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FACTORS AFFECTING CAREER CHOICE AND CAREER SATISFACTION OF
DIETITIANS IN THE EARLY ESTABLISHMENT CAREER STAGE

by

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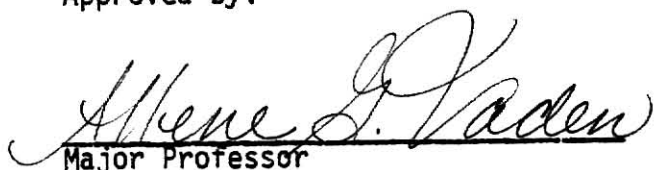
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INTRODUCTION

Although the word career invokes a familiar concept used frequently and almost automatically, the meaning is often ambiguous. At times, the term career is used to convey upward occupational mobility, as in business career. At other times, it is used to imply occupational stability; for example, the lifetime occupation of a person who has selected a career in the armed services. Both uses imply continuity or consistency. Thus, whether mobile or stable, a career represents a path taken by an individual across time and space (1).

Van Maanen and Schein (1) also stated that a career generally consists of a series of separate but related experiences through which a person passes in a lifetime. A career can be long or short and an individual can pursue multiple careers either in rough sequence or at the same time.

There are at least two major reasons why understanding of careers is important. First, and perhaps of most importance, the career concept is central to an understanding of individual identity. Any account of adult development must allow for perpetual change, whether subtle or dramatic, within the individual. Identity is never gained once and for all, but is achieved continuously over a lifetime. Personal identity is built on the dimension of time and emphasizes both the continuity and discontinuity of experience (1).

The second reason revolves around research into the nature and workings of complex organizations. A better understanding of organizations is possible with a basic conception of the values, beliefs, and cognitive

styles of people staffing the organizations, all of which are related to the training and subsequent careers of individuals (1).

Many clinical, vocational, and social psychologists have attempted to develop a theory of occupational choice as an aid in the guidance and counseling of individuals as well as in their selection and placement (2). According to Van Maanen and Schein (1), there are essentially two classes of occupational choice theories. The differentialist view places primary emphasis on individual differences and on the diversity of people's talents, abilities, and psychological endowments. Patterns of ability, interest, style, and disposition, which are shaped early in life, are matched to the personal characteristics that seem to be required in a given occupation.

Several psychologists have attempted to redress what they believe to be the static, unyielding quality of the classification and association models of the differentialists. These theorists employ a developmentalist perspective. This view implies that occupational choice is not a decision that occurs at a specific time, but rather it involves a sequence of individual decisions (1).

The concept of life stages, such as exploration, establishment, maintenance, and decline, is used as the starting point by many theorists interested in the developmental approach (2). The main aim is the construction of a theory that establishes norms for thought and behavior at certain chronological ages. The idea that the process of making a choice might proceed through a series of stages was introduced originally by Super (3). Until Ginzberg et al. (4) elaborated upon the stages in choice and work, the concept did not become theoretically significant and prompt appropriate research.

Van Maanen and Schein (1) contended that careers should be viewed from at least two basic perspectives. The first, the internal perspective, refers to the individual's subjective apprehension and evaluation of his/her career. Secondly, the external perspective delineates the tangible indicators of a career, such as occupation, job level, mobility, opportunity, and task characteristics. Van Maanen and Schein contended that there is little reason to assume that the two inevitably coincide on any dimension.

Career involvement connotes a psychological attachment or commitment to a career area, which is theoretically distinct from involvement in a job or organization and may often have different causes and consequences. According to Hall and Foster (5), career involvement should be greater for those with high satisfaction with their work. Individuals attaining higher educational levels also tend to be more involved in their careers than those with less education (6, 7).

Another variable that has been related to career involvement is psychological success. Hall and Foster (5) also stated that career involvement grows as a person experiences psychological success in a career relevant task. Psychological success is defined as a person's feelings of success as opposed to objective measures of success.

All three of these variables were related to career involvement in the study by Gould (8): educational level, satisfaction with work, and level of psychological success. Typically, individuals with higher levels of education are able to obtain jobs which provide greater challenge and intrinsic rewards. According to earlier research, however, career involvement and organizational and job involvement differ in this regard. Grusky (9) and Gould (8) reported that organizational involvement and education

were related negatively, while Rabinowitz et al. (10) found that job involvement and education were unrelated. These researchers (8-10) concurred that higher educational levels apparently broaden individuals' interests and perspectives and make them less willing to commit themselves to a particular organization or job, but are more willing to commit themselves to a chosen career field. Thus, individuals who put a greater amount of preparation into careers through higher levels of education may justify that investment through greater career involvement.

Relatively few research studies have examined dietitians' satisfaction with work. Myrtle (11) reported data on job satisfaction from a limited sample of dietitians in California using a three-question instrument on work-related problems and job functions liked most and least. Calbeck and coworkers' (12) research on the job satisfaction of hospital dietitians reflected positive reactions toward work and related aspects, especially among the older age groups. Broski and Cook (13), however, reported low job satisfaction among recent graduate medical dietitians in a study done at The Ohio State University, which focused on job rather than career satisfaction.

Lynch (14) maintained that those who commit themselves early to a particular occupation run the risk of dissatisfaction. Many low satisfaction occupations involve both an early decision to enter and fairly specific training, which make a shift out of the occupation difficult.

The overall objective of the current research was to study career selection, career satisfaction, and related variables among dietitians in the early establishment career stage. Specific objectives of the study were to: (a) investigate factors influencing career selection in dietetics; (b) measure the level of career satisfaction; (c) assess levels of career

involvement, professional identification, psychological success, and professional involvement; and (d) analyze the relationship between level of career satisfaction, career involvement, professional identification, psychological success, and professional involvement among these dietitians.

REVIEW OF LITERATURE

Career Theories

Career Choice Theories

Various theories of career choice are in agreement that at some particular time the factors involved cause the selection of a career (15-24). The major contribution to a psychoanalytic interpretation of career choice came from Brill (15). This conception of how an individual chooses an occupation is based on two key concepts of sublimation and identification. In the process of sublimation, socially unacceptable motives find expression; i.e., these motives are changed in form (sublimated) into socially acceptable behavior. Occupations are chosen, therefore, as general or specific sublimations of fundamental instinctive wishes or needs.

Roe (16) evolved a theory of career choice that had certain psychoanalytic qualities, but was broader in scope than the psychoanalytic interpretations. Roe's theory evolved from three basically different lines of research. One area of theory building focused on the classification of occupations.

In a second line of research, Roe (17, 18) investigated the developmental backgrounds and personalities of various types of research scientists. Two major findings emerged from these studies. First, there were clear-cut major personality differences between physical-biological scientists and social scientists. Second, child rearing practices appeared to influence the personality differences between these two groups.

Roe's (19) third line of research sought to develop a theory to explain the psychological differences among workers in the various groups and levels of the classification system. The major assumptions and hypotheses stemmed from the studies of scientists, coupled with a utilization of Maslow's hierarchy of need. Roe (20) expanded Maslow's general motivational theory with certain assumptions about the influence of early parent-child relationships to form the basis of her career choice theory.

Hoppock (21) contended that occupational choice begins when the individual first becomes aware that an occupation helped to meet his or her other needs. Information about oneself and various occupations helps in anticipation and discovery of occupations that satisfy such needs. Individuals must seek a balance between desires and the reality that sets a limit on the ability to fulfill them. Several theories of choice are based on the assumption that while personality factors determine occupational choice, the process is largely unconscious. Hoppock proposed a composite theory, with need fulfillment as a central concept.

Forer (22) proposed a general theory in which he described career choice as being somewhat blind, impulsive, emotional, largely unconscious, and sometimes impractical. He stated that career choice, or the lack of choice, is fundamentally a personal process whereby the individual expresses basic needs without being aware of reasons for behavior.

Although Maslow (23) did not direct specific attention to career choice per se, implicit in his formulations was the notion that success, satisfaction, and adjustment are linked to the extent that the individual could satisfy a basic hierarchy of needs or value system needs. Presumably, according to his theory, individuals make decisions, including

career choices, on the basis of a system of values (needs) and general personality orientation.

Williamson (24) noted that the individual is a unique pattern of capabilities and potentialities (traits). These traits, in turn, are correlated with the requirements of different jobs. Thus, there is a rather homogenous set of qualities (factors) that are both needed for success in each job and possessed by workers within any given job category. Williamson also contended that testing, or the objective measurement of traits, is the best means for predicting future job success.

Career Development Theories

Another group of theories relates to the individual from a developmental perspective (25-29). Each person is seen as proceeding through a number of different periods, phases, or life stages. Career development is one aspect of the many faceted development of the individual. Basically, the individual does not choose an occupation, but rather makes a series of occupational and occupationally-related choices at different life stages that, when taken cumulatively, result in career development rather than career choice.

A research team of Ginzberg et al. (4) reviewed earlier theories of occupational choice and then interviewed sixty-four students in New York City to establish generalizations about the types of occupational choices students make before and after college. They found that the process of occupational decision-making could be analyzed in terms of three periods, which could be differentiated by the way an individual translates impulses and needs into an occupational choice.

The first stage was referred to as the fantasy period. During this time (childhood through age 11), a child thinks about an occupation in

terms of a wish to be an adult. Translations are arbitrary, and children believe they can be whatever they want to be. The tentative period (ages 11 to 17) is next, when a person recognizes the problem of deciding on a future occupation. Choices are determined by interests and capacities, and then by values. The realistic period begins at about age 17 and is composed of stages of exploration, crystallization, and specification (4).

Ginzberg et al. (4) also saw occupational choice as affecting both the individual and society. They stated that the problem of vocational choice becomes complex when one considers the fact that an individual can find expression for a particular need in a large number of occupations, and that striking personality differences exist between individuals having the same occupation. They concluded, therefore, that it was more logical to believe that an occupational choice was the result of a developmental process, rather than a single event. More recently, Ginzberg (25) noted that the process of occupational choice was more "elongated" than originally conceived and that the process was subject to alteration and change as long as the individual remained active in the world of work.

Miller and Form (26) described life stages from the point of view of work characteristics. They defined five work periods as preparatory, initial, trial, stable, and retirement. These designations are quite similar to Buehler's descriptions of life stages, except that progression from one period to another is not necessary in Miller and Form's framework. Their interest was in describing kinds of work periods that are characteristic of various occupational patterns.

The most extensive and sustained program of research on vocational behavior is a result of Super's investigations. Super (3) credits two Austrians, Buehler and Lazarsfeld, with laying the groundwork for the

modern theories. According to Super, Lazarsfield supplied research methods and forces for later career pattern investigations and raised important issues about choices; whereas Buehler's study had a more direct influence on later American theories. Buehler traced the processes of development throughout the entire life span. Buehler's theory of life stages (growth, exploration, establishment, maintenance, and decline) serves as a framework for the organization of data concerning vocational choice and adjustment. A person's vocational development, as well as other aspects of his or her life, are assumed to fit into this same developmental pattern.

Although Super attempted to combine earlier the available facts concerning the psychology, sociology, and economics of vocational development, it was not until the middle 1950's that he began development of a theory. Super (3) attempted to synthesize current knowledge and begin formulation of a comprehensive theory of vocational development. He criticized Ginzberg's theory of occupational choice (4) because it failed to take into account the continuity of the development of preferences and of the differences in the choices, entry, adjustment, and stages.

Super (27) compiled previous generalizations into the following five life stages:

1. Growth Stage (birth to age 14) - Self-concept develops through identification with key figures in family and in school; needs and fantasy dominate early in this stage; interest and capacity become more important with increasing social participation and reality-testing. Substages of the growth stage are: fantasy, interest, and capacity.
2. Exploration Stage (ages 15 to 23) - Self-examination, role tryout, and occupational exploration take place in school, leisure activities, and part time work. Substages of the exploration stage are: tentative, transition, and trial.

3. Establishment Stage (ages 24 to 44) - Having found an appropriate field, effort is put forth to make a permanent place in it. There may be some trial early in this stage with consequent shifting, but establishment may begin without trial especially in the professions. Substages of the establishment stage are: trial (ages 24 to 29) and stabilization (ages 30 to 44).
4. Maintenance Stage (ages 45 to 64) - Having made a place in the world of work, the concern now is to hold it. Little new ground is broken, but there is continuation along established lines.
5. Decline Stage (age 65 on) - As physical and mental powers decline, work activity changes and due course ceases. New roles must be developed; first that of selective participants, and then that of observer rather than participants. Substages of this stage are: deceleration and retirement.

According to Super (27), this outline gives a description of the nature of vocational behavior that seems characteristic of each life stage and indicates the approximate age limit of the stages. The importance of this synthesis is that it furnishes a research base for two major concepts on vocational development as: (a) an ongoing, continuous, generally irreversible process; and (b) an orderly, patterned process.

Tiedeman (28) asserted that the vocational development process was oriented by several decisions related to school, work, and life. With respect to each decision, the problem may be divided into two periods:

1. The period of anticipation, which may be analyzed into sub-aspects of exploration, crystallization, and choice.
2. A period of implementation and adjustment, which may be further specified as stages of induction, transition, and maintenance.

In addition, each decision may be considered within the context of several other decisions. The career evolves in a time pattern in intimate association with the evolution of other aspects of life.

Like Super, Tiedeman (28) maintained that the goal of his research efforts was to predict and understand individual career patterns.

Tiedeman explored many theoretical models and developed new statistical

techniques. He, more than anyone else, emphasized the work history as the criterion for the study of vocational behavior. Accordingly, the elements of work history are the kinds of positions chosen, their sequence, and the duration of stay in each.

Holland (29) theorized the concept that the chosen career represented an extension of personality and implemented broad personal behavioral styles in the context of one's life work. According to Holland (29), most persons can be categorized as one of six types: realistic, investigative, artistic, social, enterprising, or conventional.

Research on Life Stages and Career Development

Growth Stage. Research on the growth stage is limited, although there are some isolated studies. Roe and Siegelman (30), for example, found some evidence that choice of an occupation which is considered to be more appropriate for a member of the opposite sex is related to early childhood experiences. The women engineers in their study had particularly good relationships with their fathers. The male social workers had stressful and minimally affectionate relationships with their parents, suggesting that their occupational choice may stem from a desire to satisfy needs denied in childhood.

Tyler (31) showed that boys and girls develop different interests very early and that these have important consequences for later development. Twelfth-grade girls who were oriented towards a career rather than towards homemaking chose less feminine responses on an interest inventory when these girls were first graders than did the non-career comparison group.

Cooley and Lohnes (32) reported on the stability of the career plans of 141 fifth graders over a five year period. Classifying the subjects'

preferences as science and non-science, they found that 77 per cent of the subjects held the same orientation in sixth as in fifth grade. Corresponding statistics for the seventh, eighth, and ninth grades are 70, 68, and 52 per cent.

Exploration Stage. Jordaan (33) defined exploratory vocational behavior as activities undertaken with the more or less conscious purpose of eliciting information about oneself or one's environment that will aid in choosing, preparing for, entering, adjusting to, or progressing in an occupation. A Career Pattern Study (CPS) was initiated by Super in the early 1950's and completed in 1973. It was a twenty-one year longitudinal study of 300 male eighth and ninth graders who were studied at intervals until age thirty-six. Important findings at the exploration stage of career development were that twelfth-grade boys were more aware of the significant characteristics of occupations and had more information about occupations which interest them than they did in the ninth grade. Unexpectedly, twelfth-grade preferences were not more realistic or more appropriate than ninth-grade preferences (34).

Gribbons and Lohnes's (35, 36) Career Development Study followed a group of subjects from adolescence to adulthood. Unlike Super's Career Pattern Study, it included girls as well as boys. The 111 subjects were studied at two-year intervals over an eleven-year period beginning in the eighth grade. Focus in the early part of the study was on assessing "readiness for vocational planning" (RVP) as indicated by eight types of information elicited during a thirty-to-forty minute interview. The subjects' responses were scaled to yield eight RVP scales. Tenth graders scored significantly higher than eighth graders on all scales, indicating,

as did the CPS data, that older students do differ vocationally from younger students (36).

Establishment Stage. Data on the establishment stage also are sparse or are outdated. Buehler's retrospective study appeared in 1933 and Miller and Form's of adult work histories in 1951. Gribbons and Lohnes (35, 36) followed their subjects only to about age twenty-five.

Jordaan and Heyde (37) conducted a follow up of the participants in the Career Pattern Study at age twenty-five, which focused on assessing occupational outcomes and relating those to the ninth and twelfth grade decisions. While most (about 80 per cent) said they were satisfied with their jobs, many also indicated that they were not sure whether they wanted to or would continue in the occupation.

Maintenance Stage. Lidz (38) commented that the maintenance stage is a time to try to "salvage lives" by changing occupations, or if that is not possible, by changing jobs. He indicated that increasingly, persons seeking new meaning in their lives are becoming interested in changing occupations in midlife, although research on this phenomena is limited.

Murphy and Burck (39) proposed that the career development theory of Super be revised to include an additional developmental stage that occurs at midlife. They suggested adding a renewal stage between establishment and maintenance to reflect the major life/career stage that is negotiated between the ages of thirty-five and forty-five.

Decline Stage. According to Lidz (38), by 1980 there will be 25 million persons in the United States over age sixty-five, which makes decline stage an important societal concern. They will have, on the average, a life expectancy of another twelve years.

Friedmann and Havighurst (40) identified problems of retirement as learning how to manage on a reduced income, how to pass time, and how to find new satisfactions to replace those previously provided by work. Their study of five occupational groups showed that those who viewed work primarily as a way of earning a living were less reluctant to retire than those for whom work had other meanings. They also indicated that with retirement comes other problems such as loss of influence, authority, or reputation, loss of purpose in life, loss of value associations, and loss of the structure provided by work routines.

In a study of retired educators, Steer (41) found that satisfaction in retirement was related to the continuation or development of rewarding and meaningful activities, particularly if these resembled preretirement work activities. In addition, the more closely the retirees' concept of self matched their concept of their occupation in middle age, the more likely it was that they would be dissatisfied in retirement.

Other Research

O'Hara and Tiedeman (42) attempted to determine if career stages actually exist. Studying boys from the first to ninth grades, they suggested that reality testing occurs at an earlier age than had been suggested by Super. While their work pointed to earlier career stages than Super had anticipated, it did support the concept and sequence of the predicted periods.

Kopelman (43) identified stages in the career development of engineers by interpreting data from nearly 400 male subjects. He found that early in their careers engineers have high needs for satisfaction from their work, and a high expectancy that their efforts will produce

rewards. At the next stage, needs remained high, but expectancy dropped and anxiety and dissatisfaction resulted. As this stage is resolved, a third stage characterized by lowered expectations stabilizes.

Kelso (44) used data provided by 1,695 Australian primary and high school male students to examine the extent to which school grade is related to stages in career choice development. The distribution of subjects' reasons for their choices revealed some support for the existence of stages, although no actual stages were evident.

Factors Influencing Career Choice

Family and Relatives

Evidence of the importance of the father's influence on vocational development was provided in a study by Marr (45) in which subjects at the age of twenty-five who indicated a commitment to a field were contrasted with those who had not. A higher proportion of those having made a choice had a father or father substitute whom they accepted than was true for those who had not yet chosen a field. According to a survey of engineers (46), the strongest influence on career choice came from relatives.

Steimel and Suziedelis (47) found that predominance of perceived influence by one parent over that of the other had a demonstrable effect on the direction of interest development. Subjects reporting father influence measured more typically masculine interests. The investigators suggested that parental occupation and educational level may account for the perceived predominance of influence.

Parental influence on work values of women was studied by Kinnane and Bannon (48). The predominance of perceived influence by a father whose level of education and training was superior to that of the mother

appeared to result in a lower work value orientation on the part of the daughter.

Crawford (49) contended that family background seemed to play a primary role in the process of feminine career development. Of particular significance was the educational level and employment of the mother. As the mother's educational level increased, it was more likely that the daughter would have a career. Also, a majority of the daughters with a career had mothers who worked part-time or full-time. Stafford's (50) study of outstanding professional women indicated that the mother's education was influential in the daughter's career plans, although other studies have not found an association (51, 52).

Sherman and Jones (53) conducted a study at the University of Hawaii comparing external influences on career choice of college women in 1959 and 1974. Aptitude and interest tests, high school teachers, high school courses, work experience, and extra-curricular activities were checked by a significantly smaller percentage of respondents in the 1974 sample than in 1959. The influences of parents, friends, college courses, and random choice were reported by significantly greater proportions of the 1974 sample. In order of importance, the 1959 women listed aptitude and interest tests, parents, and teachers as influences. For 1974 women, the most important influences were parents, friends, and high school courses.

Some significant changes also appeared in the values affecting career choices selected as important by university women in 1974. Preparation for specialization was reported as a value by twice as many women, indicating an emphasis on personal career development. The significantly increased value placed by the 1974 women on independence, advancement, income, and self-improvement indicated a strong shift away from others and

toward self. A significant decrease was shown in the values of satisfaction from field, security of employment, and chance to serve others (53).

Peers

McDill and Coleman (54) maintained that by the senior year of high school a student's status in his or her peer group is an equal or more important factor than family socioeconomic level in occupational-aspiration formation. They suggested that desire for future success rested as much on achievement and peer status in a group as on role models or parental desires. According to Hollander (55), the major influences of peers and peer groups on vocational development are during the ninth and tenth grades.

According to Hoppock (56), both adolescents and adults are influenced greatly by members of their immediate peer cultures. He stated that the occupational knowledge and contacts of the peer group aid in vocational exploration and decision making.

Paulsen (57) contended that the peer group's direct influence on occupations is negligible. She stated that peer group does not directly influence a person's career decisions, but that the peer group does influence other factors that affect career decisions, such as attitudes, values, and school motivation.

Counselors

The potential influence of the counselor as a molder of attitudes was shown in a study conducted by Krumboltz and Varenhorst (58). Ninth-grade pupils were asked to indicate the extent of their agreement with three statements, each of which was attributed to a different one of three communicator groups: parents, peers, and counselors. Although the study

was not designed to test influences specific to vocational behavior, the results indicated the potential power of the counselor to shape attitudes. Talbot (59), however, found that high school and college counselors were not mentioned as a source of either information or encouragement by women dentists surveyed in her research.

Environmental and Social Factors

Caplow (60) saw formal education to be of great importance in career development and attainment. He stated that occupational choices are often made when the student is far from entering the world of work. Choices are often forced on students through school requirements and differentiated curricula. Caplow also emphasized that family social status and the individual's education are the two most important determinants of vocational development.

Shartle (61) stated that a child is born into a particular family and community and that the individual develops concepts, values, and attitudes toward work within the resultant socioeconomic setting. Shartle mentioned that vocational choice also was influenced by requirements of an occupation, educational level, supply and demand factors, and physical and mental attributes.

Miller and Form (26) called the "accident of birth" the deciding factor in the determination of the occupations of most workers. In other words, the range of considered occupations is determined largely by the status expectations within the social class of the individual.

Osipow (62) also recognized the importance of social factors. He noted that social environment and cultural organization are important ingredients in career development. He concluded that social class membership is an important situational determinant in overall social environment.

He expanded environment to include geographic, climatic, and economic factors.

In a study by Goodale and Hall (63), girls were more independent of the socioeconomic background of their parents in formulating their career aspirations than boys. Girls' career plans seemed more dependent on their own goals and ambitions than on those of their parents.

Job and Career Satisfaction

Locke (64) postulated that satisfaction, dissatisfaction, and other emotional reactions are value responses. They are the form in which individuals experience an appraisal of an object or situation against a standard of what is considered good or beneficial. Since values differ according to both content (what and how much is wanted) and intensity (how much that object or amount is wanted), value judgments reflect a dual estimate: the degree of value fulfillment (i.e., the amount of discrepancy between how much is wanted and how much is obtained); and the importance of the value in the individual's value hierarchy. Few studies were found on career satisfaction. Most related research focused on job satisfaction; therefore, the job satisfaction literature was included in this review.

Factors Affecting Job Satisfaction of Professionals

Age. Age was related to job satisfaction in several studies. Glen et al. (65) found satisfaction to increase with age among both males and females. In a study (66) of women in management, age was negatively related to feelings of disillusionment. Women over thirty-five years of age were less likely to be disillusioned with work than those under thirty-five years of age.

Herzberg et al. (67) proposed that there is a significant relationship between age and job satisfaction. Job satisfaction was found to be high when people started their first job but declined until the late twenties or early thirties, when it began to rise. Once increased, it continued for the remainder of the work life. Super (68) found what he called a "satisfaction cycle" which indicated that people are satisfied in their early 20's, somewhat dissatisfied between the ages of twenty-five and thirty-four, and tend to be satisfied again thereafter. Results from a follow-up study done by Hoppock (69) tended to substantiate the findings of Herzberg and Super. Results of Saleh and Otis's (70) study showed the "satisfaction cycle" up to a point five years prior to retirement when job satisfaction began to decline.

Miller (71) explained the job satisfaction curve as an initial rise in satisfaction that begins at entry into the world of work and continues up to about age thirty-two. This rise appears to stem from the "success" of entering an early training program, the first series of salary increases, the socialization process of marriage and acquisition of new friends, and related positive experiences, including certain achievements in the change of positions or even employees.

Gould's (72) study of 150 public agency employees investigated the relationship of job complexity to work satisfaction and performance over three career stages. Results suggested a strong positive relationship between perceived job complexity and work satisfaction during the trial career stage (ages 20 to 29), a finding consistent with earlier studies (73, 74).

Education. There is conflicting evidence regarding the effect of education on job satisfaction. Gordon and Arvey (75) reported that

satisfaction with the work itself does not vary according to the amount of formal education. Goodwin (76) stated, however, that the more educated worker shows greater job satisfaction than the less educated one. He contended that education, status, and attainment of valued goods are correlated in the social system in the United States.

Lynch (14) maintained that those who commit themselves early to a particular occupation run the risk of dissatisfaction. Many low satisfaction occupations involve both an early decision to enter, and fairly specific education and training, which would make it difficult to shift out of the occupation once committed.

Work Itself. Professionals may have a unique set of criteria for satisfaction with work. Abrahamson (77) stated that most students form a view of the professional in a free setting rather than in an organization. These expectations make the new professional entering work within an organization more susceptible to dissatisfaction. Seiler (78) stated that job freedom is one of the most important job needs of the newly hired professional. Other needs classified as important were technical challenge, feedback from supervisors, and opportunity to achieve professional aspirations. Costello and Lee (79) found that the higher order needs of self-esteem, autonomy, and self-actualization were more important for satisfaction for professionals than other variables.

In a study among hospital dietitians, Calbeck et al. (12) found that the number of years in the profession was related positively to satisfaction with the work itself. Also, directors of dietetics were more satisfied with their work than were dietitians in staff positions. Weaver (80) found work importance that gives a sense of accomplishment was

the job characteristic chosen as most important by 64 per cent of the white collar workers and 74 per cent of the professional workers in his study.

Challenge and opportunity for growth were shown by Costello and Lee (79) to be most important for job satisfaction of professionals working in organizations. Dunnette et al. (81) found that work achievement was associated positively with satisfaction. Lawler and Hall (82) found satisfaction to be related to the degree of relevance to the employee's valued abilities.

Wernimox (83) and Ewen et al. (84) found that intrinsic and extrinsic factors can be sources of either satisfaction or dissatisfaction, but intrinsic factors are stronger in both cases. Gruin et al. (85) found that greater satisfaction was derived from "ego satisfying" work and a more limited and less intensive satisfaction, from extrinsic aspects.

Dunnette et al. (74) surveyed over 1,000 college graduates who either were currently or had been employed by a certain company. Both groups had similar expectations from a job before joining the company. They believed they would find security, good pay, and good working conditions, coupled with interesting jobs in which they would have opportunities to utilize their own abilities to attain feelings of accomplishment. Five areas regarded by both groups as most important for satisfaction and overall fulfillment were interesting work, opportunity to advance, accomplishment, use of abilities, and pay. Of the five areas reported as most important, only salary levels came close to meeting expectations. The difference between the "stayers" and the "leavers" was whether or not the individuals perceived that they were placed in meaningful jobs with "real" responsibility.

Sheppard (86) emphasized that candidates for second careers perceive low mobility in their current jobs, have greater preference for different jobs, reflect job discontent, report a low degree of autonomy, and have high achievement values and high aspiration-achievement discrepancies when compared to non-candidates. These results were from interviews with white male workers in four urban areas in Pennsylvania in which characteristics of potential candidates for career change were identified.

Sex. Stake (87) interviewed fifty-four male and fifty-four female college students who were matched for occupational goal regarding motives for these goals. In comparison to the males, the females expressed expectations for greater intrinsic work enjoyment. Two possible explanations of this finding were suggested by the sex difference in financial responsibility expected and the negative relationship between the expectations of intrinsic work enjoyment and financial responsibility.

Three independently drawn national samples revealed few significant sex differences among white workers for thirteen reported determinants of job satisfaction when the effects of several other variables were held constant. The absence of significant sex differences in overall level of job satisfaction, despite women's typically lower job prestige and wages, is explained by the intervening influence of a discrepancy between objective conditions and women's subjective evaluations of work (88).

Pay. According to Herzberg's two factor theory, salary may prevent dissatisfaction with work but will not produce satisfaction. Various other studies have supported this contention (80, 81). Lynn and Vaden (89) found that satisfaction with pay was highly related to age group among public administrators. Those least satisfied with their pay were

the middle age groups, while the most satisfied were the younger, less experienced workers. Shapiro and Stern (90), in a study among professionals in a public service organization, found that professional men were more satisfied with their pay than were professional women.

Klein and Maher (91) presented evidence suggesting a negative association between pay and education. Lawler and Porter (92), however, stated that higher educated managers were more satisfied with their pay than were lower educated managers.

Job Satisfaction of Allied Health Professionals

According to Friedson (93), allied health professionals enjoy little autonomy or authority. Jeswald's (94) research showed that medical laboratory technicians ranked self-actualization and security as their most important need categories, and that self-actualization and esteem were the needs least fulfilled by their jobs.

French and Renzler (95) conducted a study among medical technologists. Data showed that technologists functioning as laboratory personnel were less satisfied with their work in general, their coworkers, and their opportunities for advancement than were medical technologists who were educators or administrators.

In an extensive Nurse Career Pattern Study (96) conducted by the National League for Nursing, nurses were surveyed ten years after graduation. Responses showed that 81 per cent believed that work in nursing had met their expectations for personal satisfaction, while 61 per cent thought their expectations regarding salary and working conditions had been met.

A study by Broski and Cook (13) investigated the job satisfaction of recent graduates of four allied health programs: medical dietitians,

physical therapists, occupational therapists, and medical technologists. All groups reported a low degree of overall satisfaction with their jobs.

Job Satisfaction of Dietitians

Relatively few studies have looked at dietitians satisfaction with work. Myrtle (11) reported data on job satisfaction from a limited sample of dietitians in California using a three-question instrument on work related problems and on job functions liked most and least. Calbeck et al. (12) research on the job satisfaction of hospital dietitians reflected positive reactions toward work and related aspects, especially among the older age groups. Broski and Cook (13), however, reported low job satisfaction among recent graduates of the medical dietetics program at The Ohio State University.

McNeil (97) studied the satisfaction of dietitians employed as hospital foodservice administrators (directors or assistant directors of departments). These dietitians reported high levels of autonomy, high task identify, and skill variety. The satisfaction scores from McNeil's study were compared with satisfaction scores of other types of professionals in Schletzer's study (98). The mean score of the hospital foodservice administrators was higher than those of other groups of professionals usually employed in organizations. The McNeil and the other studies among dietitians focused on job satisfaction, however, rather than on career satisfaction.

Career Involvement and Commitment

Career Involvement

Career involvement connotes a psychological attachment or commitment to a career area, which is theoretically distinct from involvement in a

job or organization and may have different causes and consequences. According to Hall and Foster (5), career involvement should be higher for those with high satisfaction with their work. Career involvement also is related to attainment of higher educational levels (6, 7).

In the study by Gould (8), career involvement was positively related to educational level, satisfaction with work, and level of psychological success. Typically, individuals with higher levels of education are able to obtain jobs that provide greater challenge and intrinsic rewards. Ginzberg (9) stated that a significant relationship between level of education and participation in work is not surprising. Many women, like men, undertake additional education for occupational reasons. Hence the achievement of an occupational goal is a strong force in their planning and action. Moreover, once they have made the investment of time, money, and energy in attaining a degree, their interests in a particular field are likely to be awakened or strengthened to a point where they will seek to gratify these interests through work.

According to earlier research, however, career involvement and organizational and job involvement differ in this regard. Grusky (9) and Gould (8) reported that organizational involvement and education were related negatively, while job involvement and education were unrelated (10). These researchers (8-10, 99) concurred that higher educational levels apparently broaden a person's interests and perspectives such that they are less willing to commit themselves to a particular organization or job, but are more willing to commit themselves to their chosen career field. Thus, the individuals who put a greater amount of preparation into their careers through higher levels of education may justify that investment through greater involvement in their careers.

Hall and Foster (5) stated that career involvement grows as a person experiences psychological success in a career relevant task. Psychological success is defined as a person's feelings of success as opposed to objective measures of success. They indicated that feelings of success were associated with feelings of increased self-esteem, which was linked with increased involvement. Further, the more involved the participants were, the more committed they became to challenging future goals.

Career Commitment

Definition of Commitment. Weiner and Gechman (100) viewed commitment as a behavior rather than as merely an internal process of construct. When individuals are committed to a cause, person, activity, or institution, they must express this by an overt, public act. Commitment behaviors are socially accepted behaviors that exceed formal and/or normative expectations relevant to the object of commitment. In using this kind of approach, traditional measures of job behavior, such as effectiveness of performance, absenteeism, and tardiness, may not be considered to be examples of job involvement or commitment behavior. Possible commitment behaviors include the amount of personal time devoted to work activities, the amount of talk, conversation, and reading related to work, or personal sacrifices for the sake of the job.

Development of Commitment. Becker and Carper (101) found that identification with a profession (commitment) was related to three types of experiences: (a) investments, particularly time spent in a graduate program; (b) involvement with peers; and (c) development of technical interests and skills. They further stated that as the profession becomes more highly valued, one internalizes the ideology of the occupation and is

thus motivated to pursue it further. Interviews with graduate students in physiology, philosophy, and mechanical engineering indicated that changes in social participation in the course of graduate work led to the acquisition or maintenance of specific kinds of occupational identities. Becker and Carper suggested that movement into the academic structure, through matriculation as a graduate student, set the investment mechanism in motion. Once in the graduate program, the students must continue through until the degree is complete, or lose time by having to start over. When they have the degree, they must remain what they have become in order to "cash in" on their investment.

In a study (102) of 318 school teachers and 395 hospital employed nurses, commitment to profession and organization was operationalized as the willingness to leave each system when offered slight increases in pay, status, job freedom, and friendliness of coworkers. Results lend support to the concept of "side-bets" as a structural phenomenon important in understanding individual commitments to organization or occupation.

The occupational commitment of the young inexperienced professional was quite high. Two major differences were found in the patterns of organizational and occupational commitment. First, while the persons most committed to their organizations were those not seeking an advanced degree, individuals most committed to their profession or occupation were those who had definite plans to enhance their professional credentials through additional education. Second, variations in occupational commitment levels were not associated significantly with differences in marital status, although marital status did reflect differential levels of organizational commitment (102).

According to Becker and Carper (101), sponsorship is central to the establishment of professional ideals and orientations. In the study by Alutto et al. (102), differences in commitment were discovered between respondents with sponsorship and those without professional guidance. Having a sponsor was associated with higher levels of occupational commitment.

Variables Affecting Commitment. Women professionals in teaching were studied by White (103) to compare social background variables relating to their commitment to a professional career. Of the five different social background variables investigated, the analysis of variance revealed significant differences on career commitment scale scores for four variables. Scores were significantly higher for those women whose mothers had a history of working outside the home as compared to those whose mothers had not pursued outside work. Beginning women teachers scored higher on the career commitment scale if they had come from homes considered working class as compared to those from homes described as middle class. Those beginning women teachers who reported that they had defrayed their college expenses primarily through their own efforts scored higher on the career commitment scale than did those who said that their parents were their primary source of college funds. There was no significant difference in career commitment scores arising from the type of college that the person had attended. Also, women teachers who were married scored significantly higher on career commitment than did those who were not married.

Oliver (104) compared the parental antecedents of career versus home-making orientation in college women. She found that fathers appear to be

more important than mother in determining the degree of career commitment for their daughters.

In a study by Harmon (105), subjects ten to fourteen years after college entrance were asked what their "usual career" was, regardless of whether or not they were currently employed. Those who listed a career were called "committed"; those who listed none were considered "noncommitted." A number of differences between the two groups were found, but none offered a basis for predicting career commitment prior to beginning college. Apparently women who become career committed do so after college entrance. The choice to follow a career may be made earlier as society increasingly endorses making this decision.

Hall and Mansfield (106) examined career experiences of professional engineers and scientists in 1967 and 1969. Both age and seniority were related to several variables. The youngest (ages twenty to thirty-four) had low seniority, low job involvement, low intrinsic motivation, low needs for security, yet high needs for self-fulfillment. Their conclusion was that the early career person would be motivated more by challenge and variety than by security and long-term benefits.

Professionalism and Professions

Professionals have been defined by Ritzer (107) as having these characteristics: (a) a body of general systematic knowledge; (b) authority over clients; (c) community rather than self-interest, which is related to service rather than monetary gain; (d) membership in occupational associations, training in occupational schools, and existence of a sponsor; (e) recognition by the public of the fact that they are professional; and (f) involvement in the occupational culture. Other values of professionals

are autonomy to decide how their services are to be performed and evaluation on the basis of professional competence as judged by colleagues (108).

The primary function of professionalism is the protection of standards of excellence in the face of pressures. This function is served by the development of expertise, autonomy, commitment, and responsibility among the members of the profession. Expertise is based on the belief that performance is dependent on specialized knowledge and skill which must be acquired through prolonged education and experience. Autonomy is based on the belief that the development and exercise of expertise is worthy of the devotion of a lifetime and carries its own reward. Responsibility is based on the belief that power conferred by expertise entails a trustee relationship to society (109).

Ritzer (107) stated that individuals may differ on their level of professionalism or the degree to which they have professional characteristics and values. The organization employing the individual and the occupation also influence degree of professionalism. Intelligence, need achievement, need to dominate others, and involvement in the occupational culture contribute towards professionalism. DeMarco (110) stated that a professional has the awareness that all will never be learned and invites continuous learning as a stimulus to professional growth.

Marcson (111) concluded that the needs of the professional are a product of graduate training, work involvement, membership in professional societies, and commitment to a professional ethos. These needs include recognition, involvement, and self-realization.

Campfield (112) contended that there are three critical factors influencing the motivation of the professional: opportunity for

identifiable achievement; constructive and diversified assignments; and recognition, status, and advancement. According to Campfield, the first two factors are related to the individualistic nature of a profession. He stressed that the professional needs recognition and status more than nonprofessionals. The essence of professionalism is recognition by society at large and by an individual's peers that he/she is unique in his/her knowledge, ideals, and contributions to society.

According to Weigley (113), certain developments emerge in the process of professionalization: (a) a professional association is organized with membership requirements to bar the unqualified; (b) current practitioners, frequently through this association, control education, training, and admission to the profession; (c) certification of licensure may serve as a further control; (d) a name change is made, possibly to give heightened status and prestige to the occupation; and (e) a code of ethics with a service orientation is developed. With the exception of a name change, Weigley maintained that dietetics has been proceeding along this continuum of professionalization since it was founded in 1917.

METHODOLOGY

The Study Sample

A list of approximately 1,000 names was requested from the ADA membership data base, which met the following specifications:

- III. Birth Date - limit to:
7 - 1950-1955
- IV. Employment Status - limit to:
1 - Employed full time
2 - Employed half time or more but less than full time
- V. Place of Employment - limit to:
1 - Hospital
2 - University Medical Center
3 - Health Care Facility
6 - Commercial and Industry Foodservice
8 - University and Residence Hall Foodservice
9 - School Foodservice
11 - Self Employed
- VI. Position Specialization - limit to:
07 - Management
08 - Director of Department
09 - Associate Director
10 - Assistant Director
11 - Foodservice Administration
12 - Clinical Dietetics
13 - Generalist
14 - Research
15 - Community

The sample for the study was limited to female dietitians employed half-time or more, with birthdates between 1950 and 1955. Dietitians born in these years were between 24 and 29 years of age. According to Super (27), the early establishment career stage usually spans the chronological age period of 24 to 29. Dietitians in the defined age range for the study, therefore, should be in this early career stage, which was the focus of the study.

The study was limited to women in the dietetic profession because of two key reasons: (a) The American Dietetic Association's (ADA) manpower

survey (114) in 1972 indicated that less than 2 per cent of the ADA members were male; and (b) studies indicate men's career patterns differ from those of women (115, 116). The study also was limited to those in dietetic practice, excluding teaching, since this represents the predominant professional role for dietitians (117).

A systematic sample of 1,106 names and addresses of dietitians meeting the defined constraints was provided by ADA. Dietitians outside the continental United States were excluded from the sample. A total of 500 names was selected randomly from the listing for distribution of the research instrument.

Instrument Development

Preliminary Instruments

A five-part preliminary instrument (Appendix A) was developed. Parts I and II, which included measures of career satisfaction and components important in a career, were adapted from the Job Dimensions Blank (JDB) developed by Schletzer (98). Part III included measures of several variables: career selection, career involvement, professional identification, and psychological success. Items 1 to 5 in Part III were adapted from a study by Lynch (14) on career selection; items 6a - f (Part III) were a career involvement scale used by Gould (8); items 7 to 11 (Part III), the professional identification measures were adapted from Patchen's (118) scale as used by McNeil (97) for assessing organizational identification; and items 12a - d (Part III) were a psychological success measure, adapted from Hall and Foster (5) and used by Gould (8). Part IV included questions pertaining to professional involvement that were adapted from

Hadd (119) and Part V consisted of fourteen items to gain demographic information about the respondents.

Parts I and II. The Job Dimensions Blank (JDB) was designed to measure general job satisfaction among professionals by assessing reactions to a number of job components (98). McNeil (97) found that the JDB was effective as a measure of job satisfaction among dietitians who were hospital foodservice administrators. Thirty-seven of the sixty-one items of the JDB judged to pertain to career satisfaction were selected for measuring important career characteristics and career satisfaction. In her study of professional job satisfaction, Schletzer (98) used the following scale for rating each of the sixty-one JDB items:

S = Satisfied
 ? = Not sure
 D = Dissatisfied
 NA = Not present in or not appropriate

Two scales were developed specifically for this research. Each of the thirty-seven items selected to assess career satisfaction in this study were measured on a five-point scale in Part I:

1 = Very dissatisfied
 2 = Dissatisfied
 3 = Neutral
 4 = Satisfied
 5 = Very satisfied

Each item also was rated to assess characteristics important in a career (Part II) using the following scale:

1 = Of minor or no importance
 2 = Fairly important
 3 = Quite important
 4 = Very important

Part III. Items 1 to 5 were adapted from a study by Lynch (14) on reasons for career dissatisfaction. According to Lynch, a major cause of

dissatisfaction is due to early selection. Items 1 to 3 concerned time of career selection. Item 4 dealt with personal influences on the selection process (e.g., father, friends, abilities); each item was rated according to a three-point scale:

- 1 = Not an influence
- 2 = Some influence
- 3 = Major influence

Item 5 dealt with value influences on career selection such as, the potential in dietetics for a secure future, good pay, or opportunity for service. Each item was rated on a three-point importance scale:

- 1 = Not important
- 2 = Fairly important
- 3 = Quite important

Items 6a - f were used in a study (8) on correlates of career effectiveness. Each item was rated on a five-point scale ranging from strongly agree to strongly disagree. This measure was designed to assess career involvement of the managerial personnel in a large public agency.

To measure professional identification (items 7 to 11), Patchen's (118) measures for organizational identification were modified. His questions were relevant to attitudes or behaviors directed toward close associations with, or support of, the organization. These items were revised by substituting profession for organization. The five variables were rated on a scale from 1 (lowest) to 5 (highest).

Psychological success was measured by items 12a - d, which were adapted from a study by Hall and Foster (5) and used by Gould (8). Gould found that psychological success was related directly to career involvement. The items were rated on a five-point scale ranging from strongly agree to strongly disagree.

Part IV. The items in Part IV were designed to obtain information from respondents pertaining to the number and types of professional organizations to which they belonged, attendance at professional meetings, and extent of professional reading.

Part V. The last part of the instrument was designed to obtain demographic information about the respondent and pertinent career information. Demographic data requested concerned age, sex, educational background, registration status, present place of employment, position title, salary, marital status, and whether the respondent had children.

Review of the Preliminary Instruments. Seven medical center dietitians, seven university foodservice dietitians, and three graduate students in Institutional Management completed the preliminary instrument and gave suggestions for revisions. All of the pretest review group were similar in age to the defined population group. Also, four dietetic education faculty reviewed and made comments on the instrument. A cover letter to accompany the instrument explained the purpose of the study; an evaluation form and return envelope were mailed with the questionnaire (Appendix B).

Revisions were made in the wording of several items according to the suggestions of the respondents; also, sections were reordered as described below in the section on the final research instrument. Draft two was completed and evaluated by ten respondents of the initial group and five practicing dietitians. Four of the five practitioners were in the early establishment career stage. Again, comments were evaluated and minor revisions made for the final instrument.

The Final Instrument

The final instrument (Appendix C) was printed as a four-page booklet with five parts. The first page indicated the title of the study and was printed on official letterhead to identify the sponsor.

Part I. In the final instrument, Part I included twelve items, five of which were multi-part. These items assessed career selection and decision, career involvement, professional identification, and psychological success. The first part was originally Part III in the preliminary instrument. Several reviewers commented that the questions in the section would provide a transition to the importance and satisfaction sections which became Parts III and IV in the final instrument.

The first four items in Part I concerned decisions on career selection. One item on career selection in the preliminary instrument was deleted at the request of the reviewers because it was believed to be repetitious of one of the measures of professional identification (Item 2 in Part II of the preliminary instrument, Appendix A).

The stem statements of two items concerned with sources of influence on career selection were modified from the preliminary draft to add clarity (Items 3 and 4 of the final instrument, Appendix C). The final scale on one of these items, which measured personal influences on career selection, was modified to add "not applicable" as a possible response at the recommendation of several in the review group.

One of the multi-part items (Items 5a - f) was the scale for assessing career involvement. Gould's original scale (8) was used in the preliminary instrument. Several of the pretest respondents suggested modification of the scale by substituting "profession" for "chosen line of work." An example of an original and a revised item are as follows:

Preliminary item:

"I identify strongly with my chosen line of work."

Final item:

"I identify strongly with my profession."

The final response mode for the career involvement items was modified by deleting the "Undecided" response, thus forcing the respondent to state agreement or disagreement:

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

Six items (Items 6 to 11) in Part I were measures of professional identification (PID). Minor modifications were made in these PID items from the preliminary instrument and an additional item related to criticism of the profession was added. Reviewers indicated there might be a different reaction depending on who was criticizing the profession. The one item on criticism in the preliminary instrument read as follows:

"How would you feel when you hear someone criticizing the profession of dietetics?"

The following two items were in the final instrument:

- 6. How do you feel when you hear someone outside of the profession criticizing the field?
- 7. How do you react when you hear other dietitians criticizing the profession of dietetics?

According to Patchen (118) one measure of organizational identification is the frequency with which an individual talks about the organization with family and others. Two PID items (Items 8 and 9) dealt with telling family, friends, and acquaintances about the profession; these were modified slightly from the preliminary instrument and also the response mode was modified. The original scale was:

- (1) About once a year
- (2) Once every few months
- (3) About once a month
- (4) Several times a month
- (5) Once a week or more

The reviewers indicated that the response "about once a year" was unrealistic. The revised response categories were:

- (1) Once every few months
- (2) About once a month
- (3) Several times a month
- (4) Once a week or more
- (5) Almost daily

The last two professional identification items (Items 10 and 11) concerned whether the respondents would select the dietetic profession again if given the opportunity and whether they would recommend the dietetic profession as a career choice to a relative. Minor changes were made in the wording of these two items.

Part II. Part II in the final instrument was Part IV in the preliminary draft. The five items in this part of the instrument were measures of professional involvement (professional memberships, attendance at meetings, and frequency of professional reading). These items were reordered from the preliminary instrument and an item was added. Initially, two items were concerned with attendance at national, state, or regional professional meetings. A third item was added for reporting attendance at local or district meetings of professional associations.

Parts III and IV. In Part III, respondents were asked to indicate important characteristics of a career in dietetics; and in Part IV, they rated sources of career satisfaction in dietetics. The same list of thirty-two items was used for both of these ratings. In the final instrument, five of the original thirty-seven items were excluded from the

importance (Part III) and satisfaction (Part IV) ratings. The five items deleted were judged repetitious of another item or were considered not applicable by the review group:

- (15)¹ Competition
- (22) Fulfillment of personal needs
- (25) Feeling of accomplishment
- (31) Freedom to make decisions
- (32) Personal autonomy

In the preliminary instrument, the order of the items in both the importance and satisfaction sections was the same. The thirty-two items used in Parts III and IV of the final instrument were ordered randomly to encourage independent responses on importance and satisfaction ratings. Rather than using numbers to distinguish individual items, in the final instrument letters were used to de-emphasize the length of the lists.

The four-point importance scale used in the preliminary instrument also was used in the final instrument (1, of minor or no importance to 4, very important). The "neutral" response in the five-point satisfaction scale was revised to "unsure or undecided."

Part V. The final instrument included fourteen demographic items in Part V. Minor changes were made from the preliminary draft. Items were concerned with educational background, professional status, salary, and marital status. A question related to route to ADA membership was added as well as a question concerning number and ages of respondents' children.

¹Item numbers in the Preliminary Instrument (Appendix A).

Distribution of the Instrument

A cover letter (Appendix D) explaining the study and including informed consent information was mailed with each questionnaire. The informed consent statement insured confidentiality of the responses and anonymity for the participants. Each questionnaire was numbered to identify non-respondents for purposes of follow-up. A self-addressed stamped envelope was included to facilitate return of the instruments.

Three weeks following the initial mailing a follow-up letter (Appendix D) and a second questionnaire were mailed to those not responding to the first mailing. The total return from the initial and follow-up mailings was 80.8 per cent. Three respondents were excluded because they differed from the definition of the population (two dietetic technicians and one male). Six questionnaires with incomplete information also were excluded. Therefore, data from 395 usable questionnaires were included in the analysis (or 80.1 per cent). A few respondents failed to complete all items on the questionnaire; however, the majority of the information and ratings requested were provided on these research instruments. As a result, N varied on individual items as reported in the presentation of results.

Data Analyses

Data were coded (Appendix E) and keypunched on three eighty column cards for computer processing. Programs and routines in the Statistical Package for the Social Sciences (120) were used for all data analyses. Absolute and relative frequencies were compiled for all items on the research instrument and mean scores were computed, as appropriate.

For the career selection items in Part I, chi square was used to study the relationship between time of selecting dietetics as a career and initial career choice. Groups were defined as: (a) those selecting dietetics initially (first selectors) and (b) those selecting another career initially and selecting dietetics at a later point (later selectors). One-way analysis of variance (ANOVA) was used to compare mean scores of first and later selectors on degree of influence of various sources on selection of dietetics as a career.

Scores were computed as shown in Table 1 for selected variables from items in Parts I, II, and V of the research instrument. Career involvement (CI), psychological success (PS), and career performance (CP) were computed as recommended by Gould (8) in his study on correlates of career effectiveness. The professional identification (PID) score was computed similarly to McNeil's (97) procedure for computing an organizational identification score. Also, his method for computing a professional involvement (PIV) score was followed. The career fidelity (CF) variable was computed as a ratio of years in dietetic practice to years as a member of ADA as a measure of commitment to work in the profession. Computation of this variable was patterned after that of Fargen (121) in her study of career patterns of dietitians in mid career. Coefficient alpha (122) was computed to assess reliability of the three scores for which it was appropriate (CI, PID, and PS). Overall group means were computed for these scores.

Multiple regression analysis was used to study predictors of career involvement. Independent variables in the equation were PID, PS, PIV, CP, CF, age and education. Groups were divided into high and low career involvement groups based on the group mean. The high involvement group

Table 1: Computation of selected research scores

scores	part of research instrument ¹	items	computation of score
career involvement (CI)	I	5a-f	Σ of item scores; all reversed scored (i.e., 4 = strongly agree to 1 = strongly disagree)
professional identification (PID)	I	6-11	Σ of item scores
psychological success (PS)	I	12a-d	Σ of item scores (items 12a, b, d reverse scored)
professional involvement (PIV)	II	1-5	Σ of item responses
career fidelity (CF)	V	7a, 9	$\frac{\text{years in dietetic practice}}{\text{years as member of ADA}}$
career performance (CP)	V	3, 12	$\frac{\text{annual salary (\$)}}{\text{age (in years)}}$

¹Refer to final research instrument in Appendix C.

included those with scores equal to or greater than the overall group mean, and the low involvement group included those with scores below the group mean. Multiple regression also was used to identify predictors of career involvement for each of these two groups, using the same independent variables as used in the previous analysis.

Item mean scores were computed for career importance and career satisfaction items. Also, effective satisfaction item scores were computed as shown in Table 2 by multiplying the importance item score by the satisfaction item score for corresponding items in Parts III and IV. Satisfaction ratings were categorized into three groups to study sources of satisfaction in a career in dietetics. These categories were:

Table 2: Computation of career importance and satisfaction scores

scores	part of research instrument ¹	items	computation of score
item scores:	III, IV	a-ff	
importance item score			scale = 1, minor or no importance to 4, very important
satisfaction item score			scale = 1, very dissatisfied to 5, very satisfied
effective satisfaction item score			importance item score × satisfac- tion item score for corresponding items in Parts III and IV
career satisfaction (CS)	IV	a-ff	$100 + \left[\frac{\text{No. of satisfied or very satisfied responses}}{32^2} \times 100 \right] - \left[\frac{\text{No. of dissatisfied or very dissatisfied responses}}{32} \times 100 \right]$
career importance factor scores ³	III	a-ff	Σ of item scores of items loading on factor
career satisfaction factor scores ³	IV	a-ff	Σ of item scores of items loading on factor

¹Refer to final research instrument in Appendix C.

²32 = total number of items in Part IV. If respondent failed to complete all items, the total number of responses to items in Part IV was substituted.

³Derived by factor analysis with varimax rotation.

most satisfying - mean ≥ 3.72
 somewhat satisfying - mean 3.40 - 3.71
 least satisfying - mean ≤ 3.39

The effective satisfaction scores were computed to study the interactive effect of important components in a career and sources of satisfaction.

Items were categorized based on these item scores as follows:

most satisfying - mean ≥ 12.0
 somewhat satisfying - mean 9.51 - 12.0
 least satisfying - mean ≤ 9.50

Item scores for importance, satisfaction, and effective satisfaction were compared for high and low career involvement groups, defined as in the previous analysis described above, using the t-test for two independent samples.

A career satisfaction score (CS) was computed as shown in Table 2 using a formula adapted from that of Schletzer (98) for computing job satisfaction. The same seven independent variables for predicting career involvement were used to predict career satisfaction. The career involvement score was an additional independent variable in the multiple regression equation.

The overall group was divided into high and low satisfaction groups based on the overall group mean. The high satisfaction group included those with scores greater than the overall group mean and the low satisfaction group included those with scores equal to or below the mean. Multiple regression was used to determine predictors of each group using the same eight independent variables as those in the analysis of the career satisfaction of the total group. The t-test for two independent samples was used to analyze scores of high and low satisfaction groups on CI, PID, PS, PIV, CF, and CP. Intercorrelations (Pearson's r) were computed between the seven research scores: CI, PID, PS, PIV, CF, CP and CS.

Factor analysis was used to determine if the importance and satisfaction items in Parts III and IV could be conceptualized meaningfully by a smaller number of components that could account for their interrelationships. Following conventional practice (123), factors were considered significant if the associated eigen value was 1.0 or higher. The resulting factor matrix was then rotated using the varimax procedure. Items that possessed a loading of .30 or greater on a factor were regarded as contributing significantly to its composition. Coefficient alpha was computed to determine reliability of the resulting factor scores. One-way ANOVA was used to compare means of groups defined by time of career selection in dietetics on all importance and satisfaction factor scores. One-way ANOVA also was used to compare these factor scores for groups defined by one of the professional identification items (Part I, Item 10). Three groups were defined as follows for this analysis, based on respondents' reactions regarding selection of dietetics as a career if the decision were being made again: negative or neutral, somewhat positive, and positive. To study relationships among importance and satisfaction scores, intercorrelations (Pearson's r) were computed.

RESULTS AND DISCUSSION

Characteristics of the Sample

Research instruments were returned from 404 dietitians. Three were not used in the data analysis because two respondents were diet technicians and one was a male dietitian; these three respondents did not meet criteria for selecting the sample. Six were discarded because of incomplete or incorrect completion.

The largest number of the resultant sample (N = 395) was in the twenty-six and twenty-seven year old category (Table 3). The remainder

Table 3: Characteristics of the sample¹

characteristic	N	%
<hr/>		
age		
24 to 25 years	111	28.3
26 to 27 years	173	44.1
28 to 29 years	108	27.6
marital status		
married	239	61.1
not married	152	38.9
number of children ²		
none	336	85.1
infants (1 year and under)	35	8.6
preschool	25	6.3
school age	4	1.0

¹N varies from 391 to 395 because of nonresponses.

²Five respondents had more than one child.

was divided almost evenly between the other age groups. Over 50 per cent were married, but only a small percentage had children.

The highest educational level for a majority of the respondents was a bachelor's degree (Table 4). Master's degrees were held by only 13.7 per cent, although almost 30 per cent had pursued some graduate study. Dietetics, institutional management, or foods and nutrition were the majors of 93.9 per cent of those with bachelor's degrees, and 78.2 per cent with master's degrees.

The dominant route to membership (Table 5) in The American Dietetic Association (ADA) was through a dietetic internship program; 45.0 per cent indicated they had completed an internship. This route, however, was listed by 76 per cent of the members in the 1978 data analysis of the ADA membership (117). The coordinated undergraduate program (CUP) and the dietetic traineeship were other dominant routes to professional qualification for the sample in this study. Since this research focused on young dietitians (i.e., those under thirty years of age), these figures reflect a change from the traditional route to membership. Both the coordinated undergraduate program and the traineeship became qualifying educational programs in the 1970's (124). A majority (52.4 per cent) of the respondents had been members for three to four years. Ninety-one per cent were registered (R.D.) and of those, 47.7 per cent had been registered for more than three years. Recent data (125) indicate that 75 per cent of the ADA membership are R.D.'s.

Almost 90 per cent had been employed continuously since ADA membership; most (93 per cent) had spent more than one year in professional practice (Table 6). Basis of employment, place of employment, and present position of respondents also are shown in Table 6. The majority

Table 4: Educational background of study sample

characteristic	N	%
educational background		
bachelor's degree	221	55.9
some graduate hours, degree not complete	118	29.9
master's degree	54	13.7
graduate hours beyond master's	1	0.3
Ph.D. degree	1	0.3
major field for bachelor's		
dietetics, institutional management, or foods and nutrition	371	93.9
home economics education	8	2.0
education, other than home economics	0	0.0
general home economics	9	2.3
other	7	2.0
major field for master's (N=147)		
dietetics	23	15.6
institutional management	12	8.2
food science	3	2.0
nutrition	77	52.4
public health	10	6.8
home economics education	2	1.4
education, other than home economics	8	5.4
business administration	9	6.1
other	3	2.0

Table 5: ADA membership and dietetic registration status of study sample

characteristic	N	%
ADA membership route		
dietetic internship	178	45.0
coordinated undergraduate program	76	19.2
combined dietetic internship-master's degree program	9	2.3
master's degree with experience or assistantship	30	7.6
dietetic traineeship	75	19.0
bachelor's degree with experience	17	4.3
other	10	2.5
years as ADA member		
less than 2	127	32.2
3 to 4 years	207	52.4
5 years or more	61	15.4
registration status		
registered (R.D.)	358	91.1
nonregistered	35	8.9
years as R.D.		
1 to 2 years	186	52.2
3 to 4 years	146	41.0
5 to 6 years	24	6.7

Table 6: Professional practice of study sample

characteristic	N	%
continuous employment since ADA membership		
yes	350	89.3
no	42	10.7
years of professional practice (full and part-time) ¹		
1 year or less	26	6.6
1.3 to 2 years	136	34.4
2.5 to 3 years	122	30.9
3.5 years or more	111	28.1
basis of employment		
not employed	25	6.3
part-time	21	5.3
full-time	349	88.4
primary place of employment		
hospital	222	58.6
university medical center	49	12.9
other health care facility	39	10.3
commercial and industry foodservice	5	1.3
university and residence hall foodservice	4	1.1
school foodservice	17	4.5
self employed	9	2.4
other	5	1.3
two or more places	7	1.8
community agency	13	3.4
not dietetics or related	9	2.4
present position		
director of department	25	6.3
head administrative dietitian	7	1.8
head clinical dietitian	40	10.1
administrative staff dietitian	24	6.1
clinical staff dietitian	162	41.0
generalist	38	9.6
teaching	7	1.8

¹Categories established from actual reports of respondents; therefore several time periods were not needed.

Table 6: (cont.)

characteristic	N	%
research	8	2.0
public health or community nutritionist	24	6.1
consultant	21	5.3
student, homemaker	15	3.8
two or more	11	2.8
not in dietetics	8	2.0
other	5	1.3
time of entry into dietetic practice after completing professional requirements		
immediately	345	87.3
within 1 to 6 months	24	6.1
within 7 months to 1 year	17	4.3
after 1 year	9	2.3

were employed full-time (88.4 per cent) and a small number (5.3 per cent) worked part-time. Only 6.3 per cent were not employed for various reasons at the time of the study. The largest number of dietitians worked in a hospital or medical center (71.5 per cent), which is greater than the proportion of hospital dietitians among the ADA membership (46 per cent) (117). The present position of a majority of the respondents (51.1 per cent) was as head or staff clinical dietitian; administrative dietitians comprised only 7.9 per cent. The remainder were distributed among eight other types of positions. Approximately 4 per cent were students or homemakers and 2 per cent were not presently working in the dietetic profession.

Selection of Dietetics as a Career

Time of Career Selection

Data on time of selecting dietetics as a career are in Table 7. The chi square statistic indicated a significant relationship between time of selecting dietetics as a career and whether dietetics was an initial career choice. The respondents were evenly divided between those selecting dietetics as their first choice (N = 196) and those selecting another career first (N = 197) (Table 7). Of those selecting dietetics initially, 54.6 per cent chose their career before college. Lynch (14) reported two-thirds of the respondents in his study of college graduates in commercial and industrial positions had decided on a career before entering college.

Only 12.2 per cent of those respondents selecting another area first chose dietetics before college. A majority (59.1 per cent) selecting dietetics later chose it in their second year of college or later.

Table 7: Time of selecting dietetics as a career choice in relation to initial choice

time	first choice of career ¹	
	those selecting dietetics (N=196)	those selecting other area (N=197)
	%	%
before college	54.6	12.2
first year of college	21.1	28.6
second year of college	19.1	41.8
later than second year of college	5.2	17.3

$$^1\chi^2 = 84.14, P \leq .001$$

Of the respondents who chose a field other than dietetics first (referred to as later selectors), 61.9 per cent had one other career choice and 38.1 per cent had two or more other choices (Table 8). The other careers chosen most often were a home economics major other than dietetics or foodservice (21.3 per cent), allied health or nursing (15.7 per cent), or another professional major such as education or business administration (25.4 per cent).

Personal Sources of Influence on Career Selection

Table 9 details the distribution of responses on the degree to which various personal sources influenced selection of dietetics as a career. The major influence from the sixteen sources evaluated was the individual's abilities and interests (62.8 per cent). According to Goodale and Hall (63), women's career plans are more dependent on their own goals and ambitions than on those of their parents or anyone else.

Table 8: Career selection of study sample

	N	%
first choice of career field		
dietetics (first selectors)	196	49.6
other field (later selectors)	197	49.9
number of choices other than dietetics		
one other choice	122	61.9
two or more	75	38.1
career choices other than dietetics (N=197)		
other nutrition or foodservice major	13	6.5
medicine, dentistry, or vet. med.	18	9.1
allied health or nursing	31	15.7
home economics major, other than		
dietetics or foodservice	42	21.3
other professional major	50	25.4
social science	6	3.0
physical science	12	6.0
biological science	10	5.1
humanities	15	7.6

Table 9: Responses on sources influencing selection of dietetics as a career

source	degree of influence ¹			
	not applicable	not an influence	some influence	major influence
	%	%	%	%
father	11.1	54.7	27.1	7.1
mother	6.8	40.8	41.0	11.4
brother or sister	14.9	70.6	9.4	5.1
other relative	28.6	60.0	7.8	3.5
family friends	19.5	69.4	8.4	2.8
own friends	10.9	57.0	24.3	7.8
high school faculty	10.9	69.4	13.4	6.3
high school counselor	13.7	78.2	5.6	2.5
college faculty	7.1	40.0	34.9	18.0
college career guidance counselor	18.5	60.3	12.7	8.6
academic advisor in college	10.4	51.1	22.3	16.2
dietetic professionals	8.4	42.5	28.9	20.3
literature	8.9	37.0	40.3	13.9
abilities or interests	1.8	6.3	29.1	62.8
career day	32.2	60.3	4.3	3.3
job experience	19.7	42.8	24.1	13.4

¹N = 395

Relatives were not a major source of influence, although mothers did provide some degree of influence for 52.4 per cent of the respondents. The studies of Sherman and Jones (53) and Lynch (14), however, showed parents accounted for a major source of influence. Also, friends did not play an important part in influencing these dietitians' career choices. Paulsen (57) contended that peer group played a negligible part in career decisions; however, Hoppock (56) maintained that the peer group greatly influenced career decisions of both adults and adolescents.

High school faculty and counselors also did not influence the career choice of most of the respondents. College faculty and academic advisors accounted for a major influence on at least 16 to 18 per cent of the respondents, but none on about 40 to 50 per cent. The college career guidance counselor was not a source of influence in the decision to select dietetics as a career for more than 60 per cent of the respondents. In Talbot's study (59), counselors reportedly had no influence on the career decisions of her study group. Krumboltz and Varenhorst (58) found, however, that a counselor could have an effect on influencing the career decisions of young adults.

Career days in high school or college reportedly provided no influence on over 60 per cent of the respondents in this study. Dietetic professionals, literature, or job experience, however, provided some degree of influence on career selection, 28.9, 40.3, and 24.1 per cent, respectively.

Scores were computed to compare the degree of influence (1, not an influence to 3, major influence) of these various personal factors on career choice in dietetics on those selecting dietetics initially (first selectors) and those selecting dietetics as a second or later choice (later selectors). Results are shown in Table 10. Several significant

Table 10: Influences on selection of dietetics as a career for first and later selectors¹

source of influence	degree of influence ²						F value
	total group		first selectors (N=196)		later selectors (N=197)		
	mean	s.d.	mean	s.d.	mean	s.d.	
father	1.41 ± .62		1.43 ± .63		1.40 ± .61		.19
mother	1.64 ± .68		1.71 ± .70		1.57 ± .66		3.96*
brother or sister	1.19 ± .51		1.16 ± .49		1.21 ± .52		.77
other relative	1.15 ± .45		1.17 ± .49		1.13 ± .40		1.06
family friends	1.14 ± .42		1.16 ± .45		1.12 ± .38		.96
own friends	1.40 ± .63		1.31 ± .60		1.47 ± .65		6.08*
high school faculty	1.26 ± .57		1.36 ± .65		1.16 ± .46		11.97**
high school counselor	1.11 ± .38		1.15 ± .43		1.07 ± .32		4.54*
college faculty	1.70 ± .75		1.73 ± .76		1.68 ± .75		.42
college career guidance counselor	1.29 ± .61		1.23 ± .54		1.36 ± .68		4.88*
academic advisor in college	1.54 ± .76		1.57 ± .78		1.51 ± .73		.82
dietetic professionals	1.69 ± .78		1.71 ± .78		1.67 ± .79		.19
literature	1.68 ± .71		1.70 ± .74		1.67 ± .67		.17
abilities or interests	2.54 ± .64		2.63 ± .57		2.46 ± .70		6.65*
career day (high school or college)	1.11 ± .41		1.16 ± .50		1.06 ± .27		7.02**
job experience	1.51 ± .72		1.52 ± .71		1.49 ± .73		.21

¹Groups: first selectors = those selecting dietetics as a first choice for a career.

later selectors = those selecting other careers initially before selecting dietetics.

²Scale = 1, not an influence to 3, major influence.

* $P < .05$

** $P \leq .01$

differences were found in the mean scores between the two groups. Mothers, high school faculty, high school counselors, abilities or interests, and career days had more influence on first selectors than on later selectors. Later selectors, however, were more influenced by their friends and college career guidance counselors than were those selecting dietetics initially.

Value Influences on Career Selection

Table 11 presents the distribution of responses on the degree of importance of six selected value factors on the decision to choose dietetics as a career. Item mean scores which were computed by assigning a score of 1, not important to 3, quite important also are shown. Factors

Table 11: Factors influencing decision to select dietetics as a career

factor	degree of influence			mean score ¹
	not important	fairly important	quite important	
	%	%	%	
secure future	10.9	47.5	41.6	2.30
advancement potential	22.1	49.9	28.0	2.05
good salary	10.2	57.6	32.2	2.22
interesting work	1.0	18.5	80.5	2.80
social prestige	55.5	38.7	5.9	1.50
opportunity for service to society	13.7	45.3	41.0	2.27

¹Scale = 1, not important to 3, quite important.

N varies from 393 to 395.

rated included chances for a secure future, advancement and salary potential, and opportunities for service to society, interesting work, and social prestige. The factor "interesting work" was quite important for 80.5 per cent of the respondents. This factor also had the highest item mean score for the group. In Sherman and Jones' study (53) among young women in Hawaii, satisfaction from the field rated highest on their list of values influencing their career decisions. "Social prestige" was rated not important by over half of the dietitians in this study, and also was rated low in the Sherman and Jones' study. None of the value factors differed significantly in comparing the first and later selectors.

Career and Professional Involvement, Identification, and Success

Career Involvement

Career involvement (CI) was measured using a scale adapted from Gould (8). Distribution of responses to items comprising the career involvement scale are listed in Table 12. Evidence of high levels of pride and identification with the dietetic profession was shown by responses to the six statements. Over 85 per cent of the respondents agreed or strongly agreed with each of three statements:

I identify strongly with my profession.
My chosen profession gives me a sense of well-being.
I get a sense of pride from my profession.

Also, from 61.2 per cent to 76.4 per cent agreed or strongly agreed with the other three statements.

Professional Identification

The six professional identification (PID) items used were adapted from Patchen's (118) organizational identification measures. Table 13

Table 12: Responses on career involvement items

item	strongly agree	agree	disagree	strongly disagree	item mean ¹ score ¹
	%	%	%	%	
I identify strongly with my profession.	21.1	64.7	12.4	1.8	1.94
My chosen profession gives me a sense of well-being.	26.2	59.8	12.2	1.8	1.87
I get a sense of pride from my profession.	36.2	54.9	7.3	1.5	1.74
Compared to other areas of my life, my profession is very important to me.	19.7	56.7	21.8	1.8	2.03
If I were to describe myself to someone, I would probably begin by stating my profession.	21.2	40.2	33.5	5.1	2.20
If I were to rank in importance to me all the things that I do, those things related to my work would be at or near the top.	15.0	57.3	23.9	3.8	2.15

¹Scale = 1, strongly agree to 4, strongly disagree.

N varies from 390 to 394.

Table 13: Responses on professional identification items

item	response categories	%	item mean score ²
How do you feel when you hear someone outside of the profession criticizing the field?	(1) ¹ agree with the criticism (2) does not bother me (3) makes me a little angry (4) makes me angry most of the time (5) makes me quite angry	12.8 12.2 37.8 28.2 9.0	2.94
How do you react when you hear other dietitians criticizing the profession of dietetics?	(1) agree with the criticism (2) does not bother me (3) makes me a little angry (4) makes me angry most of the time (5) makes me quite angry	40.1 14.2 25.7 13.1 6.9	2.20
In general, how often do you tell someone in your immediate family about some things concerning your profession?	(1) once every few months (2) about once a month (3) several times a month (4) once a week or more (5) almost daily	9.2 10.8 17.7 32.6 29.7	3.58
In general, how often do you tell your friends and acquaintances something about your profession?	(1) once every few months (2) about once a month (3) several times a month (4) once a week or more (5) almost daily	12.0 18.6 29.1 31.1 9.2	3.05

¹ Response weighting for computation of score.

² N varies from 374 to 392.

Table 13: (cont.)

item	response categories	%	item mean score
If you could begin your career over again, how likely would you be to choose the dietetic profession again?	(1) definitely choose another profession	6.6	3.49
	(2) probably choose another profession	15.3	
	(3) undecided	18.1	
	(4) probably would choose dietetics	39.3	
	(5) definitely would choose dietetics	20.7	
How would you advise a relative who is considering going into the dietetic profession?	(1) definitely advise against it	1.3	3.64
	(2) probably advise against it	6.2	
	(3) neither encourage or discourage	30.8	
	(4) probably encourage it	46.7	
	(5) definitely encourage it	15.1	

presents individual item responses to the professional identification items. The responses to the first two items on criticism of the profession indicate that dietitians tended to agree with their peers on criticisms of the profession but take offense to criticism from those outside of the profession.

Patchen (118) maintained that conversation about an organization also is an accurate means of measuring identification. The profession was a topic of conversation almost daily between about a third of the dietitians surveyed and their immediate families. Another third of the group discussed the dietetic profession at least once a week or more with family members. Over 60 per cent reportedly talked to their friends and acquaintances about their profession several times a month, or even more frequently.

The majority of the respondents (60 per cent) indicated they would definitely or probably choose the profession of dietetics if they could begin their careers again. The percentage was higher than that reported by Lynch (14) among industrial and commercial executives. Over 50 per cent of the subjects in his study (14) answered negatively to a similar query. Also, the dietitians in this study would probably or definitely encourage their relatives to go into the dietetic profession (61.8 per cent). Patchen reported that individuals in upper level positions in his study tended to be more angered over criticism against their organizations than those in lower level positions. The defense of the organization, and in this case the profession, represents loyalty or identification to the organization or profession. McNeil (97) found fairly high levels of organizational identification in his survey of dietitians who were hospital foodservice administrators. A fairly high level of professional

identification was reflected among the young dietitians in this study who reported they would defend the profession to outsiders. They also discussed the profession with family and friends frequently, and would not only choose it again but would recommend dietetics as a career choice to a family member.

Psychological Success

Psychological success (PS) was measured by four items evaluating individual perceptions of success in the profession, using the scale developed by Hall and Foster (5). Responses to the psychological success items are tabulated in Table 14. The distribution of item ratings indicated feelings of success among a majority of these dietitians in the early establishment career stage. Over 80 per cent of the dietitians reported they felt good about what they were doing and believed their efforts in the profession generally were being met with success. About three-fourths disagreed or strongly disagreed with the negatively stated item, "I do not feel successful in my profession." The one item on the psychological success scale reflecting the least positive feelings concerned goal achievement in the profession; however, 62.2 per cent indicated agreement or strong agreement that they were achieving professional goals in dietetics.

According to Hall and Foster (5), feelings of success are associated with increased career involvement. Van Maanen and Schein (1) stressed the need to study the individual's subjective feelings about his or her career i.e., the internal career perspective.

Table 14: Responses on psychological success items¹

item	strongly agree	agree	undecided	disagree	strongly disagree
	%	%	%	%	%
I often feel good about what I am doing in my profession.	26.1	57.2	7.3	8.0	1.2
Generally, I feel I am achieving my goals in my profession.	10.9	51.3	17.4	17.4	3.1
I do not feel successful in my profession.	2.1	8.4	12.8	54.6	22.2
My efforts in my profession have generally met with success.	16.2	65.0	11.7	6.5	0.5

¹N varies from 383 to 386.

Professional Involvement

Using measures adapted from Hadd (119), the degree of professional involvement of the young dietitians was assessed. These measures were concerned with number of professional memberships, attendance at professional meetings, and frequency of professional reading. The majority of the respondents were members of two to four professional associations (Table 15). The involvement items indicated that most of the dietitians were involved in their professional organizations on a state and local level. Over two-thirds (67.4 per cent) had attended three or more district professional meetings in the last year, and 87.4 per cent had attended at least one state meeting during the preceding three years. A majority (53.7 per cent), however, had never attended a national meeting and 35.7 per cent reported attendance at only one national conference in

Table 15: Responses on professional involvement items

item	N	%
number of professional memberships		
only one	66	16.7
two	143	36.2
three or four	166	42.0
five or more	20	5.1
number of local or district meetings attended in last year		
none	51	12.9
one to two	77	19.5
three to five	150	38.0
six to eight	84	21.3
nine or more	32	8.1
number of state or regional meetings attended in past three years		
none	50	12.7
one to two	165	41.8
three to five	124	31.4
six or more	56	14.2
number of national conferences or conventions attended in past three years		
none	212	53.7
one	141	35.7
two	31	7.8
three or more	11	2.8
frequency of professional reading		
seldom	54	13.7
fairly frequently	233	59.0
always	108	27.3

the past three years. Several reasons could account for these findings. As relative newcomers to the profession, perhaps they are not eligible for administrative leave time. Also, Rich and Vaden (126) found that limited funds were provided for continuing education for entry level dietitians. Salary levels at this early stage of the respondents' professional life might not permit the substantial investment in travel and other costs required to attend national meetings. A variety of personal factors also could act to limit this type of professional involvement.

Most of the respondents reported they kept up with their professional reading (86 per cent). Over a fourth (27.3 per cent) indicated they always read their professional literature and another 59 per cent read professionally fairly frequently.

Analysis of Selected Research Scores

Six scores were computed to study career involvement (CI), professional identification (PID), psychological success (PS), professional involvement (PIV), career fidelity (CF), and career performance (CP), as described in the section on data analysis and summarized in Table 1. Coefficient alpha was used to assess reliability of the three scores for which it was appropriate (CI, PID, and PS). Coefficient alpha provides a standard method for estimating the reliability of attitude scales that contain no "right" or "wrong" answers but assess degree of agreement. It is based on internal consistency among the items composing a scale (122). The reliabilities of the three scores are shown in Table 16. The coefficients indicated a sufficient reliability for analysis of group data (.65 to .86).

Means of the overall group on the six research scores are listed in Table 17. The mean score is compared to the maximum value possible for

Table 16: Reliability of selected research scores

score ¹	coefficient alpha
career involvement	.81
professional identification	.65
psychological success	.86

¹Refer to Table 1 for computation of scores.

Table 17: Mean scores of overall group on selected research scores¹

	max score	mean ²	s.d.
career involvement	24	15.12 ± 2.66	
professional identification	30	19.11 ± 4.16	
psychological success	20	15.16 ± 2.96	
professional involvement	n.a. ³	10.53 ± 3.07	
career fidelity	1.0	0.89 ± 0.18	
career performance	n.a.	538.05 ± 88.58	

¹Refer to Table 1 for computation of scores.

²N varies from 342 to 393.

³n.a. = not applicable; refer to score computation formulas.

each score. The career involvement (CI) score was derived from a study by Gould (8), as was the career performance (CP) measure. There is no maximum score possible on the CP measure since it is a function of individual age and salary and is a relative measure. Computation of the six-item professional identification measure was adapted from Patchen (118) and McNeil (97). Psychological success (PS), which assessed the feelings of the dietitians about their success in the profession, was a summation of responses on the four items comprising the scale. Hall and Foster (5) determined a relationship between feelings of success and involvement in their study of graduate students. Using measures adapted from Hadd (119) and McNeil (97), the degree of professional involvement was assessed. The professional involvement (PIV) score also does not have maximum possible score, but is a relative measure among groups. The career fidelity (CF) measure was computed as specified by Fargen (121) in her study of dietitians in mid career. A high CF score indicates consistent employment in the profession; 1.0 equals the maximum ratio possible, indicating total years of employment were equivalent to years in the profession.

Multiple regression analysis was used to determine predictors of career involvement, using seven independent variables: PID, PS, PIV, CP, CF, age, and education. Three variables with significant beta weights in this analysis were PID, PS, and PIV (Table 18). These findings indicate that higher professional identification, psychological success, and professional involvement scores were predictive of higher scores on the career involvement variable. Similar results were reported by Hall and Foster (5) and Gould (8). Career performance, career fidelity, age, and education were not significant predictors. These results differ from those of Gould (8) and Ginzberg (99), both of whom reported that education

Table 18: Significant predictors ($P \leq .05$) of career involvement¹

variable	β	r	multiple R	R square
professional identification	.34	.48	.48	.23
psychological success	.29	.45	.55	.30
professional involvement	.14	.26	.57	.32

¹Stepwise multiple regression.
Constant = 7.42
N = 325

and involvement were related positively. Gould also found that psychological success was a significant predictor of career involvement among public administrators.

Multiple regression was used to identify significant predictors of high and low involvement groups. The overall group was dichotomized based on the mean score on career involvement. The high involvement group included those with scores equal to or greater than the overall group mean. The low involvement group included those with scores below the mean. Professional identification and psychological success were significant predictors of CI among the low involvement group; whereas professional identification was the only significant predictor for the high involvement group (Table 19).

Career Satisfaction

Importance and Satisfaction Item Scores

Thirty-two items were selected from Schletzer's (98) Job Dimensions Blank to identify important components in a career and to evaluate career

Table 19: Significant predictors ($P \leq .05$) of career involvement of high and low involvement groups¹

variable	β	r	multiple R	R square
<u>low involvement group (N=179)</u>				
professional identification	.32	.41	.41	.16
psychological success	.16	.31	.44	.19
constant	8.08			
<u>high involvement group (N=146)</u>				
professional identification	.18	.18	.18	.032
constant	17.00			

¹High involvement group = those with scores equal to or greater than overall group mean.

Low involvement group = those with scores below overall group mean.

satisfaction. Table 20 details satisfaction and importance mean scores for each characteristic. Characteristics were ordered from most to least satisfying, coupled with corresponding importance scores, and classified into three categories: those most satisfying, somewhat satisfying, and least satisfying. Nine of the thirty-two characteristics were rated in the "most satisfying" category (means ≥ 3.72); sixteen as "somewhat satisfying" (means 3.40 to 3.71); and seven, "least satisfying" (means ≤ 3.39).

Young dietitians seemed most satisfied in their careers with the opportunity to use their abilities to serve others. Autonomy and task variety appeared to be satisfying aspects of dietetic careers, as reflected by high ratings on the following items: opportunity to use

Table 20: Components of career satisfaction and important characteristics of a career for dietitians in the early establishment career stage¹

item number	most satisfying aspects (mean ≥ 3.72) ²	satisfaction ³		importance ⁴	
		mean	s.d.	mean	s.d.
s.	opportunity to improve health of others	3.86 ±	.72	3.29 ±	.76
dd.	intellectual challenge	3.79 ±	.91	3.44 ±	.62
ee.	opportunity to use learned skills	3.79 ±	.87	3.43 ±	.63
i.	opportunity to use initiative	3.78 ±	.96	3.56 ±	.62
bb.	opportunity to use education	3.77 ±	.90	3.48 ±	.65
h.	opportunity to use aptitudes and abilities	3.73 ±	.86	3.64 ±	.53
g.	chance to improve skills	3.73 ±	.88	3.43 ±	.64
a.	opportunity to improve comfort or appearance of others	3.73 ±	.75	2.78 ±	.89
t.	variety of activities required	3.72 ±	.88	2.98 ±	.82
item number	somewhat satisfying aspects (mean 3.40 to 3.71)	satisfaction		importance	
		mean	s.d.	mean	s.d.
ff.	chance to evaluate own work	3.71 ±	.77	3.04 ±	.78
p.	intelligent, competent colleagues	3.67 ±	.81	3.21 ±	.75
w.	interesting colleagues	3.66 ±	.85	2.69 ±	.86

¹N varies from 379 to 390.

²Statements are ordered from most to least satisfying referring to item number in Part III of survey instrument.

³Satisfaction scale = 1, very dissatisfied with career in dietetics; 2, dissatisfied; 3, unsure or undecided; 4, satisfied; 5, very satisfied.

⁴Importance scale = 1, of minor or no importance; 2, fairly important; 3, quite important; 4, very important.

Table 20: (cont.)

item number	somewhat satisfying aspects (mean 3.40 to 3.71)	satisfaction mean s.d.	importance mean s.d.
b.	opportunity to direct work of others	3.66 ± .81	2.23 ± .94
j.	freedom to use own judgment	3.65 ± .96	3.53 ± .62
aa.	feeling of being needed	3.64 ± .85	3.02 ± .82
y.	personal satisfaction	3.62 ± 1.02	3.78 ± .44
c.	feeling of achievement	3.61 ± 1.02	3.66 ± .56
v.	fun and relaxation with colleagues	3.57 ± .82	2.04 ± .94
m.	chance to see results of work	3.55 ± .98	3.39 ± .67
u.	opportunity to help others find success and happiness	3.54 ± .77	2.69 ± .91
z.	opportunity to do socially significant tasks	3.52 ± .82	2.53 ± .94
n.	recognition from colleagues	3.49 ± .83	2.70 ± .89
d.	opportunity to be your own boss	3.48 ± 1.02	2.95 ± .84
cc.	financial security	3.41 ± 1.02	3.09 ± .78
l.	prestige in your profession	3.40 ± .90	2.60 ± .86
item number	least satisfying aspects (mean ≤ 3.39)	satisfaction mean s.d.	importance mean s.d.
x.	prestige in the community	3.36 ± .81	2.00 ± .87
k.	prestige on the job	3.32 ± .94	2.71 ± .83
q.	opportunity to help in policy making	3.31 ± .98	2.73 ± .82
r.	opportunities for travel	3.29 ± .96	1.80 ± .90
f.	earnings	3.20 ± 1.09	3.07 ± .76
o.	prospects for future earnings	3.13 ± 1.10	2.96 ± .79
e.	opportunities for promotion	3.00 ± 1.09	2.96 ± .92

initiative, opportunity to use learned skills, opportunity to use aptitudes and abilities, and variety of activities required. The respondents seemed to be least satisfied with their career prestige, earnings, and opportunities for promotion.

Effective Satisfaction Scores

Effective satisfaction scores were computed to study the interactive effect of the important components in a career and sources of satisfaction. This score was obtained by multiplying the satisfaction score by the importance score for corresponding items in each assessment. According to Locke (64), satisfaction and dissatisfaction are value responses and are the form in which individuals experience an appraisal of a situation against the standard of what is considered good. Since values differ according to both content and intensity, value judgments reflect a dual estimate; the degree of value fulfillment and the importance of the value in the individual's value hierarchy.

Table 21 rank orders the effective satisfaction mean scores of the participating dietitians. These scores were divided into three groups: most satisfying, means of ≥ 12.01 ; somewhat satisfying, means of 9.51 to 12.00; and least satisfying, means ≤ 9.50 .

The effective satisfaction score altered the order of the previous list in Table 20 of sources of career satisfaction. The highest ranking item in Table 21 was "personal satisfaction." This item originally was in the "somewhat satisfying" range in Table 20; but when the importance of this career aspect was taken into account, the order changed. Three other aspects in the "somewhat satisfying" range in Table 20 fell into the "most satisfying" range in Table 21. These three were "feelings of achievement," "freedom to use own judgment," and "chance to see results of work."

Table 21: Components of effective satisfaction¹ in a dietetic career for dietitians in the early establishment career stage

item number	most satisfying aspects (mean \geq 12.01) ²	effective satisfaction mean ³ s.d.
y.	personal satisfaction	13.72 \pm 4.31
h.	opportunity to use aptitudes and abilities	13.55 \pm 3.74
i.	opportunity to use initiative	13.49 \pm 4.34
c.	feeling of achievement	13.19 \pm 4.35
bb.	opportunity to use education	13.14 \pm 4.16
dd.	intellectual challenge	13.09 \pm 4.15
ee.	opportunity to use learned skills	13.01 \pm 3.90
j.	freedom to use own judgment	12.90 \pm 4.12
s.	opportunity to improve health of others	12.82 \pm 4.14
g.	chance to improve skills	12.76 \pm 3.85
m.	chance to see results of work	12.08 \pm 4.25
item number	somewhat satisfying aspects (mean 9.51 to 12.00)	effective satisfaction mean s.d.
p.	intelligent, competent colleagues	11.79 \pm 3.92
ff.	chance to evaluate own work	11.32 \pm 4.10
t.	variety of activities required	11.15 \pm 4.39
aa.	feeling of being needed	11.09 \pm 4.14

¹Effective satisfaction = importance score \times satisfaction score for corresponding items in each assessment (importance and satisfaction ratings).

²Statements are ordered from most to least satisfying referring to item number in Part III of survey instrument.

³N varies from 375 to 383.

Table 21: (cont.)

item number	somewhat satisfying aspects (mean 9.51 to 12.00)	effective satisfaction	
		mean	s.d.
a.	opportunity to improve comfort or appearance of others	10.63	± 4.30
cc.	financial security	10.41	± 4.01
d.	opportunity to be your own boss	10.27	± 4.35
w.	interesting colleagues	10.01	± 4.29
u.	opportunity to help others find success or happiness	9.71	± 4.22
f.	earnings	9.67	± 3.94
item number	least satisfying aspects (≤ 9.50)	effective satisfaction	
		mean	s.d.
n.	recognition from colleagues	9.47	± 4.07
o.	prospects for future earnings	9.14	± 3.98
q.	opportunity to help in policy making	9.06	± 4.11
z.	opportunity to do socially significant tasks	9.06	± 4.30
k.	prestige on the job	8.97	± 3.77
l.	prestige in the profession	8.93	± 3.76
e.	opportunities for promotion	8.71	± 4.18
b.	opportunity to direct work of others	8.35	± 4.36
v.	fun and relaxation with colleagues	7.50	± 4.32
x.	prestige in the community	6.82	± 3.65
r.	opportunities for travel	5.93	± 3.64

This change would seem to indicate that although these dietitians were not highly satisfied with these aspects of a career, they were ranked as being important.

As stated above, the satisfaction scores in Table 20 indicated that career prestige was in the "least satisfying" range. This finding, by itself, might indicate a problem; but when the effective satisfaction score was obtained, prestige came out relatively low on the scale. Although prestige was not perceived as a highly satisfying aspect of a dietitian's career, neither was it very important.

Several other studies that have attempted to identify aspects necessary for career or job satisfaction have yielded similar results to those in this study. Costello and Lee (79) found self-esteem, autonomy, challenge, and self-actualization to be important needs for professionals. Weaver (80) found that a sense of accomplishment was the characteristic chosen as most important by 74 per cent of the professional workers in his study. Seiler (78) stated that job freedom is one of the most important needs of the newly hired professional. Gruin et al. (85) found that greater satisfaction was derived from "ego satisfying" work and more limited and less intensive satisfaction, from extrinsic aspects of the work. Marcson (111) concluded that the needs of the professional include recognition, involvement, and self-realization.

Table 39 (Appendix F) shows importance and satisfaction ratings of high and low career involvement groups. The importance ratings revealed that there were significant differences on seventeen of the thirty-two items. The satisfaction ratings, however, and the effective satisfaction scores reveal differences between the groups on twenty-five of the thirty-two characteristics, including those assessing feelings of achievement,

opportunities to use initiative, variety of activities required, personal satisfaction, opportunity to use education, and intellectual challenge. The high involvement group was more satisfied with every aspect rated. There were no significant differences between the two career involvement groups on importance, satisfaction, or effective satisfaction on two aspects, earnings and fun and relaxation with colleagues.

Analysis of Career Satisfaction Composite Scores

A composite score was computed to assess overall career satisfaction. The career satisfaction score (CS) was derived using a formula adapted from Schletzer's (98) method for computing a job satisfaction score (Table 2). Multiple regression analysis was used to identify predictors of career satisfaction. Eight independent variables were used in this analysis. Table 22 lists the four variables with corresponding beta weights. Psychological success, professional identification, and career involvement were all significant predictors of career satisfaction; while

Table 22: Significant predictors ($P \leq .05$) of career satisfaction¹

variable	β	r	multiple R	R square
psychological success	.30	.49	.49	.24
professional identification	.24	.46	.55	.31
career involvement	.17	.43	.58	.34
education	-.13	-.11	.59	.35

¹Stepwise multiple regression.
Constant 11.04
N = 323

education was a negative predictor. As perceptions of psychological success, identification, and involvement increased, career satisfaction also increased. As education increased, however, satisfaction decreased.

The group was divided into high and low satisfaction groups using the overall group mean of 148.19. The high satisfaction group included those with scores greater than the mean; while the low satisfaction group included those with scores equal to or below the mean. Table 23 presents the significant predictors of career satisfaction for these two satisfaction groups. The predictors for the high satisfaction group included professional identification and psychological success. Hall and Foster (5) indicated that since psychological success led to increased career involvement, it would invariably lead to greater satisfaction as well.

Significant positive predictors for the low satisfaction group were career involvement, professional identification, age, and psychological success; whereas educational level was a negative predictor. Herzberg et al. (67) proposed a significant relationship between age and satisfaction. They found that satisfaction was high when individuals started their first job, but declined until the late twenties when it began to rise. Super (68) found what he called a "satisfaction cycle," which showed that people were satisfied in their early twenties, somewhat dissatisfied between the ages of twenty-five and thirty-four, and tended to be satisfied again thereafter. Results from a follow-up study by Hoppock (69) tended to substantiate the findings of Herzberg and Super. In this study of young dietitians, age was a predictor of career satisfaction for the low satisfaction group only. The narrow age range in the research group probably would influence the findings.

Table 23: Significant predictors ($P \leq .05$) of career satisfaction for high and low satisfaction groups¹

variable	β	r	multiple R	R square
<u>low satisfaction group</u> (N=128)				
career involvement	.23	.44	.44	.19
professional identification	.27	.41	.49	.24
age	.24	.14	.52	.27
educational level	-.21	-.13	.57	.32
psychological success	.16	.40	.58	.34
constant	3.02			
<u>high satisfaction group</u> (N=195)				
professional identification	.26	.35	.35	.12
psychological success	.20	.30	.40	.16
constant	121.45			

¹ High satisfaction group = those with scores greater than overall group mean.

Low satisfaction group = those with scores equal to or below overall group mean.

The t-test for two independent samples was used to compare scores of high and low satisfaction groups on the six variables analyzed previously. Mean scores of these groups on the selected variables are given in Table 24. The t-values indicated significant differences between the two groups on four of the six variables, career involvement, professional identification, psychological success, and professional involvement. The career performance variable and the career fidelity ratio were not significantly

Table 24: Mean scores of high and low satisfaction groups on selected variables

variable	satisfaction group				t value
	low satisfaction ¹		high satisfaction ²		
	mean	s.d.	mean	s.d.	
career involvement	14.10 ±	2.82 ³	15.84 ±	2.29	6.50***
professional identification	17.58 ±	4.36	20.18 ±	3.67	6.18***
psychological success	13.75 ±	3.27	16.15 ±	2.26	7.98***
professional involvement	9.91 ±	2.76	10.96 ±	3.21	3.45***
career performance	536.22 ±	84.80	539.29 ±	91.23	0.32
career fidelity	0.88 ±	0.17	0.89 ±	0.19	0.32

¹N varies from 138 to 162.

²N varies from 204 to 231.

³Standard deviation.

*** $P \leq .001$

different between those high and low on career satisfaction. Those young dietitians who were most satisfied with their careers were also those most involved in their careers and with their profession, and those with stronger professional identification and more positive perceptions of success in the profession.

Interrelationships among Variables

Intercorrelations of the seven research scores are shown in Table 25. Significant positive correlations ($P \leq .01$) were found among the following five variables: career involvement (CI), professional identification

Table 25: Intercorrelation of scores of selected variables ¹							
variable	1	2	3	4	5	6	7
1. career involvement							
2. professional identification	.50						
3. psychological success	.51	.45					
4. career satisfaction	.42	.43	.51				
5. professional involvement	.26	.17	.22	.18			
6. career performance	.02	.11	.16	.05	.04		
7. career fidelity	-.01	.05	.06	.04	.01	-.02	

¹N varies from 342 to 393.
r .09, P < .05
r .12, P < .01

(PID), psychological success (PS), career satisfaction (CS), and professional involvement (PIV). The highest correlations were between career involvement and psychological success ($r, .51$), between career satisfaction and psychological success ($r, .51$), and between professional identification and career involvement ($r, .50$), indicating these scores are strongly related.

Career performance (CP) was correlated significantly with professional identification ($P \leq .05$) and psychological success ($P \leq .01$), although coefficients were of a lower magnitude than those between the variables cited above. Career fidelity (CF) was unrelated to any of the other variables.

The correlation coefficients indicate that career performance and career fidelity are dimensions independent of the other variables. Also, professional involvement was a somewhat independent dimension. Correlation between PIV, CI, PID, PS, and CS, although significant, were relatively low ($r, .17$ to $.26$). These findings were interesting in view of the nature of the variables. PIV, CP, and CF are behavioral measures; i.e., they measure actual performance in the profession. The other four measures, CI, PID, PS, and CS, are perceptual or attitudinal measures. The finding that CF was unrelated was not surprising since the CF ratio was quite high for the entire group (mean, $.89$). The fact that PIV was more strongly related to the attitudinal variables than were CP and CF was not unexpected in examining items comprising the variables. The items comprising the CI scale are concerned with pride in the profession, personal importance of work in the profession, and related issues. The PS scale taps such variables as personal feelings of professional success and perceptions of goal achievement. Apparently, these perceptions are

enhanced by more active involvement in professional activities outside of work.

Analysis of Career Importance Components

Factor Analysis

As described in the data analysis section, factor analysis was used to determine if the importance items could be conceptualized meaningfully by a small number of components that could account for their interrelationships. After rotating the factor matrix according to varimax criterion, seven factors were identified (Table 26):

I. Prestige (four items).

This factor focuses on the importance of status in relation to the job, profession, and colleagues.

II. Monetary Reward (three items).

This cluster portrays the importance of the financial rewards and security aspects of the career.

III. Independence/Self-sufficiency (seven items).

The importance of autonomy, opportunities to use initiative, to influence decisions, and the freedom to use judgment and evaluate own work were key issues reflected in this group of items.

IV. Professional Challenge (four items).

This factor deals with the importance of being a trained professional and of using professional skills and capacities to the fullest.

V. Self-realization (seven items).

Factor V portrays the importance of achieving intrinsic

Table 26: Factor analysis of career importance items¹

item number ²	item	factor loading
Factor I. <u>Prestige</u> (24.7) ³		
l.	prestige in profession	.76
k.	prestige on the job	.75
x.	prestige in the community	.63
n.	recognition from colleagues	.55
Factor II. <u>Monetary Reward</u> (8.3)		
f.	earnings	.87
o.	prospects for future earnings	.77
cc.	financial security	.69
Factor III. <u>Independence/Self sufficiency</u> (8.1)		
i.	opportunity to use initiative	.55
e.	opportunity for promotion	.47
d.	opportunity to be own boss	.44
j.	freedom to use own judgment	.44
ff.	chance to evaluate own work	.42
q.	opportunity to help in policy making	.41
r.	opportunity for travel	.38
Factor IV. <u>Professional Challenge</u> (4.9)		
ee.	opportunity to use learned skills	.73
bb.	opportunity to use education	.63
dd.	intellectual challenge	.61
ff.	chance to evaluate own work	.45
Factor V. <u>Self-realization</u> (4.8)		
h.	opportunity to use aptitudes and abilities	.65
y.	personal satisfaction	.56
g.	chance to improve skills	.52
c.	feeling of achievement	.50

¹N = 367.²Refers to item number in Part III of survey instrument.³% of overall variance accounted for by each factor.

Table 26: (cont.)

item number	item	factor loading
i.	opportunity to use initiative	.45
j.	freedom to use own judgment	.42
m.	chance to see results of work	.37
Factor VI. <u>Social Service</u> (4.0)		
u.	opportunity to help others find success/happiness	.73
a.	opportunity to improve comfort/appearance of others	.63
s.	opportunity to improve health of others	.58
z.	opportunity to do socially significant tasks	.51
aa.	feeling of being needed	.41
Factor VII. <u>Social Stimulation</u> (3.7)		
w.	interesting colleagues	.79
v.	fun and relaxation with colleagues	.61
p.	intelligent, competent colleagues	.35 ⁴

⁴Item deleted from factor score to increase reliability (refer to Table 27).

satisfaction from one's work, having opportunities to improve oneself, and attaining professional goals.

VI. Social Service (five items).

Service to society, opportunities to help others, and feelings of being needed are emphasized in this factor.

VII. Social Stimulation (three items).

Interaction with colleagues, both professional and social, is accounted for by items comprising Factor VII.

When describing importance, Factor I. Prestige, accounted for the largest variance (24.7); once this was taken into account, other factors appeared relatively less critical in accounting for individual differences.

Reliability of Factor Scores

Reliability of the factor scores was analyzed using coefficient alpha. All of the seven factors identified in this study had values above .60 (Table 27), which is well above the minimum acceptable level for analyzing group data (122). In reviewing the analysis of Factor VII. Social Stimulation, it was noted that the reliability increased from .64 to .71 if one item (Item p) was deleted from the score. This modified factor score was used in subsequent analyses.

Analysis of Factor Scores

Table 28 enumerates the maximum score for each factor and the mean score of the overall group on each of the seven career importance factors. Also, a grand item mean was computed for each factor, which was the mean of the item mean scores for items comprising the factor. The grand item mean provided a common base of comparison among the factors.

Table 27: Reliability of career importance scores constructed from factor analysis¹

factor score ²	coefficient alpha	
	initial	modified ³
I. Prestige	.82	
II. Monetary reward	.86	
III. Independence/self-sufficiency	.75	
IV. Professional challenge	.78	
V. Self-realization	.79	
VI. Social service	.68	
VII. Social stimulation	.64	.71

¹N = 367.

²Refer to Table 26 for items loading on factor. Score = Σ of item scores of items comprising factor.

³Item p was deleted to increase reliability of factor VII.

Table 28: Mean scores of overall group on career importance factors¹

factor	maximum score ²	mean	s.d.	grand item mean ³
I. Prestige	16	10.06 ± 2.76		2.51
II. Monetary reward	12	9.09 ± 2.10		3.03
III. Independence/self-sufficiency	28	20.63 ± 3.49		2.95
IV. Professional challenge	16	13.45 ± 2.08		3.36
V. Self-realization	28	25.01 ± 2.73		3.57
VI. Social service	20	14.34 ± 2.83		2.87
VII. Social stimulation	8	4.72 ± 2.53		2.36

¹N = 367.

²Maximum score = Σ of item scores; scale = 4, very important to 1, minor or no importance.

³Grand item mean = mean of item mean scores.

The grand item means indicate that Factors IV and V, Professional Challenge and Self-realization, ranked highest among the career importance factors. Factors I and VII, Prestige and Social Stimulation, ranked lowest in importance. These findings suggested that among young professionals in dietetics, achieving intrinsic satisfaction from work, having opportunities for self improvement, attaining professional goals, and using professional skills and capacities were extremely important aspects of a career. Least important aspects were status and prestige and interaction with colleagues. The grand item mean score, however, indicates that these lowest ranked importance factors are in the fairly to quite important range (scale = 1, of minor or no importance to 4, very important).

One-way analysis of variance (ANOVA) was used to compare mean scores on the seven importance factor scores on groups defined by time of career selection in dietetics (first versus later selectors). The mean scores of the two groups are given in Table 29. Significant differences between the groups were seen on Factors II. Monetary Reward, III. Independence/Self-sufficiency, and IV. Professional Challenge. On all three factors, the mean scores of the later selectors were higher than those of the first selectors. These findings indicated that those individuals choosing dietetics as a second or later career choice placed more importance on the aspects of a career represented by these three factors than did those choosing dietetics as their first career choice. Those young professionals who selected dietetics after exploring one or more other career options ranked earnings and financial security as more important to them in a career than did those who selected dietetics as their first career choice. Also, such issues as autonomy and chances to use professional skills and abilities were rated as more important aspects of a career for the later selectors than was true for the first selectors.

One-way ANOVA also was used to compare means on the seven factor scores for groups defined by one of the professional identification items (Part I, Question 10). Three groups were defined based on respondents' reactions regarding selection of dietetics as a career choice, if the decision were being made again. The groups were classified as those who were: negative or neutral, somewhat positive, and positive. The mean scores of the three groups are shown in Table 30. The only significant difference was on Factor II. Monetary Reward. The group indicating they were negative or neutral about selecting dietetics again as a career

Table 29: Mean scores on career importance factors of first and later selectors¹ of dietetics career

career importance factors	mean scores		F value ²
	first selectors (N=196)	later selectors (N=197)	
I. Prestige	9.87 ± 2.84 ³	10.09 ± 2.74	0.61
II. Monetary reward	8.82 ± 2.19	9.32 ± 2.00	5.70*
III. Independence/self-sufficiency	20.83 ± 3.72	21.56 ± 3.27	4.31*
IV. Professional challenge	13.12 ± 2.20	13.64 ± 1.97	6.15*
V. Self-realization	24.68 ± 2.90	25.20 ± 2.60	3.51
VI. Social service	14.27 ± 2.93	14.23 ± 2.80	0.03
VII. Social stimulation	4.78 ± 1.67	4.65 ± 1.52	0.61

¹Groups: first selectors = those selecting dietetics as a first choice for a career.

later selectors = those selecting other careers initially before selecting dietetics.

²One way analysis of variance with LSD procedure for comparison of means between groups.

³Standard deviation.

Table 30: Mean scores of groups defined by identification with dietetic profession on career importance factors

career importance factors	mean scores of groups ¹			F value ²
	negative or neutral (N=156)	somewhat positive (N=154)	positive (N=82)	
I. Prestige	10.01 ±2.89 ³	9.84 ±2.66	10.24 ±2.79	0.55
II. Monetary reward	9.47 ^b ±2.14	8.95 ^{a,b} ±2.06	8.52 ^a ±2.00	6.02**
III. Independence/ self sufficiency	21.46 ±3.62	20.94 ±3.60	21.19 ±3.17	0.84
IV. Professional challenge	13.33 ±2.16	13.27 ±2.15	13.69 ±1.90	1.13
V. Self-realization	25.03 ±2.71	24.77 ±2.99	25.12 ±2.40	0.56
VI. Social service	14.13 ±3.14	14.13 ±2.72	14.65 ±2.59	1.03
VII. Social stimulation	4.85 ±1.61	4.63 ±1.57	4.66 ±1.59	0.80

¹Groups: negative or neutral = undecided or definitely/probably would choose another profession.

somewhat positive = probably would choose dietetics.
positive = definitely would choose dietetics.

²One way analysis of variance with LSD procedure for comparison of means among groups; alphabetic superscripts used to indicate nonsignificant group differences if overall F ratio was significant.

³Standard deviation.

choice placed more emphasis on this monetary reward factor than did the group who would definitely choose the dietetic profession again.

The intercorrelations among the career importance factor scores are listed in Table 31. Factors III and V, Independence/Self-sufficiency and Self-realization were very highly related ($r, .75$), indicating that autonomy and achievement of intrinsic satisfaction in a career are equally important. Professional challenge, independence, and attainment of professional goals were also strongly related aspects of importance in a career, as reflected by the high correlations between Factors III, IV, and V. Factor VII, Social Stimulation, was a relatively independent dimension of career importance except for the relationship between this factor and Factor VI. Social Service. Apparently, opportunities to help others and professional and social interaction with colleagues are dimensions with some common career motivations. Other than those mentioned in the foregoing discussion, the correlation coefficients indicate the other factors are somewhat independent of each other ($r < .50$).

Analysis of Career Satisfaction Components

Factor Analysis

Factor analysis also was used to determine if the career satisfaction items could be analyzed by fewer components. The same procedure was followed as that used in analyzing the importance items; six factors were identified (Table 32):

I. Professional Challenge (twelve items).

A feeling of satisfaction, opportunities to use intellectual capabilities, and professional autonomy were emphasized in this factor.

Table 31: Intercorrelations of career importance factor scores ¹							
score	I	II	III	IV	V	VI	VII
I. Prestige							
II. Monetary reward	.39						
III. Independence/self sufficiency	.39	.47					
IV. Professional challenge	.30	.31	.62				
V. Self-realization	.32	.32	.75	.57			
VI. Social service	.46	.16	.30	.41	.32		
VII. Social stimulation	.31	.18	.21	.15 ²	.11 ²	.55	

¹N = 393.

²Significant at $P \leq .01$; all other coefficients significant at $P \leq .001$.

Table 32: Factor analysis of career satisfaction components¹

item number ²	item	factor loading
Factor I. <u>Professional Challenge</u> (33.8) ³		
n.	opportunity to use learned skills	.76
m.	opportunity to use education	.75
cc.	opportunity to use aptitudes and abilities	.73
j.	intellectual challenge	.72
h.	opportunity to use initiative	.62
x.	personal satisfaction	.57
u.	feeling of achievement	.54
c.	chance to improve skills	.50
k.	opportunity to be own boss	.50
a.	freedom to use own judgment	.49
q.	variety of activities required	.48
o.	chance to see results of work	.33
Factor II. <u>Service to Others</u> (7.1)		
t.	opportunity to improve comfort/appearance of others	.69
bb.	opportunity to improve health of others	.66
ee.	opportunity to help others find success/happiness	.56
s.	opportunity to do socially significant tasks	.45
u.	feeling of achievement	.44
e.	feeling of being needed	.43
Factor III. <u>Financial</u> (5.8)		
w.	earnings	.83
i.	financial security	.78
aa.	prospects for future earnings	.71
z.	opportunities for promotion	.46
Factor IV. <u>Professional Power</u> (5.0)		
r.	opportunity to help in policy making	.56
g.	opportunity to direct work of others	.47
k.	opportunity to be own boss	.46

¹ N = 355.² Refers to item number in Part IV of survey instrument.³ % of overall variance accounted for by each factor.

Table 32: (cont.)

item number	item	factor loading
f.	chance to evaluate own work	.41
l.	opportunities for travel	.30 ⁴
Factor V. <u>Prestige</u> (4.0)		
p.	prestige on the job	.61
b.	prestige in your profession	.55
v.	prestige in the community	.42
dd.	recognition from colleagues	.38
Factor VI. <u>Professional Stimulation</u> (3.8)		
y.	interesting colleagues	.74
d.	fun and relaxation with colleagues	.59
ff.	intelligent, competent colleagues	.58
dd.	recognition from colleagues	.38

⁴Item deleted from factor score to increase reliability (refer to Table 33).

II. Service to Others (six items).

Altruistic feelings are expressed by items comprising Factor II.

III. Financial (four items).

Satisfaction with monetary rewards, financial security, and promotional opportunities are accounted for by items grouped together in this factor.

IV. Professional Power (five items).

Satisfaction in the opportunity to direct oneself and others and to influence organizational decisions is the focus of Factor IV.

V. Prestige (four items).

The status on the job, among colleagues, and in the community were aspects of items clustered in this factor.

VI. Professional Stimulation (four items).

Satisfaction with professional and social interaction with colleagues is the key aspect in Factor VI.

The dimensions that were useful in describing important dimensions of a career were similar to those for describing career satisfaction. Two of the importance dimensions (Professional Challenge and Self-realization) were similar to a single dimension of satisfaction (Professional Challenge). Otherwise, the factors tended to be parallel. Professional challenge was the dimension accounting for the largest percentage of variance by far (33.8 per cent).

Reliability of Factor Scores

As in the analysis of the importance factor scores, reliability of the career satisfaction factor scores was analyzed using coefficient

alpha. All of the six factors identified had high reliability coefficients (Table 33). Factor IV. Professional Power was modified by deleting one item (Item 1) to increase reliability from .67 to .72. All other coefficients were between .76 and .91.

Table 33: Reliability of career satisfaction scores constructed from factor analysis¹

factor score ²	coefficient alpha	
	initial	modified ³
I. Professional challenge	.91	
II. Service to others	.82	
III. Financial	.84	
IV. Professional power	.67	.72
V. Prestige	.76	
VI. Professional stimulation	.74	

¹N = 355.

²Refer to Table 32 for items loading on factor. Score = Σ of item scores of items comprising factor.

³Item 1 was deleted from factor IV to increase reliability.

Analysis of Factor Scores

The mean scores of the overall group of young dietitians on the career satisfaction factor scores are listed in Table 34. The grand item means are also presented, which are computed as the mean of item mean scores for each factor and provide a common base of examining scores. These means were 3.19 and above indicating overall responses on the six dimensions were in the positive range, reflecting a degree of satisfaction

Table 34: Mean scores of overall group on career satisfaction factors¹

factor	maximum score ²	mean	s.d.	grand item mean ³
I. Professional challenge	60	44.31 ± 7.98		3.69
II. Service to others	30	21.87 ± 3.63		3.64
III. Financial	20	12.75 ± 3.54		3.19
IV. Professional power	20	14.14 ± 2.65		3.54
V. Prestige	20	13.55 ± 2.67		3.39
VI. Professional stimulation	20	14.39 ± 2.48		3.60

¹N = 355.

²Maximum score = Σ of item scores; scale = 5, very satisfied to 1, very dissatisfied.

³Grand item mean = mean of item mean scores.

with all aspects assessed (Scale = 1, very dissatisfied; 3, unsure; to 5, very satisfied). The highest grand item mean was on Factor I. Professional Challenge (mean, 3.69), although three other factors were above 3.50 (II. Service to Others, IV. Professional Power, and VI. Professional Stimulation). The factors with the lowest scores were Factor V. Prestige (mean, 3.39) and Factor III. Financial (mean, 3.19).

Satisfaction with extrinsic rewards was lowest of all the aspects of career satisfaction studied. Perhaps these young dietitians were experiencing inflationary pressures and many would have just assumed more responsibility for their own financial management than probably was true during their days as a college student.

Apparently, these young professionals also were not experiencing strong feelings of prestige from their professional or community

involvements. Status and prestige related components of a career, however, were among the lowest on career importance ratings.

Factor I. Professional Challenge, which was the most highly rated of the six satisfaction factors, indicated high levels of satisfaction with such aspects of a career as opportunities to use skills, education, and abilities, feelings of achievement, and task variety and autonomy. Opportunities for service (Factor II. Service to Others) was the second most highly rated career satisfaction component. Interesting and competent colleagues and opportunities for organizational influence, however, were other important sources of career satisfaction as indicated above.

Similar to the method of analyzing importance factor scores, one-way ANOVA was used to study career satisfaction factor scores on groups defined by time of career selection in dietetics (first and later selectors) (Table 35). Significant differences were found between the groups on Factors V and VI, Prestige and Professional Stimulation. The group that chose dietetics as a first choice for a career were more satisfied with both the status and prestige offered by the dietetic profession and the professional and social interaction with colleagues than were those who were later selectors.

The six factor scores among groups defined by one of the professional identification items (Part I, Question 10) also were compared using one-way ANOVA (Table 36). Three groups were defined as outlined in the data analysis section based on respondents reactions to selecting dietetics as a career if they were currently faced with this decision: those who were negative or neutral, somewhat positive, and positive.

Those most positive about the dietetic profession as a career choice also were most satisfied with all components of career satisfaction

Table 35: Mean scores on career satisfaction factors of first and later selectors¹ of dietetics career

career satisfaction factors	mean scores		F value ²
	first selectors (N=196)	later selectors (N=197)	
I. Professional challenge	44.54 ± 8.53 ³	43.31 ± 8.22	2.15
II. Service to others	22.01 ± 3.97	21.42 ± 3.69	2.31
III. Financial	12.99 ± 3.41	12.33 ± 3.68	3.37
IV. Professional power	14.27 ± 2.81	13.72 ± 2.81	3.77
V. Prestige	13.75 ± 2.78	13.18 ± 2.74	4.08*
VI. Professional stimulation	14.68 ± 2.42	13.80 ± 2.75	11.16***

¹Groups: first selectors = those selecting dietetics as a first choice for a career.

later selectors = those selecting other careers initially before selecting dietetics.

²One way analysis of variance with LSD procedure for comparison of means between groups.

³Standard deviation.

Table 36: Mean scores of groups defined by identification with dietetic profession on career satisfaction factors

career satisfaction factors	mean scores of groups ¹			F value ²
	negative or neutral (N=156)	somewhat positive (N=154)	positive (N=82)	
I. Professional challenge	40.55 ±8.18 ³	44.61 ±7.21	48.80 ±7.40	31.92***
II. Service to others	20.29 ±3.81	22.13 ±3.26	23.59 ±3.94	23.51***
III. Financial	11.51 ±3.62	12.78 ±3.31	14.62 ±3.00	22.34***
IV. Professional power	13.11 ±2.74	14.13 ±2.77	15.32 ±2.48	18.14***
V. Prestige	12.77 ±2.67	13.60 ±2.64	14.54 ±2.86	11.65***
VI. Professional stimulation	13.74 ^a ±2.60	14.34 ^a ±2.39	15.04 ±2.86	6.87**

¹Groups: negative or neutral = undecided or definitely/probably would choose another profession.

somewhat positive = probably would choose dietetics.

positive = definitely would choose dietetics.

²One way analysis of variance with LSD procedure for comparison of means among groups; alphabetic superscripts used to indicate nonsignificant group differences if overall F ratio was significant.

³Standard deviation.

studied. Conversely, those negative or neutral about choosing dietetics as a career choice again were least satisfied with all components. As might be expected, based on these findings, those who were somewhat positive about their career selection had satisfaction scores that fell at midpoints between the two extremes on all factor scores. Differences among the three groups were significant on all six factor scores with one exception. Although the mean score of those who were somewhat positive was higher than the score of those who were negative or neutral on Factor VI. Professional Stimulation, the difference was not significant.

Intercorrelations among the career satisfaction factor scores are given in Table 37. Coefficients between Professional Challenge and Service to Others and Professional Challenge and Professional Power were quite high (r , .68 and .71 respectively), indicating that those who were satisfied with challenges in the profession also were satisfied with opportunities for service to society and with the degree of autonomy provided by careers in the dietetic profession.

Satisfaction with career prestige (Factor V) also was highly related (r , .60) to satisfaction from professional challenge (Factor I) and opportunities for service (Factor II). The two other strongest relationships were between satisfaction with service aspects of a dietetic career (Factor II) and professional power (Factor IV) (r , .52) and between Factor V. Prestige and Factor VI. Professional Stimulation. Those who were satisfied with opportunities to influence decisions also were satisfied with opportunities to serve other people. Those who experienced satisfaction with status and prestige aspects of a dietetic career also were satisfied with the quality of professional and social interaction with their colleagues.

Table 37: Intercorrelations¹ of career satisfaction factor scores

scores	I	II	III	IV	V	VI
I. Professional challenge						
II. Service to others	.68					
III. Financial	.44	.40				
IV. Professional power	.71	.52	.38			
V. Prestige	.60	.60	.44	.49		
VI. Professional stimulation	.48	.47	.40	.37	.56	

¹All correlation coefficients significant at $P \leq .001$.

N = 387

Correlations among the career satisfaction scores, with two exceptions, were .60 or below. These findings indicate that there is a degree of independence among the six components of career satisfaction.

Relationships among Importance and Satisfaction Career Components

In Table 38, the correlations between the career importance and career satisfaction factor scores are shown. All correlation coefficients were below .30 indicating that importance and satisfaction components were independent dimensions in the evaluations of careers in dietetics. Of all relationships studied, the two strongest were between the importance factor score, II. Monetary Reward, and the satisfaction score, III. Financial, and between the social service importance score (Factor VI) and the service to others satisfaction score (Factor II).

The significant negative correlation ($r, -.27, P \leq .01$) between the two extrinsic reward factors indicates that those who placed the greatest importance on monetary reward were among those least satisfied with the financial aspects of a career in dietetics. The positive correlation between the two service-oriented scores suggests that those who value service to others in a career were also finding sources of satisfaction from serving others in the practice of dietetics.

In analyzing the correlation matrix a key aspect was the examination of importance and satisfaction factors that tapped similar constructs; e.g., the correlation between importance Factor I. Prestige and satisfaction Factor V. Prestige. The correlation coefficient, $r, .004$, shows there was no relationship between the two importance and satisfaction prestige factors. The two monetary reward factors were related negatively as described above.

Table 38: Correlation of career importance and satisfaction factor scores¹

importance scores	satisfaction scores					
	I. Profes- sional challenge	II. Service to others	III. Finan- cial	IV. Profes- sional power	V. Prestige	VI. Profes- sional stimu- lation
I. Prestige	.025	.044	-.112	.023	.004	-.027
II. Monetary reward	-.075	-.020	-.270	-.087	-.098	-.080
III. Independence/ self-sufficiency	.004	-.002	-.205	-.002	-.001	-.002
IV. Professional challenge	.108	.128	-.053	.094	.112	.127
V. Self- realization	-.016	-.001	-.200	-.017	-.045	.061
VI. Social service	.113	.254	.032	.108	.109	.199
VII. Social stimulation	-.013	.018	.038	.046	.077	.227

¹N = 387.
 r .09, P < .05
 r .12, P < .01

The importance Factor III. Independence/Self-sufficiency was unrelated to the satisfaction Factor IV. Professional Power ($r, -.002$). There was a significant positive correlation, however, between the importance and satisfaction factor scores concerning professional challenge ($r, .108$, $P \leq .05$), although the relationship was weak. The two service components, importance (Factor VI) and satisfaction (Factor II), were related positively as indicated above. Also, the two factors in the importance and satisfaction analyses that concerned professional and social stimulation were related positively (Importance Factor VII. Social Stimulation and Satisfaction Factor VI. Professional Stimulation, $r, .227$). This last finding suggested that those who place importance on working with interesting and competent colleagues were finding satisfaction with this aspect of their professional life.

SUMMARY AND CONCLUSIONS

Summary

A career represents a path taken by an individual across time, usually consisting of a series of separate but related experiences. There are two major reasons why an understanding of careers is important. First, the career concept is central to an understanding of individual identity; and secondly, a better understanding of organizations is possible with a basic conception of the values, beliefs, and cognitive styles of the people staffing the organizations.

Career satisfaction has been found to be related to involvement in a career, identification with the career, and perceptions of career success. Limited and conflicting data are available concerning satisfaction among health care professionals. The objective of this research was to study career selection, career satisfaction, and related variables among dietitians in the early establishment career stage.

Female dietitians, ages twenty-four to twenty-nine, employed half-time or more, in foodservice, clinical, generalist, and management classifications, residing in the continental United States comprised the population from which the study sample was drawn. The research instrument consisted of five parts. Part I included items on career selection, career involvement, professional identification, and psychological success. Professional involvement was measured by five items in Part II. Parts III and IV assessed aspects of career importance and satisfaction using thirty-two items adapted from the Job Dimensions Blank. Part V obtained

demographic information concerning age, marital status, present place of employment, position title, and salary.

After initial and follow-up mailings, the total response was 80.8 per cent. Instruments of three respondents not meeting the criteria and six that were completed incorrectly were dropped from the sample. Of the instruments distributed, 395 (80.1 per cent) were used in the final analysis.

Career Selection

The respondents were divided evenly between those selecting dietetics as their first choice and those selecting another career first. Time of career selection was related significantly to whether dietetics was the initial or later career choice (groups referred to as first and later selectors). Of those selecting dietetics initially, over half chose their career before college. Of the respondents selecting another career first, a majority chose dietetics in the second year of college or later. Most of the later selectors (61.9 per cent) had at least one other choice, while 38.1 per cent had two or more other choices.

The major personal source of influence on career choice in dietetics was the individual's abilities and interests. Although relatives generally were not a frequently reported source of influence, mothers did provide some degree of influence on career choice for over half the respondents. Peers and counselors also did not influence the majority of these young dietitians (i.e., < 30 years of age). Dietetic professionals, literature, or job experience provided some degree of influence. Comparisons were made between first and later selectors and various personal sources of influence. First selectors were more influenced ($P \leq .05$) by mothers, high school faculty, high school counselors, abilities or interests, and

career days than were later selectors. The later selectors, however, were more influenced by their friends and college career guidance counselors than were those selecting dietetics initially.

Degree of importance of selected value influences on decisions to select a career in dietetics also were rated. The factor, "interesting work," was quite important for 80 per cent of the respondents. "Social prestige" was rated as not important by over half of the young dietitians. None of the value factor ratings differed significantly in comparing the first and later selectors.

Career and Professional Involvement, Identification, and Success

Evidence of high levels of pride and identification with the dietetic profession was found in the responses to items comprising the career and professional involvement, identification, and psychological success scales. Career involvement items assessed feelings of psychological involvement with the profession of dietetics. Over sixty per cent agreed or strongly agreed with statements assessing career involvement (CI).

The professional identification (PID) measures assessed the dietitians' reactions to criticism of the profession by colleagues and outsiders, frequency of conversation with family and friends about their careers, and responses related to selection of dietetics as a career. Responses to items on criticism of the profession indicated that dietitians tended to agree somewhat with their peers on criticisms of the profession but were offended by criticism from those outside the profession. This defense of the profession is an indicator of professional loyalty or identification. The majority of the respondents indicated they would definitely or probably choose the profession of dietetics if

they could begin their careers again. Also, the young dietitians sampled would probably or definitely encourage their relatives to select the dietetic profession. Again, these are indicators of professional identification.

Feelings of psychological success (PS) in their careers were reported by a majority of these dietitians in the early establishment career stage. Over 80 per cent indicated they felt good about what they were doing in the profession and believed their efforts in the profession generally were being met with success.

Responses on the professional involvement (PIV) items reflected that most of the dietitians were involved in their professional organizations on state and local levels; although a majority had never been to a national meeting. The majority reported fairly frequent professional reading.

Significant predictors ($P < .05$) of career involvement determined by multiple regression analysis were professional identification (PID), psychological success (PS), and professional involvement (PIV). These findings indicate that higher professional identification, psychological success, and professional involvement scores were predictive of higher scores on the career involvement variable.

The overall career involvement group was dichotomized based on the mean score on career involvement. Professional identification and psychological success were significant predictors of career involvement among the low involvement group; whereas only professional identification was a significant predictor for the high involvement group.

Career Satisfaction

Characteristics important in a career and the degree to which various career aspects were sources of satisfaction were studied through importance

and satisfaction ratings of thirty-two items. The young dietitians seemed most satisfied in their careers with the opportunity to use their abilities to serve others. Autonomy and task variety appeared to be other satisfying aspects of careers in dietetics, as reflected by high ratings on the following items: opportunity to use initiative, opportunity to use learned skills, opportunity to use aptitudes and abilities, and variety of activities required. Young professionals in dietetics seem to be least satisfied with career prestige, earnings, and opportunities for promotion.

To study the interactive effect of the important components in a career and sources of satisfaction, effective satisfaction scores were analyzed, which were computed by multiplying the importance and satisfaction ratings on corresponding career characteristic items. Effective satisfaction scores altered the ranking of most satisfying aspects of a dietetic career. When considering both importance and satisfaction simultaneously, four aspects that were rated as somewhat satisfying were among the highest in the effective satisfaction ratings: personal satisfaction, feelings of achievement, freedom to use own judgment, and chance to see results of work.

A composite career satisfaction score was computed to study overall satisfaction. Three positive predictors of the career satisfaction score (CS), determined by multiple regression analysis, were psychological success, professional identification, and career involvement. Education was a negative predictor. As perceptions of psychological success, identification, and involvement increased, career satisfaction also increased. As education increased, however, satisfaction decreased; i.e., those holding advanced degrees tended to be less satisfied.

The group of dietitians was divided into high and low satisfaction groups using the overall group mean. Significant predictors for the high satisfaction group included professional identification and psychological success. Significant positive predictors for the low satisfaction group were career involvement, professional identification, age, and psychological success; whereas, educational level was a negative predictor.

Career Importance Components

Using factor analysis, seven factors were identified for describing the components relative to career importance: Prestige, Monetary Reward, Independence/Self-sufficiency, Professional Challenge, Self-realization, Social Service, and Social Stimulation. In assessing relative ratings of the career importance factors, Professional Challenge and Self-realization ranked highest; whereas, Prestige and Social Stimulation ranked lowest in importance. These findings indicated that among young professionals in dietetics, achieving intrinsic satisfaction from work, having opportunities for self improvement, attaining professional goals, and using professional skills and capacities were extremely important aspects of a career. Least important were status and prestige and interaction with colleagues.

Mean scores of the seven importance factor scores for groups defined by time of career selection were compared. On three factors, Monetary Reward, Independence/Self-sufficiency, and Professional Challenge, the mean scores of the later selectors were significantly higher, indicating that those individuals choosing dietetics as a second or later career choice placed more importance on the aspects of a career represented by these three factors than did those choosing dietetics as their first career choice. Those young professionals who selected dietetics after exploring one or more other career options ranked earnings and financial

security as more important in a career than did those who selected dietetics as their first choice. Also, such issues as autonomy and chances to use professional skills and abilities were rated more important for the later selectors than for the first selectors.

The importance factor scores also were compared among groups defined by reactions to selection of dietetics as a career if the decision were being made again. The only significant difference was on the factor, Monetary Reward. The group indicating they were negative or neutral about selecting dietetics as a career choice again placed more emphasis on this financial aspect of a career than did the group who would definitely choose the dietetic profession.

Career Satisfaction Components

Six factors were identified for describing aspects relative to career satisfaction: Professional Challenge, Service to Others, Financial, Professional Power, Prestige, and Professional Stimulation. The factors that were useful in describing career satisfaction were similar to those for describing important dimensions of a career.

Overall ratings of the factors were in the positive range (i.e., means above 3.0 on a five-point scale) reflecting a degree of satisfaction with all aspects assessed. Satisfaction with extrinsic rewards was lowest, however, indicating less dissatisfaction with earnings, financial security, and promotional opportunities. Perhaps inflationary pressures and adjustment to financial responsibility was being experienced. The Prestige factor was the second lowest rated among the six satisfaction factor scores. Apparently, these young dietitians also were not experiencing strong feelings of status and prestige from their professional or community involvement. Since the group studied was under thirty and

would be in entry-level positions for the most part, this finding was not unexpected.

Professional Challenge, the most highly rated factor, indicated high levels of satisfaction with such aspects of a career as opportunities to use skills, education, and abilities, feelings of achievement, and task variety and autonomy. Opportunities for service (Service to Others) was the second most highly rated career satisfaction component.

The mean scores of first and later selectors on these six factors were compared. Significant differences were found between the groups on Prestige and Professional Stimulation. The group that chose dietetics initially were more satisfied with both the status offered by the profession and the interaction with colleagues than were the later selectors.

Those most positive about selecting the dietetic profession as a career choice again also were most satisfied with the six satisfaction factors. Conversely, those negative or neutral about choosing dietetics again were least satisfied with all components. Those who were somewhat positive, as expected, had satisfaction scores midpoint between the positive and negative groups.

Conclusions

The findings of this study among young dietitians suggested that recruitment and career guidance are important both at the secondary and the collegiate level because of the sizeable numbers making a career selection both before and after entering college. It would seem appropriate, also, to have some guidance programs directed to parents, especially mothers, because of their influence on career decision. Professionals in the field should be encouraged to provide work opportunities

for young students, since job experiences were important in influencing career choice.

Abilities and interests were indicated as one of the most important influences on career choice. Specific identification of these abilities and interests that are influencing selection of the profession of dietetics is needed.

Overall data indicated pride and identification with the profession among young dietitians. This loyalty to the profession was evidenced, particularly, by the defense against criticism of the profession. The career involvement and psychological success scores indicated that young professionals in dietetics are finding sources of goal achievement and are internalizing them. Since the data indicated those individuals most involved in the profession had greater satisfaction, experienced professionals should make opportunities for the young dietitians to become involved in professional association activities at local, state, and national levels.

The satisfaction ratings seem to indicate that careers are providing opportunities for young professionals to use their skills and abilities in a variety of professional pursuits. Professional challenge, however, was particularly important for these young dietitians; therefore, entry-level positions should be examined to ensure that opportunities are being provided for challenging assignments and young professionals are being given opportunities to assume responsibility.

Even though career satisfaction appeared to be relatively high, there is some cause for concern with the finding that those with advanced degrees were less satisfied than those with bachelor's degrees. This

finding might indicate that the individuals with advanced degrees are not being given career challenges appropriate to their level of ability.

Another cause for concern might be the pattern of findings indicating those selecting dietetics after exploring other career options reflected a degree of disillusionment with their careers in dietetics. The importance ratings indicate differing motivations between those selecting dietetics initially and those selecting the dietetic profession after considering other choices. Perhaps this information could provide insight to educators for advising students who have changed majors. Also, dietetic educators should be encouraged to review educational programs to ensure that a realistic picture of a career in dietetics is being given.

A certain amount of dissatisfaction found among young professionals is not surprising since the group of professionals selected for study are in a period of their lives when they may be searching for future direction. Although data did show relatively high levels of satisfaction, the work of ADA in attempting to increase salary levels should be continued, however, considering the lower ratings of the financial component of satisfaction in relation to other ratings. Also, directors of dietetics and other dietitians in positions to supervise young professionals should make efforts to recognize their performance and to provide feedback, since lower levels of satisfaction were voiced regarding the degree of recognition from colleagues in comparison to other sources. Even though this recognition aspect of a career was not one of the highest rated of the importance components, the behavioral science literature indicates that recognition is a basic source of motivation for all individuals. Also, studies have shown that professionals need recognition and status more than do nonprofessionals.

One other finding of particular interest was that related to the high satisfaction derived by the young professionals in dietetics from service to others, suggesting a strong sense of professionalism. Emphasis on community rather than self-interest and service above monetary gain are among the cornerstones of a profession. Data from this study reflect development of professional values among young dietitians and indicate an "other" versus "self" directedness.

Data from studies such as those reported in this research are needed for education and human resources planning in dietetics. Similar studies need to be done with dietitians at different career stages and in different practice groups within the profession to gain understanding and provide data for comparison. Also, these data are limited to females in dietetics; if efforts are made to increase the number of males in the profession, similar studies are needed to study career selection influences on young men entering the profession of dietetics to determine if differences exist.

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APPENDIXES

APPENDIX A
Preliminary Research Instrument

STUDY OF CAREER CHOICE IN DIETETICS

Part I.

Please consider each of the following items with your career as a dietitian in mind (as opposed to a specific job). Describe your career by indicating how satisfied you are with each aspect using the scale below.

- 1-Very dissatisfied
 2-Dissatisfied
 3-Neutral
 4-Satisfied
 5-Very satisfied

- | | |
|--|--|
| ____ (1) Earnings | ____ (20) Opportunity to use aptitudes and abilities |
| ____ (2) Financial security | ____ (21) Opportunity to use education |
| ____ (3) Prospects for future earnings | ____ (22) Fulfillment of personal needs |
| ____ (4) Opportunities for travel | ____ (23) Feeling of achievement |
| ____ (5) Your prestige in the community | ____ (24) Feeling of being needed |
| ____ (6) Your prestige on the job | ____ (25) Feeling of accomplishment |
| ____ (7) Opportunities for promotion | ____ (26) Recognition from colleagues |
| ____ (8) Prestige in your profession | ____ (27) Personal satisfaction |
| ____ (9) Opportunity to direct work of others | ____ (28) Chance to see results of work |
| ____ (10) Opportunity to help in policy-making | ____ (29) Chance to evaluate own work |
| ____ (11) Opportunity to be your own boss | ____ (30) Opportunity to use initiative |
| ____ (12) Interesting colleagues | ____ (31) Freedom to make decisions |
| ____ (13) Intelligent, competent colleagues | ____ (32) Personal autonomy |
| ____ (14) Fun and relaxation with colleagues | ____ (33) Freedom to use own judgment |
| ____ (15) Competition | ____ (34) Opportunity to do socially significant tasks |
| ____ (16) Intellectual challenge | ____ (35) Opportunity to improve health of others |
| ____ (17) Variety of activities required | ____ (36) Opportunity to improve comfort or appearance of others |
| ____ (18) Chance to improve skills | ____ (37) Opportunity to help others find success or happiness |
| ____ (19) Opportunity to use learned skills | |

Part II.

Using the same list of items, describe your career (as opposed to a specific job) by indicating the importance of each aspect to you in relation to a career field. Please use the following scale:

- 1-Of minor or no importance
 2-Fairly important
 3-Quite important
 4-Very important

- | | |
|--|--|
| ____ (1) Earnings | ____ (20) Opportunity to use aptitudes and abilities |
| ____ (2) Financial security | ____ (21) Opportunity to use education |
| ____ (3) Prospects for future earnings | ____ (22) Fulfillment of personal needs |
| ____ (4) Opportunities for travel | ____ (23) Feeling of achievement |
| ____ (5) Your prestige in the community | ____ (24) Feeling of being needed |
| ____ (6) Your prestige on the job | ____ (25) Feeling of accomplishment |
| ____ (7) Opportunities for promotion | ____ (26) Recognition from colleagues |
| ____ (8) Prestige in your profession | ____ (27) Personal satisfaction |
| ____ (9) Opportunity to direct work of others | ____ (28) Chance to see results of work |
| ____ (10) Opportunity to help in policy-making | ____ (29) Chance to evaluate own work |
| ____ (11) Opportunity to be your own boss | ____ (30) Opportunity to use initiative |
| ____ (12) Interesting colleagues | ____ (31) Freedom to make decisions |
| ____ (13) Intelligent, competent colleagues | ____ (32) Personal autonomy |
| ____ (14) Fun and relaxation with colleagues | ____ (33) Freedom to use own judgment |
| ____ (15) Competition | ____ (34) Opportunity to do socially significant tasks |
| ____ (16) Intellectual challenge | ____ (35) Opportunity to improve health of others |
| ____ (17) Variety of activities required | ____ (36) Opportunity to improve comfort or appearance of others |
| ____ (18) Chance to improve skills | ____ (37) Opportunity to help others find success or happiness |
| ____ (19) Opportunity to use learned skills | |

Part III.

1. When did you choose your career of dietetics?

- ☐ Before college
☐ First year of college
☐ Second year of college
☐ Other, please specify when _____

2. Would you choose the same career today?

- ☐ Yes
☐ No, why not? _____

3. a. Was dietetics your first choice as a career?

- ☐ Yes
☐ No

b. If you answered No to the last question, what were your other choices as a career? _____

4. What were the sources of influence in choosing your career? Please rate each one according to the scale below.

- 1-Not an influence
 2-Some influence
 3-Major influence

- ☐ a. Father
☐ b. Mother
☐ c. Brother or sister
☐ d. Other relative (specify) _____
☐ e. Family friends
☐ f. Own friends
☐ g. High school faculty
☐ h. High school counselor
☐ i. College faculty
☐ j. College counselor
☐ k. Literature
☐ l. Abilities or interests
☐ m. Other, please specify _____

5. Why did you choose dietetics as a career? Please rate each one according to the scale below.

1-Not important
2-Fairly important
3-Quite important

- _____ a. Secure future
 - _____ b. Advancement potential
 - _____ c. Good pay
 - _____ d. Interesting work
 - _____ e. Social prestige
 - _____ f. Opportunity for service
 - _____ g. Other, please specify
-

6. In the space next to each statement, please indicate your agreement or disagreement with that statement according to the following scale:

1-Strongly agree
2-Agree
3-Undecided
4-Disagree
5-Strongly disagree

- _____ a. I identify strongly with my chosen line of work.
- _____ b. My chosen line of work gives me a sense of well-being.
- _____ c. I get a sense of pride from my chosen line of work.
- _____ d. Compared to other areas of my life, my chosen line of work is very important to me.
- _____ e. If I were to describe myself to someone, I would probably begin by stating my chosen line of work.
- _____ f. If I were to rank in importance to me all the things that I do, those things related to my line of work would be at or near the top.

7. How would you feel when you hear someone criticizing the profession of dietetics?

- _____ (1) I mostly agree with the criticism
- _____ (2) It does not bother me
- _____ (3) It makes me a little angry
- _____ (4) It makes me angry most of the time
- _____ (5) It makes me quite angry

8. In general, how often do you tell someone in your immediate family about some things concerning your profession?
- ☐ (1) About once a year
 - ☐ (2) Once every few months
 - ☐ (3) About once a month
 - ☐ (4) Several times a month
 - ☐ (5) Once a week or more
9. In general, how often do you tell someone outside your immediate family about some things concerning your profession?
- ☐ (1) About once a year
 - ☐ (2) Once every few months
 - ☐ (3) About once a month
 - ☐ (4) Several times a month
 - ☐ (5) Once a week or more
10. If you could begin your career over again, how likely would you be to choose the dietetic profession again?
- ☐ (1) Definitely would choose another profession
 - ☐ (2) Probably would choose another profession
 - ☐ (3) Would not care
 - ☐ (4) Probably would choose this profession
 - ☐ (5) Definitely would choose this profession
11. How would you advise a relative going into the dietetic profession?
- ☐ (1) Definitely would advise against it
 - ☐ (2) Probably would advise against it
 - ☐ (3) Would neither encourage or discourage it
 - ☐ (4) Probably would encourage it
 - ☐ (5) Definitely would encourage it
12. In the space next to each statement, please indicate your agreement or disagreement with that statement according to the following scale:
- 1-Strongly agree
 - 2-Agree
 - 3-Undecided
 - 4-Disagree
 - 5-Strongly disagree
- ☐ a. I often feel really good about what I am doing in my profession.
- ☐ b. Generally, I feel I am achieving my goals in my profession.
- ☐ c. I do not feel successful in my profession.
- ☐ d. My efforts in my profession have generally met with success.

Part IV.

Please indicate your professional affiliations and activities.

1. In how many professional organizations or associations do you currently hold memberships? Include membership only in those organizations or associations which require the payment of dues or subscription fees.

_____ no. of organization memberships

2. In general, how frequently do you read the journals and other literature published by the professional associations to which you belong? (Please circle the appropriate number.)

None			Some			Always
1	2	3	4	5	6	7

3. How many national conferences or conventions of the professional associations to which you belong have you attended in the past three years?

_____ no. of meetings attended

4. How many state or regional conferences or conventions of the professional associations to which you belong have you attended in the past three years?

_____ no. of meetings attended

Part V.

1. Please indicate.

_____ (1) Male
_____ (2) Female

2. What year were you born?

3. What is your most advanced degree?

_____ (1) Bachelor's
_____ (2) Master's
_____ (3) Ph.D.

4. What was your major field of study for each degree?

- a. Major field for Bachelor's:

_____ (1) Dietetics, institutional management, or foods and nutrition
_____ (2) Home economics education
_____ (3) Education, other than home economics
_____ (4) Other, please specify _____

- b. Major field for Master's:

_____ (1) Dietetics, institutional management, or foods and nutrition
_____ (2) Home economics education
_____ (3) Education, other than home economics
_____ (4) Other, please specify _____

5. Indicate total number of graduate hours completed beyond your Bachelor's degree.
_____ semester hours
_____ quarter hours
6. a. Registration status (R.D.):
_____ (1) Registered
_____ (2) Nonregistered
- b. If registered, when did you become registered?
_____ year
7. Have you worked continuously since becoming a dietitian?
_____ (1) Yes
_____ (2) No
8. Total number of years you have been employed in the profession (both full time and part time).
_____ (1) Less than one year
_____ (2) One to three years
_____ (3) Four to six years
_____ (4) Seven to ten years
9. Place of employment (please designate one only):
_____ (1) Hospital
_____ (2) University Medical Center
_____ (3) Other Health Care Facility
_____ (4) Commercial and Industry Foodservice
_____ (5) University and Residence Hall Foodservice
_____ (6) School Foodservice
_____ (7) Self Employed
_____ (8) Other, please specify _____
10. Please check the classification that best describes your present position.
_____ (1) Director of department
_____ (2) Head administrative dietitian
_____ (3) Head clinical dietitian
_____ (4) Administrative staff dietitian
_____ (5) Clinical staff dietitian
_____ (6) Generalist (administrative, clinical, teaching responsibilities)
_____ (7) Teaching
_____ (8) Research
_____ (9) Community nutritionist
_____ (10) Other, please specify _____
11. At the present time are you the sole or supporting income provider?
(Check one)
_____ (1) I am the sole income provider for the family unit.
_____ (2) My salary is over two-thirds of the total family income.
_____ (3) My salary is less than two-thirds of the total family income.

12. What is your present salary?

\$ _____/year

13. Marital status.

_____ (1) Married

_____ (2) Not married

14. Do you have children?

_____ (1) Yes

_____ (2) No

APPENDIX B

Correspondence with Preliminary Instrument

(Letterhead)

Letter Accompanying Pilot Study Questionnaire

April 21, 1979

TO: Participants in Pilot Study

FROM: Pamela K. Stone
Graduate Student

Allene G. Vaden, Ph.D., R.D.
Associate Professor of
Institutional Management

We appreciate your willingness to help in the pilot study which is part of a research project here at K-State on the career choice and career satisfaction of dietitians. We want your honest reactions and criticisms to help us finalize the questionnaire.

Enclosed is Draft II of the questionnaire, a form to evaluate the questionnaire and the cover letter that will be sent to participants in the actual study. After reading the cover letter and completing the questionnaire, please evaluate them both. Please feel free to make any suggestions you believe will improve the study.

Please return the questionnaire and evaluation form in the envelope provided. We would appreciate receiving your response by April 27.

We appreciate your help!

(Letterhead)

Letter Accompanying Pilot Study Questionnaire

April 23, 1979

TO: Graduate Students and Faculty Reviewers

FROM: Pamela Stone
Graduate Student

Allene G. Vaden, Ph.D., R.D.
Associate Professor of
Institutional Management

We appreciate your willingness to help in the pilot study which is part of a research project here at K-State on the career choice and career satisfaction of dietitians. We want your honest reactions and criticisms to help us finalize the questionnaire.

Twenty-five dietitians completed and evaluated the first draft of the questionnaire. Draft II contains revisions based on their comments.

Enclosed is Draft II of the questionnaire and a form to evaluate the questionnaire. You do not need to complete the questionnaire unless you wish to. Please review the questions and evaluate them. Feel free to make any suggestions you believe will improve the study. Please return the questionnaire and the evaluation form.

We appreciate your help!

KANSAS STATE UNIVERSITY

Department of Dietetics, Restaurant
and Institutional Management

EVALUATION OF THE QUESTIONNAIRE

1. Was the questionnaire difficult to answer?
☐ Yes
☐ No
2. Indicate the number of the questions you found difficult to answer.

<u>NUMBER</u>	<u>COMMENTS</u>
---------------	-----------------
3. What suggestions do you have for revising the questionnaire?
☐ None, leave questionnaire as it is
☐ Suggestions, please specify
4. What additions would you suggest?
☐ None
☐ Additions, please list below
5. What would you omit on the questionnaire?
☐ Nothing
☐ Omit, please list below
6. How long did it take to fill out the questionnaire?

7. Other comments:

APPENDIX C
Final Research Instrument

STUDY OF CAREER CHOICE IN DIETETICS

Part I.

1. When did you choose your career of dietetics?
(Check one.)

☐ (1) Before college
☐ (2) First year of college
☐ (3) Second year of college
☐ (4) Other, please specify when _____

2. a. Was dietetics your first choice as a career?

☐ (1) Yes
☐ (2) No

- b. If you answered No to the last question, what were your other choices for a career?

☐ (1) _____
☐ (2) _____
☐ (3) _____

3. Please indicate the degree to which you believe each of the following sources influenced your decision to select dietetics as a career, using the scale below:

0 - Not applicable
 1 - Not an influence
 2 - Some influence
 3 - Major influence

☐ a. Father
☐ b. Mother
☐ c. Brother or sister
☐ d. Other relative (please specify) _____
☐ e. Family friends
☐ f. Own friends
☐ g. High school faculty
☐ h. High school counselor
☐ i. College faculty
☐ j. College career guidance counselor
☐ k. Academic advisor in college
☐ l. Dietetic professionals
☐ m. Literature
☐ n. Abilities or interests
☐ o. Career day (high school or college)
☐ p. Job experience
☐ q. Other, please specify _____

4. Please rate the degree to which each of the following factors influenced your decision to select dietetics as a career, using the scale below:

1 - Not important
 2 - Fairly important
 3 - Quite important

☐ a. Secure future
☐ b. Advancement potential
☐ c. Good salary
☐ d. Interesting work
☐ e. Social prestige
☐ f. Opportunity for service to society
☐ g. Other, please specify _____

5. In the space next to each statement, please indicate your agreement or disagreement with the statement according to the following scale:

1 - Strongly agree
 2 - Agree
 3 - Disagree
 4 - Strongly disagree

☐ a. I identify strongly with my profession.
☐ b. My chosen profession gives me a sense of well-being.
☐ c. I get a sense of pride from my profession.
☐ d. Compared to other areas of my life, my profession is very important to me.
☐ e. If I were to describe myself to someone, I would probably begin by stating my profession.
☐ f. If I were to rank in importance to me all the things that I do, those things related to my work would be at or near the top.

6. How do you feel when you hear someone outside of the profession criticizing the field?
- ___ (1) I often agree with the criticism.
 ___ (2) It does not bother me.
 ___ (3) It makes me a little angry.
 ___ (4) It makes me angry most of the time.
 ___ (5) It makes me quite angry.
7. How do you react when you hear other dietitians criticizing the profession of dietetics?
- ___ (1) I often agree with the criticism.
 ___ (2) It does not bother me.
 ___ (3) It makes me a little angry.
 ___ (4) It makes me angry most of the time.
 ___ (5) It makes me quite angry.
8. In general, how often do you tell someone in your immediate family about some things concerning your profession?
- ___ (1) Once every few months
 ___ (2) About once a month
 ___ (3) Several times a month
 ___ (4) Once a week or more
 ___ (5) Almost daily
9. In general, how often do you tell your friends and acquaintances something about your profession?
- ___ (1) Once every few months
 ___ (2) About once a month
 ___ (3) Several times a month
 ___ (4) Once a week or more
 ___ (5) Almost daily
10. If you could begin your career over again, how likely would you be to choose the dietetic profession again?
- ___ (1) Definitely would choose another profession
 ___ (2) Probably would choose another profession
 ___ (3) Undecided
 ___ (4) Probably would choose dietetics
 ___ (5) Definitely would choose dietetics
11. How would you advise a relative who is considering going into the dietetic profession?
- ___ (1) Definitely would advise against it
 ___ (2) Probably would advise against it
 ___ (3) Would neither encourage or discourage it
 ___ (4) Probably would encourage it
 ___ (5) Definitely would encourage it
12. In the space next to each statement, please indicate your agreement or disagreement with that statement according to the following scale:
- 1 - Strongly agree
 2 - Agree
 3 - Undecided
 4 - Disagree
 5 - Strongly disagree
- ___ a. I often feel very good about what I am doing in my profession.
 ___ b. Generally, I feel I am achieving my goals in my profession.
 ___ c. I do not feel successful in my profession.
 ___ d. My efforts in my profession have generally met with success.
- Part II.
1. In how many professional organizations or associations do you currently hold memberships. Include membership only in those organizations or associations which require the payment of dues or subscription fees.
 ___ Number of organization memberships
2. How many local or district meetings of the professional associations to which you belong have you attended in the last year?
 ___ Number of meetings attended
3. How many state or regional conferences or conventions of the professional associations to which you belong have you attended in the past three years?
 ___ Number of meetings attended
4. How many national conferences or conventions of the professional associations to which you belong have you attended in the past three years?
 ___ Number of meetings attended
5. In general, how frequently do you read the journals and other literature published by the professional associations to which you belong? (Please circle the appropriate number.)
- Seldom Always
 1 2 3 4 5 6 7

Part III.

Indicate the importance you attach to each of the following possible characteristics of a career. Please use the following scale:

- 1 - Of minor or no importance
2 - Fairly important
3 - Quite important
4 - Very important

- | | | |
|--|---|--|
| ___ (a) Opportunity to improve comfort or appearance of others | ___ (k) Your prestige on the job | ___ (u) Opportunity to help others find success or happiness |
| ___ (b) Opportunity to direct work of others | ___ (l) Prestige in your profession | ___ (v) Fun and relaxation with colleagues |
| ___ (c) Feeling of achievement | ___ (m) Chance to see results of work | ___ (w) Interesting colleagues |
| ___ (d) Opportunity to be your own boss | ___ (n) Recognition from colleagues | ___ (x) Your prestige in the community |
| ___ (e) Opportunities for promotion | ___ (o) Prospects for future earnings | ___ (y) Personal satisfaction |
| ___ (f) Earnings | ___ (p) Intelligent, competent colleagues | ___ (z) Opportunity to do socially significant tasks |
| ___ (g) Chance to improve skills | ___ (q) Opportunity to help in policy-making | ___ (aa) Feeling of being needed |
| ___ (h) Opportunity to use aptitudes and abilities | ___ (r) Opportunities for travel | ___ (bb) Opportunity to use education |
| ___ (i) Opportunity to use initiative | ___ (s) Opportunity to improve health of others | ___ (cc) Financial security |
| ___ (j) Freedom to use own judgment | ___ (t) Variety of activities required | ___ (dd) Intellectual challenge |
| | | ___ (ee) Opportunity to use learned skills |
| | | ___ (ff) Chance to evaluate own work |

Part IV.

Please consider each of the following items with your career as a dietitian in mind (as opposed to your specific job). Describe your career by indicating how satisfied you are with each aspect using the scale below:

- 1 - Very dissatisfied with career in dietetics
2 - Dissatisfied
3 - Unsure or undecided
4 - Satisfied
5 - Very satisfied

- | | | |
|--|--|---|
| ___ (a) Freedom to use own judgment | ___ (l) Opportunities for travel | ___ (v) Your prestige in the community |
| ___ (b) Prestige in your profession | ___ (m) Opportunity to use education | ___ (w) Earnings |
| ___ (c) Chance to improve skills | ___ (n) Opportunity to use learned skills | ___ (x) Personal satisfaction |
| ___ (d) Fun and relaxation with colleagues | ___ (o) Chance to see results of work | ___ (y) Interesting colleagues |
| ___ (e) Feeling of being needed | ___ (p) Your prestige on the job | ___ (z) Opportunities for promotion |
| ___ (f) Chance to evaluate own work | ___ (q) Variety of activities required | ___ (aa) Prospects for future earnings |
| ___ (g) Opportunity to direct work of others | ___ (r) Opportunity to help in policy-making | ___ (bb) Opportunity to improve health of others |
| ___ (h) Opportunity to use initiative | ___ (s) Opportunity to do socially significant tasks | ___ (cc) Opportunity to use aptitudes and abilities |
| ___ (i) Financial security | ___ (t) Opportunity to improve comfort or appearance of others | ___ (dd) Recognition from colleagues |
| ___ (j) Intellectual challenge | ___ (u) Feeling of achievement | ___ (ee) Opportunity to help others find success or happiness |
| ___ (k) Opportunity to be your own boss | | ___ (ff) Intelligent, competent colleagues |

Part V.

1. Please indicate:
☐ (1) Male
☐ (2) Female
2. Marital status:
☐ (1) Married
☐ (2) Not married
3. What year were you born?

4. Educational background (check the one most appropriate):
☐ (1) Bachelor's degree
☐ (2) Some graduate hours, degree not complete
☐ (3) Master's degree
☐ (4) Two Master's degrees
☐ (5) Graduate hours beyond Master's
☐ (6) Ph.D. degree
5. What was your major field of study for each degree?
 a. Major field for Bachelor's:
☐ (1) Dietetics, institutional management, or foods and nutrition
☐ (2) Home economics education
☐ (3) Education, other than home economics
☐ (4) General home economics
☐ (5) Other, please specify _____
 b. Major field for Master's:
☐ (1) Dietetics
☐ (2) Institutional management
☐ (3) Food science
☐ (4) Nutrition
☐ (5) Public health
☐ (6) Home economics education
☐ (7) Education, other than home economics
☐ (8) Business administration
☐ (9) Other, please specify _____
6. What was your ADA membership route?
☐ (1) Dietetic internship
☐ (2) Coordinated undergraduate program
☐ (3) Combined dietetic internship-master's degree program
☐ (4) Master's degree with experience or assistantship
☐ (5) Doctoral degree
☐ (6) Dietetic traineeship
☐ (7) Bachelor's degree with experience
☐ (8) Other, please specify _____
7. a. When did you become a member of ADA?
 _____ year
 b. Registration status (R.D.):
☐ (1) Registered
☐ (2) Nonregistered
 c. If registered, when did you become registered?
 _____ year
8. Have you worked continuously in dietetics since becoming a member of ADA?
☐ (1) Yes
☐ (2) No
9. Total number of years of professional practice (both full time and part time) since becoming an ADA member.
 _____ years
10. Present place of employment (please designate primary place only):
☐ (1) Hospital
☐ (2) University Medical Center
☐ (3) Other Health Care Facility
☐ (4) Commercial and Industry Foodservice
☐ (5) University and Residence Hall Foodservice
☐ (6) School Foodservice
☐ (7) Self Employed
☐ (8) Other, please specify _____
11. Please check the one classification that best describes your present position.
☐ (1) Director of department
☐ (2) Head administrative dietitian
☐ (3) Head clinical dietitian
☐ (4) Administrative staff dietitian
☐ (5) Clinical staff dietitian
☐ (6) Generalist (administrative, clinical, and/or teaching responsibilities)
☐ (7) Teaching
☐ (8) Research
☐ (9) Public health or community nutritionist
☐ (10) Consultant
☐ (11) Other, please specify _____
12. What is your present salary?
 \$ _____/year
13. Do you have children?
☐ (1) Yes
☐ (2) No
 If Yes, please indicate number.
☐ Infants (1 year and under)
☐ Preschool children
☐ School age children
14. a. Did you enter dietetic practice immediately or within 4 months following completion of professional requirements (i.e., graduation from coordinated program or completion of internship, etc.)?
☐ (1) Yes
☐ (2) No
 b. If No, what period of time elapsed?
 _____ months
 c. If No, please indicate reason: (Select the one most appropriate or cite your specific reason.)
☐ (1) Initiated graduate study immediately
☐ (2) No job available in preferred geographic area
☐ (3) Available jobs not of interest to me
☐ (4) Family responsibilities
☐ (5) Spouse's job prevented immediate employment
☐ (6) Didn't want to begin work in profession immediately
☐ (7) Other, please specify _____

APPENDIX D

Correspondence with Final Instrument

(Letterhead)

Letter Accompanying Final Instrument

May 25, 1979

Dear Colleague:

At Kansas State University we are currently engaged in a project to study career choice and career satisfaction of dietitians. The questionnaire is being sent to a sample of dietitians employed halftime or more. This group was limited to those born between 1950 and 1955, since this age group includes dietitians in the early stages of their careers. You are part of a sample that was randomly selected from The American Dietetic Association membership listings.

We need the help of each person selected to provide an accurate picture of the responses of dietitians in the defined group. The questionnaire is identified by code number for follow-up purposes only. Your name will not be linked with your responses. All information will be confined to the investigators; confidentiality is assured.

This survey is being conducted under research guidelines established by Kansas State University. By cooperating you will help provide answers to important questions related to dietitians and their career choices; however, your participation is strictly voluntary. We would appreciate your responses to all items on the questionnaire. If there are individual items you would prefer not to answer, please leave those blank; although, it would be helpful if all questions were answered as completely as possible. Your return of the questionnaire will indicate your willingness to participate in the study.

If you have any comments feel free to express them. When you have completed the questionnaire, please place it in the enclosed stamped envelope and drop it in the mail. This should take only 20 minutes of your time--will you return it to us by the end of the week? If you have any questions concerning this research, please contact by phone or mail either one of the research team. Thank you for your cooperation and time in answering the questionnaire.

Sincerely,

Allene G. Vaden, Ph.D., R.D.
Associate Professor

Pamela K. Stone
Graduate Student

jj

(Letterhead)

Follow-up Letter for Final Instrument

June 14, 1979

Dear Colleague:

We need your help! About two weeks ago, we sent you a questionnaire concerning a survey of the career choice of dietitians. For the study to yield valid results, we need responses from all dietitians in the sample.

In the event you did not receive the mailing, let me briefly restate the purpose of the study. The study is designed to look at the factors affecting the career choice and career satisfaction of young dietitians.

As indicated earlier, all information will be confidential; the questionnaire is identified by code number for follow-up purposes only. Your name will not be linked with your responses.

Enclosed is another survey form in the event it is needed. When you have completed the questionnaire, please place it in the enclosed stamped envelope and drop it in the mail. Thank you for your cooperation and time in answering the questionnaire.

Sincerely,

Pamela K. Stone
Graduate Student

Allene G. Vaden, Ph.D., R.D.
Associate Professor

jj

Enclosures

APPENDIX E

Coding of Questionnaire Data

Coding of Questionnaire Data

Card 1:Column

1-3	Identification code (ID)
4	Return, 1 = First 2 = Follow-up
5	Card Code 1
6	Part I. Item 1
7	Item 2a
8	Item 2b, first choice (other than dietetics)
9	-second choice
10	-third choice
	Code: 1 - Other Nutrition or Foodservice Major
	2 - Medicine, Dentistry or Vet. Med.
	3 - Allied Health or Nursing
	4 - Home Ec. Major, other than Dietetics or Foodservice
	5 - Other Professional Major
	6 - Social Science
	7 - Physical Science
	8 - Biological Science
	9 - Humanities
11	Item 2c (new variable)
	Code: 1, if 1 other choice
	2, if 2 or more other choices
12-27	Items 3a-p (1 item/col.)
	Code responses as reported:
	0 - Not applicable
	1 - Not an influence
	2 - Some influence
	3 - Major influence
28-33	Items 4a-f (1 item/col.)
	Code responses as reported:
	1 - Not important
	2 - Fairly important
	3 - Quite important
34-39	Items 5a-f (1 item/col.)
	Code as reported:
	1, strongly agree to 4, strongly disagree
40-45	Items 6-11 (1 item/col.)
	Code according to pre-numbered responses indicated
46-49	Items 12a-d (1 item/col.)
	Code as reported:
	1, strongly agree to 5, strongly disagree
50	Part II. Item 1
	Record no. of organization memberships
51-52	Item 2, Record no. of local or district meetings attended last yr.
53-54	Item 3, Record no. of state or regional meetings attended in last 3 yrs.

Card 1: (cont.)Column

55 Item 4, Record no. of nat'l meetings attended in last 3 yrs.
 56 Item 5, Record response as reported (1, seldom to 7, always)

Card 2:Column

1-3 ID
 4 Return code
 5 Card Code 2
 6-37 Part III. Items (a)-(ff)
 Code as reported:
 1, of minor or no importance to 4, very important
 38-69 Items (a)-(ff)
 Code as reported:
 1, very dissatisfied to 5, very satisfied

Card 3:Column

1-3 ID
 4 Return code
 5 Card Code 3
 6 Part V. Item 1, Code as reported (pre-coded response)
 7 Item 2, Code as reported (pre-coded)
 8-9 Item 3, Record age in yrs.
 10 Item 4
 11 Item 5a Code as reported (pre-coded)
 12 Item 5b
 13 Item 6
 14-15 Item 7a, Record no. of yrs. as ADA member
 16 Item 7b, Record R.D. status (1 - RD, 2 - not)
 17-18 Item 7c, Record no. of yrs. as RD
 19 Item 8, Code as reported (pre-coded)
 20-21 Item 9, Record no. of yrs. in dietetic practice (X X)
 22-23 Item 10, Code place of employment according to pre-coded responses.
 Other codes:
 9 - Two or more places
 10 - Community agency
 11 - Not dietetics
 12 - Unemployed (not applicable)

Card 3: (cont.)Column

24-25	Item 11, Code present position according to pre-coded responses for 1-10. Other codes: 11 - Student or homemaker 12 - Two or more positions 13 - Non-dietetic position 14 - Other
26-30	Item 12a, Record annual salary
31	Item 12b (new variable) Record: 1 - full-time employment 2 - part-time
32	Item 13a, Code as reported (pre-coded)
33	Item 13b
34	Item 13c Record no. of children (infants, preschool, school age)
35	Item 13d
36	Item 14a, Code as reported (pre-coded)
37-38	Item 14b, Record no. months of unemployment at outset of career
39	Item 14c, Code as reported (pre-coded)

APPENDIX F
Supplemental Table (Table 39)

Table 39: Importance and satisfaction ratings of career characteristics of high and low career involvement groups

characteristics	mean importance ratings		mean satisfaction ratings		mean effective satisfaction		
	high CI	low CI	high CI	low CI	high CI	low CI	
		t value		t value		t value	
a. opportunity to improve comfort/appearance of others	2.95 ±.85 ²	2.64 ±.90	3.47*	3.59 ±.75	11.75 ±4.50	9.76 ±4.00	4.48*
b. opportunity to direct work of others	2.39 ±.95	2.11 ±.91	2.96*	3.57 ±.83	9.23 ±4.58	7.65 ±4.06	3.51*
c. feeling of achievement	3.76 ±.50	3.57 ±.59	3.55*	3.25 ±1.06	15.29 ±3.62	11.52 ±4.19	9.46*
d. opportunity to be own boss	2.97 ±.85	2.93 ±.83	.56	3.25 ±1.04	11.33 ±4.57	9.44 ±3.98	4.24*
e. opportunities for promotion	3.01 ±.94	2.92 ±.91	.87	3.55 ±.88	9.71 ±4.37	7.96 ±3.86	4.09*
f. earnings	3.06 ±.73	3.07 ±.80	.17	3.15 ±1.08	9.96 ±4.09	9.42 ±3.81	1.33

¹High CI group, N = 170; low CI group, N = 223.²Standard deviation.* $P \leq .05$

Table 39: (cont.)

characteristics	mean importance ratings			mean satisfaction ratings			mean effective satisfaction		
	high CI	low CI	t value	high CI	low CI	t value	high CI	low CI	t value
g. chance to improve skills	3.45 ±.66	3.41 ±.62	.59	3.96 ±.75	3.54 ±.92	4.98*	13.68 ±3.71	12.04 ±3.80	4.25*
h. opportunity to use aptitudes and abilities	3.67 ±.52	3.61 ±.53	1.14	3.96 ±.77	3.55 ±.90	4.74*	14.55 ±3.58	12.74 ±3.67	4.84*
i. opportunity to use initiative	3.65 ±.53	3.49 ±.68	2.61*	4.07 ±.81	3.55 ±1.00	5.70*	14.95 ±3.87	12.33 ±4.35	6.23*
j. freedom to use own judgment	3.56 ±.61	3.51 ±.63	.81	3.86 ±.84	3.48 ±1.00	3.98*	13.83 ±3.96	12.19 ±4.09	3.96*
k. your prestige on the job	2.80 ±.81	2.63 ±.83	2.01*	3.58 ±.85	3.12 ±.97	4.96*	9.97 ±3.79	8.21 ±3.58	4.63*
l. prestige in your profession	2.73 ±.87	2.50 ±.84	2.52*	3.59 ±.86	3.26 ±.91	3.66*	9.84 ±4.19	8.23 ±3.62	3.97*
m. chance to see results of work	3.36 ±.67	3.39 ±.69	.45	3.76 ±.95	3.40 ±.98	3.65*	12.72 ±4.34	11.54 ±4.15	2.71*
n. recognition from colleagues	2.80 ±.84	2.62 ±.91	1.97*	3.63 ±.85	3.39 ±.80	2.87*	10.17 ±4.16	8.94 ±3.97	2.92*
o. prospects for future earnings	3.01 ±.75	2.92 ±.83	1.08	3.36 ±1.08	2.96 ±1.09	3.57*	10.07 ±4.15	8.38 ±3.67	4.13*

Table 39: (cont.)

characteristics	mean importance ratings			mean satisfaction ratings			mean effective satisfaction		
	high CI	low CI	t value	high CI	low CI	t value	high CI	low CI	t value
p. intelligent, competent colleagues	3.30 ±.69	3.14 ±.79	2.12*	3.75 ±.77	3.60 ±.84	1.71	12.40 ±3.75	11.29 ±3.99	2.80*
q. opportunity to help in policy making	2.76 ±.79	2.69 ±.85	.84	3.53 ±.94	3.13 ±.98	3.98*	9.87 ±4.24	8.42 ±3.89	3.44*
r. opportunities for travel	1.95 ±.92	1.70 ±.87	2.67*	3.37 ±.89	3.21 ±1.01	1.65	6.66 ±4.00	5.37 ±3.21	3.38*
s. opportunity to improve health of others	3.41 ±.71	3.20 ±.79	2.76*	3.99 ±.71	3.74 ±.71	3.40*	13.71 ±4.19	12.10 ±4.00	3.80*
t. variety of activities required	3.11 ±.77	2.88 ±.84	2.86*	4.02 ±.74	3.49 ±.92	6.37*	12.66 ±4.35	9.99 ±4.09	6.10*
u. opportunity to help others find success	2.82 ±.88	2.60 ±.91	2.36*	3.71 ±.74	3.40 ±.78	4.00*	10.63 ±4.34	9.00 ±3.98	3.78*
v. fun and relaxation with colleagues	2.07 ±1.00	2.01 ±.89	.64	3.62 ±.85	3.52 ±.81	1.11	7.74 ±4.64	7.28 ±4.04	1.02
w. interesting colleagues	2.71 ±.86	2.67 ±.86	.50	3.79 ±.80	3.55 ±.88	2.87*	10.41 ±4.25	9.67 ±4.28	1.70
x. prestige in the community	2.10 ±.89	1.92 ±.85	2.04*	3.44 ±.82	3.31 ±.82	1.56	7.35 ±3.91	6.42 ±3.42	2.45*

Table 39: (cont.)

characteristics	mean importance ratings			mean satisfaction ratings			mean effective satisfaction		
	high CI	low CI	t value	high CI	low CI	t value	high CI	low CI	t value
y. personal satisfaction	3.86 ±.37	3.72 ±.49	3.15*	4.03 ±.85	3.30 ±1.04	7.62*	15.62 ±3.69	12.22 ±4.20	8.43*
z. opportunity to do socially significant tasks	2.66 ±.93	2.43 ±.95	2.39*	3.65 ±.85	3.42 ±.79	2.82*	9.83 ±4.37	8.50 ±4.21	3.00*
aa. feeling of being needed	3.07 ±.84	3.00 ±.81	.90	3.92 ±.73	3.42 ±.90	6.13*	12.12 ±4.27	10.30 ±3.92	4.30*
bb. opportunity to use education	3.58 ±.57	3.41 ±.69	2.69*	4.05 ±.80	3.56 ±.92	5.51*	14.53 ±3.91	12.09 ±4.04	5.98*
cc. financial security	3.10 ±.78	3.08 ±.79	.31	3.50 ±1.01	3.34 ±1.02	1.46	10.77 ±4.16	10.12 ±3.87	1.56
dd. intellectual challenge	3.57 ±.55	3.35 ±.65	3.72*	4.14 ±.72	3.52 ±.95	7.19*	14.86 ±3.80	11.75 ±3.90	7.86*
ee. opportunity to use learned skills	3.49 ±.58	3.39 ±.66	1.44	4.02 ±.79	3.62 ±.89	4.76*	14.03 ±3.76	12.24 ±3.85	4.59*
ff. chance to evaluate own work	3.10 ±.80	3.00 ±.76	1.25	3.86 ±.77	3.59 ±.76	3.48*	12.01 ±4.30	10.77 ±3.85	2.92*

FACTORS AFFECTING CAREER CHOICE AND CAREER SATISFACTION OF
DIETITIANS IN THE EARLY ESTABLISHMENT CAREER STAGE

by

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ABSTRACT

The objectives of this study were to: (a) investigate factors influencing career selection in dietetics; (b) measure the level of career satisfaction, (c) assess levels of career involvement, professional identification, psychological success, and professional involvement; and (d) analyze the relationship between level of career satisfaction and other research variables among dietitians in the early establishment stage of their careers. The study was limited to those in the early establishment stage, according to the typology of Super, since they generally have been working at least three years and are entering a time when they will have to decide on their futures in the profession.

The sample for the study was limited to female dietitians employed halftime or more with birth dates between 1950 and 1955. A national sample of 1,000 names and addresses of the defined population was obtained from the data base of The American Dietetic Association. Dietitians outside the continental United States were excluded from the sample. From that list, a total sample of 500 names was selected randomly for distribution of the instrument. After initial and follow-up mailings, 81 per cent were returned.

The instrument was developed and evaluated through three drafts, involving review by practitioners and educators. The first section of the final instrument contained questions pertaining to time of selecting a career in dietetics, influences on career selection, career involvement, professional identification, professional involvement, and psychological success. The second section, adapted from Schletzer's Job Dimensions

Blank, contained thirty-two measures relating to importance and to satisfaction of various aspects in a career. The third section was to secure demographic data for describing the sample and studying relationships.

Dietetics was the initial career choice for about 50 per cent of the respondents. Those young professionals who selected dietetics after exploring other career options usually made their decisions during the second year of college or later. The major influence on career selection was the respondents' abilities and interests, followed by influences of college faculty, dietetic professionals, and mothers.

The career satisfaction item ratings showed personal satisfaction, opportunity to use aptitudes and abilities, and opportunity to use initiative as key aspects of effective satisfaction in dietetics. Career involvement, professional identification, psychological success, and professional involvement were all related positively to the composite career satisfaction score.

Factor analysis was used on the importance and satisfaction ratings to develop scales for further analysis. Seven importance scales were defined: Prestige, Monetary Reward, Independence, Professional Challenge, Self-Realization, Social Service, and Social Stimulation. Six satisfaction scales emerged from the analysis: Professional Challenge, Service, Financial, Professional Power, Prestige, and Social Stimulation. All scales were reliable (coefficient alpha .67 to .91) and were used for further analysis of career motivation and satisfaction of young dietitians.

Opportunities for self realization and professional challenge were the most important aspects of a career; whereas prestige and social stimulation were least important. Professional challenge also was found to be

a key source of satisfaction. Service to others and professional stimulation were other highly rated sources of career satisfaction. Prestige and financial rewards were the two least satisfying components of career satisfaction.

Young dietitians who selected dietetics as a first career choice tended to be more satisfied with their professional careers than those who had other career choices before selecting dietetics. Also, those who were most positive about selecting dietetics if they were choosing a career again were more satisfied than those who were negative or neutral or only somewhat positive. Overall, data indicate that young professionals in dietetics tend to be satisfied with their profession and are finding sources of stimulation in their chosen careers.