

An analysis of career choices of selected physical education majors at Montana State University
by Peter Edward Hockett

A thesis submitted in partial fulfillment of the requirements for the degree MASTER OF SCIENCE in Physical Education
Montana State University
© Copyright by Peter Edward Hockett (1981)

Abstract:
The purpose of this study was to conduct a survey to analyze the career choices of selected physical education majors at Montana State University. Specifically this study attempted to determine: (1) when the career choice was made; (2) the reason for selection of the career choice; (3) what area of physical education was selected for specialization; (4) current opinions regarding satisfaction of the career choice.

The study was delimited to 241 undergraduate physical education majors at Montana State University. It was also delimited to 34 alumni members of the 1979-1980 physical education class. Questionnaires were distributed to each subject, a total of 275. The questionnaire was completed and returned by 239 of the 275 subjects thereby giving an 87% total return.

The questionnaire was developed by the author and O'Niel to determine influences on career decisions.

The findings of the study support the following conclusions: (1) there is one significant factor that influences a career choice in physical education. The most significant influence was individual factors; (2) there is no significant difference between factors that influence males and females; (3) there is no significant difference with regards to year in school and factors that influence career choice; (4) most students make their career decision during their sophomore year in college; (5) the most popular area of physical education to specialize in is the teaching area; (6) the majority of respondents were either very satisfied or fairly satisfied with their career choice; (7) the major reason given for transferring into an area of physical education was an increase of interest in this area.

STATEMENT OF PERMISSION TO COPY

In presenting this thesis in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the library shall make it freely available for inspection. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by my major professor, or, in his absence by the Director of Libraries. It is understood that any copying of this thesis for financial gain shall not be allowed without my written permission.

Signature Peter Hockett

Date July 31, 1981

# AN ANALYSIS OF CAREER CHOICES OF SELECTED PHYSICAL EDUCATION MAJORS AT MONTANA STATE UNIVERSITY

by

PETER EDWARD HOCKETT

A thesis submitted in partial fulfillment
of the requirements for the degree

MASTER OF SCIENCE

in

Physical Education

Approved:

Gary F. Evans
Chairperson, Graduate Committee

Head, Major Department

Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1981

# ACKNOWLEDGMENTS

Appreciation is extended to all students, both undergraduates and those who have graduated who gave of their time to respond to this survey.

Sincere appreciation is given to Dr. Gary Evans, committee chairman; Dr. Albert Suvak, Director of Testing and Counseling; Dr. Jim Phillips and Mrs. Nancy Colton, committee members, for their patience, guidance and advice, and to the entire physical education, health, recreation and dance staff for their help in distributing questionnaires.

A special thanks to my special research assisant, my wife, Jeanne, without whose help this study would probably never have been completed.

TABLE OF CONTENTS

VITA---------- ii

ACKNOWLEDGMENTS---------- iii

TABLE OF CONTENTS---------- iv

LIST OF TABLES---------- vi

ABSTRACT---------- vii

Chapter Page

1. INTRODUCTION---------- 1

Statement of the Problem---------- 2
Definition of Terms---------- 2
Delimitations---------- 3
Limitations---------- 3
Justification---------- 3
Research Methods---------- 5
Population---------- 6
Tool for Collection---------- 6
Pilot Study---------- 8
Schedule---------- 8
Data Collection---------- 8
Data Results---------- 10
Hypothesis---------- 11

2. REVIEW OF RELATED RESEARCH---------- 13

Factors Dealing with Education------- 13
Factors Dealing with Physical Education---------- 18

3. ANALYSIS OF DATA---------- 22

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS---------- 41

CONCLUSIONS---------- 46

RECOMMENDATIONS---------- 47

Table of Contents Continued

APPENDICES---------- 50

Appendix A---------- 51
Appendix B---------- 56
Appendix C---------- 60

BIBLIOGRAPHY---------- 63

# LIST OF TABLES

1. Response to Question 1 by males and females----25

2. Response to Question 2 by males and females----28

3. Response to Question 3 by males and females----31

4. Response to Question 4 by males and females----33

5. Analysis of Variance between male and female subjects and the six factors----------35

6. Duncan's Analysis for Sex Factors male and female----------36

7. Analysis of Variance between class and the six factors----------38

8. Duncan's Analysis for class factors----------39

9. Duncan's Analysis for each factor----------40

# ABSTRACT

The purpose of this study was to conduct a survey to analyze the career choices of selected physical education majors at Montana State University. Specifically this study attempted to determine: (1) when the career choice was made; (2) the reason for selection of the career choice; (3) what area of physical education was selected for specialization; (4) current opinions regarding satisfaction of the career choice.

The study was delimited to 241 undergraduate physical education majors at Montana State University. It was also delimited to 34 alumni members of the 1979-1980 physical education class. Questionnaires were distributed to each subject, a total of 275. The questionnaire was completed and returned by 239 of the 275 subjects thereby giving an 87% total return.

The questionnaire was developed by the author and O'Niel to determine influences on career decisions. The findings of the study support the following conclusions: (1) there is one significant factor that influences a career choice in physical education. The most significant influence was individual factors; (2) there is no significant difference between factors that influence males and females; (3) there is no significant difference with regards to year in school and factors that influence career choice; (4) most students make their career decision during their sophomore year in college; (5) the most popular area of physical education to specialize in is the teaching area; (6) the majority of respondents were either very satisfied or fairly satisfied with their career choice; (7) the major reason given for transferring into an area of physical education was an increase of interest in this area.

# Chapter 1

## INTRODUCTION

The selection of a college major and a career choice is one of the most important decisions that face young high school graduates. Influences from many areas of life including family, peers, personalities and personal interests should be considered before undertaking a decision of this magnitude. Often times other factors such as monetary status, job availability and intelligence are also of prime importance when selecting a career. Many students are not aware of these considerations, while others are aware of only a few.

Several surveys have been conducted to determine influences on career choice, but very little information is available on why students select an area of physical education, health, recreation, or dance as a career choice. Because of this problem, this researcher felt there was a need to survey Montana State University health, physical education, recreation and dance majors, to determine what factors served as influences on their decision to major in, and select a career from an area of health, physical education, recreation or dance.

Statement of the Problem

The general problem of this study was to analyze the career choices of selected physical education majors at Montana State University. Specifically this study attempted to determine:

1. when the career choice was made;
2. the reasons for the selection of the career choice;
3. what area of physical education was selected;
4. current opinions regarding satisfaction of the career choice.

Definition of Terms

The following terms used in this study were defined by the investigator for the purpose of this study.

Selected physical education majors. Selected physical education majors, refer to students enrolled in health, physical education, recreation and dance at Montana State University during the fall and winter quarters of the 1980-1981 school year. It also includes Montana State University physical education graduates from the spring of the 1979-1980 school year.

Career choice. Career choice is the selection of a major in physical education. It includes health, recreation, dance and physical education.

Delimitations

This study was delimited to 241 undergraduate physical education majors at Montana State University and 34 alumni members of the 1979-1980 physical education class. It was further delimited to the respondent's understanding of, and answers to the questions on the questionnaire, and analysis of differences in the responses given.

Limitations

This study was limited by the respondents' interpretation and understanding of the questions.

Justification

There is an abundance of research available on reasons behind career choices and major choices of college students, but very little is available on what prompts a student to enter the specific area of physical education. Research suggests;

> Young adults all over the country experience an extended period of floundering after leaving high school and frequently select education programs without using all available information. Burkhardt (1977:1)

Perhaps this is true with physical education majors at Montana State University. What are some of the major reasons for selecting physical education as a

major and career area? When do most physical education students make their college major or career decision? What is the biggest influence on their decision to major in physical education? This study will look at these and other questions in an attempt to analyze the career choices of physical education majors at Montana State University.

Perhaps there will be one overwhelming reason for selecting this area, as Wiedman found;

> The single most important prediction of career choices was the prestige of the career to which they aspired at college entrance. Wiedman (1979:2)

However, there may be a variety of reasons which weigh equally upon the students' decision to major in physical education.

At any rate, "asking people, [particularly physical education majors in this instance] about occupational choices in an organized and simple manner is a useful way to get efficient predictive information". Gottfredson (1975:3) This is what the questionnaire used in this study attempted to do.

This study should be of value to several groups of people. First, it will give college instructors and advisors ideas as to why students select an area

of physical education as a major. It will also provide information for advisors to use if a student is not sure he or she has made the proper major choice or wants to transfer into physical education from another discipline area. It will also have implications in the guidance and counseling profession, particularly with regards to the career education area. It may help public school personnel to better direct high school graduates who show interest in an area of physical education. Lastly, this study should be helpful to students who are considering majoring in physical education and who are considering transferring into physical education from another discipline. By having an opportunity to see what factors have influenced others and what others who are active in the field have to say about their experiences related to the field, newcomers will be better prepared to determine if physical education is the right career choice for them. This study will also be of interest to general studies students who have not yet selected a major field of study.

Research Methods

The problem of this study was to analyze the career choices of selected physical education majors at Montana

State University.

Population

The population for this study was 241 undergraduate Health, Physical Education, Recreation and Dance majors enrolled fall, winter, and spring quarters of the 1980-1981 school year at Montana State University. The population also included 34 Health, Physical Education, Recreation and Dance majors who graduated during the 1979-1980 academic year from Montana State University.

The names of the undergraduate students used were supplied from Physical Education majors class lists which were on file in the Physical Education office at Montana State University. The alumni names were obtained from 1979-1980 commencement programs. Addresses for both groups were supplied by the Physical Education and Alumni offices. A total of 275 subjects received coded questionnaires. The coding was used for follow-up purposes only. Names were not required on the completed questionnaire to assure respondent anonimity.

Tool for Collection

The tool used to collect the data for this study was a questionnaire designed and developed by the investigator and O'Niel. (see appendix A) The question-

naire utilized the 28 question Career Factor Checklist developed by O'Niel. It also included five questions designed by the investigator. The five questions designed by the investigator were used to gain specific information not covered by the Career Factor Checklist.

The Career Factor Checklist asked respondents to indicate on a five point Likert scale (very much to not at all), how the following six factors affected their career choice: 1) familial factors, 2) societal factors, 3) individual factors, 4) socio-economic factors, 5) situational factors, 6) pscho-social emotional factors. The Career Factor Checklist utilizes 28 questions within the six general areas previously described.

Reliability and validity of the Career Factor Checklist has been established through research using it as a tool. O'Niel, Meeker and Borger found in 1978;

> The career factor checklist measures the degree of effect of six general factors and 22 sub-factors on the career decision making process.

A study of 1436 students who used the career factor checklist demonstrated construct validity for the six factors of the career factor checklist. "Factors corresponding to each of the six general areas were

identified in samples of both male and female students." O'Niel, Ohlde, et al. (1975:5) Hoyt's work established reliability coefficients for the six general factors of the career factor checklist, which ranged from .65 to .81 (1941:6).

Included with the career factor checklist were five additional questions designed and developed by the researcher. These five questions along with the career factor checklist were pilot tested to familiarize the researcher with the tool and to determine any ambiguity or interpretation problems.

Pilot Study

The questionnaire was pilot tested in December of 1980. Thirteen members of the graduate research class in health, physical education and recreation served as the pilot group. Upon completion of the pilot test, revisions were made. These revisions included, rewording three of the researcher designed questions to improve clarity and understanding, and placing the researcher designed questions at the beginning of the questionnaire so sufficient time would be devoted to answering them.

Schedule - Data Collection

Following the pilot study, the approved questionnaire

was distributed to the subjects using the following schedule. With the assistance of the physical education staff at Montana State University the questionnaire was hand delivered personally to the undergraduate physical education majors who were enrolled in winter quarter health, physical education, recreation and dance classes. This distribution occurred during the week of January 19th-23rd, 1981. Those physical education majors who were not enrolled in classes in the physical education department or who were student teaching, were mailed a packet containing the questionnaire, letter of explanation, instructions and a self addressed stamped envelope. The graduated subjects also received the same packet by mail.

The first mailing was sent January 19th, 1981. Students were instructed to return completed questionnaires to a box in room 202 Romney Gym or to a box in the Physical Education Complex Office. Off campus subjects were supplied addressed pre-stamped return envelopes. The first distribution, which included both a mailing and hand delivery, obtained a return of 140 for 51% of the total.

A first follow-up was conducted by mail, with packets being sent out February 10th, 1981. The first follow-up increased the total return to 217 which was 79% of the total.

A final follow-up was conducted by telephone on March 9th and 10th, 1981. The final follow-up brought the total number of respondents to 239 for a final survey response of 87%.

Data Results

The results of the returned questionnaire were grouped by year in school and sex. Following the grouping the researcher and his assistant tabulated and recorded the responses to each question. The responses were transferred to a coding form obtained from Dr. Suvak, who is the head of the testing service at Montana State University. As a safeguard, the responses were keypunched and re-tabulated at the Computer Center on the Montana State University campus.

With Suvak's help, scores from the 28 specific questions on the career factor checklist were standardized. This process was necessary because some of the six general areas of the career factor checklist contained more statements than other areas. By standard-

izing, each of the six general areas of the career factor checklist carried equal weight.

The data was then presented in tables under seven categories. The seven categories were; 1. male, 2. female, 3. freshman, 4. sophomore, 5. junior, 6. senior, and 7. graduated.

The data was also presented in tables with respect to the individual questions not included on the career factor checklist. These questions dealt with: time of career decision, area of physical education selected, satisfaction with career or major choice, and reason for transferring into physical education. Based on data obtained from the questionnaires and information derived from the review of literature, a summary was drawn up with conclusions and recommendations established. Chapter four presents these findings.

Hypothesis Tested

This study attempted to test the following hypothesis.

1. There will be no significant dominant factor influencing the selection of health, physical education and recreation as a career choice.

2. There will be no significant difference regarding sex of the individual and the reasons for career choice.

3. There will be no significant difference regarding a student's year in school and time of career choice.

This study also attempted to answer the following questions.

1. At what time students made their career or major decisions?

2. What area of physical education was selected as an area of emphasis?

3. What is the subject's degree of satisfaction with their career or major choice?

4. What is the primary reason for transferring into an area of physical education from another discipline?

## Chapter 2

## REVIEW OF RELATED RESEARCH

It has been previously noted that there is an abundance of research available on motivations for selecting careers in education. This review of research will be divided into two parts. Part one will deal with studies related to the general area of education as a career choice, and part two will apply directly to research that pertains to selection of physical education as a career choice.

### Factors Dealing with Education

Of the numerous studies dealing with career choice and the factors that influence career choice, several studies have dealt with the career area of education. Studies indicate that trends have changed as the demand for teachers and job availability has increased and decreased. Hartford (1948:7) found that job availability and opportunity for employment ranked the highest among the many factors he surveyed. The concerns of that time dealt more with self-goal realization. The opportunity to work upon completion of schooling was important. Fielstra (1955:8) confirmed that job availability was important as an influencing factor. He also found

that former teachers had a great influence on students who chose education careers, and that friends and relatives were also important influences.

Job availability continued to be a major influence right up through the decade of the 1960's. Haubrich's study of 195 teachers in 1960 indicated three major reasons for selecting education careers.

> First and most important was job security, second was the professional standing of the teaching position, and lastly was a liking of children. (1960:9)

These studies indicate a trend that was common through the late 1940's, 1950's, and middle 1960's. During this period of time there was a premium demand for teachers and a surplus of available teaching positions. Job availability and employment opportunities were realistic and important factors influencing people toward careers in education.

In 1969 Sax found data to support the view that a change was occurring in the reasons for selecting education as a career. He found that the major reasons were more of an idealistic nature. Students began to cite reasons such as possible gains available through educational careers as major influences. The second

biggest reason was that teaching was a respected and good job and the third big contributing factor was the persuasion of friends and relatives. (1969:10)

As the decade of the seventies approached there was a change seen in the primary reasons for selecting education as a career, job availability was no longer in abundance and employment opportunities were drastically reduced. Realizing the job opportunities were not readily available, the reasons for selecting areas of education as a career began to change. Students were no longer provided with immediate employment opportunities which had faced education graduates of earlier decades.

Student motivations for entering education began to change during the seventies and came more from within. Most reasons for entering areas in education became more intrinsic and altruistic. The extrinsic causes such as employment opportunities, job security and professional standing were relegated to secondary influences and gave way to intrinsic reasons, with personal experiences heading the list. Wood (1977:11) found reasons such as:

> ...Enjoyment of personal experiences with children, love of children, dislike of current school systems, need to help youngsters grow and expand and fostering values in young children.

These were some of the intrinsic reasons that began to be primary factors for selecting careers in education. Gross (1974:12) found that how a person perceived himself was an important factor pertaining to career choice. Again this emphasizes the turn to intrinsic reasons as major influences on career choice.

As we move into the late 1970's the trends in career choices again begin to change. The change was initiated as a result of the career education movement. The idea that it was important to use as many variables and resources as possible when making career decisions had become popular. Vocational interest inventories, general and specific interest inventories, social factors such as family and peers and personality analysis become important factors to be considered before making a career decision. Holland (1973:13) developed a theory of careers. He explored the relationship of personality to occupational choice and found:

> Vocational satisfaction, stability, and achievement depend on the congruence between ones personality and environment in which one works. (1973:13)

Of great importance in making career selection was the idea of involving others. Among these others are peers, relatives, parents, teachers and counselors.

Major research concerning the role of significant others in career planning can be summarized as follows: Burkhardt (1977:1)

> Children of parents of high occupational and educational achievement tend to get more education and better jobs than do children of parents of low achievement.
>
> Parents educational and occupational status operate most strongly to influence the level of education achieved by their children.
>
> Children from high achievement homes tend to be exposed to non-parental significant others such as brothers, sisters, uncles, aunts and peers who expect relatively high achievement from them.
>
> Parents with high occupational and educational achievement tend to expect more from their children.
>
> Children appear to adjust their occupational and educational plans to match the expectations of their parents, relatives and friends. The occupational and educational plans of youth are more closely associated with parents occupational and educational expectations for the youth than with any known factor.
>
> Even for persons with the same level of education, parents' status continue to exercise some influence on how good a job their children obtain.

This evidence indicates that significant others are important because of the direct influence they exert on students career plans and because of the indirect influence they exercise by passing parental achievement levels on to the children. Burkhardt (1977:1)

Factors Dealing with Physical Education

This section of literature review will deal with specific factors that influence career choices in physical education. It is important to note that many of the factors that influence selection of careers in physical education parallel the same reasons for selecting general education careers. Many of the factors listed in the previous section also apply to physical education.

A person entering any professional field usually has specific reasons for selecting that area. Some of the reasons found for entering physical education include: love of athletic activity, success in previous athletic endeavors, desire to teach and work with children, opportunity to coach and work in physical activity and encouragement from former physical education teachers. Cratty (1971:14) These are just a few of many reasons. Cratty (1971:14) found physical education majors at the university level mention three primary reasons for entering the physical education field.

1. They have found satisfaction in participating in physical activities and wish to share gratification with others.
2. They wish to serve children and/or youth through the media of various physical activities.

3. They have received personal rewards in high school sports and wish to remain in a field in which they achieved, matured, and were reinforced.

Studies indicate that intrinsic factors rank second only to job security as positive factors on employee attitude in physical education. Austin (1980:15) It is common knowledge that; "All people, physical educators included, are motivated primarily by their own needs". Gratification of these needs provides a healthy feeling about one's self and helps in displaying a positive attitude toward others. Austin (1980:15)

It is obvious that the trends of the late 1970's and early 1980's are apparent in the field of physical education. Intrinsic causes appear to be a major factor influencing students into the area of physical education. Job availability has very little influence on the physical education major in the 1980's. Lambert (1980:16) points out:

> If you are male, the 1975 figures show that colleges and universities were graduating 428 percent more physical education students than there were secondary jobs...There were 310 percent more women graduated than there were high school physical education and health positions.

Cratty suggests, many physical education majors, particularly males must determine if they are entering

the physical education field to continue to gain personal gratification they knew as high school or college athletes or whether they really see themselves in a service role after graduating from college. Although most individuals function under the influence of both selfish and altruistic motives, the physical educator should be moved to perform well not just for personal gratification, but for the satisfaction he may obtain while having some part in improvement of the youth he serves. He goes on to list four other considerations that should be addressed prior to selecting an area in physical education as a career choice. Among these considerations are: Why the student has selected physical education as opposed to other college majors. Another concept to consider is the fact that the student may be capable of performing well in a number of different careers. To this end the student should seek some guidance, in an attempt to match his career choice to his personality traits, needs, and competencies. A third consideration is that within each career field... there are innumerable different functions an individual might perform. The student might begin to consider what facet of physical education field holds potential

interest for him. The last consideration offered by Cratty deals with how the student sees himself in the future. This is often the toughest consideration, but honest evaluation in this realm can be invaluable to the prospective student. If at all possible the student contemplating a major in physical education should attempt to see himself five, ten, or even 20 years out of college. He should ask himself if he will still be motivated to perform well as a teacher, using physical activity as a tool, when he is 40 and 50 years old, long after the approval of the crowd he may have heard as a high school athlete has faded into the distance. Cratty (1971:14)

# Chapter 3

## ANALYSIS OF DATA

Data in this chapter was collected from 239 of 275, health, physical education, recreation and dance majors surveyed. Of the 275 subjects surveyed, 87% responded.

The data from the questionnaire was analyzed using two methods. Analysis of the career factor checklist was accomplished by using analysis of variance between male and female responses and the ratings of the six factors on the career factor checklist. Using a two way analysis of variance F scores were derived for the three hypothesis tested in this investigation. These tests analyzed the following differences;

a. differences among sex (male and female)
b. differences among year in school (graduated, senior, junior, sophomore and freshman)
c. differences among the six factors (familial, societal, individual, socioeconomic, situational and psychosocial-emotional)

When an appropriate level of significance was derived, Duncans test of multiple comparisons was utilized to analyze the data and further explain the results.

A second method of presentation was used for the four questions not included on the career factor checklist. The method used for these questions was frequency of response and percentage of total number.

This data was presented in table form under four categories. The four categories are represented by questions, which include;

1. when the career choice was made
2. what area of physical education was chosen
3. degree of satisfaction with career choice
4. reason for transferring into an area of physical education

The tables for each category include male and female responses for each grade level (freshman, sophomore, junior, senior, and graduate), as well as totals for both males and females and an overall combined total.

From the data obtained in the questionnaires and presented in the tables a written explanation has been developed. This written explanation precedes each table presented.

Using the information from the questionnaires presented in the tables, a summary was drawn up. In addition to the summary, conclusions and recommend-

ations were established and are presented in chapter four.

Question 1. Please indicate the approximate time when you made your career decision?

The reaction to question one as seen in Table 1, as responded to by (freshman, sophomore, junior, senior and graduated) males and females, shows that for male subjects most of the career decisions were made during the sophomore (32%) and freshman (30%) years in college. Only 19% of the males surveyed made their career choice while attending high school. The female response to question one shows that most female subjects career decisions were made during high school years (35%) or their sophomore year in college (32%). When male and female responses were combined the reaction to question one indicated that most career decisions were made during the subjects sophomore year in college. The second most favorable time for making career decisions was while in high school followed closely by the freshman year in college. Only 9% of the subjects surveyed made career or college major choices during their junior and senior year in college, with only one percent making the decision during their senior year in college.

There were large differences between when female seniors and male seniors made their career decisions. Forty-one percent of the females made their decisions while in high school, while only ten percent of the males made their choice while in high school.

Question 1. Please indicate the approximate time when you made your career decision?

Table I

Response to question 1 by males and females.

| | Freshman | | Sophomore | | Junior | | Senior | | Hi-School | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| Class Graduates | | | | | | | | | | | | |
| Males | 4 | 40 | 3 | 30 | 1 | 10 | 0 | 0 | 0 | 0 | 2 | 20 |
| Females | 2 | 12.5 | 4 | 25 | 3 | 19 | 2 | 12.5 | 4 | 25 | 1 | 6 |
| Seniors | | | | | | | | | | | | |
| Males | 7 | 22.5 | 11 | 35 | 7 | 22.5 | 0 | 0 | 3 | 10 | 3 | 10 |
| Females | 4 | 12 | 14 | 41 | 2 | 6 | 0 | 0 | 14 | 41 | 0 | 0 |
| Juniors | | | | | | | | | | | | |
| Males | 4 | 21 | 12 | 63 | 1 | 10.5 | 0 | 0 | 0 | 0 | 1 | 5 |
| Females | 6 | 14 | 18 | 43 | 5 | 12 | 0 | 0 | 9 | 21 | 4 | 10 |
| Sophomores | | | | | | | | | | | | |
| Males | 5 | 28 | 3 | 17 | 0 | 0 | 0 | 0 | 10 | 50 | 1 | 5 |
| Females | 11 | 31 | 11 | 31 | 0 | 0 | 0 | 0 | 11 | 31 | 2 | 7 |

Table I Continued

| | # | % | # | % | # | % | # | % | # | % | # | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Freshman | | | | | | | | | | | | |
| Males | 7 | 58 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 42 | 0 | 0 |
| Females | 8 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 64 | 0 | 0 |
| Total | | | | | | | | | | | | |
| Males | 27 | 30 | 29 | 32 | 10 | 11 | 0 | 0 | 17 | 19 | 7 | 8 |
| Females | 31 | 21 | 47 | 32 | 10 | 7 | 2 | 1 | 52 | 35 | 7 | 4 |
| Combined | 58 | 24 | 76 | 32 | 20 | 8 | 2 | 1 | 69 | 29 | 14 | 6 |

*Percentages read horizontally

Question 2. What area of physical education have you chosen to specialize in? (teaching, dance, recreation, health, other)

The response to question two, as shown in Table II, as responded to by (freshman, sophomore, junior, senior, and graduated males and females, shows that most frequently males chose teaching as an area of specialization (51%). The next most popular area of specialization chosen by males was recreation (25%). There were no male subjects who specialized in the area of dance (0%). Female response to question two shows that 41% of the female subjects surveyed selected teaching as their area of specialization. This was followed by

recreation with 24% of the responding females selecting this area. Only one percent of the females selected the area of dance to specialize in. Combined responses indicate that teaching (45%) was the overall most popular area of specialization for the whole group. Only two of 239 respondents specialized in dance. Among the (other) category or responses which was listed by 16% of the total respondents, coaching was the most common (other) response, listed by 21 of 39 subjects. The area of health was listed as the area of specialization by 17% of the junior class females, while zero percent of the junior males listed health. Graduate males overwhelmingly selected the teaching area for specialization (80%), while only 50% of the graduate females selected that same area.

Question 2. What area of physical education have you chosen to specialize in?

Table II

Response to question 2 by males and females

| Class | Teaching # | Teaching % | Dance # | Dance % | Recreation # | Recreation % | Health # | Health % | Other # | Other % |
|---|---|---|---|---|---|---|---|---|---|---|
| Graduates | | | | | | | | | | |
| Males | 8 | 80 | 0 | 0 | 0 | 0 | 1 | 10 | 1 | 10 |
| Females | 8 | 50 | 0 | 0 | 2 | 12 | 3 | 19 | 3 | 19 |
| Seniors | | | | | | | | | | |
| Males | 11 | 36 | 0 | 0 | 10 | 32 | 4 | 13 | 6 | 19 |
| Females | 16 | 47 | 0 | 0 | 9 | 26 | 3 | 9 | 6 | 18 |
| Juniors | | | | | | | | | | |
| Males | 10 | 53 | 0 | 0 | 7 | 37 | 0 | 0 | 2 | 10 |
| Females | 17 | 40 | 1 | 2 | 12 | 29 | 7 | 17 | 5 | 12 |
| Sophomores | | | | | | | | | | |
| Males | 9 | 50 | 0 | 0 | 3 | 16.3 | 3 | 16.3 | 3 | 16.3 |
| Females | 11 | 31 | 1 | 3 | 8 | 23 | 9 | 26 | 6 | 17 |
| Freshman | | | | | | | | | | |
| Males | 8 | 67 | 0 | 0 | 2 | 16.5 | 2 | 16.5 | 0 | 0 |
| Females | 9 | 41 | 0 | 0 | 4 | 18 | 2 | 9 | 7 | 32 |
| Totals | | | | | | | | | | |
| Males | 46 | 51 | 0 | 0 | 22 | 25 | 10 | 11 | 12 | 13 |
| Females | 61 | 41 | 2 | 1 | 35 | 24 | 24 | 16 | 27 | 18 |
| Combined | 107 | 45 | 2 | .8 | 57 | 24 | 34 | 14.2 | 39 | 16 |

*Percentages run horizontally

Question 3. Are you satisfied with your major if still in school and career choice if you have graduated? (very satisfied, fairly satisfied, not satisfied, unsure).

The reaction to question three, as shown in Table III, as responded to by (freshman, sophomore, junior, senior, and graduate) males and females shows that for male subjects the majority of respondents (81%) showed some degree of satisfaction with their career choice. Forty-three percent were very satisfied and 38% were fairly satisfied. Sophomore males (72%) were very satisfied with their major choice. Interestingly graduated males (30%) were (not satisfied) with their career choice. Female response to question three indicated that 81% of the female subjects expressed a degree of satisfaction with their career choice, 38% were very satisfied and 43% were fairly satisfied. Combined responses show that 40% of all subjects were very satisfied, 41% were fairly satisfied, while seven percent were not satisfied with their college major or career choice.

The largest interclass differences occurred at the graduate level. Ten percent of the graduate males

were very satisfied as opposed to 44% of the graduate females. Graduate males (30%) were not satisfied while 0% of the graduate females were unsatisfied with their major. The other large discrepancy was between sophomore males and females. Seventy-two percent of the males were very satisfied, while 34% of the females reported being very satisfied with their major.

Question 3. Are you satisfied with your major if still in school and career choice if you have graduated?

Table III

Response to question 3 by males and females

| Class | Very Satisfied # | Very Satisfied % | Fairly Satisfied # | Fairly Satisfied % | Not Satisfied # | Not Satisfied % | Unsure # | Unsure % |
|---|---|---|---|---|---|---|---|---|
| Graduates | | | | | | | | |
| Males | 1 | 10 | 3 | 30 | 3 | 30 | 3 | 30 |
| Female | 7 | 44 | 6 | 38 | 0 | 0 | 3 | 18 |
| Seniors | | | | | | | | |
| Males | 10 | 32 | 13 | 42 | 2 | 6 | 6 | 20 |
| Female | 10 | 29 | 20 | 59 | 2 | 6 | 2 | 6 |
| Juniors | | | | | | | | |
| Males | 10 | 53 | 9 | 47 | 0 | 0 | 0 | 0 |
| Female | 19 | 45 | 19 | 45 | 3 | 7.5 | 1 | 2.5 |
| Sophomores | | | | | | | | |
| Males | 13 | 72 | 4 | 22 | 0 | 0 | 1 | 6 |
| Female | 12 | 34 | 13 | 37 | 3 | 9 | 7 | 20 |
| Freshman | | | | | | | | |
| Males | 5 | 42 | 5 | 42 | 1 | 8 | 1 | 8 |
| Female | 9 | 41 | 6 | 27 | 2 | 9 | 5 | 23 |
| Totals | | | | | | | | |
| Males | 39 | 43 | 34 | 38 | 6 | 7 | 11 | 12 |
| Female | 57 | 38 | 64 | 43 | 10 | 7 | 18 | 12 |
| Combined | 96 | 40 | 98 | 41 | 16 | 7 | 29 | 12 |

*Percentages run horizontally

Question 4. If you transferred into an area of physical education from another discipline please indicate the major reason?

The response to question four as seen in Table IV, as responded to by (freshman, sophomore, junior, senior, and graduate) males and females shows that for male subjects 57% transferred into an area of physical education because of an increased interest in this area. The second biggest reason males listed (13%) was difficulty in previous college major. The female response to question four indicated similar results to the male responses. Sixty-two percent of the female respondents transferred because of an increased interest in physical education, while 11% of the females cited difficulty in the previous college major as the primary reason for transferring. The combined total of male and female respondents shows that the predominant reason for transferring was an increased interest in physical education with 60% of all respondents selecting this option. Twenty-two percent responded to the (other) category. The most common (other) response stated by 15 of 27 related to achieving previous success in an area of physical activities.

Inter-class comparisons show large differences between responses for several classes. For example, 25% of the senior respondents listed (difficulty in previous major) as the primary reason for transferring, while zero percent of the graduated subjects listed this same reason.

Question 4. If you transferred into an area of physical education from another discipline please indicate the major reason?

Table IV

Response to question 4 by males and females

| Class | Difficulty in previous major | | Increased interest in P.E. | | Availability of employment | | Peer Influence | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| Graduates | | | | | | | | | | |
| Males | 0 | 0 | 4 | 80 | 0 | 0 | 0 | 0 | 1 | 20 |
| Females | 0 | 0 | 9 | 82 | 1 | 9 | 1 | 9 | 0 | 0 |
| Seniors | | | | | | | | | | |
| Males | 4 | 20 | 7 | 40 | 0 | 0 | 0 | 0 | 7 | 40 |
| Females | 3 | 25 | 5 | 42 | 0 | 0 | 1 | 8 | 3 | 25 |
| Juniors | | | | | | | | | | |
| Males | 0 | 0 | 10 | 62.5 | 1 | 12.5 | 0 | 0 | 0 | 0 |
| Females | 2 | 9 | 14 | 64 | 2 | 9 | 0 | 0 | 4 | 18 |

Table IV Continued

| | # | % | # | % | # | % | # | % | # | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Sophomores | | | | | | | | | | |
| Males | 2 | 25 | 5 | 62.5 | 1 | 12.5 | 0 | 0 | 0 | 0 |
| Females | 2 | 11 | 12 | 63 | 1 | 5 | 0 | 0 | 4 | 21 |
| Freshman | | | | | | | | | | |
| Males | 1 | 20 | 4 | 80 | 0 | 0 | 0 | 0 | 0 | 0 |
| Females | 1 | 14 | 4 | 57 | 0 | 0 | 0 | 0 | 2 | 29 |
| Totals | | | | | | | | | | |
| Males | 7 | 13 | 31 | 57 | 2 | 4 | 0 | 0 | 14 | 26 |
| Females | 8 | 11 | 44 | 62 | 4 | 6 | 2 | 3 | 13 | 18 |
| Combined | 15 | 12 | 75 | 60 | 6 | 5 | 2 | 1 | 27 | 22 |

*Percentages run horizontally

The differences between male and female responses on the six factors of the career factor checklist (1. familial, 2. societal, 3. individual, 4. socioeconomic, 5. situational, 6. psychosocial-emotional) are presented in Table V.

The reaction to the six factors as shown in Table V for males and females indicates that there was no significant difference for sex and each factor when comparisons were made individually by each factor. The biggest differences between male and female responses occurred in factor one (familial) and factor four (socio-economic)

but neither of these differences were statistically significant.

The total rankings of the entire career factor checklist showed that females ranked, all factors combined, significantly higher at the .05 level than males did. The overall ranking for females was 26.81 while for males the ranking was 25.47.

Duncan's analysis further explains the information and significance levels portrayed in Table V.

Table V

Analysis of variance between male and female subjects and the six factors. 1. familial 2. societal, 3. individual, 4. socio-economic, 5. situational, 6. psychosocial-emotional

| Factors: | 1 | 2 | 3 | 4 | 5 | 6 | Sex |
|---|---|---|---|---|---|---|---|
| Male | 26.98 | 26.91 | 42.96 | 17.95 | 20.15 | 17.88 | 25.47 |
| Female | 29.29 | 27.78 | 44.20 | 20.45 | 20.63 | 18.63 | 26.81 |
| Total | 28.09 | 27.39 | 43.58 | 19.20 | 20.39 | 18.26 | |

| Source | Degrees of Freedom | Mean Square | F | Critical Value |
|---|---|---|---|---|
| Sex | 1 | 604.39 | 11.73* | 3.84 |
| Factors | 5 | 20320.88 | 394.50* | 2.21 |
| Sex X Factor | 5 | 38.40 | .746 | 2.21 |
| Remainder | 1422 | 15.50 | | |

*Significant at the .05 level

Duncan's multiple comparisons for sex differences indicates that factor 3 individual factors was rated significantly higher than all others regardless of sex.

It also showed factors 1 and 2 were significantly higher than factors 4, 5 and 6 for all sexes. Factors 4 and 5 were rated significantly higher than factor 6 which was rated the lowest by both sexes. The total ratings for all six factors combined indicated that females total rating of all items on the career factor checklist was significantly higher than males. There were no significant differences between males and females on any one individual factor.

Table VI

Duncan's analysis for sex factors male and female

| | | | |
|---|---|---|---|
| Factor 3 Individual Factors | 43.58 | | |
| Factor 1 Familial Factors | 28.09 | * | |
| Factor 2 Societal Factors | 27.34 | * | |
| Factor 5 Situational Factors | 20.39 | | * |
| Factor 4 Socioeconomic Factors | 19.20 | * | * |
| Factor 6 Psychosocial-emotional Factors | 18.26 | | * |

Non-significant values are denoted by * If no * is present then all values are significant

The differences between grade level (graduated, senior, junior, sophomore, freshman) and responses to the six factors of the career factor checklist

(1. familial, 2. societal, 3. individual, 4. socio-economic, 5. situational, 6. psychosocial-emotional) are presented in Table VI.

The reaction to the six factors as shown in Table VII for the five differing grade levels shows that there was no significant difference between each factor and class level when the factors were compared separately. In other words, there was no significant difference between the value each class rated factor one, factor two and so on. There was a significant difference at the .05 level when the overall scores on the career factor checklist were compared for class differences, which is explained by the Duncan's analysis following Table VII.

The most significant area selected by both males and females as is shown in Table VII was factor three (individual factors) which was rated significantly higher at the .05 level. The significance of the other five factors is presented in Table VIII in the Duncan explanation.

Table VII

Analysis of variance between class (graduated, senior, junior, sophomore, freshman) and the six factors, 1. familial, 2. societal, 3. individual, 4. socio-economic, 5. situational, 6. psychosocial-emotional

| Factors: | 1 | 2 | 3 | 4 | 5 | 6 | Class |
|---|---|---|---|---|---|---|---|
| Graduate | 29.35 | 28.33 | 44.55 | 20.79 | 22.44 | 20.20 | 27.59 |
| Senior | 27.94 | 25.58 | 43.84 | 20.60 | 20.22 | 18.41 | 26.10 |
| Junior | 28.10 | 28.50 | 43.98 | 20.22 | 20.72 | 20.19 | 26.94 |
| Sophomore | 28.67 | 27.04 | 43.33 | 18.07 | 19.63 | 16.43 | 25.53 |
| Freshman | 27.96 | 28.80 | 42.84 | 17.53 | 19.73 | 16.30 | 25.53 |
| Total | 28.39 | 27.63 | 43.71 | 19.44 | 20.55 | 18.31 | |

| Source | Degrees of Freedom | Mean Squares | F | Critical Value |
|---|---|---|---|---|
| Sex | 4 | 207.02 | 4.01* | 2.37 |
| Factor | 5 | 19121.72 | 371.15* | 2.21 |
| Class X Factor | 20 | 44.03 | .855 | 1.57 |
| Remainder | 1404 | 51.51 | | |

*Denotes significance at the .05 level

The Duncan's analysis for class differences (freshman, sophomore, junior, senior and graduate) as displayed in Table VIII shows that there was no significant difference between the individual factors and class level responses. It also indicates that the overall ratings for the complete career factor checklist were significantly higher for graduates and juniors than they were for seniors, sophomores, and freshman. Juniors and seniors rated the six factors higher than sophomores and fresh-

man, sophomores and freshman rated the six factors on the career factor checklist the lowest.

Table VIII

Duncan's analysis for class factors (freshman, sophomores, juniors, seniors and graduates)

| | | | | |
|---|---|---|---|---|
| Graduate | 27.59 | * | | |
| Juniors | 26.94 | * | * | |
| Seniors | 26.10 | | * | * |
| Sophomores | 25.53 | | | * |
| Freshman | 25.53 | | | * |

Non-significant values are denoted by *. If no * is present then all values are significant.

The Duncan's analysis for differences in rating scores on each of the factors on the career factor checklist (familial, societal, individual, socio-economic, situational and psychosocial-emotional) as presented in Table IX indicates that factor three (individual factors) was rated significantly higher than all of the other factors as an influence on career decisions in an area of physical education. Factors one and two (familial and societal) were rated significantly higher as influences than factors four, five and six. Factors four and six (socio-economic and psychosocial-emotional) were rated as having the least influence of all the six factors on career

choice or college major.

Table IX

Duncan's analysis for the six factors of the career factor checklist (familial, societal, individual, socio-economic, situational, psychosocial-emotional

| | | | |
|---|---|---|---|
| Factor 3 individual factors | 43.71 | | |
| Factor 1 familial factors | 28.39 | * | |
| Factor 2 societal factors | 27.63 | * | |
| Factor 5 situational factors | 20.55 | | * |
| Factor 4 socioeconomic factors | 19.44 | * | * |
| Factor 6 psychosocial-emotional factors | 18.31 | | * |

Non-significant values are denoted by *. If no * is present then all values are significant.

# Chapter 4

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to conduct a survey to analyze the career choices of selected physical education majors at Montana State University. Specifically this study attempted to determine: (1) when the career choice was made; (2) the reason for the selection of the career choice; (3) what area of physical education was selected for specialization; (4) current opinions regarding satisfaction of the career choice.

This study was delimited to 241 undergraduate physical education majors at Montana State University. It was also delimited to 34 alumni members of the 1979-1980 physical education class.

A questionnaire was designed by the investigator and O'Niel to obtain the desired information. After receiving 239 of a possible 275 questionnaires for 87% participation and return, the data was tabulated, totalled and percentages computed. The data was then analyzed using analysis of variance and Duncan's multiple comparisons analysis for presentation in table form.

The foundation for drawing conclusions and making recommendations as to what factors influence a career choice in physical education was supplied by the questionnaire response.

A summary of the findings follows:

Males (32%) made their career choice during their college sophomore year in school, 30% made their career choice as college freshmen. Only 19% of the male subjects made their career choice while attending high school. Females (35%) made their career choice in high school while 32% made their career choice during their sophomore year in college. The sophomore year in college was the time when most students made their career choice when both males and females were combined.

Fifty-one percent of the male subjects selected the area of teaching for specialization. The second most popular area of specialization for male subjects was recreation with 25% selecting this area. Female responses paralleled male responses. Forty-one percent of the females specialized in the teaching area, while 24% selected the area of recreation for specialization. Combined responses of males and females indicate that 45% of all subjects chose to specialize in teaching,

and 24% chose to specialize in recreation.

When asked about current levels of satisfaction with their college major or career choice, 81% of the male subjects responded with some degree of satisfaction. Forty-three percent of the males were very satisfied and 38% were fairly satisfied. Thirty percent of the graduated males were not satisfied with their career choice. The female response indicate that 81% of the female subjects were satisfied to some degree with their college major or career choice. Thirty-eight percent of the female respondents were very satisfied and 43% were fairly satisfied. Only 7% of the female subjects were not satisfied. 0% of the female subjects were not satisfied with their career choice.

When students who transferred into physical education from another discipline were asked the reason for the transfer, fifty-seven percent of the male subjects transferred into the area of physical education because they had more interest in this area. Thirteen percent of the males surveyed said they transferred into physical education due to difficulty incurred in their previous major. The female responses were similar to the male responses. Sixty-two percent of the female subjects

transferred into an area of physical education because of increased interest in this area and 11% cited difficulty in their previous major as the primary reason for transferring.

It was found that the sex of the respondent made no significant difference in the rating of the factors influencing their career choice. Males and females tended to rate all of the six factors on the career factor checklist equally.

The grade level of the subjects was found to have no significant influence on their rating of the career factor checklist. There was no significant difference between each factor and the grade level (freshman, sophomore, junior, senior, graduated) when each factor was compared separately.

There was one general factor on the career factor checklist that was rated significantly higher at the .05 level than all of the other factors by all subjects interviewed. Factor three (individual factors) was rated significantly higher at the .05 level than all the other factors surveyed.

The following conclusions are based upon information supplied by questionnaire survey. The following

hypothesis stated in the null, were tested in this research.

1. There will be no significant dominant factor influencing the selection of health, physical education and recreation as a career choice.

2. There will be no significant difference regarding sex of the individual and the reasons for the career choice.

3. There will be no significant difference regarding a students year in school and the reasons for career choice.

The following questions were also answered in this research.

1. Please indicate the approximate time your career decision was made?

2. What area of physical education have you chosen to specialize in?

3. Are you satisfied with your major choice if still in school and career choice if you have graduated?

4. If you transferred into an area of physical education from another discipline, please indicate the major reason?

## CONCLUSIONS

1. There is definitely one significant factor which influences career decision in physical education. This is the individual factor which includes the subject's own self-expectancies, abilities, interests, attitudes and need to achieve. This disproves hypothesis number one which states, there will be no significant dominant factor influencing the selection of health, physical education and recreation as a career choice.

2. There was no significant difference between the ratings of each factor, when the sex of the respondent was taken into consideration. This supports hypothesis number two.

3. There was no significant difference with regards to the subjects year in school and the ratings given to each factor. This supports hypothesis number three.

4. Women subjects rated each of the factors higher than did male subjects.

5. Thirty-two percent of the subjects made their career decisions during their sophomore year in college.

6. The most popular area of physical education to specialize in was the teaching area. Forty-five

percent of the respondents selected teaching as an area of specialization.

7. Eighty-one percent of the respondents showed some degree of satisfaction with their major choice. Forty percent were very satisfied while 41% were fairly satisfied.

8. The largest dissatisfaction with major choice was among graduated male subjects. (30% not satisfied)

9. Sixty percent of the respondents who transferred into physical education listed an increased interest in an area of physical education as the major reason.

## RECOMMENDATIONS

1. Further study should be conducted to determine why more of the graduate subjects are dissatisfied with their career choice than are undergraduate subjects.

2. A follow-up study should be conducted when all of these subjects have graduated to determine if they are still as satisfied as they were as undergraduate students.

3. Further research on why students transfer into physical education should be done.

4. Further research should be done on why women

specifically major in physical education.

5. All prospective physical education majors should look at, and consider many influences before making a career decision.

6. High school counselors should be provided with more current information so as to better advise high school students.

7. High school students should make better use of guidance counselors and their expertise.

8. College faculty members must be more helpful in helping students make career decisions, especially when in an advisory position. This survey should be helpful in this respect.

9. This survey should be used by students who are not presently enrolled in physical education but who may want to transfer into physical education so they can get some background as to why others have chosen to major in this area.

10. More information should be made available pertaining to opportunities in physical education in areas other than teaching.

11. Students should be allowed to experience the teaching phase early in the college experience so they

might better justify their career decision.

# APPENDICES

# APPENDIX A

## Questionnaire

Please check the information below about yourself

Sex: Male_____ Female_____

Grade Level: Freshman_____ Sophomore_____ Junior_____

Senior _____ Graduated_____

Part I

Please indicate your answers to the following questions by placing the number in the space provided

_____1. Please indicate the approximate time when you made your career decision. 1. College Freshman 2. College Sophomore 3. College Junior 4. College Senior 5. High School 6. Other

_____2. What area of Physical Education have you chosen to specialize in? 1. Teaching 2. Dance 3. Recreation 4. Health 5. Other

_____3. Are you satisfied with your major if still in school and career choice if you have graduated? 1. Very satisfied 2. Fairly satisfied 3. Not satisfied 4. Unsure

_____4. If you transferred into physical education from another discipline please indicate the major reason 1. Difficulty in previous major 2. Increased interest in physical education 3. Availability of employment 4. Peer group

influence 5. Other (explain #5)_____

_____

_____

Part II

Below are a number of factors that may affect your career decisions. Indicate the degree that you think each of the factors affects YOUR OWN CAREER DECISION MAKING using the following scale. Mark the unsure category (0) only if you are completely unaware or have never thought of how the factors have affected your career decision making.

Degree of Effect on Your Career Decision Making

| Very Much | Much | Little | Very Little | Not at All | Unsure |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 0 |

____1. Familial Factors. Your family's values, attitudes and behaviors regarding appropriate career choices.

____2. Childhood Experience. Your early childhood experiences regarding career choices.

____3. Mother's Role Model. Your mother's roles and attitudes related to family, career and work.

____4. Father's Role Model. Your father's roles and attitudes related to family, career and work.

____5. Societal Factors. Society's values, attitudes and practices related to appropriate career choices.

____6. Educational Experiences. Educational institution's values, attitudes and practices related to

appropriate career choices.

____7. Peer Group Influences. Values, attitudes and behaviors of your peers regarding appropriate career choice.

____8. Mass Media. Values, attitudes and behaviors depicted on radio and TV and in movies, books and magazines regarding appropriate career choices.

____9. Individual Factors. Your abilities, interests, self-expectancies, attitudes, and need to achieve.

____10. Self-Expectancies. What you expect of yourself related to possible careers now and in the future.

____11. Abilities. All skills you have or can develop.

____12. Interests. Specific activities and areas that arouse your curiosity or attention.

____13. Need to Achieve. Your desire to accomplish certain goals in life.

____14. Attitudes. Your perceptions and feelings about yourself and your role related to careers.

____15. Socio-economic factors. Your social, racial, and ethnic group and society's economic condition.

____16. Social Class. The social and economic level of you and your family.

____17. Race. Your race.

____18. Sex Discrimination. Your experience of personal and societal discrimination on the basis of sex.

____19. Supply and Demand of Jobs. Availability of jobs.

____20. Situational Factor. Unforeseen circumstances and events.

____21. Chance. Unplanned or unpredictable events.

____22. Course of Least Resistance. Available options offering the least resistance, hard work or difficulty.

____23. Psychosocial-Emotional Barriers. Emotional, social, or personal problems that you have in your life.

____24. Fear of Failure. Fear of being seen or judged as inadequate or unsuccessful.

____25. Fear of Success. Avoiding success because of possible negative consequences.

____26. Lack of Assertiveness. Lack of initiative to express yourself and to act in your own best interest.

____27. Lack of Confidence. Lack of trust in your abilities and potential to be a success.

____28. Role Conflict. Feelings of frustration over being pulled in opposite directions by your roles (such as career vs. family, career vs. parents approval-disapproval, career vs. role as a father, mother, wife or husband.)

29. Please indicate if there are any other factors that influenced your choice of college major or career. (Not previously listed)

_____

_____

_____

# APPENDIX B

## Letters of Transmittal

January 19, 1981

Dear Fellow Student:

The Department of Health, Physical Education and Recreation is in need of your assistance. May we impose on a few minutes of your time?

Your cooperation in this study will help benefit both you and future Montana State University physical education majors as well as the physical education majors overall. What we would like is your honest answers on a questionnaire designed to determine what factors influenced your decision to major in an area of physical education at Montana State University. The questionnaire will take an average of 15 minutes of your time.

Included with this letter you will find a brief explanation and instructions on where to return the enclosed questionnaire. Your help will be greatly appreciated. Thank you for your assistance.

Very sincerely yours,

Peter E. Hockett
Graduate Teaching Assistant

Gary F. Evans, Ed.D.
Coordinator of Graduate Study

February 22, 1981

Dear Fellow Student,

Realizing that we are all extremely busy, it is easy to see how you may have overlooked or misplaced the career questionnaire we hope you received about two weeks ago. In any case, we have not received any reply. Perhaps it was lost in the mail or sent to the wrong address.

In any event, we are enclosing another copy of the questionnaire. Please try to find 15 minutes to fill it out and return it in the envelope provided. Most of the questionnaires have been returned, and we would like to get them all. Will you help?

Thank you. Your kindness is appreciated.

Very sincerely yours,

Peter E. Hockett
Graduate Assistant

Dr. Gary F. Evans
Coordinator Graduate Studies

Procedure Used for Telephone Follow-up

The following procedure was used as a third follow-up to increase the percentage of return of the questionnaire survey used in this study.

First, a list with all names and phone numbers of outstanding questionnaires was developed. Second, a call was made to each number allowing for seven rings. If there was no answer, the number was called again at the completion of the first round of calls. If there was an answer the following dialogue ensued.

> My name is Peter Hockett and I am a graduate student in the Department of Physical Education. Three weeks ago a questionnaire was sent to your address pertaining to factors influencing your career decision. As of yet I have not received your return questionnaire. If you have not sent it please do so as soon as possible so I may begin analyzing my data. If you did not get one I will be happy to send one to you. Thank you for your time and your help, it will be greatly appreciated.

If after two attempts I was unable to get an answer, the name was marked down on the list as an unreachable party and no response was obtained for that individual. Six long distance calls were made and 43 local calls were made with 39 subjects responding by returning their questionnaires. It seemed to be a very effective follow-up method.

# APPENDIX O

Response to question 29:Other factors that influenced career choice that were not included on the Career Factor Checklist

Influences on career choice not listed on the career factor checklist.

1. I wanted a career where I could help others.
2. It works out well as a backup career to my top priority which is a professional softball pitcher.
3. I matured and realized I had good potential in P.E. and knew I could achieve a degree in this area.
4. I was a student trainer in high school and this was my biggest influence.
5. P.E. was the closest thing they offered to "Outdoor Environmental Education".
6. Wanted to work with people and feel I can be a positive influence on other lives.
7. An enthusiastic advisor who was very supportive.
8. An opportunity to have a job where I could be outside and not couped up in an office all day.
9. My love of sports and the opportunity to work with kids and help them reach their full potential both mentally and physically.
10. I loved my former job at the Y.M.C.A. and figured as long as I had to work for the rest of my life I might as well do something I enjoy.
11. I had many teachers who were very poor so I wanted to prove there was a better way to teach.
12. Where I wanted to locate and my preference for residency were big factors influencing my decision.
13. Teachers as role models and positive experiences in the field.
14. Recreation provided the opportunity to initiate creativity and expression into P.E.

15. I was pushed into these areas because I was good at these things in high school.

16. I went into this area because of personal interest and maybe to rebel against the typical 9-5 office type job and routine.

17. I was successful in athletics in high school and I have an uncle who is an athletic director.

18. I worked at a Y.M.C.A. for years and also at city pools and enjoyed it.

19. I have always liked sports and I like to teach others to like it also.

20. I chose this major for the challenge.

21. Personal experiences.

22. I enjoy the people involved in P.E. and the atmosphere that surrounds a healthy environment.

# BIBLIOGRAPHY

BIBLIOGRAPHY

1. Burkhardt, Carolyn and Others. Involving Significant Others in Career Planning: A Counselors Handbook U.S. Educational Resources Information Center, ERIC Document ED145149, 1977

2. Wiedman, John C., Impacts of Campus Experiences and Parental Socializations on Undergraduate Career Choices. U.S. Education Resources Information Center, ERIC Document ED176649 1979

3. Gottfredson, Gary D. Holland, John L. Vocational Choices of Men and Women; A Comparison of Predictors from the self directed approach. Journal of Counselor Psychology 1975, Volume 2 Number 1 pp 28-34

4. O'Neil, J.M., Meeker, C.H., and Borgers, S.B. A development, preventive model to reduce sexism in the career planning of women. Journal Supplement Abstract Service, Catalogue of Selected Abstracts in Psychology, 1978, 8 Ms. 1684

5. O'Niel, J.M., Ohlde, C., Tollefson, N., Piggot, T., and Watts, D. Factors, correlates, emotional barriers affecting career decisions of college students. Paper presented to American Psychological Association September, 1979, New York, N.Y. Resources In Education ERIC Reproduction Service.

6. Hoyt, C.J. Test reliability by analysis of variance. Psychometrika, 1941 6 153-160

7. Pietrofesa, John L. and Splete, Howard Career Development: Theory and Research Grune and Stratton Inc. New York, N.Y. 1975 first ed. 254 pages

8. Fielstra, C., An Analysis of Factors Influencing the Decision to become a Teacher Journal of Educational Research 1955 48 G59-G57

9. Haubrich, V.F. The Motives of Perspective Teachers. Journal of Teacher Education 1960 11

10. Saxe R.W., Motivation for Teaching, Teachers College Record 1969 70

11. Wood, Karlyn E., What Motivates Students to Teach, Journal of Teacher Education 1978 29 pp 48-50

12. Gross, Leon J. and Gaier, Eugene L. College Major and Career Choices: A retest of Hollands Theory. Journal of Vocational Behavior 1974 5 pp 209-213

13. Holland, John L., Making Vocational Choices: A Theory of Careers, Englewood Cliffs, N.J., Prentice Hall, Inc., first ed. 1973

14. Cratty, Bryant J. Career Potentials in Physical Activity Englewood Cliffs N.J. Prentice Hall Inc. 1971 first ed.

15. Austin, Dean A., Renewal, Journal of Physical Education and Recreation 1980, Vol. 51 n. 9 pp. 57-59

16. Lambert, Charlotte L., What Can I Do Besides Teach, Journal of Physical Education and Recreation, 1980 51 n. 9 pp. 74-76

MONTANA STATE UNIVERSITY LIBRARIES RL
stks N378.H659@Theses
An analysis of career choices of selecte
3 1762 00110606 9