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GREEK PHYSICAL EDUCATION STUDENT TEACHERS' REASONS FOR CHOOSING TEACHING AS A CAREER

Key words: reasons for choosing, occupational choice, physical education teaching.

ABSTRACT

The purpose of this study was to examine Greek student teachers' reasons for choosing PE teaching as a career. Five hundred and sixty-four third-year PE student teachers responded to a 20-item questionnaire about reasons for choosing teaching as a career. The results indicated that the most frequent reasons mentioned by student teachers were intrinsic and altruistic in nature. These reasons are similar to those reported by student teachers in other countries. Extrinsic reasons were found to be the least important. Female subjects valued more altruistic reasons than male ones, whereas the latter valued more extrinsic reasons.

INTRODUCTION

Nowadays, everyone has to make a decision about the choice of their career. Surely, making such a decision can have a great impact on one's life as work is considered to be an integral part of one's identity and determines, to a great extent, one's economic and social position.

With respect to teaching career, Lortie [19] identified five attractions that entice individuals into the teaching profession: (a) interpersonal (a desire to work with young people); (b) service (a wish to contribute to society by working with the young); (c) continuation (a need to continue working in the school environment that is both familiar and comfortable); (d) time compatibility (a want for numerous holidays and long vacations); and (e) material benefits (a desire for money prestige and security). A sixth attraction for prospective Physical Education (PE) teachers is the

desire to coach sports [17]. According to Lawson's theory about occupational socialization, the attractions (economic and symbolic benefits associated with teaching) are part of subjective warrants, namely a person's perception of the requirements and benefits of working in a given profession weighed against self-assessment of aspiration and competence [7, 18].

In recent years there has been an increasing interest in exploring the reasons why student teachers choose to become teachers [25, 16,] or PE teachers, in particular [9, 30]. According to different sources [31, 5, 16] these reasons can be grouped into three categories: altruistic (Lortie's service and interpersonal themes), intrinsic (Lortie's continuation theme and, in general, aspects of the job inherent in the work itself), and extrinsic (Lortie's time compatibility and material benefits themes).

The bulk of research in teacher socialization shows that individuals report altruistic reasons for teaching as more prominent [3]. That is, to work with young people and help them succeed [19, 3, 2, 21, 16, 26], to make a contribution to society and be of service [25, 28]. However, there are studies, which have identified intrinsic as well as extrinsic rewards for teaching. For example, Nwagwu [23], Chivore [4], and Yong [31] reported that the most frequent reasons for entering teacher training were extrinsic (salaries, job security, vacation hours, and influence of others). Similarly, Chuene et al. [5] found that most of student teachers went to teacher training colleges because they could not afford tuition fees at other institutions. On the contrary, Su [28], Kyriacou et al. [16], and Kyriacou and Kobori [15] reported a combination of altruistic and intrinsic reasons (enjoyment of teaching).

Research on teacher socialization in PE yields similar results. Undergraduate majors (Americans or Singaporeans), interested in teaching PE or coaching, rated the altruistic (working with children, help others) and the intrinsic (staying in touch with sports, learning about PE and sports) reasons highest [9, 24, 30]. Similarly, Belka, Lawson, and Lipnickey [1] found that Physical Education Teacher Education (PETE) recruits rated intrinsic (to have fun at work) as well as altruistic reasons (to be helpful to others) highest, whereas extrinsic reasons (plenty of vacation time, summers off) were ranked low. Apparently, these studies indicate that attraction to teaching is more likely to be a combination of altruistic, intrinsic, and extrinsic motives [31].

Although the above research on teacher socialization has been conducted in different parts of the world (USA, England, Jamaica, Norway, Brunei, Japan, South Africa, Zimbabwe, Cameroon, and Slovenia), in Greece such research has been almost nonexistent and, therefore, little has been known about the Greek student teachers' reasons for pursuing a PE teaching career.

The main purpose of this study was to examine Greek student teachers' reasons for choosing PE teaching as a career. A second purpose was to determine whether there were any differences in the evaluation of reasons for choosing PE teaching between male and female student teachers. A third purpose was to identify if there were any differences in the evaluation of reasons for choosing teaching between PE student teachers whose first choice, at the time of entry to the course, was teaching, and PE student teachers

whose first choice was another major (see next section). The final purpose was to determine if there were any differences in the evaluation of reasons for choosing teaching between PE student teachers who entered the university after having passed entrance exams and PE student teachers who entered the university without taking exams (see next section).

Admission to higher education institutions in Greece

According to the admission policy of Greek universities [11] a candidate, interested in studying at a university, has to take the Pan-Hellenic exams. After he/she takes these exams, he/she has to fill out a form where he/she lists, in priority order, the faculties he/she is interested in. Candidates submit their applications after publishing their final mark. On their computer form, they are allowed to select as many faculties as they want provided that they belong to a maximum of two fields of knowledge. Note that the faculties and departments of higher education are grouped into five areas of similar or related fields of knowledge: (a) Humanities, Law, and Social Sciences; (b) Science; (c) Health Science; (d) Technology; and (e) Economics and Administration.

Admission to certain faculties depends on the general average performance in the above mentioned exams. After the candidates' papers are marked, the Ministry of Education determines and announces the average grade required to enter each faculty as well as the number of students admitted to each faculty. For example, if in a candidate's priority list the Faculty of Mathematics is at the top while the Faculty of PE and Sport Science is ranked next, and in the exams the same candidate gets a general average that allows him/her to enter the Faculty of PE and Sport Science but not the Faculty of Mathematics, then he/she has to study in the Faculty of PE and Sport Science, even if his/her first choice/priority is a different faculty.

Furthermore, candidates who have achieved: (a) at least eighth place in the Olympic Games, World Championships, or World School Championships; or (b) at least the sixth place in European Championships; or (c) have reached or broken a European or world record, are eligible to enter any faculty they want, without taking the Pan-Hellenic exams [10].

METHODS

Participants and setting

The Faculties of PE and Sport Science of the National and Kapodistrian University of Athens and Democritus University of Thrace were purposefully chosen for the purpose of the present study. Five hundred and sixty-four third-year PE student teachers responded to a questionnaire about reasons for choosing PE teaching as a career. All PE student teachers fell within the age group typical of traditional third year students ($M = 21.1$ years; $SD = 0.5$). Of those 564 student teachers, 94 came from the Faculty of Democritus University of Thrace (40 males, 54 females), while 470 came from the Faculty of Athens University (225 males, 245 females). For the purpose of this paper, student teachers from both faculties were combined into one group. We chose the above faculties because we had easy access to them and were granted full cooperation of their staff and students.

Both faculties offer programmes at undergraduate and postgraduate levels and their main aim is to prepare students to teach in Greek primary and secondary schools. The undergraduate programme lasts four years. During the third year, PE students have to complete a teaching practice period as a requirement of the course. They are divided into pairs and sent to teach a PE class at a primary school (first semester) and at a secondary school (second semester) for two or three hours per week, for a period of nine weeks each semester. Prior to teaching practice students have to attend seven hours (first semester) and another four hours (second semester) of microteaching and peer teaching. All respondents had just completed their teaching practice at schools.

Questionnaire

Several questionnaires [3, 5, 9, 16] were considered for identifying possible reasons why someone might decide to become a PE teacher. The results of test-retest reliability ($r = 0.81$) and inter-item correlation yielded a 20-item questionnaire with three subscales (Figure 1). Cronbach alpha coefficient was used to assess the internal consistency of each subscale. Also, the questionnaire was tested for clarity of language and meaning on a small sample of third year student teachers ($n = 46$).

The questionnaire was a five-point Likert-type scale ranging from *not important* (1) to *most important* (5). Questions 2, 4, 6, 11, and 16 were

used to assess altruistic reasons for deciding to become a PE teacher ($\alpha = 0.71$). Questions 1, 3, 7, 9, 17 and 19 were used to assess intrinsic reasons ($\alpha = 0.78$). Questions 5, 8, 10, 12, 13, 14, 15, 18 and 20 were used to assess extrinsic reasons ($\alpha = 0.73$). Moreover, the questionnaire included questions about selective demographic characteristics of student teachers, i.e. gender, age, priority order of major (PE teaching as a first choice/PE teaching not as a first choice), and ways of admission to the University (with exams/without exams).

Data collection

Contacts were made with the Faculty of PE and Sport Science of Democritus University to request participation and find out the number of student teachers who had already completed their teaching practice at schools. A total of 94 questionnaires together with instructional protocols were sent to the faculty. The researchers who work in the Faculty of PE and Sport Science of Athens University, were responsible for administering the remaining questionnaires to the PE student teachers of Athens University. The questionnaire was anonymous to make sure that the participants would answer it honestly. In addition, participants were told that there were no correct or wrong answers. Prior to completion of the questionnaire instructions were given to the students on how they should complete it. Students were also allowed to ask the researchers questions.

Data analysis

The SPSS-10.0 software [27] was used to analyse the collected data. Responses to personal attributes data were categorized. For each item data were analysed for percentages of participants. To determine if there were differences between the genders, ways of admission, and levels of priority order, mean scores for each item were calculated and t tests were run. The 0.01 level of significance was employed for the t tests.

RESULTS

Respondents' personal attributes

Table 1 displays information on PE student teachers' personal attributes. Most student teachers enrolled in the Faculty of PE and Sport Science

The following is a list of possible reasons why someone might decide to become a PE teacher. How much did each of these reasons influence your decision to become a PE teacher? Read the reasons carefully and try to give an honest answer. Put a \surd in the appropriate box. There are no wrong or correct answers.

		Not Important	Least Important	Moderately Important	Important	Most Important
1.	I stay in touch with sports					
2.	I help children to learn useful things					
3.	Love, interest in teaching and coaching sports					
4.	I like teaching children PE					
5.	The level of pay is very good					
6.	I like working with children					
7.	I keep fit through teaching PE					
8.	I get paid and at the same time I have fun					
9.	I use my athletic ability					
10.	There are available job opportunities					
11.	I want to be creative to improve children's learning					
12.	The timetable is quite flexible					
13.	Being a teacher can lead on to administrative posts in the future					
14.	There are long holidays					
15.	I can be independent					
16.	Being a teacher can help improve society					
17.	Teaching is a respectable job					
18.	The job offers good job security					
19.	It is my ambition to become a PE teacher					
20.	PE is an easy major					

Figure 1. Questionnaire on reasons for choosing PE teaching as a career

Table 1. Frequencies and percentages of personal attributes of PE student teachers

Personal attributes	n	%
Ways of entry		
With exams	459	81.4
Without exams	105	18.6
Total	564	100.0
Priority order of major (teaching PE)		
First Choice	355	62.9
Not first Choice	209	37.1
Total	564	100.0

after they had taken the Pan-Hellenic exams (81.4%), while a minority of students entered the University without taking these exams (18.6%).

Over one half (62.9%) identified their first occupational choice as PE teaching, and less than one half (37.1%) identified their first occupational choice as another major.

Reasons for choosing PE teaching

Table 2 shows the percentages of student teachers who rated each reason as “Most important” in influencing their decision to become PE teachers. In particular, the student teachers rated the following reasons highest: “I stay in touch with sports” (53.7%), “I like working with children” (50.5%), “I like teaching children PE” (46.1%), and “I keep fit through teaching PE” (44.9%).

It is also interesting to note that the extrinsic reasons received relatively low rating as an important influence. In particular, four of those

Table 2. Percentages of student teachers who rated each of the reasons as the “most important reason” for choosing PE teaching as their career

Reasons	%
<i>Altruistic</i>	
I help children to learn useful things	37.1
I like teaching children PE	46.1
I like working with children	50.5
I want to be creative to improve children's learning	34.8
Being a teacher can help improve society	28.7
<i>Intrinsic</i>	
I stay in touch with sports	53.7
Love, interest in teaching and coaching sports	31.7
I keep fit through teaching PE	44.9
I use my athletic ability	32.6
Teaching is respectable job	12.8
It is my ambition to become a PE teacher	36.3
<i>Extrinsic</i>	
The level of pay is very good	4.4
I get paid and at the same time I have fun	34.8
There are available job opportunities	1.2
The timetable is quite flexible	11.7
Being a teacher can lead on to administrative posts in the future	8.9
There are long holidays	21.8
I can be independent	22.2
The job offers good job security	30.5
PE is an easy major	2.7

reasons were rated the lowest: “There are available job opportunities” (1.2%), “PE is an easy major” (2.7%), “The level of pay is very good” (4.4%), and “Being a teacher can lead to better administrative posts in the future” (8.9%). However, “I get paid and at the same time I have fun” was a reason of medium strength (34.8%).

Gender differences

The means (M), standard deviations (SD), and t scores of students' reasons for choosing PE teaching as a career, with regard to gender, are presented in Table 3. Significant differences between males and females were found on 9 out of the 20 items of the questionnaire: females rated all 5 altruistic reasons higher than did males. A similar pattern appears with respect to 1 out of the 6 intrinsic reasons: “I keep fit through teaching PE”. On the contrary, males rated the following extrinsic reasons higher than females: “The timetable is quite

flexible”, “The level of pay is very good”, and “PE is an easy major”.

Both genders rated the following extrinsic reasons lowest: “There are available job opportunities” and “PE is an easy major”. Furthermore, males rated highest the intrinsic reason “I stay touch with sports” and females rated highest the altruistic reason “I like working with children”. To sum up, males rated 6 out of the 9 extrinsic reasons higher than females, and females rated 4 out of the 6 intrinsic reasons and all 5 altruistic reasons higher than males. However, as pointed out earlier, not all of these differences are significant.

Priority order of major

As shown in Table 4, significant differences between the two groups were found on 2 out of the 20 reasons for choosing PE teaching as a career: “It is my ambition to become a PE teacher” and “Love, interest in teaching and coaching sports”. These differences favored the group of student teachers whose first choice was PE teaching. It is also noteworthy that this group of student teachers was more attracted to all altruistic and intrinsic reasons than student teachers whose first choice was another major. A different pattern emerges when the extrinsic reasons are considered: student teachers, whose first choice was another major, rated 6 out of the 9 items higher, which indicates that these reasons had a greater influence on them in choosing PE teaching as a career. An important point to notice was that neither group chose PE teaching because they believed “There are available job opportunities” and/or because “PE is an easy major” (these two reasons were ranked as least important). On the contrary, both groups chose PE teaching primarily because they could stay in touch with sports (this reason was rated highest).

Ways of admission

In comparing student teachers, who entered the University after they had taken the Pan-Hellenic exams with those who did not, we find that the two groups differed significantly from one another on only one item “I use my athletic ability” (see Table 5). Student teachers, who enrolled in the PE Faculty after they had taken exams, rated 4 out 5 altruistic reasons higher than their counterparts. At the same time this group rated 7 out of the 9 extrinsic reasons higher than the group of student teachers who did not take the exams. In addition,

Table 3. Means, standard deviations and t scores of student teachers' reasons for choosing PE teaching as a career with regard to gender

Reasons	Males		Females		t score
	M	SD	M	SD	
<i>Altruistic</i>					
I help children to learn useful things	3.92	1.02	4.18	0.88	-3.24*
I like teaching children PE	4.02	0.99	4.38	0.83	-4.76*
I like working with children	4.09	0.97	4.48	0.76	-5.38*
I want to be creative to improve children's learning	3.78	1.02	4.18	0.90	-4.95*
Being a teacher can help improve society	3.62	1.10	4.02	0.96	-4.63*
<i>Intrinsic</i>					
I stay in touch with sports	4.31	0.88	4.38	0.84	-1.04
Love, interest in teaching and coaching sports	3.80	1.12	3.62	1.30	-1.83
I keep fit through teaching PE	3.99	1.04	4.25	0.94	-3.13*
I use my athletic ability	3.83	1.07	3.82	1.14	0.11
Teaching is respectable job	3.05	1.15	3.18	1.18	-1.37
It is my ambition to become a PE teacher	3.73	1.22	3.84	1.22	-1.06
<i>Extrinsic</i>					
The level of pay is very good	2.67	1.09	2.41	1.08	2.85*
I get paid and at the same time I have fun	3.94	1.13	3.87	1.04	0.77
There are available job opportunities	1.77	0.87	1.80	0.88	-0.50
The timetable is quite flexible	3.24	1.09	2.94	1.16	3.09*
Being a teacher can lead on to administrative posts in the future	2.79	1.21	2.63	1.21	1.55
There are long holidays	3.18	1.34	3.22	1.39	-0.40
I can be independent	3.59	1.04	3.47	1.22	1.20
The job offers good job security	3.38	1.35	3.52	1.37	-1.19
PE is an easy major	2.16	1.11	1.88	1.04	3.05*

* p < 0.01

neither group chose PE teaching because they believed there were available job opportunities (this reason was ranked as least important by both groups). It is interesting to note that in both groups' the list of reasons included the following items, which received a score above 4 (on a 5-point scale). Three of them refer to altruistic reasons: "I like working with children", "I like teaching children PE", and "I help children to learn useful things", and the remaining ones refer to intrinsic reasons: "I stay in touch with sports" and "I keep fit through teaching PE".

DISCUSSION

In Greece the basic entry requirement to any Faculty of PE and Sport Science is to take the Pan-Hellenic exams. However, according to the Act 2725/99 [10] there have been a percentage of candidates (around 20%) who are eligible to enter the Faculty without taking exams. This group of candidates consists of athletes who have won medals in the Olympic Games, World Championships or European Championships. In our study the minority of student teachers came from that group (see Table 1). This finding is similar to that reported in a previous research conducted in Greece by Hatziharistos, Zounhia & Kotzamanidis [13].

Table 4. Means, standard deviations and t scores of student teachers' reasons for choosing PE teaching as a career, with regard to priority order of major

Reasons	First choice		Not first choice		t score
	M	SD	M	SD	
<i>Altruistic</i>					
I help children to learn useful things	4.11	0.94	3.97	0.97	1.75
I like teaching children PE	4.26	0.90	4.14	0.95	1.50
I like working with children	4.32	0.87	4.25	0.90	0.92
I want to be creative to improve children's learning	4.02	0.94	3.95	1.04	0.76
Being a teacher can help improve society	3.87	1.00	3.78	1.11	1.03
<i>Intrinsic</i>					
I stay in touch with sports	4.40	0.85	4.25	0.87	2.06
Love, interest in teaching and coaching sports	3.86	1.17	3.44	1.26	3.92*
I keep fit through teaching PE	4.17	1.00	4.07	0.99	1.17
I use my athletic ability	3.90	1.13	3.17	1.06	2.16
Teaching is respectable job	3.14	1.19	3.08	1.12	0.57
It is my ambition to become a PE teacher	3.97	1.20	3.48	1.20	4.68*
<i>Extrinsic</i>					
The level of pay is very good	2.54	1.11	2.52	1.07	0.27
I get paid and at the same time I have fun	3.98	1.06	3.89	1.12	0.21
There are available job opportunities	1.84	0.89	1.69	0.84	2.01
The timetable is quite flexible	3.05	1.11	3.13	1.18	-0.84
Being a teacher can lead on to administrative posts in the future	2.68	1.20	2.73	1.23	-0.46
There are long holidays	3.09	1.37	3.39	1.34	-2.55
I can be independent	3.50	1.09	3.56	1.22	-0.62
The job offers good job security	3.43	1.35	3.49	1.38	-0.50
PE is an easy major	1.94	1.08	2.13	1.07	-2.05

* p < 0.01

Another personal attribute had to do with whether studying in the Faculty of PE and Sport Science was student teachers' first choice at the time of entry to the Faculty in question. Table 1 shows that for the majority of student teachers, studying in the Faculty of PE and Sport Science was their first choice. This enables us to argue that this group of students had a sheer and real interest in studying PE teaching.

The findings on student teachers' reasons for choosing PE teaching as a career broadly support earlier data [17, 7, 9, 2, 1, 30]. It should be noted that among the top five highly rated reasons, three themes proposed by Lortie [19] for teachers were substantiated: service (helping people), continuation (staying in touch with sport), and interpersonal (a desire to work with young people) (see Table 2). The continuation theme was emphasized by a considerable number of respondents (53.7%), which may support the notion that "teaching can

serve as the means of satisfying interests which might have originally been fostered and reinforced in school" [19, p. 29]. Altruistic reasons such as "I like working with young people" are highlighted not only by the present study, but also in previous research [3, 2, 25, 16, 24]. It seems that student teachers, who view teaching as a commitment to personally engaging and socially beneficial work, put forward altruistic reasons for entering the teaching profession [25].

Generally speaking, the present data support the idea that individuals are attracted to PE teaching because this occupation enables them to work and help others, to serve society, and to continue associations with sport [6].

Moreover, considering the percentage of respondents who chose PE teaching for extrinsic reasons, one can say that these reasons were clearly not strong enough. While few people enter teaching because of the salary [12, 31], it was expected that

Table 5. Means, standard deviations and t scores of student teachers reasons' for choosing PE teaching as a career, with regard to ways of admission

Reasons	With exams		Without exams		t score
	M	SD	M	SD	
<i>Altruistic</i>					
I help children to learn useful things	4.07	0.97	4.00	0.90	0.69
I like teaching children PE	4.23	0.92	4.14	0.89	0.89
I like working with children	4.31	0.89	4.21	0.83	1.09
I want to be creative to improve children's learning	3.99	0.98	3.99	0.98	0.03
Being a teacher can help improve society	3.87	1.03	3.67	1.09	1.75
<i>Intrinsic</i>					
I stay in touch with sports	4.35	0.86	4.34	0.88	0.38
Love, interest in teaching and coaching sports	3.65	1.23	3.93	1.15	-2.14
I keep fit through teaching PE	4.12	0.99	4.20	1.02	-0.78
I use my athletic ability	3.73	1.14	4.26	0.86	-4.49*
Teaching is respectable job	3.14	1.16	3.00	1.17	1.14
It is my ambition to become a PE teacher	3.80	1.22	3.73	1.23	0.53
<i>Extrinsic</i>					
The level of pay is very good	2.53	1.10	2.53	1.08	-0.01
I get paid and at the same time I have fun	3.92	1.08	3.83	1.10	0.78
There are available job opportunities	1.80	0.88	1.71	0.87	0.92
The timetable is quite flexible	3.11	1.14	2.94	1.13	1.39
Being a teacher can lead on to administrative posts in the future	2.69	1.18	2.77	1.13	-0.61
There are long holidays	3.25	1.36	3.01	1.40	1.61
I can be independent	3.55	1.14	3.44	1.13	0.87
The job offers good job security	3.50	1.34	3.25	1.45	1.69
PE is an easy major	2.03	1.10	1.94	0.96	0.73

* p < 0.01

a considerable number of respondents would find it reasonable to choose PE teaching because of extended vacation periods. In previous research a sizable number of student teachers ranked this reason as fairly influential [15, 16]. However, that was not the case in our research. Extrinsic reasons such as level of pay and available job opportunities had little influence. We can suppose that this may be because the decision one makes to pursue a teaching career is strongly influenced by the status of the profession [25]. Greek teachers earn relatively low salaries, when at the same time the major problem of Greek economy is very high unemployment [22]. Also, most Greek schools get inadequate funding and have poor infrastructure. Since the material benefits one can get from teaching are few, it makes more sense to acknowledge altruistic or intrinsic reasons for entering teaching rather than extrinsic ones.

The statistical analysis of differences between males and females in their responses to the questionnaire items allows us to make some remarks. Females rated most reasons for choosing PE teaching as a career higher than males. By looking at each item separately we can see that working with children holds the greatest value for women and also this reason was rated higher by females than by males. Montecinos and Nielsen's [21] study yielded similar results. The same authors argue that teaching young children is an occupation reserved for women, which represents a prevailing cultural belief. Moreover, the care of young people is especially consistent with the social definition of women's work in Greek society [29]. In addition, women were more inclined to stress the service theme (a wish to contribute to society by working with the young) than men, which is consistent with the findings of previous research [19].

Among the extrinsic reasons for entering the teaching profession, financial rewards were more attractive to men than to women. Dick and Rallis [8] and Green and Weaver [12] found similar results. Traditionally, men are accorded the role of principal breadwinner [21] and, therefore, they care more about the money rewards a job offers. With respect to job security both genders placed great value on it, with women being more inclined to stress it than men. However, the findings of other studies do not support these results [1, 12]. Due to the mild economic recession in recent years [20] the Greeks have been looking for full time jobs, like teaching in a public school, which can assure a predictable income.

Furthermore, following the study by Belka, et al. [1] women rated the reason "available job opportunities" higher than men, but both genders ranked it lowest. Whether this is due to high unemployment found in the teaching profession in Greece is difficult to determine. Another finding was that male student teachers were more interested in teaching because this would lead them to administrative posts in the future. This parallels Montecinos and Nielsen's [21] findings and reveals that men may be more inclined to view teaching as a doorway to posts with more institutional power and status than teaching.

Conclusions and implications

The main purpose of this study was to examine Greek student teachers' reasons for choosing PE teaching as a career. Some of the findings of the present study support data from similar research conducted in other countries. The fact that a great percentage of student teachers chose PE teaching for altruistic and intrinsic reasons is very encouraging.

From the standpoint of teacher education, student teachers' training should focus on the altruistic and intrinsic aspects of motivation to teach. However, a balance between altruistic and extrinsic reasons must be maintained if the individual is to experience a sense of fulfillment and personal growth [3]. Thus, the material rewards of teaching should be highlighted by teachers' trainers as well. For example, long holidays, flexible timetable, and job security should be presented as attractive features of the job. On the other hand, teacher educators should present student teachers with a realistic view of what teaching is all about (low pay, high levels of

unemployment, inadequate funding, poor infrastructure).

Moreover, this study indicated that reasons for pursuing a PE teaching career had a different impact on male and female student teachers. Why do men and women enter teaching for different reasons? Are there factors that socialize men and women to choose PE teaching for reasons based on gender and what are they? There is a need for more research into these questions.

The present study is the first attempt to shed light on teacher socialization in PE in Greece. Subsequent studies should explore deeper the reasons why Greek students choose PE teaching as a career. For example, it is necessary to explain why students choose certain reasons for entering PE teaching. Therefore, a fixed-response format for determining the reasons needs to be supported by other research strategies such as intensive interviewing of students [i.e., see 14, 16]. Furthermore, future research should include recruits of various ages and examine reasons for choosing PE teaching as well as coaching. If our research encourages further similar research in Greece, then PETE professionals will have more detailed and useful information to plan and implement better teacher education programmes.

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