am very happy with my present career.

A gentleman who was never offered a Physical Education teaching position expressed his feelings in this way:

I was never offered a Physical Education position. Since I have started teaching in the classroom, I have really enjoyed it. I don't think I want a full-time Physical Education position as it would be too monotonous.

These respondents appear not to be upset over never teaching Physical Education.

Financial considerations rated third. This was slightly higher than unsuitable location which was mentioned by just under 20 percent of the sample.

Other reasons were mentioned by slightly over 2 percent of the respondents and they included such facets as religious issues, personal injuries and advice from family members. Although these facets were ranked lowest, they were still cited as major reasons for not entering the profession.

#### Discussion

##### Cohort Analysis

As reported earlier, the results of this study are somewhat consistent with earlier studies performed by Whitener, Charters, and Mark and Anderson. All studies

revealed higher attrition rates during the earlier years of teaching. The major trend identified throughout this study was one of an upward shift in both entrance and survival rates for cohorts graduating in the mid-1970s. However, towards the late 1970s and early 1980s lower entrance and higher survival rates were predominant. Thus, while the trend of the downward sloping survival curve is still evident, it is a much gentler slope than in earlier years.

Job Satisfaction and Career  
Patterns Survey

The investigation into job satisfaction revealed that Newfoundland Physical Education teachers were dissatisfied with the aspects of non-human resources to do the job, the comfort and convenience of the job, recognition received and financial considerations.

Two of these facets, non-human resources and recognition, along with human resources, were also cited among the most important reasons indicated by ex-Physical Education teachers for leaving the profession. This, in itself, is sufficient evidence to indicate that these deficiencies are indeed real and certainly warrant attention by school and school board personnel.

The absence of human resources to do the job as a major source of dissatisfaction may be an indication that this is one void which is slowly being filled. Indeed, Physical Education teachers are receiving more help from their

colleagues in other disciplines. It is possible that this may have, in part, accounted for the decreasing attrition rates experienced since the mid-1970s.

Comparison of Group A and  
Group B

While both groups are no longer teaching Physical Education, some differences exist between the groups. With reference to Table 12, it is evident that the groups differ in their feelings towards their initial course of study. However, those who indicated they would make a different choice given the opportunity to choose again, all indicated they would prefer a course of study that would prepare them for a less static, unstaged career (see Table 13). When asked their reasons for studying Physical Education, both groups indicated roughly the same reasons, though in different proportions (see Table 14).

When both groups were given a hypothetical choice of continuing with their present job or changing jobs, over 50 percent in each group indicated a preference to continue with their present job. The greatest difference between the two groups was that slightly over 25 percent of the group who remained in the education profession (Group A) would prefer to teach Physical Education part-time along with other subjects. This compared with just over seven percent for the group who left the field of education (Group B). Also, over 25 percent of the respondents in Group B

indicated they would like to do something completely different. Only slightly over ten percent of Group A responded similarly.

With regard to requalifying for their present job, 42.2 percent from Group A and 34.6 percent from Group B returned to a post-secondary institution to qualify for their present job.

In terms of reasons why the members of both groups stopped teaching Physical Education, there was very little statistical difference. A two-tailed t test performed on the characteristics and factors of both groups indicated very little discrepancy between groups (see Tables 23 and 24).

The largest discrepancies were found to exist between the factors of comfort and convenience and personal health. Members of Group A expressed less satisfaction with these factors than did the members of Group B.

Agreement was, however, found on many characteristics and factors (see Tables 21 and 22). The characteristics of "lack of help from other teachers", "a feeling that a Physical Education teacher's workload was heavier", "frustration due to a lack of equipment", "extracurricular activities after school and on weekends", "little opportunity for promotion", and "too little time allotted for Physical Education", all ranked at the top of the list of reasons given by both groups for leaving the profession.



The factors of "human resources", "non-human resources" and "recognition" ranked in the top four for both groups.

Table 23

Summary of t test for Job Characteristics

Characteristic	t Value	Degrees of Freedom	2-Tail Prob.
1. The work load was too heavy	-2.23	69	.029*
2. Began to doubt the benefits of P.E.	-1.22	69	.226
3. Extracurricular activities--weekends and after school	-1.52	69	.134
4. Little opportunity for promotion	0.51	69	.614
5. Injuries interfered with work	-1.10	69	.275
6. Day to day physical demands were too high	-0.86	69	.392
7. Too little time allotted for P.E. classes	-1.34	69	.186
8. P.E. classes were too large	-2.64	69	.010*
9. Lack of help from other teachers	-1.38	69	.172
10. Little prestige associated with teaching	-1.20	69	.235
11. Greater contribution to education in present job	-1.95	69	.055
12. Students showed no appreciation	-0.12	69	.905
13. Little opportunity for intellectual stimulation	0.98	69	.330
14. Compared with other teachers, P.E. teachers' work load was heavier	-0.89	69	.377

Table 23 (Cont'd)

Characteristic,	t Value	Degrees of Freedom	2-Tail Prob.
15. Frustration--due to lack of adequate equipment	-0.51	69	.609
16. Wanted to spend more time with my family	-1.91	69	.060
17. Extracurricular activities at lunch time	-1.71	69	.092
18. Felt I was getting too old	-1.64	69	.106
19. Too many discipline problems and hassles	-0.02	69	.982
20. P.E. facilities not suitable	-1.59	69	.117
21. Little opportunity to move--geographically	-0.67	69	.507
22. Too much preparation time was needed	-0.31	69	.758
23. After started teaching, interests changed	1.36	69	.179
24. Not happy with teaching assignment	0.20	69	.842
25. No compensation for extra-curricular work	-1.92	69	.059
26. Lack of help from administration	-1.03	69	.306
27. New position offered increase in pay	-0.56	69	.575

\* significant at .05 level of significance.

Table 24  
Summary of t test for Job Factors

Factor	t value	Degrees of Freedom	2-tail Prob.
Financial Considerations	-1.61	69	.112
Human Resources	-1.49	69	.142
Non-human Resources	-1.11	69	.270
Personal Health	-2.03	69	.046*
Nature of the Work	-1.35	69	.181
Comfort and Convenience	-2.39	69	.020
Recognition	0.20	69	.841
Personal Changes	-1.72	69	.090

\* significant at the .05 level of significance.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this investigation was to assess the attitudes of Physical Education graduates at Memorial University towards the teaching of Physical Education. Four distinct groups of graduates were chosen: those still teaching Physical Education in the province of Newfoundland; those who at one time taught Physical Education but are now teaching in some other subject area, or are involved in educational administration; those who at one time taught Physical Education but have now divorced themselves from the profession; and those who graduated from the School of Physical Education and Athletics, but never entered the Physical Education teaching profession.

Two questionnaires were designed to measure the attitudes of these individuals. The first questionnaire, which dealt with the job satisfaction of Physical Education teachers, was mailed to 160 Physical Education teachers. Usable returns were received from 116 respondents. The second questionnaire was designed to measure the career patterns of Physical Education graduates who either started teaching Physical Education and left, or those who did not enter the profession at all. One hundred and thirty-six

questionnaires were mailed out and usable returns were received from 104 respondents.

The job satisfaction questionnaire was used to obtain information on a number of basic demographic characteristics. The respondents were also asked to answer a series of general questions which required the respondent to arrive at an overall assessment of his job. In addition to these questions, respondents were asked to rate a series of 16 statements. First the subjects were asked "how important" the facet identified in the statement would be to them in selecting the job of their choice; second, they were asked to indicate how strongly they would "agree" or "disagree" with the same statement, describing their present job.

The career patterns survey was set up in two distinct parts. All respondents were required to answer Part I, however, Part II was divided into three sections and respondents were asked to choose the section that best described their career transition. Each section had a number of questions designed to determine exactly what these graduates were doing at the present time, as well as their career transition and future career plans.

The last question on each of these sections was composed of a number of statements relating to the Physical Education profession. Respondents were asked to read each statement and then indicate how much influence the facet

mentioned in the statement had on their decision to change careers.

After the questionnaires were returned, the data was tabulated and analysed, using SPSS (Statistical Package for the Social Sciences) on the VAX Computer System at Memorial University. Contingency coefficients and chi square tests were used to evaluate the results of the job satisfaction survey. The data for the career patterns survey were primarily analysed using descriptive statistics, however, a two-tailed t test was used to examine differences between two similar groups. A cohort analysis was also performed, on five graduating classes. They were the classes of 1964, 1969, 1974, 1978 and 1982.

The results indicated there were 496 Physical Education graduates from Memorial University as of May, 1982.

Forty-six percent (or 230) of these graduates were still teaching Physical Education as of June, 1983.

The results of the cohort analysis showed an upward shift in both entrance and survival rates for cohorts graduating into the mid-1970s. Also, while the trend of the downward sloping survival curve was still evident, it was a much gentler slope than in earlier years.

The investigation into the job satisfaction of Physical Education teachers revealed that many were dissatisfied with the non-human resources they had available to do the job, the comfort and convenience of the job, as well as the

recognition and financial considerations received from the job. Two of these facets were also cited among the most important reasons indicated by ex-Physical Education teachers for leaving the profession.

### Conclusions

While the researcher realizes the danger of drawing conclusions and making generalizations based on a single study, the investigator of any study is left with general impressions that are as much a product of the entire study as it is a product of the statistical analysis of data.

The general impressions of this study were that many Physical Education teachers were not content in their present jobs and that the reasons why they were not content were essentially the same as the reasons indicated by ex-Physical Education teachers for leaving the profession.

While this may appear contradictory to question number eight on the job satisfaction survey, the validity of that particular question has to be questioned. It has been suggested in the literature that questions of that nature strike too strongly at a person's self-esteem, and thus it may elicit a socially acceptable rather than a true response. The remainder of the questionnaire supported the idea that there was in existence both an element of discontent and dissatisfaction.

This element of discontent was confirmed by the results



have studied Physical Education if they had had some form of career guidance.

7. The present work load on a Physical Education teacher is too heavy.

8. A majority of the Physical Education graduates who did not enter the Physical Education teaching profession chose not to enter for their own personal reasons.

9. The majority of the Physical Education graduates who do leave the Physical Education teaching profession are either promoted to an administrative position, or they make a lateral move to teach in other subject areas.

#### Recommendations

As stated earlier, the researcher recognizes the danger of drawing conclusions and generalizing on the basis of a single study. Therefore, it is strongly recommended that:

1. The results of the job satisfaction survey be verified by surveying the entire population of Physical Education teachers.

2. A further study of job satisfaction be conducted using the principles of the Equity Theory, in comparing the job satisfaction of Physical Education teachers to other teachers.

3. In order to confirm the results of the cohort analysis, all graduating classes at Memorial University of

of the career patterns survey as a majority of these individuals also indicated dissatisfaction with the same aspects of their ex-Physical Education job as did those still teaching.

This investigation suggested the following conclusions to the researcher:

1. Demographic variables have no effect on the overall job satisfaction of Physical Education teachers.

2. Physical Education teachers are satisfied with the following aspects of their jobs: the human resources to do the job, the personal relations they experienced on the job, and the nature of their work.

3. Physical Education teachers are dissatisfied with the following aspects of their jobs: the non-human resources to do the job, the financial considerations offered by their job, the comfort and convenience of their job, and the recognition they received for their work.

4. The attrition rates for Newfoundland Physical Education teachers are lower at present than in earlier years.

5. Ex-Physical Education teachers left the profession for many of the same reasons that present Physical Education teachers are dissatisfied, namely, the lack of non-human resources to do the job and the lack of recognition they received for their work.

6. Many of the Physical Education graduates would not

Newfoundland should be traced. Also, these results need confirmation on the national level, therefore, cohort analyses should be undertaken to see if this trend exists for Physical Education graduates outside of Newfoundland.

4. With so many Physical Education graduates either dissatisfied with their Physical Education teaching position, leaving the profession, or not entering the profession, there is a need to determine if present Physical Education students know what to expect from their jobs. Therefore, it is recommended that a study be undertaken to determine the job expectations of undergraduate Physical Education students.

5. The School of Physical Education and Athletics at Memorial University of Newfoundland should take a more active role in guiding their students to prepare for the time when teaching Physical Education may no longer be their number one priority.

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APPENDIX A

MEMORIAL UNIVERSITY  
OF NEWFOUNDLAND  
ST. JOHN'S, NEWFOUNDLAND



SCHOOL OF  
PHYSICAL EDUCATION  
& ATHLETICS

**JOB SATISFACTION OF PHYSICAL EDUCATION TEACHERS**

**SURVEY QUESTIONNAIRE**

**DIRECTIONS:** Circle the number of the appropriate answer

1. Sex:
  1. MALE
  2. FEMALE
2. Age:
  1. 20-24
  2. 25-29
  3. 30 & OVER
3. Teaching Experience:
  1. 1-3 YEARS
  2. 4-6 YEARS
  3. 7-9 YEARS
  4. 10 OR MORE
4. Marital Status:
  1. SINGLE
  2. MARRIED
  3. OTHER
5. Approximate population of the community you teach in:
  1. LESS THAN 5000
  2. GREATER THAN OR EQUAL TO 5000
6. Teaching Experience (Grades taught)
  1. HIGH SCHOOL (7-11)
  2. ELEMENTARY SCHOOL (K-6)
  3. BOTH
7. If both, please indicate the group you enjoy teaching the most:
  1. HIGH SCHOOL
  2. ELEMENTARY SCHOOL
  3. NO PREFERENCE



8. Overall, how satisfied would you say you are with your present job:
1. VERY SATISFIED
  2. SOMEWHAT SATISFIED
  3. NOT VERY SATISFIED
  4. NOT AT ALL SATISFIED
9. Overall, how satisfied are you with the progress you have made in your professional career:
1. VERY SATISFIED
  2. SOMEWHAT SATISFIED
  3. NOT VERY SATISFIED
  4. NOT AT ALL SATISFIED
10. Knowing what you know now, if you had the opportunity to decide all over again, would you become a Physical Education teacher?
1. YES, WITHOUT A DOUBT
  2. I WOULD HAVE SECOND THOUGHTS
  3. DEFINITELY NOT
11. If you were free to choose any job you wanted, what would your choice be?
1. PHYSICAL EDUCATION TEACHER
  2. TEACHER (OTHER THAN PHYSICAL EDUCATION)
  3. OTHER
12. If you were offered an equal paying job in another profession of your choice, would you:
1. ACCEPT WITHOUT HESITATION
  2. SERIOUSLY CONSIDER IT
  3. REJECT IT
13. If you were offered a job of your choice, but you had to take a cut in pay, would you:
1. ACCEPT WITHOUT HESITATION
  2. SERIOUSLY CONSIDER IT
  3. REJECT IT
14. If you were offered a job of your choice with an increase in pay, would you:
1. ACCEPT WITHOUT HESITATION
  2. SERIOUSLY CONSIDER IT
  3. REJECT IT
15. High School Teachers only:
- If you were offered a permanent physical education teaching position in the Elementary School of your choice, would you:
1. ACCEPT WITHOUT HESITATION
  2. SERIOUSLY CONSIDER IT
  3. REJECT IT

## 16. Elementary School Teachers only:

If you were offered a permanent physical education teaching position in the High School of your choice, would you:

1. ACCEPT WITHOUT HESITATION
2. SERIOUSLY CONSIDER IT
3. REJECT IT

## 17. How many years do you plan to teach physical education?

1. 1-3 YEARS
2. 4-6 YEARS
3. 7-9 YEARS
4. 10 OR MORE YEARS

## 18. Below are some statements about job situations.

On the left, please indicate how important each statement would be to you if you could choose a job of your choice. Circle the number of the appropriate answer.

On the right, please indicate how strongly you would agree or disagree with the same statement pertaining to your present job. Circle the number of the appropriate answer.

## Job of Your Choice:

1. VERY IMPORTANT
2. SOMEWHAT IMPORTANT
3. NOT TOO IMPORTANT
4. NOT AT ALL IMPORTANT

## Present Job:

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE

1 2 3 4	The hours are good.	1 2 3 4
1 2 3 4	Excessive extracurricular work is not expected.	1 2 3 4
1 2 3 4	I am free to decide how to do my own work.	1 2 3 4
1 2 3 4	The administration support what I am doing.	1 2 3 4
1 2 3 4	I have the opportunity to mix with my co-workers.	1 2 3 4
1 2 3 4	My co-workers are friendly.	1 2 3 4
1 2 3 4	My co-workers are helpful.	1 2 3 4
1 2 3 4	My co-workers appreciate the work I do, and take time to tell me.	1 2 3 4
1 2 3 4	My boss compliments me when I do a good job.	1 2 3 4
1 2 3 4	I get a feeling of accomplishment from my job.	1 2 3 4
1 2 3 4	The chances for promotion are good.	1 2 3 4
1 2 3 4	The pay is good.	1 2 3 4
1 2 3 4	The job security is good.	1 2 3 4
1 2 3 4	The work is very interesting.	1 2 3 4
1 2 3 4	I have enough equipment to perform the job as it should be done.	1 2 3 4
1 2 3 4	The physical surroundings are pleasant.	1 2 3 4

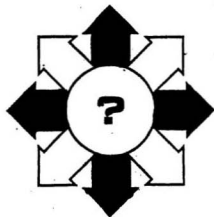
MEMORIAL UNIVERSITY  
OF NEWFOUNDLAND  
ST. JOHN'S, NEWFOUNDLAND

APPENDIX B



SCHOOL OF  
PHYSICAL EDUCATION  
& ATHLETICS

## CAREER PATTERNS OF PHYSICAL EDUCATION GRADUATES



PART I

TO BE COMPLETED BY ALL RESPONDENTS

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Directions: Please circle the appropriate number or fill in the appropriate blank.

1. Sex: 1 MALE 2. Marital Status: 1 SINGLE  
2 FEMALE 2 MARRIED  
3 OTHER
3. Age: 1 UNDER 25 4. Year of Graduation  
2 25 - 29 from Memorial: \_\_\_\_\_  
3 30 - 35  
4 OVER 35
5. Teaching Certificate Level: \_\_\_\_\_
6. Teaching Experience (Years): \_\_\_\_\_
7. Physical Education Teaching Experience (Years): \_\_\_\_\_
8. If you had the opportunity to decide your career over again, would you choose to study Physical Education?
- 1 YES  
2 NO  
3 UNDECIDED
9. If you answered NO to Question 8, what would your choice of occupation be?  
\_\_\_\_\_  
\_\_\_\_\_
10. In a sentence, can you explain why you chose to study Physical Education at University?  
\_\_\_\_\_  
\_\_\_\_\_

SPECIAL INSTRUCTIONS

As I stated earlier, Part II of the questionnaire is divided into three Sections - each one a different color. Please decide which of the following categories best describes your present working status. After you have decided, turn to that section of the questionnaire and answer only the questions in that section.

SECTION A - PINK

To be answered by Physical Education graduates who are now classroom teachers, school administrators or instructors (professors) at a post-secondary institution; with a MINIMUM OF ONE YEAR Physical Education teaching experience.

SECTION B - GREEN

To be answered by Physical Education graduates who are now working outside the fields of education and physical education, but have had a MINIMUM OF ONE YEAR Physical Education teaching experience.

SECTION C - YELLOW

To be completed by all Physical Education graduates who have NEVER TAUGHT Physical Education on a full-time basis.

## Section A

To be answered by Physical Education graduates who are now classroom teachers, school administrators or instructors (professors) at a post secondary institution; with a MINIMUM OF 1 YEAR Physical Education teaching experience.

11. Which of the following best describes your present job:
- 1 TEACHER
  - 2 SCHOOL ADMINISTRATOR
  - 3 BOTH (PART-TIME TEACHER AND PART-TIME ADMINISTRATOR)
12. If you are a teacher, what subject (s) are you now teaching?
- \_\_\_\_\_
- \_\_\_\_\_
13. If you are an administrator, what is your title?
- \_\_\_\_\_
14. Did you return to University or another post-secondary institution after you completed your SPE program, in order to qualify for your present job?
- 1 YES
  - 2 NO
15. Given a choice, which would you prefer?
- 1 TO CONTINUE WITH YOUR PRESENT JOB
  - 2 TEACH PHYSICAL EDUCATION FULL TIME
  - 3 TEACH PHYSICAL EDUCATION PART-TIME ALONG WITH SOME OTHER SUBJECTS
  - 4 TO TEACH SUBJECTS OTHER THAN PHYSICAL EDUCATION
  - 5 TO DO SOMETHING COMPLETELY DIFFERENT-(PLEASE SPECIFY)
- \_\_\_\_\_
16. Are you still actively involved in working with students in sporting or athletic activities at your school?
- 1 YES
  - 2 NO
17. Do you plan to remain in the education profession until you retire from the work force?
- 1 YES
  - 2 NO
  - 3 UNDECIDED

18. This question is rather lengthy and is designed to isolate the reasons why you changed from teaching physical education to your present job.

Listed below are some statements relating to Physical Education. Please read each of them carefully and determine the degree to which it influenced your decision to leave the physical education profession. Indicate the correct response by circling the appropriate number to the left of each statement. Use the following scale:

1 A MAJOR INFLUENCE 2 A MINOR INFLUENCE 3 NO INFLUENCE

PLEASE RESPOND TO EVERY ITEM.

CIRCLE RESPONSE.

- |      |              |  |
|------|--------------|--|
| (1)  | 1 2 3        | The work load was too heavy.   |
| (2)  | 1 <u>2</u> 3 | I began to doubt the benefits and the importance of physical education.  |
| (3)  | 1 2 3        | Extracurricular activities took up too much time after school and on weekends.   |
| (4)  | 1 2 3        | There was very little opportunity for advancement or promotion.  |
| (5)  | 1 2 3        | Injuries interfered with my work.  |
| (6)  | 1 2 3        | The physical demand from day to day was too high.  |
| (7)  | 1 2 3        | There was too little time allotted for physical education classes.   |
| (8)  | 1 2 3        | My physical education classes were too large.  |
| (9)  | 1 2 3        | There was a lack of help from other teachers.  |
| (10) | 1 2 3        | There was very little prestige associated with teaching.   |
| (11) | 1 2 3        | I felt I could make a greater contribution to education in my present position.  |
| (12) | 1 <u>2</u> 3 | The students showed no appreciation for the work I was doing.  |
| (13) | 1 2 3        | There was very little opportunity for intellectual stimulation.  |
| (14) | 1 2 3        | In comparison with other teachers, I felt physical education teachers had a heavier work load.                                 |
| (15) | 1 2 3        | I was frustrated by a lack of adequate physical education equipment.   |
| (16) | 1 2 3        | I wanted to spend more time with my family.  |
| (17) | 1 2 3        | Extracurricular activities at lunch time prevented me from relaxing and enjoying my lunch hour.                                |
| (18) | 1 2 3        | I felt I was getting too old to teach Physical Education.  |
| (19) | 1 2 3        | Compared with classroom teaching, there were too many discipline problems and hassles involved in teaching physical education. |

- (20) 1 2 3 The facilities for teaching physical education were not suitable.
- (21) 1 2 3 Physical education presented very little opportunity to move geographically.
- (22) 1 2 3 Too much time was required to prepare for classes and practises.
- (23) 1 2 3 After I started teaching physical education, my interests changed.
- (24) 1 2 3 I was not really happy teaching the grade levels to which I was assigned.
- (25) 1 2 3 There was no compensation for all the extra-curricular work.
- (26) 1 2 3 There was a lack of support from the administration.
- (27) 1 2 3 My new position offered me an increase in pay.
- (28) Please list below any other factors that have not been listed which influenced your decision to leave the Physical Education profession.

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THANK YOU!

\* There is no need to complete any other Section.

## SECTION B

To be answered by Physical Education graduates who are now working outside the fields of education and physical education, but have had a MINIMUM OF ONE YEAR Physical Education teaching experience.

11. Which of the following statements best describe your transition between jobs?
  - 1 PHYSICAL EDUCATION TEACHER to a CLASSROOM TEACHER to a JOB UNRELATED TO EDUCATION
  - 2 PHYSICAL EDUCATION TEACHER to a JOB UNRELATED TO EDUCATION
12. What is your present job? \_\_\_\_\_
13. Did you return to University or another post-secondary institution after you completed your B.P.E. program, in order to qualify for your present job?
  - 1 YES
  - 2 NO
14. Given a choice, would you prefer:
  - 1 TO CONTINUE WITH YOUR PRESENT JOB
  - 2 TO TEACH PHYSICAL EDUCATION FULL-TIME
  - 3 TO TEACH PHYSICAL EDUCATION PART-TIME ALONG WITH SOME OTHER SUBJECTS
  - 4 TO TEACH ONLY CLASSROOM SUBJECTS
  - 5 TO DO SOMETHING COMPLETELY DIFFERENT (PLEASE SPECIFY) \_\_\_\_\_
15. Is your present annual income?
  - 1 LESS THAN THE AMOUNT YOU COULD EARN AS A TEACHER
  - 2 SIMILAR TO THE AMOUNT YOU COULD EARN AS A TEACHER
  - 3 GREATER THAN THE AMOUNT YOU COULD EARN AS A TEACHER



16. This question is rather lengthy and is designed to isolate the reasons why you (1) changed from teaching physical education and (2) why you changed from teaching as a career.

Listed below are some statements relating to PHYSICAL Education. Please read each of them carefully and determine the degree to which it influenced your decision to leave the physical education profession. Indicate the correct response circling the appropriate number to the left of each statement. Use the following scale:

1 A MAJOR INFLUENCE    2 A MINOR INFLUENCE    3 NO INFLUENCE

PLEASE RESPOND TO EVERY ITEM.

CIRCLE RESPONSE.

- |      |       |  |
|------|-------|--|
| (1)  | 1 2 3 | The work load was too heavy.   |
| (2)  | 1 2 3 | I began to doubt the benefits and the importance of physical education.  |
| (3)  | 1 2 3 | Extracurricular activities took up too much time after school and on weekends.   |
| (4)  | 1 2 3 | There was very little opportunity for advancement or promotion.  |
| (5)  | 1 2 3 | Injuries interfered with my work.  |
| (6)  | 1 2 3 | The physical demand from day to day was too high.  |
| (7)  | 1 2 3 | There was too little time allotted for physical education classes.   |
| (8)  | 1 2 3 | My physical education classes were too large.  |
| (9)  | 1 2 3 | There was a lack of help from other teachers.  |
| (10) | 1 2 3 | There was very little prestige associated with teaching.   |
| (11) | 1 2 3 | I felt I could make a greater contribution to education in my present position.  |
| (12) | 1 2 3 | The students showed no appreciation for the work I was doing.  |
| (13) | 1 2 3 | There was very little opportunity for intellectual stimulation.  |
| (14) | 1 2 3 | In comparison with other teachers, I felt physical education teachers had a heavier work load.                                 |
| (15) | 1 2 3 | I was frustrated by a lack of adequate physical education equipment.   |
| (16) | 1 2 3 | I wanted to spend more time with my family.  |
| (17) | 1 2 3 | Extracurricular activities at lunch time prevented me from relaxing and enjoying my lunch hour.                                |
| (18) | 1 2 3 | I felt I was getting too old to teach Physical Education.  |
| (19) | 1 2 3 | Compared with classroom teaching, there were too many discipline problems and hassles involved in teaching physical education. |

- (20) 1 2 3 The facilities for teaching physical education were not suitable.
- (21) 1 2 3 Physical education presented very little opportunity to more geographically.
- (22) 1 2 3 Too much time was required to prepare for classes and practises.
- (23) 1 2 3 After I started teaching physical education, my interests changed.
- (24) 1 2 3 I was not really happy teaching the grade levels to which I was assigned.
- (25) 1 2 3 There was no compensation for all the extra-curricular work.
- (26) 1 2 3 There was a lack of support from the administration.
- (27) 1 2 3 My new position offered me an increase in pay.

- (28) Please list below any other factors that have not been listed which influenced your decision to leave the Physical Education profession.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

THANK YOU!

\* There is no need to complete any other Section

SECTION C

To be completed by all Physical Education graduates who have NEVER TAUGHT Physical Education on a full-time basis.

11. Is your present job related to Physical Education or Recreation? (for the purpose of this question, a classroom teaching position is considered a related job).

1 YES

2 NO

12. What is your present job? \_\_\_\_\_

13. Did you return to University or another post-secondary institution after you completed your B.P.E. program, in order to qualify for your present job?

1 YES

2 NO

14. Given a choice, which would you prefer:

1 TO CONTINUE WITH YOUR PRESENT JOB

2 TO TEACH PHYSICAL EDUCATION FULL-TIME

3 TO TEACH PHYSICAL EDUCATION PART-TIME ALONG WITH SOME OTHER SUBJECTS

4 TO TEACH ONLY CLASSROOM SUBJECTS

5 TO DO SOMETHING COMPLETELY DIFFERENT (PLEASE SPECIFY)

15. If you do not wish to teach Physical Education, please give a brief explanation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. This question is rather lengthy and is designed to isolate the reasons why you have never taught Physical Education.

Listed below are some statements relating to Physical Education. Please read each of them carefully and determine the degree to which it influenced the fact that you are not presently a Physical Education Teacher. Indicate the correct response by circling the appropriate number to the left of each statement. Use the following scale:

1 A MAJOR INFLUENCE    2 A MINOR INFLUENCE    3 NO INFLUENCE

PLEASE RESPOND TO EVERY ITEM.

CIRCLE RESPONSE

- |      |       |  |
|------|-------|--|
| (1)  | 1 2 3 | I was never offered a Physical Education position.   |
| (2)  | 1 2 3 | I was offered a job in the field of recreation.  |
| (3)  | 1 2 3 | The pay was not adequate.  |
| (4)  | 1 2 3 | Over the years, my interests changed.  |
| (5)  | 1 2 3 | The Physical Education degree was only a stepping stone to another job.  |
| (6)  | 1 2 3 | I did not want to work with school children.   |
| (7)  | 1 2 3 | An injury limited my ability to teach.   |
| (8)  | 1 2 3 | I remained at University to work on another degree.  |
| (9)  | 1 2 3 | Religious issues.  |
| (10) | 1 2 3 | Friends and/or family advised against teaching Physical Education.   |
| (11) | 1 2 3 | I could make more money at my present job.   |
| (12) | 1 2 3 | My wife and/or family did not want to move to another community.   |
| (13) | 1 2 3 | I felt my talents could be of greater use in another area.   |
| (14) | 1 2 3 | I was offered a classroom teaching position.   |
| (15) | 1 2 3 | Adventure - I wanted to do something more exciting.  |
| (16) | 1 2 3 | I secured another job unrelated to Physical Education or Recreation.   |
| (17) | 1 2 3 | I was offered a physical education position but the location was not suitable.   |
| (18) |       | Please list below any other factors that have not been listed which influenced your decision not to enter the Physical Education profession. |

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THANK YOU!

\* There is no need to complete any other Section

# APPENDIX C

## JOB SATISFACTION SURVEY JOB FACTORS AND THEIR COMPOSITE CHARACTERISTICS

Factor	Characteristics
1. Human resources to do	(a) The administration support what I am doing. (b) My co-workers are helpful.
2. Non-human resources to do the job.	(a) The physical surroundings are pleasant. (b) I have enough equipment to perform the job as it should be done.
3. Financial considerations	(a) The pay is good. (b) The job security is good.
4. Comfort and convenience of the job.	(a) The hours are good. (b) Excessive extracurricular work is not expected.
5. Nature of the work.	(a) I am free to decide how to do my own work. (b) I get a feeling of accomplishment from my job. (c) The work is very interesting.
6. Recognition	(a) The boss compliments me when I do a good job. (b) My co-workers appreciate the work I do. (c) The chances for promotion are good.
7. Personal relations on the job.	(a) I have the opportunity to mix with my co-workers. (b) My co-workers are friendly.

# APPENDIX D

## CAREER PATTERNS SURVEY JOB FACTORS AND THEIR COMPOSITE CHARACTERISTICS (Groups A & B)

Factor	Characteristics
1. Financial Reasons	(a) There was no compensation for all the extracurricular work. (b) New position offered an increase in pay.
2. Human Resources	(a) Lack of support from the administration. (b) Lack of help from other teachers.
3. Non-Human Resources	(a) Frustration--due to lack of adequate equipment. (b) P.E. facilities were not suitable.
4. Personal Health	(a) Getting too old to teach Physical Education. (b) Injuries interfered with work.
5. Recognition	(a) Little prestige associated with teaching. (b) Very little opportunity for promotion. (c) Very little opportunity for intellectual stimulation.
6. Personal Changes	(a) Began to doubt benefits and importance of Physical Education. (b) Felt I could make a greater contribution to education in present position. (c) Wanted to spend more time with family. (d) After I started teaching Physical Education, my interests changed.

## APPENDIX D (Cont'd)

Factor	Characteristics
7. Comfort and Convenience	<ul style="list-style-type: none"><li>(a) Work load was too heavy.</li><li>(b) Extracurricular activities took too much time after school and weekends.</li><li>(c) Physical demand from day to day was too high.</li><li>(d) Physical Education classes were too large.</li><li>(e) Extracurricular activities at lunch time prevented relaxing, and enjoying lunch hour.</li><li>(f) Too much time required to prepare for classes and practises.</li></ul>
8. The Nature of the Work	<ul style="list-style-type: none"><li>(a) Not happy with grade level teaching assignment.</li><li>(b) Little opportunity to move geographically.</li><li>(c) Compared with classroom teaching, there were too many discipline problems and hassles involved in teaching Physical Education.</li><li>(d) Students showed no appreciation for work I was doing.</li><li>(e) Too little time allotted for Physical Education classes.</li><li>(f) Compared with other teachers, Physical Education teachers had a heavier work load.</li></ul>

# APPENDIX E

## CAREER PATTERNS SURVEY JOB FACTORS AND THEIR COMPOSITE CHARACTERISTICS (Group C)

Factor	Characteristics
1. Location	(a) Offered a Physical Education position but location not suitable. (b) Wife and/or family did not want to move to another community.
2. Financial Reasons	(a) Pay not adequate. (b) Could make more money at present job.
3. Personal Changes	(a) Over the years interests changed. (b) Did not want to work with school children. (c) Felt talents could be of greater use in another area. (d) Adventure--wanted to do something more exciting.
4. Other Career Options	(a) Never offered a Physical Education position. (b) Offered a job in the field of Recreation. (c) Physical Education Degree was only a stepping stone to another job. (d) Remained at University. (e) Offered a classroom teaching position. (f) Secured another job unrelated to Physical Education or recreation.
5. Others	(a) Injuries limited ability to teach. (b) Religious issues. (c) Friends and/or family advised against teaching Physical Education.



## APPENDIX F

### EXAMPLE OF HOW A SUMMARY INDEX IS COMPUTED

In response to the statement "lack of help from other teachers" the following distribution of replies was received:

major influence 15, minor influence 14, no influence 16.

Therefore, the calculation becomes:

$$\begin{aligned} & (15 \times 2) + (14 \times 1) + (16 \times 0) \div (15 + 14 + 16) \\ = & 30 + 14 + 0 \div 45 \\ = & 44 \div 45 \\ = & .977 \end{aligned}$$

then since the maximum possible score is 2

.977 is divided by 2

$$\begin{aligned} & .977 \div 2 \\ = & 48.5 \end{aligned}$$



