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Greg H. Rigoni

*Eastern Illinois University*

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Author

A Study of Eastern Illinois University,  
Physical Education Majors Graduates from 1978  
(TITLE)

BY

Greg H. Rigoni

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Master of Science

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1985  
YEAR

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## Abstract

The purpose of the study was to determine how many of the 1978 Eastern Illinois University Physical Education majors with teaching certification are presently employed by a school district, not employed by a school district but involved in education, and those not involved in education.

Two questionnaires were developed, one for the alumni presently employed by a school district and one for those who are not employed by a school district.

One hundred and eleven Physical Education majors who graduated from Eastern Illinois University in the year of 1978 were surveyed by mail. Sixty-nine (62.1 percent) of the one hundred and eleven former alumni responded to the survey. Four of the alumni responded to both questionnaires.

Of the alumni presently employed by a school district, forty (55.5 percent) are involved in the elementary, secondary and college level of teaching. Thirty-two (44.4 percent) of the alumni are not employed by a school district. Of the thirty-two, fifteen (20.8 percent) are involved in education through coaching, Sunday school, pre-school, clergyman, graduate school and instructor for the handicapped. Seventeen (23.6 percent) are not involved in education.

## ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to several who made contributions to this project. First, to Dean Lowell, College of HPER, Eastern Illinois University, for his experience and guidance in the final stages of this paper. Many thanks also go out to Mr. William McCabe and Dr. Phyllis Croisant for their suggestions and assistance on this paper.

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## Chapter 1

### INTRODUCTION

Many teachers today are leaving the education profession because of burnout, Reduction in Force, poor salaries, and are finding new alternatives outside of education.

#### Purpose of the Study

The purpose of the study was to determine how many of the 1978 Eastern Illinois University Physical Education majors with teaching certification are presently employed by a school district; not employed by a school district but, are involved in education and those not involved in education.

#### Sub-Problems

1. To determine the percentage of alumni who are presently teaching and/or coaching or involved with school related duties.
2. To determine what grade levels are presently taught by alumni.
3. To determine the percentage of alumni who have left the teaching profession and their reasons.
4. To determine the percentage of alumni who never became involved in the profession.

### Importance of the Study

A questionnaire was developed that may be used by the Physical Education department to survey graduates about their present occupations. The information collected may be useful in evaluating the Physical Education program at Eastern Illinois University and in determining curriculum development. The results may also provide an evaluation of the internal and external rewards of the teaching profession.

### Limitations

1. The current addresses and name changes of each graduate in the area of Physical Education from Spring, Summer and Fall class of 1978 may not be available.
2. A four week period will be given for the response to the questionnaire. A follow-up letter will be sent to those individuals who have not responded during that time frame.

### Scope of the Study

The study was concerned with the three graduating classes of 1978, Physical Education majors from Eastern Illinois University. Only those who graduated with a teaching certification will be included in the survey.

### Definitions

The following definitions of terms are used this study:

AAHPERD: American Alliance of Health, Physical Education, Recreation and Dance.

Burnout: Physical, emotional or attitudinal exhaustion (9).

Full-Time: Teaching five to six classes per day.

Full-Time Sub: Employed by a school district to substitute within the district on a full-time basis.

HPER: Health, Physical Education and Recreation

Inservice Meeting: Meeting held during institution days for the purpose of discussing relevant topics.

NEA: National Education Association.

Part-Time: Teaching less than 95 percent of a full schedule.

Part-Time Sub: Employed by one or more school districts to work on a part-time basis.

Professional Organizations: Organizations with the goal of improving knowledge in the field of education.

Professionalism: The qualities associated with a professional person such as: continuing education; membership in professional organizations; participation in workshops and inservice meetings; reading of physical education related books and magazines.

RIF: Reduction In Force due to financial cutbacks or decline in enrollment.

Stress: A factor that induces bodily or mental tension as between a person or social unit and a particular environment (7,12).

Underemployment: Having less than full-time or adequate employment; those working in an occupation for which their level of education is not required (12).

## Chapter 2

### REVIEW OF LITERATURE

#### Teaching As A Profession

The teaching profession has far more members than any other profession. Including college professors, it has more than three million members, two million more than the next largest profession, nursing (9).

Teachers are attracted to their occupation because they perceive their role as being an "essential catalyst of student effort and learning" (7).

Some reasons teachers enter the professions are: a love of children; a desire to impart knowledge; an interest in and excitement about teaching; and a desire to perform a valuable service to society.

One out of three persons trained to teach never do teach, and a significant percentage drop out after two years (9).

A survey conducted in 1971 by NEA stated that 75 percent "probably" or "certainly" would teach again. In a similar survey conducted in 1979, two-thirds would do it over again. The majority of those who would teach again are older teachers (9).

The review of the literature is divided into four areas; (a) the percentage of Physical Education teachers finding a job in Physical Education in 1978, (b) alternative careers outside of Physical Education, (c) reasons teachers leave the profession, (d) continuing education.

### Job Market In Physical Education In 1978

With the decline in enrollment in public schools during the late 1970's, the estimated employment figures of 1978 for the teaching profession were as follows:

Elementary school teachers employed, 1,322,000,  
with the average openings in 1979-80 of 86,000.  
On the secondary school level, 1,087,000 employed  
with average openings of 7,2000 (6).

Finding a job on the secondary level will be difficult as we approach the 1990's because old departing teachers on the secondary level will not be replaced. The majority of jobs are at the elementary level. Even though enrollment did decline somewhat during the early '80's, it is on an upward swing through the middle and late '80's.

A study conducted during February, 1978, on 1976-77 graduates, indicated that nearly 80 percent of those qualified to teach and who applied for teaching jobs, were teaching at that time (1).



Fifty-three percent of physical education majors who were certified to teach during 1976-77 were teaching; 30 percent secondary, 13 percent elementary, 10 percent both levels. Most were teaching physical education and health, although some were teaching outside of their area. There were 10 percent in other occupations related to their majors; 3 percent were athletes, therapists and recreation workers, 1 percent were college coaches and physical education teachers (3).

According to this 1978 survey, new bachelor's degree recipients prepared to teach, including those who did not apply for teaching jobs, were less likely to be under-employed or unemployed and more frequently had a full-time job in a field closely related to their majors than graduates not qualified to teach (1).

The National Center for Education conducted a survey in spring, 1979, on demand and shortages of teachers. The study found 158,000 health and physical education teachers were employed, which accounted for 6.2 percent of the teaching population. There were shortages of health and physical education teachers for 100 positions, which accounted for .5 percent of all shortages in the teaching profession. The shortages expressed as a percentage of employed teachers was 0.1 percent (11).

### Alternative Careers For The Physical Education Major

The teaching field is in a "no growth" period and is predicted to decline through the foreseeable future on the secondary level and college-university levels because of the decreased birth rate. U.S. Department of Labor Statistics show that 200,000 fewer high school teachers and about 80,000 fewer college teachers will be employed in 1990 than in 1980 (5). Since that is approximately the rate that teachers leave the profession, it means they will not be replaced in very many schools. Very few positions will be available for new graduates.

There are many alternatives for the physical education major who are willing to look outside their area. In the last few years fitness centers, corporate or private, have become popular in the United States. Owning or managing a sports business is another alternative (2,4).

The average age of the population increasing today and longer life expectancy, one can look in the areas of gerontology or senior citizen centers. Hospitals hire physical education majors to run their cardio-rehabilitation centers. Adult fitness programs and fitness consultants are other possibilities. Recreational facilities; city, suburbs and urban, along with YMCA's are other choices. The list goes on if one is willing to look beyond conventional teaching (2,4).

### Reasons Teachers Leave the Profession

Teaching today is one of a number of high-stress occupations (7).

Reasons why teachers leave the profession can be classified into two major areas: stress and burnout.

Stress may arise for many reasons: such as student behavior, and inadequate salaries during a time of high inflation and job insecurity. Frequent unsatisfactory contract negotiations and infrequent feedback on job performance also create stress. Overcrowded classrooms, lack of administrative support and lack of resources can lead to teacher frustration, disillusionment and "eventual incapacitation". Threat of verbal and/or physical abuse are also stressful (7, 8).

Those who experience stress report job dissatisfaction, intention to leave the profession and feelings of frustration and exhaustion.

Stress among teachers today is very high. School districts may provide help through personal or group counseling, inservice meetings and workshops on how to cope with stress and by making improvements to the school environment. Administrators and the administration should have the ability to detect when a teacher is beginning to experience stress.

Burnout can be classified into three areas. First degree (mild): short-lived bouts of irritability, fatigue, worry and frustration. Second degree (moderate): same as mild but lasts two weeks or more. Third degree (severe): physical ailments occur such as ulcers, chronic back pains, migraine headaches and so on (9).

Burnout is most frequent in big cities because of student violence, vandalism, highly inadequate salaries, along with low morale and lack of administrative support (7, 9).

#### Continuing Education

In a report written by Wendt, et. al., it was stated that "experience tells us that public school teachers request and need continuing study". Such study can be in the form of inservice education, continuing education, or formal study (with or without a degree objective) (10).

A survey was conducted by a large southwestern university in a large metropolitan area, to determine how many teachers continue their education and why.

The sample included teachers from 17 surrounding school districts: inner city, suburban and small town, in the fields of health, physical education and coaching.

The respondents were 51.4 percent (279) male and 48.6 percent (264) female. Of those, 87 percent were secondary teachers and 13 percent were from elementary schools. Over 70 percent had taught six years or more and 65 percent were involved in coaching. Included in the sample were 319 bachelor's degrees (58.7 percent), 223 master's degrees (41.1 percent) and one doctoral degree. Those with college credit hours beyond their last degree were 51.4 percent, while only 13.4 percent were currently enrolled in a degree program (10).

A teacher goes back to school to improve his or her education. It may be their own choice or a policy of the school district requiring a teacher to enroll in a graduate course every two or three years or required class work or workshops related to their area of concentration. Some districts allocate money for the teachers.

The major reasons teachers do not work on a second degree are: hours involved in the class; driving to and from class; coaching; family responsibilities and a second job (10).

The main motivator for teachers to take graduate classes or earn advanced degrees and salary increments are interest in the course, self-improvement and extending one's knowledge (10).

## Chapter 3

### METHODOLOGY

The study is concerned with surveying Physical Education majors from Eastern Illinois University graduating in 1978 with teaching certifications. This chapter presents the methods and tools used to obtain the data for this study.

#### The Subjects

One hundred and eleven Physical Education majors who graduated from Eastern Illinois University in the year of 1978 were surveyed by mail.

#### The Questionnaire

Two separate questionnaires were designed, one for alumni currently employed by a school district and one for those who are not. Both incorporated multiple choice and open-ended questions. Samples of the questionnaires and the introductory letter are in Appendix A, B and C.

Questionnaire I, for those alumni employed by a school district, was comprised of three main areas: personal data for follow-up purposes; occupational-related information to determine present position, grade levels taught, number of years of experience, coaching or school related duties, physical education classes taught daily, class size, salary and professional organizations; questions pertaining to level of professionalism.

Questionnaire II, for those alumni not employed by a school district had four main areas: personal data for follow-up purposes; determination of present occupation; information related to the teaching profession, reasons for leaving, years of service, grade levels taught: questions related to level of professionalism.

### Procedure

An interview with the Alumni Director was held to obtain a current list of names and addresses of former alumni for the study. A form is required with proper signatures and the purpose of the study. Mailing labels and a computer printout were obtained from the Alumni Office.

The current list of addresses from the Alumni Office was compared to a list of graduates obtained from the Dean of Health, Physical Education and Recreation.

An introductory letter and both questionnaires were mailed to each alumni since the current occupations were not known. The subjects were asked to complete the appropriate questionnaire and return it in a self-addressed, stamped envelope included with the survey. The questionnaires were sent on February 1, 1985, and the subjects were asked to return them by March 1, 1985.

### Follow-Up Procedure

A follow-up letter, accompanied by a second set of questionnaires was sent to fifty-six alumni who did not respond by March 1, 1985. A two week period was allowed for response to the second request. At that time the results were tabulated. Samples of the second set of questionnaires and the follow-up letter are in Appendix D, E and F.

### Analysis of the Data

Responses to the questionnaires were analyzed and summarized by the researcher. The statistics compiled included: the number of graduates and percentage of graduates currently in the teaching profession; not employed by a school district but involved in education, and those not involved in education at all.



## Chapter 4

### RESULTS and DISCUSSION

The purpose of the study was to determine the percentage of Eastern Illinois University physical education majors who graduated during the year of 1978, and are presently employed by a school district and those who are not employed by a school district. Two separate questionnaires were used to collect the data. The results of the questionnaires were analyzed separately and broken down into their respected subheadings.

#### Response to the Survey

Sixty-nine (62.1 percent) of the one hundred and eleven former Eastern Illinois University physical education graduate's responded to the survey. Four of the sixty-nine subjects responded to both questionnaires. Forty-one (59.4 percent) responded to questionnaire one, while thirty-two (46.3 percent) responded to questionnaire two.

One of the questionnaires received was not analyzed. A former alumnus was killed while teaching and no information was given, but he is included in the total number returned.

## Summary of Responses To The Questionnaires

The following summaries list responses to the questions as they appeared on the questionnaires.

### Presently Employed By A School District

#### Present Position

Thirty-four (85 percent) of the forty teachers are employed full-time, while three (7.5 percent) are employed part-time. Of those surveyed, none are employed as a full-time sub, while two (5 percent) are employed as a part-time sub. One (2.5 percent) is employed in Administration while none are involved in guidance. Of those responding, one alumnus served in both administration and guidance for a one year period.

#### Grade Levels Taught and Years of Teaching Experience

Table one shows grade levels taught, in physical education. The subjects were asked to check which grade levels taught apply to them.

Table 1  
Grade Levels Taught

Grade Levels Taught In Physical Education	Number
K-5	1
K-6	14
6-7-8	1
7-8	18
9-12	22
College	5

Table two shows grade levels taught other than physical education. The subjects were asked to check which grade levels taught apply to them.

Table 2  
Grade Levels Taught Other Than In Physical Education

Other Than Physical Education	Number
K-6	2
7-8	3
9-12	5
College	1

Table three shows the number of those individuals and the years of teaching, administration and guidance experience in education.

Table 3  
Years of Experience

<u>Years of Experience</u>	<u>Number</u>
2	1
3	1
4	4
5	9
6	8
7	15
8	1

Coaching or Other Related  
School Duties

The subjects were asked to list coaching and other school related duties they are presently involved with or no longer involved with. Of the forty, twenty-five (62.5 percent) are presently coaching or involved with school related duties.

The data is divided into five categories: (a) presently coaching, (b) have coached but no longer involved, (c) presently coaching but did not specify, (d) school related duties and (e) college related duties.

Table four shows the data of those individuals presently coaching boys sports.

Table 4  
Presently Coaching Boys Sports

<u>Boys Sports</u>	<u>Number</u>
Baseball	8
Basketball	13
Football	6
Soccer	1
Softball	1
Swimming	1
Track	5

Table five shows the data of those individuals presently coaching girls sports.

Table 5  
Presently Coaching Girls Sports

Girls Sports	Number
Basketball	5
Softball	4
Swimming	1
Track	3
Volleyball	4

Table six shows the data of those individuals who had formerly coached Boys Sports

Table 6  
Formerly Coached Boys Sports

Boys Sports	Number
Basketball	2
Football	1
Track	1

Table seven shows the data of those individuals who had formerly coached girls sports.

Table 7  
Formerly Coached Girls Sports

Girls Sports	Number
Basketball	5
Cross Country	1
Soccer	1
Softball	1
Track	5
Volleyball	4

Table eight shows the data of those coaching but did not specify boys or girls sports.

Table 8  
Presently Coaching but Did Not Specify

Did Not Specify	Number
Cross Country	1
Elementary Track & Field	1
Swimming	1
Tennis	2
Track & Field	3
Volleyball	1

Of those who responded to the question "coaching or other school related duties". One alumnus is presently coaching both women's tennis, track and field at the coach level. One alumnus formerly coached men's basketball at the college level. One alumnus is currently officiating softball and volleyball.

Table nine shows the data of those individuals involved with school related duties.

Table 9  
School Related Duties

School Duties	Number
Cheerleader Sponsor	3
Class Sponsor	2
Intramurals	2
Pom-Pom Squad Sponsor	1

Table ten shows the data of those individuals involved with school related duties at the college level.

Table 10  
College Related Duties

College Duties	Number
Badminton Club	1
Honors Committee	1
Intramurals	1
Physical Education Major Club	1



Physical Education Classes  
Taught Daily

Of the thirty-nine who responded to the question only twenty-eight (71.7 percent) are teaching physical education classes. Eleven (28.2 percent) are teaching but not in their major. Of the eleven not teaching in physical education, five listed what they are presently teaching; math, business education, early-school leavers program, correctional center and in-school suspension.

Table eleven shows the number of physical education classes taught daily.

Table 11  
Physical Education Classes Taught

<u>Classes Taught Daily</u>	<u>Number</u>
1	1
2	3
3	2
4	4
5	3
6	9
7	2
8	2
9	2

### Average Class Size

Tables twelve and thirteen shows the data of the average class size in and other than physical education.

Table 12  
Class Size In Physical Education

<u>Class Size In Physical Education</u>	<u>Number</u>
11-20	3
21-30	17
31-40	10
41-50	1

Table 13  
Class Size Other Than Physical Education

<u>Class Size Other Than Physical Education</u>	<u>Number</u>
11-20	3
21-30	3
31-40	3

### Salary

Of the thirty-nine who responded to the question only two (5 percent) fell between 0-9,999. Seven (17.9 percent) were between 10,000-14,999. Twenty (51.2 percent) were between 15,000-19,999. Ten (25.6 percent) made more than 20,000.

### Professional Organizations

Eight (11 percent) of the sixty-nine alumni belong to the national and state association of Health, Physical Education, Recreation and Dance. Of the eight, three belong to the American Alliance of Health, Physical Education, Recreation and Dance. Five belong to state organizations of Illinois, Indiana and Minnesota, Health, Physical Education, Recreation and Dance. One Alumnus is on the committee of the Research Consortium for AAHPERD. Eleven of the sixty-nine alumni belong to educational organizations outside the area of physical education.

Table fourteen lists names of the organizations outside the area of physical education which have alumni members.

Table 14  
Organizations Outside of Physical Education

<u>Organizations</u>	<u>Number</u>
Illinois Education Association	3
Indiana Education Association	1
National Education Association	4
Driver Education Association	1
Illinois Association for Adult and Continuing Education	1
National Association of Biology	1

Eight (20.5 percent) of the thirty-nine alumni belong to coaches organizations. Table fifteen list the names of the coaches organizations.

Table 15  
Coaches Organizations

Organizations	Number
Football Coaches Association	1
Illinois Basketball Coaches Association	2
Illinois Coaches Association	1
Illinois Coaches Association for Girls and Women Sports	1
Illinois Football Coaches Association	1
Illinois High School Baseball Coaches	1
Illinois High School Football Coaches Association	1
Illinois Soccer Coaches Association	1
Indiana Basketball Coaches Association	1
Indiana Football Coaches Association	1
National Volleyball Coaches Federation	1
NCAA Division II Track & Field Coaches Association	1
United States Badminton Association	1
United States Tennis Association	1

One alumnus is a member of the National Recreation and Parks Association and National Intramural-Recreation Sports Association.

Highest Degree

Twenty-eight (75.6 percent) of the thirty-nine alumni hold a Bachelors degree. Eight (21.6 percent) have earned a Masters degree and one has earned a Doctoral degree. Table sixteen shows the data of those individuals who have earned hours since their last degree.

Table 16  
Hours Earned Since Bachelors/Masters Degree

<u>Hours Earned Since Bachelors Degree</u>	<u>Number</u>
3	2
6	1
8	2
9	2
10	1
12	4
15	1
16	1

Hours Earned Since Masters Degree

6	2
12	2

Those Not Employed By  
A School District

Present Occupation

Of the thirty-two who responded to questionnaire two, only five (15.6 percent) were in occupations closely related to their major. Occupations included: aerobic instructor, assistant manager at a health club, college coaching, professional athlete and recreational worker.

Thirteen (40.6 percent) were in occupations only somewhat or not at all related to their major. Occupations listed are; account executive, certified paramedic, clergyman, college director for a correctional center, financial consultant, general merchandise sales supervisor, health and safety supervisor, insurance sales, pharmacy technician, pre-vocational instructor for the handicapped, nuclear medicine technologist, real estate salesman, and technical writer.

Fifteen (46.8 percent) of the alumni were in occupations for which a degree is not generally required. Seven were housewives or homemakers, four were service workers; such as banquet waiter, courier driver, police officer, and traffic clerk. Two are laborers, one is in retail sales, and another is a payment clerk. One alumna is in graduate school. Two alumni listed more than one job.

Reasons Why They Are No Longer  
Involved In Teaching

Thirty-two alumni responded to the question; reasons no longer involved in teaching. Of the alumni who responded to the question some listed more than one reasons. Two did not respond to the question.

Table seventeen shows the data of those individuals who responded to the question.

Table 17  
Reasons Why No Longer Involved In Teaching

<u>Reasons</u>	<u>Number</u>
RIF	4
Financial	7
Loss of Interest	5
Did not accomplish	1
Never became involved	11

Thirteen responded to other reasons why they are no longer involved in teaching. Four are presently beginning or currently raising a family. Eight are presently working in education related occupations, but are not employed by a school district. These include substitute teaching, health and safety instructor, pre-vocational instructor, enrolled in graduate school, pursuing a coaching career and working for a correctional education center. One alumnus is presently rethinking his choice of profession.

Those Not Involved  
In Education At All

Fifteen (46.8 percent) of the thirty-two are presently involved in education through coaching, substitute teaching, Sunday school, pre-school, clergyman, graduate school, instructor for the handicapped, C.P.R. instructor, and raising a family which as one alumnus said; "it is a education by itself". Seventeen (53.1 percent) are not involved in education at all.

How Long Did You Teach  
Before Leaving The Profession  
and Grade Levels Taught

Table eighteen shows the data of those individuals who had previous experience teaching.

Table 18  
 Years of Experience

<u>Years of Experience</u>	<u>Number</u>
0	3
1	3
2	0
3	4
4	4
5	3
6	1
7	1



Table nineteen shows the data of grade levels taught by those individuals with previous teaching experience. The subjects were asked to check those grade levels taught that apply to them.

Table 19  
Grade Levels Taught

Grade Levels Taught	Number
K-6	8
7-8	19
9-12	10

One alumnus is presently teaching health training classes to people between the ages of 20-63.

#### Becoming Involved In Teaching Again

Of the twenty-two who responded to the question only fourteen (62.6 percent) would become involved in teaching. Eight (36.3 percent) would not become involved in teaching again.

#### Highest Degree

Twenty-seven (84.3 percent) of the thirty-two alumni hold a Bachelors degree. Five (15.6 percent) have earned a Masters degree. None of the thirty-two alumni have earned a Doctoral degree.

Table twenty shows the data of those individuals who have earned hours since their last degree.

Table 20  
Hours Earned Since Bachelors/Masters Degree

Hours Earned Since Bachelors	Number
3	1
4	1
6	2
9	1
10	1
12	2
15	1
23	1

---

Hours Earned Since Masters

0	4
6	1

---

### Summary of the Findings

One hundred and eleven physical education majors graduated from Eastern Illinois University, in 1978 with teaching certification were surveyed by mail.

Sixty-nine (62.1 percent) of the alumni responded to the survey. Four of the alumni responded to both questionnaires. Of the sixty-nine returned, forty (55.5 percent) of the alumni are employed by a school district, while thirty-two (44.4 percent) of the alumni are not employed by a school district.

Of the alumni who are presently teaching in and other than physical education, grades 9-12 is taught most often. Twenty-five (62.5 percent) of the alumni employed by a school district are involved in coaching or school related duties.

Of the alumni no longer involved in the profession, eleven (15.9 percent) never became involved. Seven (9.7 percent) left the profession due to financial reasons. Five (6.9 percent) left due to loss of interest. Four (5.5 percent) left due to RIF. One alumna stated she did not accomplish what she set out to do in education.

Figure one shows the percentages of those employed by a school district; not employed by a school district but are involved in education and those not involved in education.

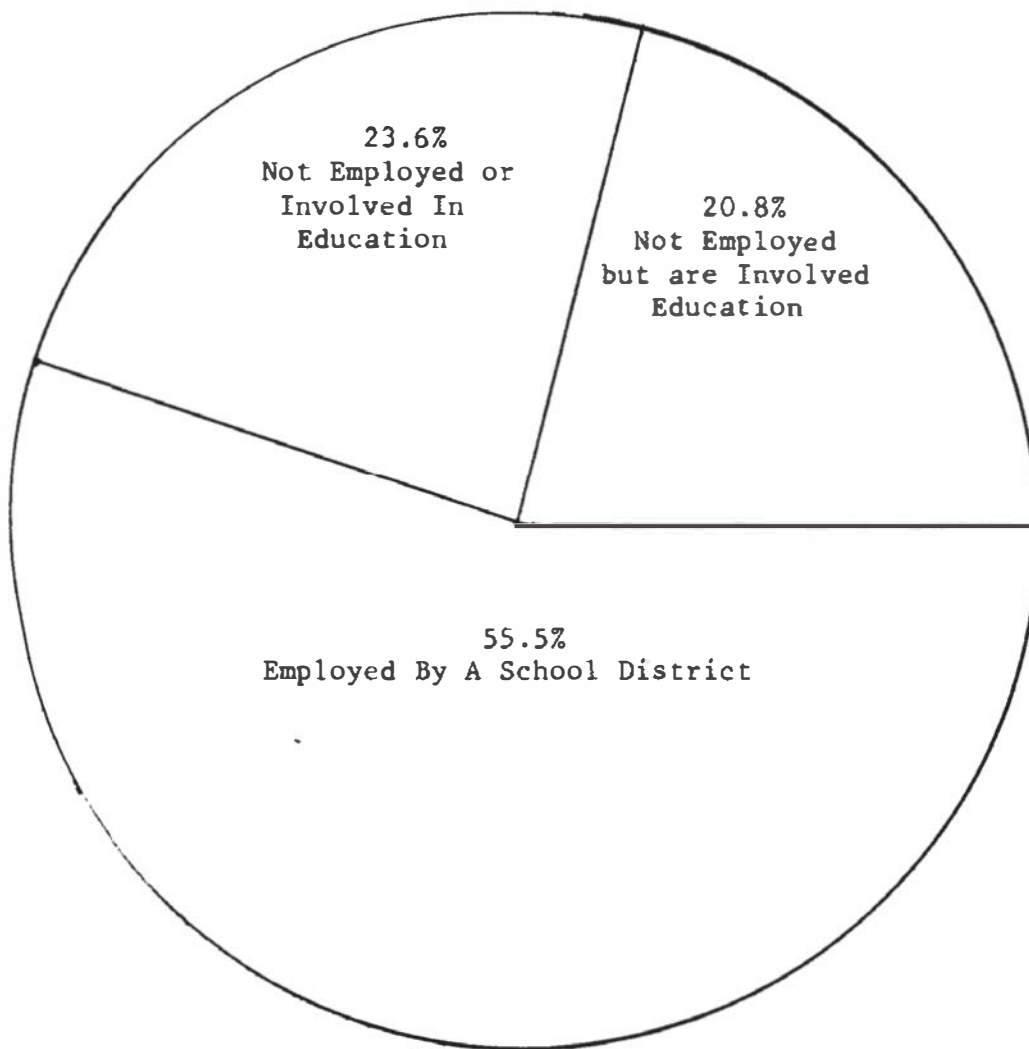
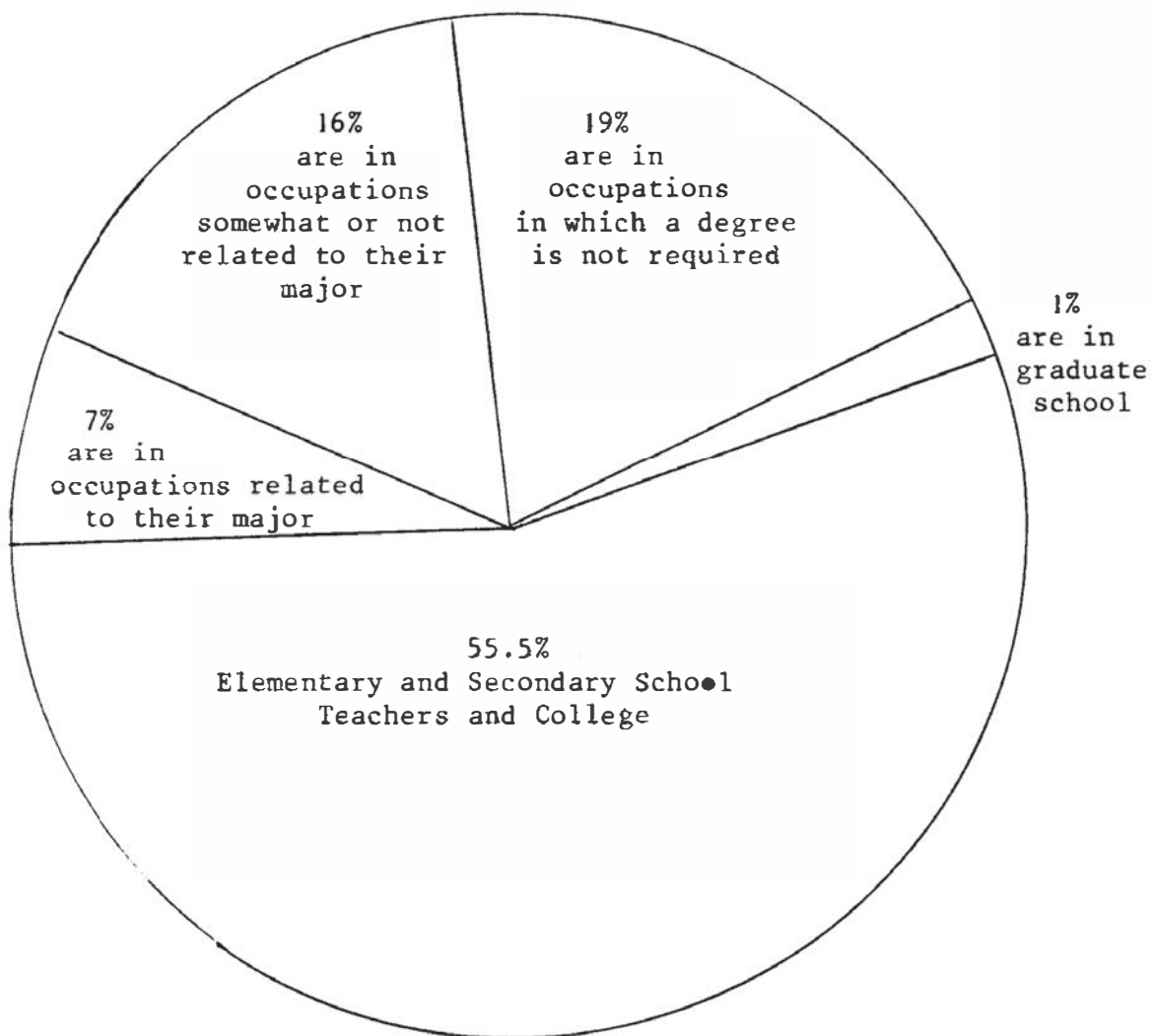


Figure 1  
Employment Percentages of Those  
Returning the Questionnaires

Figure two shows the percentages of those individuals in education occupations, occupations related to their major, occupations somewhat or not related to their major, occupations not requiring a degree and those in graduate school.



**Figure 2**  
Occupation Percentages of Those  
Returning the Questionnaires

## Chapter 5

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Chapter five includes a summary of this study, conclusions, and recommendations.

#### Summary

The purpose of this study was to find what percentage of former alumni are employed by a school district; not employed by a school district but, are involved in education and not involved in education.

Two separate questionnaires were sent to one hundred and eleven alumni who graduated from Eastern Illinois University with teacher certification in physical education during the year 1978. Sixty-nine (62.1 percent) of the questionnaires were returned for analysis.

#### Conclusions

Based on the finding of this study the following conclusions are offered:

1. Forty (55.5 percent) of the alumni are employed by a school district.
2. Thirty-four (85 percent) of the alumni are employed full-time by a school district.

3. Fifteen (38.4 percent) of the alumni have been teaching since 1978.
4. Twenty-eight (71.7 percent) of the alumni are teaching in the area of physical education.
5. Twenty-five (62.5 percent) of the alumni employed by a school district are involved in coaching or school related duties.
6. Twenty-two of the alumni teach physical education classes between grades 9-12, eighteen teach physical education classes in grades 7-8, and fourteen teach between grades, K-6. Of the alumni who teach outside of physical education, five teach between grades, 9-12 and three at grades 7-8.
7. Number of physical education classes taught daily ranged from one to nine.
8. The number of students per physical education classes were between twenty-one and thirty.
9. Twenty (51.2 percent) of the alumni who are presently teaching made between \$15,000-19,999.
10. Eight (11 percent) of the alumni belong to the national and state organization of HPERD.
11. Eight (20.5 percent) of the alumni are member's of coaches organizations.

12. Eight (20.5 percent) of the alumni who are presently teaching hold a masters degree, and one had earned a doctoral degree.
13. Thirty-two (44.4 percent) of the alumni are not employed by a school district, fifteen (20.8 percent) are involved someway in education through Sunday school, helping the handicapped and coaching. Seventeen (23.6 percent) are not involved in education.
14. Of the alumni not employed by a school district, five (15.6 percent) are in occupations closely related to their major. Thirteen (40.6 percent) are in occupations only somewhat or not at all related to their major. Fifteen (46.7 percent) are in occupations in which a degree is not generally required.
15. Sixteen (23.1 percent) of the alumni left the profession after their first, third, fourth, fifth, sixth and seventh year of teaching.
16. Eleven (15.9 percent) of the alumni never became involved in the profession, while seven left the profession due to financial reasons.
17. Of the alumni who taught, grades 7-8, were taught most often.
18. Fourteen (20.2 percent) of the alumni who never became, or were involved in teaching would do it again, while eight (11.5 percent) would not.



### Recommendations

The following recommendations are made:

1. A question stating: "List classes taught outside of physical education", should be added to future studies for those individuals who are teaching in another major or minor area of education.
2. A question stating: "Change of address", should be added to future studies for those individuals who have moved since graduation. This will help when mailing out results of the survey to those individuals who have participated in the study.
3. Specify number of years taught at each grade level in and out of physical education.
4. Specify boys and girls sports, grade levels coached, number of years of coaching each sport and whether or not you are presently involved with coaching.

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**EASTERN ILLINOIS UNIVERSITY**  
**CHARLESTON, ILLINOIS 61920**

Appendix A

February 1, 1985

Dear Eastern Classmate of 1978:

My name is Greg Rigoni, a Physical Education graduate from Eastern Illinois University. Presently, I am on leave of absence from my teaching position in Frankfort, Illinois and am working on my Master's degree in Physical Education at Eastern.

I am soliciting your help in a study I am conducting. This study includes only Physical Education majors from the Spring, Summer and Fall classes of 1978. The purpose is to find what percentage of the class is presently teaching and what percentage is no longer involved in the teaching profession.

Please complete the questionnaire that pertains to you. Your cooperation in helping me complete this study will be appreciated. All personal information will be held in confidence.

A stamped, self-addressed envelope is enclosed for your convenience. If you would like a copy of the results of the survey, please check the box at the end of the questionnaire. Thank you for your assistance.

Greg Rigoni  
Eastern Illinois University  
McAfee Gym, Room 10  
Charleston, IL 61920

QUESTIONNAIRE I

PRESENTLY EMPLOYED BY A SCHOOL DISTRICT

INSTRUCTIONS: Please check which of the following best describe you. List or explain where indicated. Please return this questionnaire no later than March 1, 1985.

I. PERSONAL DATA

Name \_\_\_\_\_

II. TEACHING/ADMINISTRATION/GUIDANCE INFORMATION

Present position

Full Time \_\_\_\_\_ Full Time Sub \_\_\_\_\_ Administration \_\_\_\_\_

Part Time \_\_\_\_\_ Part Time Sub \_\_\_\_\_ Guidance \_\_\_\_\_

Please explain if you checked Administration or Guidance \_\_\_\_\_

Grade levels taught (check those that apply to you)

K-6 \_\_\_\_\_ 7-8 \_\_\_\_\_ 9-12 \_\_\_\_\_ College \_\_\_\_\_

Years of teaching experience \_\_\_\_, Administration \_\_\_\_, Guidance \_\_\_\_

Coaching or other school related duties (Please List) \_\_\_\_\_

Number of physical education classes taught daily \_\_\_\_\_

Average class size

11-20 \_\_\_\_\_ 31-40 \_\_\_\_\_ 51-60 \_\_\_\_\_

21-30 \_\_\_\_\_ 41-50 \_\_\_\_\_ 60-Above \_\_\_\_\_

Salary

0-9,999 \_\_\_\_\_ 15,000-19,999 \_\_\_\_\_

10,000-14,999 \_\_\_\_\_ 20,000-Above \_\_\_\_\_

Professional organizations (please list) \_\_\_\_\_

III. INDICATE THE HIGHEST DEGREE YOU PRESENTLY HOLD.

Bachelors \_\_\_\_\_ Masters \_\_\_\_\_ Doctoral \_\_\_\_\_

Number of hours completed since last degree \_\_\_\_\_

IV. CHECK THE BOX IF YOU WOULD LIKE A COPY OF THE RESULTS.

## NOT EMPLOYED BY A SCHOOL DISTRICT

INSTRUCTIONS: Please check which of the following best describes you. List or explain where indicated. Please return this questionnaire no later than March 1, 1985.

## I. PERSONAL DATA

Name \_\_\_\_\_

II. WHAT IS YOUR PRESENT OCCUPATION? \_\_\_\_\_

## III. REASONS NO LONGER INVOLVED IN TEACHING

1. RIF (Reduction in Force) \_\_\_\_\_

2. Financial \_\_\_\_\_

3. Loss of interest (burnout) \_\_\_\_\_

4. Did not accomplish what you set out to do in education \_\_\_\_\_

5. Never became involved in the profession \_\_\_\_\_

6. Other \_\_\_\_\_

## IV. ARE YOU INVOLVED IN EDUCATION AT ALL? (Example Coaching)

Yes \_\_\_\_\_ No \_\_\_\_\_

(If yes, please explain) \_\_\_\_\_

## V. IF YOU HAVE TAUGHT, HOW LONG DID YOU TEACH BEFORE LEAVING THE PROFESSION? \_\_\_\_\_ WHAT GRADE LEVELS DID YOU TEACH?

K-6 \_\_\_\_\_ 7-8 \_\_\_\_\_ 9-12 \_\_\_\_\_

## VI. WOULD YOU BECOME INVOLVED IN TEACHING AGAIN IF YOU HAD TO DO IT OVER?

Yes \_\_\_\_\_ No \_\_\_\_\_ (please explain) \_\_\_\_\_

## VII. INDICATE THE HIGHEST DEGREE YOU PRESENTLY HOLD.

Bachelors \_\_\_\_\_ Masters \_\_\_\_\_ Doctoral \_\_\_\_\_

Number of hours completed since last degree \_\_\_\_\_

III. CHECK THE BOX IF YOU WOULD LIKE A COPY OF THE RESULTS. |  |

**EASTERN ILLINOIS UNIVERSITY****CHARLESTON, ILLINOIS 61920**

Appendix D

March 1, 1985

Dear Eastern Classmate of 1978:

During the month of February I hope you received a set of questionnaires for a survey I am conducting.

In the event you did not receive them, I am enclosing a second set. I hope that you will take a few minutes of your time to complete the questionnaires and drop them in the mail no later than March 15, 1985. If you have already returned the first set of questionnaires please disregard this letter.

Thank you for your time and assistance in making this study complete.

Greg Rigoni  
Eastern Illinois University  
McAfee Gym - Room 10  
Charleston, IL 61920

## QUESTIONNAIRE I

Appendix E

## PRESENTLY EMPLOYED BY A SCHOOL DISTRICT

INSTRUCTIONS: Please check which of the following best describe you.  
List or explain where indicated. Please return this  
questionnaire no later than March 15, 1985.

## I. PERSONAL DATA

Name \_\_\_\_\_

## II. TEACHING/ADMINISTRATION/GUIDANCE INFORMATION

Present position

Full Time \_\_\_\_\_ Full Time Sub \_\_\_\_\_ Administration \_\_\_\_\_

Part Time \_\_\_\_\_ Part Time Sub \_\_\_\_\_ Guidance \_\_\_\_\_

Please explain if you checked Administration or Guidance \_\_\_\_\_  
\_\_\_\_\_

Grade levels taught (check those that apply to you)

K-6 \_\_\_\_\_ 7-8 \_\_\_\_\_ 9-12 \_\_\_\_\_ College \_\_\_\_\_

Years of teaching experience \_\_\_\_, Administration \_\_\_\_, Guidance \_\_\_\_

Coaching or other school related duties (Please List) \_\_\_\_\_  
\_\_\_\_\_

Number of physical education classes taught daily \_\_\_\_\_

Average class size

11-20 \_\_\_\_\_ 31-40 \_\_\_\_\_ 51-60 \_\_\_\_\_

21-30 \_\_\_\_\_ 41-50 \_\_\_\_\_ 60-Above \_\_\_\_\_

Salary

0-9,999 \_\_\_\_\_ 15,000-19,999 \_\_\_\_\_

10,000-14,999 \_\_\_\_\_ 20,000-Above \_\_\_\_\_

Professional organizations (please list) \_\_\_\_\_  
\_\_\_\_\_

## III. INDICATE THE HIGHEST DEGREE YOU PRESENTLY HOLD.

Bachelors \_\_\_\_\_ Masters \_\_\_\_\_ Doctoral \_\_\_\_\_

Number of hours completed since last degree \_\_\_\_\_

IV. CHECK THE BOX IF YOU WOULD LIKE A COPY OF THE RESULTS.

NOT EMPLOYED BY A SCHOOL DISTRICT

INSTRUCTIONS: Please check which of the following best describes you. List or explain where indicated. Please return this questionnaire no later than March 15, 1985.

I. PERSONAL DATA

Name \_\_\_\_\_

II. WHAT IS YOUR PRESENT OCCUPATION? \_\_\_\_\_

III. REASONS NO LONGER INVOLVED IN TEACHING

1. RIF (Reduction in Force) \_\_\_\_\_

2. Financial \_\_\_\_\_

3. Loss of interest (burnout) \_\_\_\_\_

4. Did not accomplish what you set out to do in education \_\_\_\_\_

5. Never became involved in the profession \_\_\_\_\_

6. Other \_\_\_\_\_

IV. ARE YOU INVOLVED IN EDUCATION AT ALL? (Example Coaching)

Yes \_\_\_\_\_ No \_\_\_\_\_

(If yes, please explain) \_\_\_\_\_

V. IF YOU HAVE TAUGHT, HOW LONG DID YOU TEACH BEFORE LEAVING THE PROFESSION? \_\_\_\_\_ WHAT GRADE LEVELS DID YOU TEACH?

K-6 \_\_\_\_\_ 7-8 \_\_\_\_\_ 9-12 \_\_\_\_\_

VI. WOULD YOU BECOME INVOLVED IN TEACHING AGAIN IF YOU HAD TO DO IT OVER?

Yes \_\_\_\_\_ No \_\_\_\_\_ (please explain) \_\_\_\_\_

VII. INDICATE THE HIGHEST DEGREE YOU PRESENTLY HOLD.

Bachelors \_\_\_\_\_ Masters \_\_\_\_\_ Doctoral \_\_\_\_\_

Number of hours completed since last degree \_\_\_\_\_

III. CHECK THE BOX IF YOU WOULD LIKE A COPY OF THE RESULTS. |  |



## VITA

Greg H. Rigoni was born July 6, 1956 in Chicago, Illinois. He lived in Dolton, Illinois and attended Thornridge High School until the time of high school graduation. After graduation he entered Thornton Community College, where he earned a A.A. degree in June of 1976. In fall of '76, he entered Eastern Illinois University, where he majored in Physical Education. Upon graduation from college in August of 1978, he accepted a teaching job in Frankfort, Illinois.

In April, 1984, he was granted a leave of absence from his teaching job in Frankfort, and was accepted into the graduate school at Eastern Illinois University. He received a graduate assistantship from the Physical Education Department and served as a physical education instructor for two semesters. He also served as an assistant coach of the men's track throughout the 1984-85 school year.