

DISSERTATION

EXPLORING SECOND-CAREER TEACHERS'
CAREER CHANGE MOTIVATION

Submitted by

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School of Education

In partial fulfillment of the requirements

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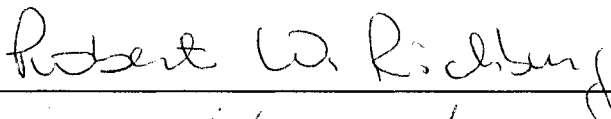
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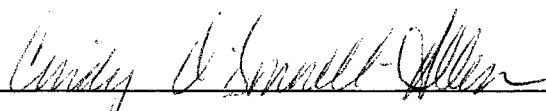
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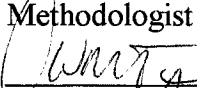
WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED UNDER OUR SUPERVISION BY ANGELA ANN CHRISTENSEN ENTITLED EXPLORING SECOND-CAREER TEACHERS' CAREER CHANGE MOTIVATION BE ACCEPTED AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY.

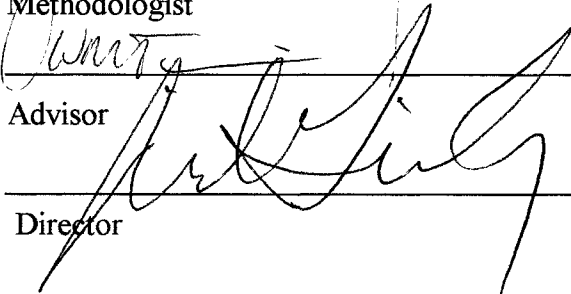
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ABSTRACT OF DISSERTATION

EXPLORING SECOND-CAREER TEACHERS' CAREER CHANGE MOTIVATION

The purpose of this phenomenological study was to describe and analyze motivations of second-career teachers who join the teaching profession by using a phenomenological design describing the essence of the participants' experience resulting in a description of themes. The main research question was: What are the motivational factors influencing the second-career teachers' decision to become a teacher? How did these factors contribute to the decision?

A semi-structured interview format with open-ended questions was used in conformity with commonly accepted phenomenological data collection procedures. Nine second-career teachers were each interviewed for approximately one hour. All interviews were audio taped and transcribed verbatim. Then transcripts were sent to all participants in order to assure accuracy.

Data analysis began with a careful and methodical reading of each transcript. First a biography of each participant was included in order to understand each participant's unique background. Then a within-case analysis was performed on the themes of motivation. Afterwards, a cross-case analysis was conducted in order to find themes of motivation that were common to all the participants.

Seven themes of motivation emerged from the data. These were: 1) back of mind

teaching desire; 2) dislike of previous occupation; 3) spousal support; 4) teacher, friend, family member encouragement; 5) inspired awakening; 6) impact on society; and 7) role of Professional Development School.

Potentially significant findings from this study included the addition of three themes of motivation not previously mentioned in literature. These findings included the role of spousal support, the role of teacher/friend/family member encouragement, and the role of a Professional Development School. Recommendations were included for universities, school districts, potential second-career teachers, and further research.

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Key to my success during these past four years has been the support I've received from my family. My husband, Bill, provided tremendous encouragement to me during this time. We've seen many changes in our lives during these past four years with the addition of two new little ones, and Bill has continued to support me in my endeavor to get my doctorate. In addition to Bill, my immediate family has supported me in numerous ways. My mom and dad provided a nurturing environment for me to grow up in that always encouraged my siblings and me to strive for our dreams. They also provided many hours of babysitting while I attended classes and worked on papers. I

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I want to thank the participants in my study who generously gave of their time to help me complete my work. They are the courageous ones who actually took up a challenge and did what they had always dreamed of doing: teaching.

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CHAPTER ONE

Introduction

Problem Statement and Context

Over the next decade more than two million new teachers must be hired to place a qualified teacher in all classrooms (Hallinan & Khmelkov, 2001). The need for teachers cannot completely be filled by the traditional teacher education graduates. The question facing the nation is: Who will teach America's children? The answer to this question involves finding new sources of teachers and knowing the influences that are motivating many Americans to choose a career in teaching.

Increasingly, men and women are leaving careers in business and other professions to become teachers (Crow, Levine, & Nager, 1990; Freidus & Krasnow, 1991; Novak & Knowles, 1992). Career switchers are the fastest-growing group of perspective teachers enrolled currently in teacher training programs (Basinger, 2000). One additional trend in teacher education programs today involves the large number of people abandoning their corporate and professional careers to seek spiritual growth in their families and communities through teaching as reported by Gerald Celente, director of Trends Research Institute (Brady, 1997). These change-of-career teachers could prove valuable. "The increasing number of career changers may well have a significant effect on the teacher shortage" (Crow et al., 1990, p. 220). Second-career teachers may be one answer to the teacher shortage (Resta, Huling, & Rainwater, 2001; Serow & Forrest, 1994).

The large influx of second-career adults entering teacher education training may also be due to the increasing accessibility of these programs. Alternative licensing routes, broadly defined as licensure programs not requiring traditional university teacher preparation work, are increasing in number (Wayman, Foster, Mantle-Bromley, & Wilson, 2003). “As a field plagued by recurring shortages of qualified personnel, teaching has been uncommonly receptive to late entrants” (Serow & Forrest, 1994, p. 556). The National Center for Education Information indicates that career switchers account for more than half the students admitted to post baccalaureate teacher training programs (Lord, 2000). These career switchers hold many possibilities of helping alleviate the teacher shortages much of the nation is experiencing. In addition, research shows that teachers entering the field at an older age have lower attrition rates than those entering at a younger age (Basinger, 2000; Grissmer, 2000 as cited in Resta et al., 2001).

Second-career teachers are seeking opportunities to make a difference in the lives of students and are willing to make financial sacrifices (Crow et al., 1990; Serow & Forrest, 1994). Many well-educated adults have high career expectations and insist upon opportunities to express themselves and to make meaningful contributions (Brady, 1997). A voluntary job change will have positive effects on work experiences since people strive to find work that fits their personality (Clarke, 1980). Many of these second-career teachers view teaching as a profession rather than a job (Novak & Knowles, 1992). In addition, many second-career teachers are seeking to generate “flow” in their lives (Csikszentmihalyi, 1990). Flow refers to participating in an activity because the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it.

Career change in adult life is a topic that has not yet received much attention. However, change-of-career teachers remain a promising but neglected segment of the educational labor force (Crow et al., 1990; Freidus, 1990; Serow & Forrest, 1994; Teixeira & Gomes, 2000). Studies in the United States at the end of the seventies showed that between 10 and 30 percent of the economically-active population had experienced a career change in a five-year period (Sommers & Eck, 1977 as cited in Wrightsman, 1994b). In addition, Osherson (1980, as cited in Wrightsman 1994b) estimates that 5 million people in America change their occupation in a year. Presently, the trend is that career changes in professional adults are occurring at a higher frequency rate than ever before. This is shown by the accelerating changes occurring in the job market, the lack of job security and even the extinction of some professions and jobs (Teixeira & Gomes, 2000).

While the population continues to grow, research about second-career teachers was at a high point in the early 1990s and has not received as much research attention since then (Bullough & Knowles, 1990; Crow et al., 1990; Freidus, 1990; Freidus & Krasnow, 1991; Novak & Knowles, 1992; Serow & Forrest, 1994; Teixeira & Gomes, 2000; Chambers, 2002; Lerner & Zittleman, 2002).

Some research has been conducted about motivational factors for traditional-age students. Lortie (1975), in his sociological study of teachers, identified reasons why traditional aged men and women choose to become teachers. These factors included: interpersonal interactions, service, continuation of skills and/or interests; material benefits; and time compatibility. It's important to see if these same motivational factors influence a second-career teachers' choice to enter into the teaching profession. Only a

handful of researchers have focused on motivational factors for the second-career teacher (Novak & Knowles, 1992; Freidus & Krasnow, 1991; Serow, 1993; Freidus, 1990,1992; Chambers, 2002). The majority of this research was conducted in the early nineties.

Since the trend of second-career teachers is becoming a more prevalent process in which to become a teacher, it's important to study. Research completed by Lortie focuses on traditional aged teachers' motivations and not on the second-career teacher (1975). Other research on second-career teachers' motivation dates mostly back to the early nineties. Due to the lack of empirical research in this area of second-career teachers, an exploratory, descriptive approach offered the most appropriate method of inquiry (Marshall & Rossman, 1995; Mrozik, 1993). Most research on career development is still based on quantitative analysis of data obtained through self-report instruments designed to measure variables that are supposedly related to the process of career change (Super, Savickas & Super, 1996; Super, Starishevsky, Matlin & Jordaan, 1963; Swanson, 1992). This quantitative method wasn't appropriate for the research question addressed in this study. In addition to understanding the emerging population, a qualitative approach was selected based on Creswell (1998) because I felt that: 1) the topic needed to be explored, 2) a detailed view of the topic needed to be presented, and 3) I wanted to study individuals in their natural setting.

A phenomenological study describes the meaning of the lived experiences for several individuals about a concept or a phenomenon (Creswell, 1998). A phenomenological approach also attempts to eliminate everything that represents a prejudgment, setting aside presuppositions in order to reach a state of freshness and openness (Moustakas, 1994). This method was employed because I wanted to explore

the experiences of 7-10 second-career teachers. Key to this study was exploring motivations for the career change.

This phenomenological study looked at the motivations for job transitions of second-career teachers. Participants' responses were studied to find if their career change had been a positive or negative experience. The analysis consisted of analyzing interviews and observations of the second-career teachers. The rich descriptions provided insight and understanding into this phenomenon.

Purpose statement

The purpose of this phenomenological study was to describe and analyze motivations of second-career teachers who join the teaching profession by using a phenomenological design describing the essence of the participants' experience resulting in a description of themes.

Research question

1. What are the motivational factors influencing the second-career teachers' decision to become a teacher? How did these factors contribute to the decision?

Definitions of Terms

The following terms appear frequently in the literature and are generally defined as follows.

Adult Personality Development: Adult personality development can be understood from three alternative conceptions. The first is the early formation theories which assume our character as adults is determined by what happens in the first 5 years of childhood. The best example of this is psychoanalysis. The second type of approach is stage theory which proposes that development is reflected in reactions to a series of conflicts between choices of life goals. The third approach proposes that development can be conceptualized by the tension between pairs of goals (Wrightsmann, 1994b).

Career Change: A change that leads a person to return to graduate or professional school for at least one year of study after age thirty-five and after having been out of school long enough that one could assume they were not still making their initial choice of a career field (Hiestand, 1971).

Change Theory: Change is a never-ending proposition under the conditions of dynamic complexity (Fuller, 1993).

Theory of Human Motivation: According to Maslow (1970), the theory of motivation can be understood by a hierarchy of needs. These needs include: 1) psychological; 2) safety needs; 3) belongingness and love; 4) esteem; and 5) self-actualization.

Occupational Change: The act of voluntarily changing occupational categories, as indicated by Roe's Occupational Classification System (Roe & Kloss, 1972, as cited in Kanchier & Unruh, 1989).

Second-Career Teacher: My definition of second-career teachers will be limited to those teachers who have been in prior fields and experienced a career change. In this study these teachers will have been trained in a professional development school and currently are teaching in a school.

Delimitations

This study was limited to only nine second-career teachers who have experienced a career change. Furthermore, research participants must have been trained at the specific Professional Development School in western Colorado.

Limitations and Assumptions

Certainly there were threats to internal validity, although every attempt was made to minimize these. Potential bias might exist because I am a teacher. Also, I assumed that research participants would answer honestly. Undoubtedly, there was some potential for research participants to want to please me and say what I want to hear. Every attempt was made to assure participants about their anonymity so as to avoid any related difficulties.

Significance of Study

Based on the current need for more teachers across the country this research had potential significance in helping to understand specific second-career teachers and their lived experiences. First, it is important to explore and understand the motivations behind

the decision to become a teacher that these second-career teachers possess. What motivated them to make the switch into teaching? While there is some information to answer this question, most research was conducted approximately 10 years ago. More recent data is needed especially considering the upcoming teacher shortage. Second, past research has focused on traditional teacher training programs. The focus on second-career teachers trained in a professional development school model will add important information about this small segment of educators.

Researcher's Perspective

As both a high school teacher and a university instructor of non-traditional aged students, I have been involved in an educational setting for eight years. Ultimately, I always dreamed of a career in teacher education specifically teaching instructional methods courses. That desire combined with a keen interest in non-traditional aged students motivated me to find a topic related to successful teacher education practices.

In addition to an interest in teacher education, I also had a personal interest in second-career teachers. My brother, a civil engineer and honor graduate of the Coast Guard Academy, recently changed careers from the top port inspector for the Coast Guard in San Diego to a career as a high school math teacher. He is currently in his third year of teaching mathematics while also serving as a reservist with the Coast Guard. The discussions that transpired between my brother and me during this career transition piqued my interest in the topic of second-career teachers.

My first exposure to a Professional Development School (PDS) occurred four years ago when my sister, Colleen, wanted to become a teacher. She had been working

as a reading aide at a local elementary and desired to become a teacher. After learning about the local PDS, she sent in her application and made the decision to forgo a year's salary and become a teacher. One stipulation with the local PDS is that interns must agree not to work for the year they are in the PDS program. With her undergraduate degree in liberal arts, Colleen had the prerequisites to be admitted. Quickly, she was impressed with the intense interview process for the program. She realized it wasn't going to be an easy admissions process. Although she gained acceptance into the program, her next year would be restricted to schoolwork and the responsibilities of being a classroom teacher.

Colleen began with a summer program that kept the PDS interns in class from 8 a.m. until 3 p.m. They attended class for eight weeks and then were ready to start with the cooperating teacher in the classroom. Colleen started her preparation in a fourth grade classroom. She team taught with the cooperating teacher for 3 ½ days a week and attended education classes for the other 1 ½ days of the week. During the second half of her internship, she was the full-time teacher and then she phased out during the last few weeks of the program. The entire process lasted eleven months.

Throughout her process, I met with her weekly either on campus or other places. I was even given the opportunity to be a guest speaker during one of her summer classes. I spoke about the Six Writing Traits and also how to manage a classroom. Being very interested in teacher education, I loved hearing about the training she was receiving over the process.

My exposure to both a close relative who experienced a career change as well as another relative who was trained in the PDS model motivated me to try to combine these topics and my interest in education.

CHAPTER TWO

Review of Literature

Introduction

The purpose of this study was to investigate the motivational factors involved with people who choose teaching as a second-career. Four major areas of literature are most helpful in addressing this research question. First, information about second-career teachers is analyzed and recent trends are discussed. Secondly, change theory and adult personality development are investigated. Next, the topic of motivation is explored. Fourth, the area of occupational choice and change is described. Lastly, a summary is included to connect the research from all areas.

Second-Career Teachers

The population of second-career students entering into teacher education programs continues to expand (Basinger, 2000; Tift, 1989). Interestingly, as noted by Murnane, Singer, Willet, Kemple and Olsen (1991) the “most striking age trend” in teaching is “the doubling of the percentage of men and women licensed at age 31 or older” (p. 26). While the population continues to grow, research about second-career teachers was at a high point in the early 1990s and has not received as much research attention since then (Bullough & Knowles, 1990; Crow et al., 1990; Freidus, 1990; Freidus & Krasnow, 1991; Novak & Knowles, 1992; Serow & Forrest, 1994; Powers, 1999; Teixeira & Gomes, 2000; Chambers, 2002; Lerner & Zittleman, 2002).

According to Lortie (1975) there are five attractors to teaching. These attractors include: the interpersonal theme, the service theme, the continuation theme, material

benefits, and the theme of time compatibility. The first theme, interpersonal, refers to the opportunity for prospective teachers to work with young people and colleagues. These types of interpersonal interactions also include the relationship a new teacher develops with a mentor teacher. An extended internship with an able mentor can greatly serve beginning teachers (Bullough & Knowles, 1990). The next theme, service, refers to teachers being “perceived as performing a special mission in our society” (Lortie, 1975, p. 28). The third theme involves continuation which includes people who attend school and become so attached to it that they are reluctant to leave it. The fourth theme, material benefits, refers to money, prestige, and employment security. Material benefits can be defined not only through pay, but also with benefits such as insurance and retirement compensation. Lastly, the theme of time compatibility reflects the working schedules of teachers and the length of the school year. “The teacher’s schedule features convenient gaps which play a part in attracting people to the occupation” (Lortie, 1975, p. 32). Time compatibility includes work and family schedules that compliment one another. Second-career teachers seem to follow these same motivational themes in their own quest for a new occupation.

Themes

There are many common themes specifically associated with second-career teachers as suggested by Freidus (1990; 1992; 1994; Freidus & Krasnow, 1991). These themes include how second-career teachers see themselves as teachers by choice. Freidus (1992) reports that they made conscious decisions to enter into the field of teaching. “They become teachers by choice not by default. They have tried and succeeded at careers in other fields” (p. 3). According to Freidus, second-career teachers

see themselves as wanting to serve society and as agents of social change. Next, the second-career teacher sees him or herself as representing family values. Many second-career teachers come from families where education was valued. They might also have family members who are or were teachers. Reports Freidus, “They take pride in choosing a career where it will be possible to implement long-espoused values” (p. 10). Second-career teachers see themselves as enjoying the role of teacher. Another theme Freidus sees is second-career teachers’ feelings of being able to understand young people and enjoying their company. Lastly, second-career teachers view themselves as professionals. Second-career teachers note that the decision to become a teacher was more of a career choice rather than just an occupational choice. These career changers enter into education with a sense of commitment, concludes Freidus.

Choosing Teaching

Second-career teachers tend to enter the field of teaching by choice. These individuals come to the field of teaching later in life for varying reasons. Crow et al. (1990) assert that second-career teachers can be grouped into one of three categories: the homecomer, the converted, and the unconverted.

For the homecomer, “entering a teacher education program resembles a psychological homecoming” (p. 204). These individuals believe their earlier plans to teach were thwarted by negative parental and societal pressure, market forces, and or financial reasons. Crow et al. report that the homecomer’s decision to leave other careers for teaching was prompted by increasing dissatisfaction and a perceived need to engage in a more fulfilling occupation.

The second group of second-career teachers is identified as the converted. The major pattern of career change represented by these individuals is the fact they had not seriously considered teaching until some pivotal event caused them to reconsider their professional plans. An example of a pivotal event described by Crow et al. is the birth of a child (1990). The converted might also have had the feeling that their prior occupation had been chosen with little deliberation.

The last group of second-career teachers is referred to as the unconverted. Although a minor pattern of second-career teachers “these individuals are disenchanting with a teaching career, are not currently teaching and appear unlikely to do so in the future” (Crow et al., 1990, p. 212). Although they joined the teaching profession after a highly successful occupation, they did not express an initial commitment to a teaching career.

Crisis for Change

Questions arise on whether career change results from crisis. Studies on career change seem to indicate the personal change associated with a career change takes place throughout the career change process (Wrightsman, 1994b). Lawrence (1980) conducted a study that looked at 10 persons who had changed jobs between the ages of 35-55 in an effort to determine if a drastic upheaval in their lives had been associated with their career change (as cited in Wrightsman, 1994b). Lawrence had hypothesized that a midlife career change is the outcome of the resolution of a midlife crisis, but only observed a crisis pattern in three of her ten subjects. Lawrence (1980) noted “although these subjects made externally identifiable career changes, it is clear that in all ten cases, a direct relationship existed internally between the kind of work they did and enjoyed in

their first career and what they chose to do in the second” (p. 44, as cited in Wrightsman, 1994b). Apparently, these individuals saw the change in career not as spontaneous, rather as an evolution over a period of time. This contrasts with findings by Crow et al. (1990) that second-career teachers had not considered a career change until a pivotal event caused them to reconsider their professional plans.

Motivators

There appear to be many reasons why individuals choose teaching as a second career. Some individuals in a study by Novak and Knowles (1992) selected an elementary position as a second career because they had felt frustration and reduced interest as well as little personal fulfillment in their previous careers. For some it was a specific event such as a dispute with a supervisor which prompted the switch. According to Osherson (1980) major changes in family relationships, health, and age can cause a person to reexamine career priorities (as cited in Hall, 1990). Others realized it was their “calling.” All in the study reported they had “always wanted to be teachers” (p. 14).

Other significant motivations for second-career teachers to choose a career in teaching include changes in ideas about careers, corporate values, women’s roles, and social structures (Freidus & Krasnow, 1991). Serow (1993) notes that the motivations for choosing teaching in later life are complex and personal. Novak and Knowles (1992) concurred with this by stating that second-career teachers make the decision to teach based on a complex “interplay of developmental concerns, historical context, and personal experience. Included in these personal and complex motivators are the influence of altruism and also the role of self-efficacy or other aspects of personal satisfaction” (p. 197). Concurring with this conclusion, more recent data indicate that

second-career teachers enter the profession motivated both by altruistic concerns and perceived personal benefits (Chambers, 2002). Some second-career teachers come with a sense of mission. They choose to trade in actual or potential success as measured by financial gain and status for the rewards of personal satisfaction through service (Freidus, 1992). These second-career teachers are motivated by a desire to “pay back” what they felt was given to them. Women studied in 1990 by Freidus, indicate a motivational desire “to make a difference,” “to do something meaningful with their lives,” “to be needed and to give,” and “to make things different for the next generation” (p. 15). Finally, Freidus also suggests that many second-career teachers are motivated by the desire to lead a life in which the values of home and the values of the workplace are compatible.

Career Patterns

During a study conducted in 1990 by Freidus, four career patterns related to the ages of the participants were consistently described. The first pattern involved women in their mid to late twenties who had been deterred from a career in teaching when they were younger. They had then selected a career in business. These women had been successful in the business world but were uncomfortable with the values or mores that accompanied the path to success. They had been deterred from a teaching career based on the prevalent attitude that teaching was no longer considered an appropriate career for an intelligent woman, in particular, because of poor pay.

The second career pattern involved men in their late thirties to early forties who were perceived by Freidus as “children of the sixties.” They began their adult life focused on public service concerns, but then felt pressure to prove themselves by

traditional measures of career success. Later in their lives they felt dissatisfied and once again wanted to do something “meaningful.”

The third career pattern described by Freidus included women in their late thirties to early forties who were motivated by the opportunities created by the women’s movement. “They had enthusiastically climbed the career ladder until, unexpectedly, they stopped finding their work as rewarding or enjoyable as it once had been” (p. 16).

The fourth and last career pattern described by Freidus involved men in their late forties and early fifties who took advantage of early retirement programs or the sale of a business, and no longer had to be concerned about financial security. These men wanted to contribute to society and face new hurdles.

According to Basinger (2000) second-career teachers also seem to stay in their career for a longer time than their traditional counterparts. About a third of teacher-education graduates who do seek jobs leave the profession after the first three years. Nearly all of the older students who come through alternative programs in order to begin a second career do become teachers, and most of them stay in the profession.

Training for Second-Career Teachers

With more alternative programs comes more of a selection for the second-career teacher. More than half of those enrolled in post-baccalaureate programs have entered teaching from jobs outside the field of education versus about 11% of the students in undergraduate teaching programs (Basinger, 2000). With the inception of more and more alternative programs along with professional development schools (PDS), accessibility to the career of teaching has seemingly opened up to career changers. Adults enrolled in an alternative certification program come from one of two

backgrounds: (a) degreed in a field other than education with few education credits, and (b) non-degreed with college experience ranging from no to a few credits short of a baccalaureate (Zumwalt, 1991). As with the more traditional track teacher candidates who entered college soon after secondary school and progressed through a degree and a license, these career changers bring with them a myriad of variables that impact their work in the classroom (Delgado-Harrison, 1997).

Second-career teachers differ from traditional entry teachers in important ways (Chambers, 2002). In earlier studies by Novak and Knowles (1992) no evidence was found in the formal preparation of second-career teachers that professors of teacher education tapped into their previous career experiences other than in superficial ways. If second-career teachers learn how to make connections between their first and second career they can be effective and innovative teachers (Chambers, 2002). Second-career teachers require different training compared to their traditional counterparts. Exposure to a variety of teaching roles and teaching practices is a must for some beginning second-career teachers (Bullough & Knowles, 1990). In addition, college faculty and cooperating teachers need to help students identify those past skills that are relevant to teaching and create opportunities for them to use those skills (Crow et al., 1990). Second-career teachers must also have abundant and appropriate contact with students as well as an extended internship with an able mentor (Bullough & Knowles, 1990).

Second-career teachers still need a strong foundation in their training to become effective teachers. “Well-qualified teachers make a substantial difference in student learning” (Darling-Hammond, 2000, p.38). “A high quality teaching force- always learning- is the *sine qua non* of coping with dynamic complexity” (Fullan, 1993, p. 104).

Close attention should be paid to the education of the prospective occupational-changer (Serow & Forrest, 1994). Exposure to a variety of teaching practices is likely a must for some beginning second-career teachers (Bullough & Knowles, 1990).

Faculties of education have paid very little attention to second-career teachers (McNay, 2001). Teacher education programs need to develop differentiated instruction and curriculum to specifically address the needs and concerns of the second-career teacher (Freidus, 1991). Second-career teachers need to be taught pedagogical strategies enabling them to adapt prior knowledge and experience to the world of the classroom (Freidus, 1991). In addition, second-career teachers need assistance with the transition from being students of teaching in universities to being teachers of students working in classrooms (Novak & Knowles, 1992). They also need a support system offering guidance, counseling, and structured opportunities for peer sharing both at the time of their career transition as well as throughout the duration of the pre-service program (Freidus, 1991). In addition, mid-life career change individuals need more, not less, exposure to and practice in student management techniques (Madfes, 1989).

The supervision of second-career teachers is most effective when:

1. The supervisory role is defined as one of facilitator rather than dispenser of knowledge
2. Opportunities are systematically provided for second-career teachers to articulate, examine, deconstruct, and reconstruct their visions of teachers and teaching
3. Multiple formats are provided to facilitate this process and help the second-career teacher set classroom goals consistent with their vision

4. The needs for support and dialogue are not minimized, but instead are recognized

5. It is acknowledged that second-career teachers need as much help and feedback as their younger colleagues

6. It is recognized that second-career teachers come with common motivations, but that there is a vast diversity in their prior experiences (Freidus, 1994; Madfes, 1989).

Despite the many good qualities that well-prepared second-career teachers offer, they also bring some special challenges for school administrators, e.g., their assertiveness (Resta et al., 2001). Principals seeking docile and accommodating new recruits might find these older and more determined teachers harder to conform. In addition, although second-career teachers may possess solid content area knowledge developed through their previous career experiences, they may lack certain universal teaching skills like the ability to interact with children (Novak & Knowles, 1992). Principals hiring these new recruits would do well to research the training these teacher candidates received to verify its adherence to a more stringent program: PDS model or alternative. Strong mid-career preparation programs are characterized by: strong content preparation aligned with state and national standards; substantial amounts of structured fieldwork and intensive clinical experiences; and support from peers and mentors throughout the program (Resta et al., 2001). Yet, any apprehension on the part of the various segments of the education profession towards accepting second-career teachers is not warranted (Murray, 1989). These new teachers can truly help alleviate the shortage of qualified teachers our nation is, and will be, experiencing.

Calls for alternative preparation programs for second-career teachers seem essential (Novak & Knowles, 1992). Programs like Project Promise at Colorado State University have answered this call and received state and national praise. This 10½-month program combines all aspects of theory and practice into a comprehensive, master's level, fast-track program (Paccione, McWhorter, & Richburg, 2000). Project Promise's typical candidates are an average of 33 years old with a GPA of 3.12, and have been in their prior occupation an average of 7 years. Each staff member commits significant effort and time beyond the conventional faculty load in order to remain connected with and support the Project Promise teacher candidates. This has seemingly paid off in the area of later teacher retention. The retention rate of Project Promise teachers is far above the norm (Richburg, Knox, & Carson, 1996). Another program offering an alternative approach is Southern Maine's Extended Teacher Education Program which is a 10-month boot camp that places mid-career professionals straight into the classroom as apprentices to seasoned instructors (Lord, 2000).

Change-of-career perspective teachers are an increasingly important group as a source of new teachers (Edelfelt, 1994; U. S. Department of Education, 1991). Research on second-career teachers dates largely from the early and mid-1990s (Bohning, Hale, & Chowning, 1999; Bullough & Knowles, 1990; Crow et al., 1990; Freidus, 1992; Freidus & Krasnow, 1991; Novak & Knowles, 1992; Serow & Forrest, 1994; Powers, 1999; Teixeira & Gomes, 2000; Chambers, 2002; Lerner & Zittleman, 2002). The study of second-career teachers is relatively new without a large amount of literature currently available (Novak & Knowles, 1992).

This section has described the second-career teacher, identified factors on choosing the career of teaching, described themes associated with second-career teachers, provided an understanding of whether crisis is needed for career change, identified motivators for second-career teachers, provided a format for understanding career patterns for second-career teachers and finally summarized training for second-career teachers. The following section will identify relevant change theory patterns and adult personality development theory for understanding the motivation of second-career teachers.

Change Theory and Adult Personality Development

According to Fullan (1993), change is a never-ending proposition with dynamic complexity. In his “Eight Basic Lessons of the New Paradigm of Change”, Fullan introduces the concept that change is a journey not a blueprint. Under conditions of uncertainty, learning, anxiety, difficulties and fear of the unknown are intrinsic to all change processes, especially in the early stages. People will not venture into uncertainty unless they or others appreciate that difficulties are a natural part of any change scenario.

Csikszentmihalyi (1990) contends that people who learn to control their inner experiences, while contending with the positive and negative forces of change will be able to determine the quality of their lives. Fullan (1993), however, insists that it is only by the individual taking action to alter his or her own environments that there is any chance for deep change. According to Wrightsman (1994a) an explanation of personality development in adulthood must recognize that change does take place, but still some impressive stability is present.

In a 1989 study by Kanchier and Unruh, implications are made to suggest that there may be a relationship between occupational change and the transition periods in a person's life cycles. According to Levinson, Darrow, Klein, Levinson, & McKee (1978), these life cycles are defined as times when individuals undergo self-evaluation regarding career and life values and goals and changes in personality traits, values and/or goals and subsequent commitment to act on decisions made. Every developmental transition involves termination and initiation: the termination of an existing life structure and the initiation of a new one. According to Levinson et al., the sequence of life stages are identified as the following: Childhood and adolescence- ages 0-22; Early adulthood- ages 17-45; Middle adulthood- ages 40-65; and Late adulthood- ages 60- death. These researchers studied 40 men and focused primarily on the age range of 35-45 (1978). The essential method of the study was to obtain their life stories to construct biographies and to develop generalizations based on these biographies. The following age categories are used to identify the transition periods: Age-30 Transition- 29-33 years; Mid-Life Transition- 40-44 years; Age 50 Transition- 50-54 years; Age-60 Transition- 60-64 (Kanchier & Unruh, 1989).

Studies which investigated personality and demographic characteristics related to occupational change found changers appeared to possess high levels of self-esteem, and placed higher value on personal fulfillment and intrinsic job rewards than did non-changers (Perosa & Perosa, 1983).

Other studies relevant to the lived experiences for second-career teachers can be found in adult development. This research is also known for the stage theory formulation. Erikson gave impetus to a stage-oriented explanation that extended

development throughout the life span by building on Freud's theories and by generating a theory of eight stages of development (Wrightman, 1994a). According to Erikson, personality development goes through "critical steps- critical being a characteristic of turning points, of moments of decision between progress and regression, in integration and retardation" (Erikson, 1963, p. 270-271). The application to men may be more relevant since many of these studies were conducted on male populations. Since most second-career teachers are in the category of "middle adult" stage of life (Freidus, 1992; Freidus & Krasnow, 1991) this is the area where related research will occur.

Erikson (1963) drew upon the work of both Freud and Jung to construct his own stages of adult development. He described how social and historical factors contribute to and impact the course of individual development as well as elevate the status of the ego (Wrightman, 1994a).

The stages of Erikson's (1963) adult development model are divided into eight sequential and hierarchical development stages and age ranges. Each stage of development in Erikson's theory has conflicts and concerns. Maturity and successful resolution of these conflicts enables individuals to move from stage to stage. Although there are eight stages, only three of the eight apply to second-career teachers.

The first stage relevant to second-career teachers occurs in adolescence and is called *Identity versus Role Confusion*. Identity is a structure with an organized set of values and beliefs about oneself, expressed in views on occupation, politics, religion, and relationships (Wrightman, 1994a). During this stage individuals struggle with the roles they choose for themselves, usually torn between personal values and family traditions.

The next stage is identified as *Intimacy versus Isolation*. During the years of young adulthood, men and women are eager and willing to develop their identity with that of others and commit themselves to meaningful relationships. Key to this is developing intimate relationships with people of the same and opposite sex.

This last stage seems to be key in relation to second-career teachers. The human relations conflict that emerges during the range of 25-65 years of age is called *Generativity versus Stagnation*. Although the age range presented seems large, most activity in this stage seems to occur in someone's thirties and forties. Generativity refers to the adult's ability to care for another person, especially making reference to one's own offsprings. This stage is defined primarily around establishing and guiding the next generation or whatever may become the absorbing object of a parental kind of responsibility. Key to developing generativity is the ability to focus on the needs of others (Erikson, 1950).

This section in the framework of the literature review has addressed the topics of change theory and adult personality development. In looking at the definition of change as defined by Fullan (1993), it's important to note that adults continue on a journey of change throughout their lives. Key to understanding this change process is analyzing the development an adult's personality goes through during a lifetime. Erikson's stage-oriented explanation for personality development provides helpful information in understanding the second-career teacher. Generativity appears to be an important stage for the second-career teacher. The next section of the literature review will provide information about motivation theory as presented by Maslow.

Motivation

Maslow's seminal work on human behavior in the workplace provides a theory of personal motivation. Maslow's life was dedicated to the study of people whom he considered to be psychologically healthy (Maslow, 1970). His motivational theory is based on a hierarchy of needs. This hierarchy of needs is based on two premises: first, that there are innate needs in human beings that, when unmet, create psychological tension that energizes and motivates one to take action to fulfill those needs; second, that the lower-order needs such as air, water, food, and shelter will dominate human behavior and preoccupy human activities if they are not met (Zemke, 1998).

Maslow's hierarchy of needs consists of the following:

1. Level 1: Physiological Needs (Air, water, food, and shelter)
2. Level 2: Safety Needs (Knowing one's survival is not in jeopardy)
3. Level 3: Social Needs (Feeling accepted by others, and being part of one's social environment)
4. Level 4: Esteem Needs (Feeling significant, important, effectual, and competent)
5. Level 5: Self-Actualization Needs (Growing and expanding one's personal capabilities; feeling fulfilled or all you can be)

Higher motivations levels cannot be met if the previous level has not been fulfilled.

According to Maslow (1970) most drives are not isolatable, they cannot be localized, nor can they be considered as if they were the only things happening in the organism at the time. The typical drive, need or desire is not related to a specific, isolated, localized somatic base. The typical desire is much more obviously a need of

the whole person. In looking closely at the average desires in daily life, Maslow noted that these desires have one important characteristic, that they are usually means to an end rather than ends in themselves. The desires that pass through one's consciousness dozens of times a day are not in themselves so important as what they stand for, where they lead, what they ultimately mean upon deeper analysis. According to Maslow the study of motivation must be in part the study of the ultimate human goals or desires or needs.

The study of motivation, especially the ideas presented by Maslow, are key to understanding why people do what they do. This motivation includes the study of why people move from one occupation to another. In the upcoming section, theories on occupational choice and change are presented. Essential to this study are the seminal pieces of research conducted by Super, Hiestand, and Holland.

Occupational Choice and Change

Careers have been viewed variously as a sequence of positions occupied by a person during the course of a lifetime (Super, 1957). Once thought to be a symptom of personal instability or indecision, career change is now regarded as a predictable response to lengthening life spans, rising educational attainment, and the rapid pace of social and technological change (Kanchier & Unruh, 1989). "Career change in adult life is a topic that has not received as much attention in psychology as vocational guidance of adolescents" (Teixeira & Gomes, 2000, p. 78). Studies in the United States at the end of the seventies showed that between 10 and 30 percent of the economically-active population had experienced a career change in a five-year period (Sommers & Eck, 1977

as cited in Wrightsman, 1994b). The present trend is for career change to become more frequent still. This is shown by the accelerating changes occurring in the job market, the lack of job security and even the extinction of some professions and jobs (Teixeira & Gomes, 2000).

Studies on career change are scarce (Teixeira & Gomes, 2000; McNay, 2001). As mentioned, the study of second-career teachers is relatively new without a large amount of relevant literature available (Novak & Knowles, 1992). Some studies have tried to clarify the possible causes involved in a decision to change careers. Kanchier and Unruh (1989) observed that subjects who made changes tended to see their professional positions as vehicles for self-expression and personal development. The results of the study by Teixeira and Gomes (2000) indicate that the principal motive for career change is dissatisfaction with the profession.

Empirical studies dealing with career change have usually focused upon individual and contextual aspects of the phenomenon, such as work or job satisfaction (Breenden, 1993; Judge & Hulin, 1993), and feelings of career indecision (Callanan & Greenhaus, 1992). However, few studies have been concerned with the process of professional change and its repercussions on the individual (Teixeira & Gomes, 2000). In many cases, career changes are the result of occupational relocations experienced by individuals and do not constitute an experience of self-initiated change (van der Velde & Feij, 1995). In addition to the previous limitations, investigators have acknowledged that career choice models developed for men may not apply to women's career choices (Fouad, 1994).

In a review of studies on career changes in adulthood, Wrightsman (1994b) indicates there are three possible reasons why people can come to feel dissatisfied or disconnected with their professions. The first is lack of control over the cycle of work, illustrated by cases of individuals who allow work to dominate their lives because they cannot set limits to activities associated with their job. The second is a conflict between the professional regard that others have of the individual and the professional regard that the individual has of himself or herself. The third is a lack of challenges at work, including when a profession once was perceived that way.

Three theories involving occupational choice and change have emerged as seminal pieces of literature about career change. These theories reflect the work of Super, Hiestand, and Holland. Super's work dates from the early 1950's, Hiestand's work from the 1970's, and more recently Holland's work was conducted in the 1990's. Each one has built on the other and is included to provide background and foundational information on the changes occurring in career change literature.

Super's Theory

The work of Super combined personality development, self-concept, career choice, and maturity. Super (1990) has a loosely unified set of theories dealing with specific aspects of career development, taken from developmental, differential, social, personality, and phenomenological psychology and held together by self-concept and learning theory. He contends that there is no "Super's theory" rather just an assemblage of theories he sought to synthesize. His theory of career development has remained influential contains empirical research (Super, 1953; Wrightsman, 1994b). He

emphasizes changes in self-concept and their inevitable impacts on choice and change of career (Wrightsman, 1994b). One major contribution of his is the Life-Career Rainbow. This model attempts to bring the life span and life space into one model and notes the biological, psychological and socioeconomic determinants of career development.

In 1990, Super's contributions and insight into his own field and endeavors provided valuable insights for other fields. His updated propositions have expanded on earlier insights about career development. The updated 14 propositions include some of the following:

1. People differ in their abilities and personalities, needs, values, interests, traits, and self-concepts.
2. People are qualified, by virtue of these characteristics, for a number of occupations.
3. Each occupation requires a characteristic pattern of abilities and personality traits which has tolerances wide enough to allow for some variety of individuals in each occupation.
4. Vocational preferences and competences and self-concepts change with time and experience although self-concepts are increasingly stable from late adolescence until late maturity providing some continuity in choice and adjustment.
5. The process of change may be summed up in a series of life stages.
6. The nature of a career pattern is determined by the individual's socioeconomic level, mental ability, education, skills, and personality characteristics.

7. Work satisfaction and life satisfaction depend on the extent to which the individual finds adequate outlets for abilities, needs, values, interests, personality traits, and self-concept.

8. The degree of satisfaction people attain from work is proportional to the degree to which they have been able to implement self-concepts.

Wrightsman (1994b) outlines Super's stage theory of occupational development. The first stage which occurs between the ages of 15-25 is characterized by exploration and trial, with consideration of several avenues of career. The second stage, called the establishment phase, occurs between the ages of 25-45, and involves the implementation of a career choice and stabilization within that occupation. The next stage is referred to as the maintenance stage and is applicable to ages 45-55. This stage consists of the continuity of vocational behavior along established lines. The second to the last stage is called the deceleration age and it begins at age 55-65 as the worker prepares for retirement. The final stage is the retirement period which occurs around age 65 when a worker may experience a discontinuity in both work role and self-concept.

Decision points occur before and at the time of taking on a new role, when giving up an old role, or when making significant changes in the nature of an existing role (Super, 1980). These can be illustrated by a decision to enter a school, college, or university when there is some freedom of choice or by decisions to apply for a particular job. Super (1953) called attention to the need to understand the process of decision making, and incorporated it into his life-stage model, through the recognition of exploration and of mini- and maxi-decisions.

Career change must be seen as an event having effects beyond the point at which the decision to leave the profession is reached and must be considered in conjunction with individual history and the interactions between the various life roles that the participant performs (Teixeira & Gomes, 2000). In a model of career development proposed by Super, Savickas and Super (1996), a change of profession would mark one pivotal point in the career development of an adult and that might include various phases of growth, investigation, establishment, maintenance, and occupational disengagement.

Super's seminal work provided a foundation for thinking about occupational change and development. Another forward thinking individual for his time is Hiestand who proposed his own theory for changing careers after age thirty-five.

Hiestand's Changing Careers After Thirty-five

Hiestand's (1971) study of seventy people who were entering graduate institutions after the age of thirty-five provides researchers insight into the factors affecting this group of career change individuals. Although some of the information provided is dated, most of Hiestand's work is still applicable today. In addition, this work points to the infancy of the trend of non-traditional aged students who return to universities for further study and possible career change opportunities.

Two of the most important tentative conclusions from his study are 1) it is important from the viewpoint of guidance that many people who entertain the idea of returning to school do so with relatively little prior planning or guidance, and 2) a dynamic economy creates manpower shortages. Hiestand goes on to suggest that too

little attention has been paid to the possibility that older persons in the process of changing careers can meet these types of shortages.

According to Hiestand there are three major patterns for returning to school. The first pattern is that one upgrades one's skills substantially making it possible to move from one level of performance to a distinctly new level of performance in the same field. Another pattern is called the 45-degree turn. A professional person acquires new skills which enable him or her to move into a new, related field of study which can be defined as a distinctly new profession. The last pattern of career changing is when a person keeps working in his or her first field while slowly building a position in a second-career field.

Hiestand's study also listed many reasons why people return to school for more education. Among the reasons given were significant changes in their ambitions or interests as well as a motivation to improve intrinsically. He concludes by noting a wide range of specific motives that led the participants to enter or reenter professional or graduate school as full-time students at an age beyond the conventional school years.

Hiestand's work from the early 1970's along with studies from Super have provided a foundation for career change theory. More recently Holland has proposed his own theory for career development.

Holland's Theory

Holland (1997) developed a theory for vocational choice focusing on work environment and personality. The primary concern of the theory is to explain vocational behavior and to suggest some practical ideas to help people select jobs, change jobs, and

attain vocational satisfaction. The theory consists of several factors. First, people can be characterized by their resemblance to each of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. In addition, environments can also be placed into these same six categories. “Finally, the pairing of persons and environments leads to outcomes that we can predict and understand from our knowledge of the personality types and the environmental models” (p. 2).

According to Holland, previous information associated with vocational choice, job changes and vocational achievements needs a broader conception. Previous research in that area implies that people’s vocational interests flow from their life history and personality.

Holland’s principles of career development include the following:

1. The choice of a vocation is an expression of personality.
2. Interest inventories are personality inventories.
3. Vocational stereotypes have reliable and important psychological and sociological meanings.
4. The members of a vocation have similar personalities and similar histories of personal development.
5. Because people in a vocational group have similar personalities, they will respond to many situations and problems in similar ways.
6. Vocational satisfaction, stability, and achievement depend on the congruence between one’s personality and the environment in which one works (Holland, 1997).

The average career is both focused and stabilized. Holland argues that this stability comes about because “workers soon become active seekers of a limited range of

congruent jobs and because employers discourage change through common hiring practices and biases of age, appearance, sex, training, and work history” (p. 12-13). Another force that he found promoting stability is a worker’s family, friends, coworkers, and relatives because they usually have a stake in a worker’s income, friendship, and power. Although, some workers do change, according to Holland, career changes or changes in personality are difficult to accomplish and sustain. It’s important to note, though, that people do become clearer about themselves with age. Holland and Nichols (1964) found that people leave fields for which they lack interest and aptitude and seek fields in which they possess interest and aptitude (as cited in Holland, 1997). Most studies of career changes suggest that incongruity of interests, personality, or abilities are associated with change in occupation or intention to change (Holland, 1997).

According to Holland’s Theory, maladaptive career development indicates a failure to develop a clear sense of vocational identity or a failure to establish a career in a congruent occupation (1997). Maladaptive career development probably occurs in one or more of seven major ways:

1. A person has had insufficient experience to acquire well-defined interests, competencies, and self-perceptions.
2. A person has had insufficient experience to learn about the major kinds of occupational environments.
3. A person has had ambiguous, conflicting, inaccurate, or negative experience concerning his or her interests, competencies, or personal characteristics.
4. A person has acquired ambiguous, conflicting, inaccurate, or negative information about the major work environment.

5. These deficiencies lead to beliefs about the self and the occupation that would make it difficult for the person to translate his or her personal characteristics into occupational opportunities.

6. Some persons lack the personal, educational, or financial resources to carry out their plans.

7. Some persons with consistent and differentiated profiles and a clear sense of identity are unable to find congruent work because of economic or social barriers (Holland, 1997).

Holland has generated a listing of six personality types that all individuals can be categorized into. The six personality types include: the Realistic Type, the Investigative Type, the Artistic Type, the Social Type, the Enterprising Type, and the Conventional Type. Based on his descriptors of the six types of personalities, one fits more with teaching than the others. This personality type is identified as the Social Type. In his description of this personality type, Holland makes reference to teachers as typically having this type of personality. The Social Type is defined as a person led to a preference for activities that entail the manipulation of others to inform, train, develop, cure, or enlighten and an aversion to explicit, ordered, systematic activities involving materials, tools, or machines (Holland, 1997).

The Social Type is predisposed to exhibit the following characteristics:

1. Prefers social occupations and situations (e.g. teacher or counselor).
2. Values social and ethical activities and problems and wants to serve others.

Also aspires to become a competent parent, teacher or therapists. Values religion.

3. Perceives self as liking to help others, understanding others, having teaching ability; social skills, and lacking mechanical and scientific ability.

4. Uses social beliefs, competences, and values to solve problems at work, often perceives problems in human relations terms.

The descriptor words used to identify the Social Type are: agreeable, cooperative, empathic, friendly, generous, helpful, idealistic, kind, patient, persuasive, responsible, sociable, tactful, understand, and warm.

Job changing is associated with Openness, which in turn is associated with two other types of Holland's six personality types. These two personality types are the Artistic and the Investigative Type. People with these qualities would be prone to envision more opportunities and to change jobs more often than persons without these qualities- such as the Conventional and Realistic types. Instability results from living in a succession of inconsistent environments. Personal effectiveness is more likely to occur when a person finds or is placed in a congruent environment. According to Clarke (1980) a voluntary job change will have positive effects on work experiences because people strive to find work that fits their personality.

Summary

This chapter examined the literature in four major areas related to second-career teachers. The areas reviewed were 1) second-career teachers, 2) change theory and adult personality development, 3) motivation, and 4) occupational change.

Career change in adult life is a topic that has not received much attention (Teixeira & Gomes, 2000; McNay, 2001). Change-of-career perspective teachers are a

potentially important group as a source of new teachers (Edelfelt, 1994; U. S. Department of Education, 1991). Studies in the United States at the end of the seventies showed that between 10 and 30 percent of the economically-active population had experienced a career change in a five-year period (Sommers & Eck, 1977 as cited in Wrightsman, 1994). In addition, Osherson (1980, as cited in Wrightsman 1994b) estimates that 5 million people in America change their occupation in a year. The present trend is for career change to become more frequent still. This is shown by the accelerating changes occurring in the job market, the lack of job security and even the extinction of some professions and jobs (Teixeira & Gomes, 2000).

Research on second-career teachers dates largely from the early and mid-1990s (Bohning et al., 1990; Bullough & Knowles, 1990; Crow et al., 1990; Freidus, 1992; Freidus & Krasnow, 1991; Novak & Knowles, 1992; Serow & Forrest, 1994; Powers, 1999; Teixeira & Gomes, 2000; Chambers, 2002; Lerner & Zittleman, 2002). Missing from the research is a focus on motivations for the second-career teacher trained in a PDS model.

In reviewing the framework for the literature review which included second-career teachers, change theory/adult personality development, motivation, and occupational choice and change it is clear how these four interact with one another. A few examples of this interaction can be seen in Erikson's theory of Identity versus Role Confusion and Freidus' (1990) list of career patterns that echoes Erikson's description and includes that individuals who struggle with the roles they choose for themselves and their own personal values and family traditions. Freidus (1990) also echoes Erikson's

thoughts about generativity when she describes second-career teachers' desire "to make things different for the next generation" (p. 15).

In addition, "the link between Super and Erikson may be that a mid-career crisis affords the individual the opportunity to complete the process of 'implementing the self-concept' or attaining 'identity achievement status' that is necessary before reaching generativity" (Perosa & Perosa, 1984, p. 66). An essential modification to both theories is the need to emphasize that establishing an identity requires time in which the individual may be recycled into exploratory (Super's theory) or moratorium (Erikson's theory) stages of adult development (Perosa & Perosa, 1984).

Freidus' (1990) work can also be aligned with Holland's (1997) insights about occupational change. According to Holland's descriptors of the six personality types, teachers can be identified as the Social Type. Holland states that the Social Type is predisposed to exhibit the following characteristics that include a person who wants to serve others and who uses his or her own values to solve problems. Freidus' (1990) research echoed that sentiment in reference to second-career teachers wanting to "be needed and to give" (p. 15).

Motivations for career change have been studied at a more traditional age, but not recently for the non-traditional aged teacher (Lortie, 1975). This phenomenological study will include interviewing non-traditional aged teachers who have experienced a career change and selected teaching as the second career. All participants will have been trained in the PDS model from Alpha College. The research question to be addressed will include motivational factors contributing to the participant's decision to choose teaching as a second career.

The following chapter will describe the method of data collection to be employed and research design.

CHAPTER THREE

Methodology

Introduction

This study was designed to understand the phenomena occurring in second-career teachers. The two major issues needing to be explored were: 1) What were the motivational factors influencing the second career teachers' decision to become a teacher? And 2) How did these factors contribute to the decision? Answering the question "What was this experience like for you?" remained the key component to this study. The emergent nature of this study combined with the need to hear from a variety of people who have experienced these phenomena demanded a qualitative approach (Lincoln & Guba, 1985). "From an extensive description of the textures of what appears and is given, one is able to describe how the phenomenon is experienced" (Moustakas, 1994, p. 78). Therefore, phenomenology offered the most appropriate way to analyze this study's main objectives.

This chapter lays out the methods used to begin the process in understanding the phenomena of second-career teachers trained in a PDS. The chapter covers: (a) research design, (b) research questions, (c) setting of the study and sample selection, (d) methods of data collection, (e) data analysis, and (f) strategies for trustworthiness.

Research Design

Based on the emergent nature of this topic combined with the lack of empirical data regarding the subject surrounding second-career teachers trained in a professional development school, a qualitative approach was necessary. After spending time thinking

about how best to understand the lived experiences of the individuals, I felt that the qualitative approach of phenomenology was best suited as the specific design. The big question was “What was this experience like for you?” and with that in mind, phenomenology was the perfect match.

A phenomenological study describes the meaning of the lived experiences for individuals about a concept or phenomenon (Creswell, 1998). In thinking about the participants in the study, I felt that the information they could provide during the interview would help understand the phenomenon. In phenomenology no preconceived notions or frameworks guide the researcher in the analysis of field data according to Field and Morse (1985) (as cited in Creswell, 1994). “Phenomenology, step by step, attempts to eliminate everything that represents a prejudgment, setting aside presuppositions, and reaching a transcendental state of freshness and openness, a readiness to see in a unfettered way, not threatened by the customs, beliefs, and prejudices of normal science, by the habits of the natural world or by knowledge based on unreflected everyday experience (Moustakas, 1994, p. 41).

The history of phenomenology began with the German mathematician Edmund Husserl (1859-1938) and his extensive writings addressing phenomenological philosophy (as cited in Creswell, 1998). It identifies strategies that can help one to focus on “that which lies before one in phenomenological purity” (Husserl, 1931, p. 262). Husserl is credited with the development of the concept of Epoche. Epoche requires the elimination of suppositions and the raising of knowledge above possible doubt (Moustakas, 1994). Transcendental phenomenology acknowledges that perception can be infused with ideas and judgments (Willig, 2001).

Research Question

1. What are the motivational factors influencing the second-career teachers' decision to become a teacher? How did these factors contribute to the decision?

Setting of the Study and Sample Selection

The setting of this study was in a city in western Colorado with a population of approximately 45,000 in the city and 112,000 in the surrounding county. Although not an urban metropolis, this city did have the distinction of being the largest city within a 250-mile radius and therefore privy to many amenities that a town of this size might not normally have.

The college located there, Alpha College, has approximately 5,400 students. Alpha College has a commitment to high quality undergraduate education, and is continuing to build on that success with its graduate programs in business and education. Over 400 students are enrolled in Alpha College's teacher education program, which is approved by the Colorado Department of Education. This includes endorsements to teach in Colorado on four levels: early childhood education and elementary education dual endorsement, secondary, and k-12 art, music, and physical education. The Education Department at Alpha College is in the process of receiving the National Council for the Association of Teacher Education's (NCATE) endorsement of its program. This endorsement is scheduled to be obtained in the spring of 2004.

Within the Education Department resides the Professional Development School (PDS). It started approximately 5 years ago with start-up monies coming from a

Partnership Grant. Approximately 20 students are accepted into the program each year from a pool of over 45. The screening process includes an in-depth interview process partially developed by Selection Research Incorporated (SRI). The program design is divided into 10 credits during the summer before the internship semester. Then 12 credits are earned for each semester of the remaining 4 quarters the PDS intern is in the cooperating school. The PDS intern spends the first 2 quarters working closely and team teaching with the PDS mentor teacher. Then the 3rd quarter, the PDS intern takes over all classroom responsibilities. During the 4th quarter, the intern begins to phase out of the classroom. It's currently expanded to Eagle and the Roaring Fork Valley. With approximately 100 graduates of the program, the Alpha College PDS has established itself as a high-caliber producer of qualified teachers. Between the time this study was started to the time it was completed, Alpha College's PDS underwent some changes. It will change in the fall of 2003 to a program that will be entitled Post-Baccalaureate Licensure and will involve a partnership between the college and many different school districts around the area. This is a change from the partnership format Alpha College had previously had with only one school district.

Since the sample selection was from only graduates of the Alpha College PDS, the previous information needs to be addressed. The actual site of research was conducted at a location easily accessible to the participants. The location was a public one like the library, a local coffee shop, or possibly the participant's school. The location was certainly one where the participant felt comfortable and free to talk about the lived experiences.

The sample selection included nine second-career teachers. The requirements for participation included the following: 1) been in a previous career and experienced a career change, 2) trained in the Alpha College PDS program, and 3) currently teaching. The sampling was intentional because of the difficulty of finding participants at random who would fulfill the research criteria (Patton, 1990). Participants were recruited using posters which were displayed at many local elementary, middle and high schools asking for their volunteer participation (Appendix A). In addition, I also planned to attend faculty meetings and describe my research and ask for volunteers (Appendix B). Sampling is not representative but actually contingent and serial (Lincoln & Guba, 1985). Although a homogeneous group, these participants described the lived experiences and generated a clearer picture of their process in becoming a second-career teacher trained in a PDS.

All participants had the opportunity to discontinue participation at any time throughout the process. The participants were assured that their answers would remain anonymous and confidential. A letter to all participants outlining their rights as a participant in a research study was distributed (Appendix C).

Methods of Data Collection

Once potential participants had been identified each participant received a letter and phone call from me. The letter identified the general purposes of the study along with contact information (Appendix D). Once permission was collected from each participant, I set up individual times to meet with each person. In order to prepare for the interviews, I read and took notes from Seidman's (1998) guide for conducting interviews. Next, I conducted one-hour interviews so that I could really get a sense of what the

experience was like for each person. Follow-up interviews of one-hour weren't necessary to finish data collection. I did contact a few participants so they could clarify their biographical information. Interview questions involved the following themes: educational background, career background, personal goals and desires, and feedback on the lived experience (Appendix E). Each interview was taped so that it could be transcribed for further analysis and a synthesis of themes generated.

Qualitative data lends itself to this type of research because the rich detail each participant provides will help in understanding people who have experienced this phenomenon. "Interviewing in a qualitative way implores one to listen intently and show a respect for and curiosity about what people say as well as a systematic effort to really hear and understand what people tell you" (Rubin & Rubin, 1995, p. 17). Time was spent generously with each participant to help me truly get a sense of what the experience of changing careers was like for the individual. Choosing questions wisely and looking continually at each new interviewee's answers helped me to refine my data collection and help with the emerging nature of the study.

In addition to in-depth interviews with each participant, I maintained a reflective journal detailing field notes, my own thoughts and insights, common threads emerging from each interview, and my own mapping of those themes.

Throughout the process of data collection, I stayed true to the cornerstones of phenomenology. "Phenomenology's approach is to suspend all judgments about what is real-the 'natural attitude' – until they are founded on a more certain basis" (Creswell, 1998, p. 52). In this vein, I worked to put off coming to any conclusions before all interviews had been completed. In order to help with this process, the reflective journal

was a place for me to document my struggles with wanting to jump to conclusions too quickly. In keeping with the traditions of phenomenology, I also strove to achieve epoche as described by Moustakas (1994). “In the Epoche, the everyday understandings, judgments, and knowings are set aside, and phenomena are revisited, freshly, naively, in a wide-open sense, from the vantage point of a *purse* or transcendental ego” (p. 33). Throughout the process in the vein of phenomenology, I attempted to eliminate everything that might represent a prejudgment about the topic and kept an open mind to the emerging information I received from my participants.

In designing the research questions to be used, I thought for quite some time how to best understand the lived experiences for the participants. I wanted to make the opening questions very broad and leave room for the participant to really give me a sense of the experience. I intentionally didn’t want to have many questions because I wanted them to do more talking about each question and not just answer “yes” or “no.” I came up with three opening questions to find out about motivational factors influencing the decision to change. I also felt that one question about personality would be interesting based on the work of Holland (1997). Then I labeled my last two questions as “Ending Questions.” I chose to have this format because I wanted to see if receiving teacher education through a PDS format made an impact in the participants’ motivation. Also, if the participants hadn’t mentioned PDS previously in the interview, I wanted to see if they thought it motivated them. Since my population included only teachers who had been trained in a one-year PDS format, I thought this was an important question. The last question was to find out if they would continue in this career or if they had regrets.

The following interview questions served as a guide for my interviews:

1. As you know I'm interested in what led you from your previous career into teaching, can you tell me your story?
2. What influenced you to choose a career in teaching?
3. Compare and contrast your previous occupation with your new field of teaching. Does one seem to fit your personality more? Why?

Ending Questions

4. What role did the format of a PDS play in your motivation to explore teaching as a second career? Follow Up: There are many roads to becoming a teacher. Some examples are a traditional four-year/ two-year approach offered by many universities and another is the PDS approach. Did the format of Alpha College's PDS motivate you to return and seek a career in teaching?
5. Looking back on the process of becoming a second-career teacher, how do you feel about the decision to switch careers now?

Data Analysis

Data analysis is the process of systematically searching and organizing interview transcripts, journal notes, and other collected materials to increase the researcher's understandings and allow presentation to others (Bodgan & Bilken, 1998). To begin with I collected data on the phenomenon from a number of participants who have experienced it. I began by writing up a biography on each participant based on the information they provided. To achieve a thematic analysis I employed the analytical method of interpretative phenomenological analysis (IPA) (Willig, 2001; Smith, 1997).

IPA involves finding meaning contained in transcripts and then identifying themes and integrating them into meaningful clusters first within cases and then across cases (Smith, 1997). The first step was to re-read the transcripts and begin understanding each of the within cases. Based on the extensive transcribed interviews from the participants, I organized the data into themes. Once I did that, I needed to begin a cross-case analysis. In order to supplement IPA, I also implemented the use of a meta-matrix which is a master chart assembling descriptive data from each of several cases in a standard format (Miles & Huberman, 1994). The first step for the cross-case analysis I used was to create what Miles and Huberman refer to as a “monster dog” (1994, p. 178). After I had a visual picture of what themes were most common, I was able to write it up.

These same steps are summarized by Creswell (1998) when he describes the process as involving the following: “the original protocols will be divided into statements or horizontalization. Then the units are transformed into clusters of meaning expressed in psychological and phenomenological concepts. Finally these transformations are tied together to make a general description of the experiences, the textural descriptions of what was experienced and the structural descriptions of how it was experienced” (p. 55).

In order to achieve participant validation, I sent the transcribed interview to each participant to receive his or her approval that the document was accurate and pertained to the research question (Appendix F).

Strategies for Trustworthiness

Issues of trustworthiness of the research are imperative to a strong study. Lincoln and Guba (1985) suggest ways in which a researcher can boost their trustworthiness

when doing research. Suggestions include prolonged engagement, persistent observation, and triangulation. I used three methods to maximize trustworthiness. Based on my intimate knowledge of both the Alpha College PDS as well as a background in education, every attempt was made to ensure trustworthiness to that end. In this study, trustworthiness was addressed using several techniques: 1) an audit trail consisting of verbatim transcripts of interviews; 2) a personal reflective journal; and 3) member checking. Member checking involved sending each participant a letter with a copy of his or her transcript from the interview to assure that what they said during the interview matched up with what they intended (Appendix F).

Chapter four will describe the results from the study. Included in this upcoming chapter will be biographies of each of the nine participants. This section will be followed by a within-case analysis followed by a cross-case analysis.

CHAPTER FOUR

Results

Introduction

This chapter consists of the outcomes of the study. The information provided in this section resulted from the data collection and analysis. First, a biography of the nine participants has been included in order to understand the history of each individual. Pseudonyms have been used to protect the identity of the participants. Then individual themes from each participant are discussed in a within-case format. Following that section is the cross-case analysis of the common themes from the participants with supporting quotes. A summary follows that helps to answer the research question: What are the motivational factors influencing the second-career teachers' decision to become a teacher? How did these factors contribute to the decision?

Biographies of Participants

James

James showed up to our interview on time with his daughter. His enthusiastic attitude and youthful exuberance as a 45-year-old quickly struck me. I could tell he would have an interesting story to share, although since it was my first interview I'll admit I was pretty nervous. He did a better job of putting me at ease than I did for him. His story about his path into teaching began when he was young.

The oldest of four children, James had always thought of himself as a teacher. When he wasn't showing his younger sisters something new, he was teaching his cousins. When James was in high school he had a very influential coach in tennis and baseball tell

him that he could be a really good teacher. He mentioned this to his parents and was met with opposition. His parents talked him out of any dreams of teaching because they said “you’ll never make any money.” Realizing that this was true, James decided to pursue a degree in geology and work on a minor in math.

After receiving a degree, James saw an ad in the paper for a job with Hershey’s company. Although the economy was in a recession and jobs were scarce, James was hired by Hershey and worked for them in sales. All during this time, in the back of James’ head was the thought that he wanted to be a teacher. After spending 10 years with Hershey, he went on to take a job with 3M. After three years with 3M, he was snatched up by another company named Daytada. Although the money was great at \$60-70 thousand a year, James was required to travel quite a bit typically flying to Florida, Georgia, South Carolina, and Alabama. This job required quite a bit of phone work and also working lots of hours.

Throughout this entire time he kept thinking to himself that he couldn’t do this anymore. James felt that if he were going to make a jump into another career the time was now since he was in his early 40’s. Throughout this process he had been exploring all sorts of other opportunities to get a degree in teaching, but most of the programs would require an additional two years of schooling to accomplish. With four children and a wife to support, James didn’t have the time or money to do this.

Then James heard about the Professional Development School (PDS) at Alpha College that would allow him to become a teacher after only a one-year commitment including an entire school year in one classroom. With the support of his wife and now

his family, James decided to begin the PDS. He felt that the PDS acknowledged his previous careers and gave him the tools he needed to become a successful teacher.

After many financial sacrifices, James enrolled in the PDS and graduated from it. He is currently in his third year teaching physics and geometry at a local high school. He's jumped in with both feet and is also the data analyst for the school as well as the advisor running a program that links seniors with freshman to help make the transition into high school more smooth.

Although he feels as though he isn't paid as well as he should be, James still feels he made the right choice in becoming a teacher. He can certainly see himself doing this until retirement. James feels as though he's making a bigger impact in society than he did with his previous jobs. He's pursuing a masters in geology this fall to help him learn more and move up on the pay scale.

Beth

Dressed in a dark blue pair of overalls, Beth showed up to our interview early seemingly yearning to be interviewed. Even during our previous phone conversation, Beth had a hard time containing her enthusiasm for her teaching and my topic of study. I knew this would be a fun and informative interview. Although 50 years old, Beth's enthusiastic personality quickly made me think she was much younger. Well spoken and dedicated to her new profession, Beth seemingly enjoyed sharing her story with me.

Beth came from a family of educators. Although they had some influence on her, she chose to major in humanities in college. She graduated from college with little direction for her future. A friend of hers persuaded her to go to school with her to work

on getting training as a respiratory therapist. With little thought, Beth decided that it sounded like a good idea and spent the next year in training to become a respiratory therapist.

Before she knew it, Beth had put in 20 years as a respiratory therapist. Things seemed to get more and more stressful in this position. In addition, Beth didn't feel she had much freedom as a respiratory therapist. Everything was black and white as far as dealing with patients was concerned. Her days were monotonous and there wasn't much that separated one day from another. There might be an exciting trauma or two, but for the most part all the days were quite rote.

At that point she decided to look for another job. She looked in the paper and found an ad for a one-on-one medical assistant for a medically fragile child who lived at a regional center. She was hired to take the boy who was wheelchair bound from the place he lived and get him ready for school and then spend the day with him as an assistant. From the moment she stepped in the doors at the elementary school with her new charge, she knew that was the environment she had yearned for. She spent the next three years assisting the boy, but also observing the teachers and realizing more and more that she wanted to become a teacher. In the past she had been a bit intimidated by the teaching profession, but her new experience of watching what transpired day by day made her feel like she could do it. She even received encouragement from the teachers whose classes she was in to pursue a teaching degree.

At that point she began investigating ways to become a teacher. Unfortunately at that time she was told there weren't any options for her that didn't include at least a two-year commitment from her. Being single and in charge of herself financially, Beth knew

she couldn't accomplish her new desire to become a teacher. She quit the job at the elementary because her young patient moved on to the middle school and she began a part-time job at another hospital. Although she was ready to begin classes to learn about becoming a teacher at this time, her part-time job quickly became a full-time job and she put aside any desires to become a teacher.

Then one day after a couple of years in the new job with great pay, Beth was reading the newspaper and saw an ad for Alpha College's PDS. Beth went through the interview process more as a consumer knowing that she would be sacrificing a lot by starting this program and wanting to make sure it would be beneficial. PDS accepted her into the program. The fact that the program was only one year and since she already had a bachelor's degree in humanities she felt this was a good fit.

Now, in her fourth year of teaching third grade, Beth feels as though she made the right decision. To her, this job is more of a lifestyle than a career. She sees herself doing this career for a long time.

Harley

Walking through the doors of a local youth detention facility, I quickly felt nervous about the interview I was about to conduct. I would be meeting with Harley who was a math and science teacher at the facility. As I waited in the secured area of the building, I wondered what Harley would be like. Within about five minutes, Harley made his appearance and greeted me. We went to a conference room that must typically be used by inmates and lawyers as well as staff at the detention facility. Harley, a 49-year old, struck me as a no-nonsense, serious man. Even our previous phone

conversation had me wondering what his rapport with students and especially me might be like. I quickly found him to be quite verbose and proud of his life's path. The story he wove about his career path certainly was from one extreme to the next.

Harley grew up in New Mexico and from an early age yearned to become a geologist. He majored in it, but after spending a summer with some geologists, he realized that that kind of work seemed pretty boring. Being inspired by a former teacher and counselor at his local college, he began in the field of psychology. It wasn't until his senior year that he realized that there wasn't much he could do with only a bachelor's degree in psychology. Since he was interested in humanistic psychology he decided to go on and get his master's degree in psychology from Georgia.

After getting his master's in psychology he headed back to New Mexico. Unfortunately at that time the country was experiencing a recession and oil crisis, and jobs in psychology were scarce. After meeting with a career counselor he was told the classes he had taken in geology would qualify him for more positions with better pay. He moved to Oklahoma and got a job in the field of geology. After that he experienced a series of moves. He transitioned back to New Mexico as a geologist but was soon laid off from that job. At this point he moved to Denver where he secured a job using his previous degree as a psychologist at a residential child-care facility for emotionally and behaviorally disturbed children. He also met and married his wife during this time. After time there he and his wife decided to make another move. This time they ended up in the town they presently reside in.

Harley got a job as a social worker who investigated child abuse and neglect. He continued in this position for seven years. Throughout this time he knew he was on the

path to burn out. With many entities watching a social worker, the pressure Harley felt was tremendous.

At that point yet another career transition presented itself to Harley. A local health management office had an opening for a mental health counselor. Harley decided to take the job especially considering that he'd be working with clients who chose to get help as opposed to clients who had been court ordered to receive counseling. Harley felt he had tremendous rapport with his clients and even got encouragement from them. A few of his clients mentioned that he'd make a good teacher. Their verbal encouragement was the first time he thought of himself as anything other than a geologist or a social worker/counselor.

Although Harley enjoyed the career and even spent seven years there, eventually with budget cuts he was faced with another lay-off. Harley was extremely bothered that he was facing his second lay-off in his life. With a family to support and bills to pay, Harley started researching in books to find other careers. He read a book about economic depression times that made a big impact on him. One career that the book mentioned as a stable one through good and bad economic times was the field of teaching.

At this same time he heard about Alpha College's PDS in the newspaper. Since he wasn't yet laid off from his career as a counselor, he approached his company and asked for tuition money which they granted. Harley was accepted into the PDS and spent the next year in a school setting.

Harley started his new career and is pleased with his new position. He spent some time in a traditional high school as a math and science teacher, but he felt the

environment was highly adversarial. He landed the new job teaching math and science at the youth corrections center and truly enjoys it. Harley mentioned that the students are highly respectful to him which makes him more comfortable. He said that if any students misbehaved, he had many “big sticks” to get them back in line including time in their room and judge mandated longer sentences for bad behavior.

Martin

I looked forward to this interview from the moment I heard about this participant’s background. An athletic muscular man, Martin certainly doesn’t look like many 53 year-olds. From the moment that he shook my hand with his formidable paw, I knew he would have an interesting story to weave. Martin knew he wanted to be a teacher from a very young age. As a student in 6th grade, Martin had an inspiring teacher who showed him what a good teacher could be like. Although short, dumpy, and gruff, this teacher had tremendous rapport with his students. With much affection, Martin vividly recalled several pranks that he and other students pulled on this man. This one teacher put Martin on a path towards teaching.

As Martin started college, he ran into a few difficulties physically. His first ambition was to become an art teacher, but he soon found out that his color-blindness would not allow him to continue in that field. He quickly switched majors into becoming a physical education teacher, but unfortunately he hurt his right knee and couldn’t continue with that aspiration. Then he turned to journalism and specifically sports writing. He stuck with this major throughout the rest of college and graduated with this degree.

After graduating from college, Martin went on to writing for a weekly paper in Denver. After that he worked at some daily papers and eventually ended up in a small town in Colorado as the owner of a weekly paper. After a stint at that, he eventually ended up in the town in which he currently resides. Martin got a job as the sports editor for a daily paper with a circulation of nearly 35 thousand. Martin stayed in this position for 22 years.

During those 22 years, Martin saw many changes occur with his job. When he started off in the field, Martin had lots of interaction with people. Being around people and doing interviews were really an aspect of the job that Martin seemed to enjoy. In particular, Martin enjoyed times when he covered high school sports as opposed to college and professional sports. He just liked being around high school age kids. While seemingly glamorous with trips to Superbowls and Rockie's games, Martin's job became less appealing to him, and his job satisfaction started to diminish. As time went on more and more of Martin's work revolved around his computer terminal and the telephone. He started not enjoying his work.

In addition to not being content in his career, he also had many friends who were in the field of teaching. Martin's wife was a teacher and almost all of their social life involved people who were teachers. He received much encouragement from these friends to begin in the field of teaching. With this encouragement he started doing some internet searching for colleges that offered teaching licensure. Unfortunately, all of these programs lasted at least two years and also required him to leave town. Martin just didn't feel like that was an option.

Then Martin heard about the PDS. The PDS was just starting up and was looking for individuals like Martin. Although somewhat surprised to be picked, Martin was selected to go into the program. Martin felt like being in the classroom for one year was key to this new program. With the support of his wife, he quit his job of 22 years and began a new adventure. Financially, the decision cost Martin a lot. He and his wife were committed to his career change and even sold a fairly expensive car to help finance the new venture. He recalled discussing with his wife that the entire change probably cost close to 150 thousand based on the pay cut he took with the job transition as well as tuition. Martin felt like it was worth it.

Now in his 4th year teaching 7th grade reading, Martin knows he is where he's supposed to be. He doesn't consider this new career as a job. He said it is just "like waking up and all of a sudden you are alive and you are going to spend the day doing some stuff that you really enjoy doing." His only regret is that he didn't change careers sooner.

Wendy

I'll admit I went into this next interview a bit apprehensive. At 29, this next participant would be the youngest I had interviewed. My previous interviews had been with people who had much longer and varied careers than this participant had. I questioned whether or not the information she would provide would be valuable to my study. Surprisingly, Wendy had experienced many of the same emotions my older participants had dealt with in looking at a career transition. The interview with Wendy proved to be quite informative and valuable.

The most brief of my interviews, Wendy got right to the point. As a mother of a 19-month old and a part-time teacher, Wendy didn't have time to mess around with idle chit-chat. We started the interview quickly and with gusto. Wendy began by telling me about her previous careers and schooling. She started college with an interest in the travel industry. She quickly received her associate's degree in travel and recreation. Upon graduation, she worked in the hotel industry for 1 ½ years. Feeling unfulfilled and never having time to enjoy her life, she went back to college and obtained her bachelor's degree in therapeutic recreation. During her entire life she had always been interested in careers that involved working with people and especially working with special needs people. She had planned to open her own facility to teach horseback riding to people who were handicapped, but it fell through. Wendy decided to take a job that would use her previous bachelor's degree.

Wendy went to work at the regional center for people who are mentally and physically disabled. Although she enjoyed it at first, she started to see that she was the only person who put any heart into the occupation. In addition, the work became quite mundane for her. She felt like everyday was the same thing with little change. She felt like that was one of the biggest reasons she sought a career change. Wendy also didn't feel safe with some clients as well as some colleagues. After 2 ½ years at the regional center, Wendy decided to make a career break.

Wendy's husband had just finished receiving his teaching licensure through the PDS. Wendy thought it might be just the change she was looking for. Wendy also had thoughts and desires about spending more time with her husband and eventually starting a family. Her current schedule at the regional center didn't allow she and her husband

time together since they worked opposite shifts. She interviewed to start the PDS and was accepted. The PDS really appealed to Wendy because she liked the idea of it being hands-on for an entire year. She felt the time frame of being able to accomplish the program in one year was another big motivator.

Wendy was inspired to become a teacher by two individuals. She had a math teacher who made her take a second glance at teaching as a profession. In addition, Wendy's grandfather played a major role in her desire to work with special needs children. Physically disabled with only one arm, Wendy's grandfather made her realize that individuals can do lots even though they may be disabled. Wendy just honestly never saw him as being physically disabled, to her he was just Grandpa.

Currently Wendy is in her third year of teaching special education part-time. She feels her job is rewarding and she's making a difference. Continuing her education, Wendy will be graduating with her master's in special education this May.

Sylvia

A statuesque, slim woman in her late forties greeted me at the beginning of the next interview. Sylvia, a confident and classy woman, had a story to tell and had a way of telling it that kept me riveted. Her story began when she was in her mid-twenties. A graduate with a bachelor's degree in business administration, Sylvia was snatched up by a nationwide insurance company. She quickly moved up the corporate ladder due to her expertise and the fact she was a woman in a male dominated industry. The company was in transition and it moved in a direction that called for someone to do nationwide training of its employees. Sylvia was quickly enlisted to begin training all over the country.

This was the first time she had ever done anything similar to teaching. Needless to say, she loved it. She liked working with people and training them. In addition, it was exciting to have an expense account and to be flying all over the country. Although this was a heady experience for Sylvia, she and her husband knew that the stress of the industry would get the better of them. They made a decision as a couple to move to a smaller town and begin a family.

Sylvia spent the next years of her life raising her son and daughter. With the financial support of her husband she was able to stay home raising the children full time. Sylvia truly enjoyed that time with her children. She also realized something about herself. She realized that she enjoyed being around children more than she enjoyed being around adults.

When her children finally started school, Sylvia felt she was ready to enter the work force again. This time she wanted to focus on her new love: children. She began working part-time at a day care facility but her talents quickly enabled her to be promoted to the full-time day care/preschool director for the entire program. She spent seven years as the director. Since it was connected with the college, she also spent time lecturing in early-childhood development college courses. Once again, Sylvia made a realization that she liked children more than the college-aged students. Sylvia would refer to it as a series of epiphanies that happened in her life.

After the seven years as the director, she decided to go back to helping her own children through their high school years. She also took on a job as a consultant for a day care in a economically advantaged community. Also during this time, she approached the local college to see about getting her teaching license. She was told that since her

degree was in business administration, she would be looking at four more years of college in order to become a teacher. Since that wasn't the kind of commitment Sylvia could make at the time, she put her dream of becoming a teacher on hold.

Then one day while she was volunteering at a high school, she ran into the director of the PDS. She received encouragement from the director that the life experiences she had in addition to her bachelor's degree would make her qualified for the program. Elated, Sylvia decided to start the program. She also liked the idea of the program only taking one full year in addition to being able to spend one entire year in a classroom.

In her second year as the gifted and talented teacher working with kindergarten through fifth graders, Sylvia feels she is making a difference in students' lives. She will be starting her master's degree this fall.

Johnny

Walking into the elementary school for my next interview, I was reminded by how unusual it was to be interviewing a male teacher who was teaching a first/second combination class. Once I started talking with my next participant though it became obvious that he had found his niche. Johnny, a mature and balding 35-year-old, greeted me in his classroom and began to unfold his story.

As a young child, Johnny was told by his mother that he'd work well with kids. Although she suggested that he become a pediatrician, Johnny had hopes of becoming a dentist. After realizing that the field of dentistry would require much training and schooling, Johnny decided on another field. He received his bachelor's degree in

economics and went to work both during and after college for a major paint distributor. Johnny was on the fast track as a manager. He was quickly promoted and at the time felt that more money meant more happiness. Looking back on the experience now, Johnny didn't like the stress he was under or the thought that he sold something that didn't exactly exist. He was just the middle-man and didn't get to see the end product. Although he could see himself working for this company for the rest of his life, his dreams were shattered when he broke a company policy and was fired.

Reeling from the loss of his dream and feeling pressure to support his wife and two sons, Johnny took a job that was offered to him by a local painter. He was hired to paint residential and commercial properties. Although he felt he learned a valuable skill, Johnny didn't feel like he was working to his potential. He would come home at night physically exhausted, but mentally he was unchallenged. In addition to this, Johnny was also watching his wife excel in her new field of teaching. His wife was pursuing her professional goals and he was in a holding pattern. Johnny was extremely unhappy at this point in his life. Several relatives suggested that he look into careers where he could work with people. With his wife's encouragement, Johnny stayed in his position until his wife was finished with her degree in educational administration.

During this time period Johnny was also doing some coaching of his son's micro-soccer team. He felt he was making connections with the youngsters. Also, he was observing his wife as a teacher. He would listen to her stories and started feeling like he wanted to be working with children also. He began thinking of teaching as a new career for himself.

At about this time, his wife told him about the PDS. Johnny could see many benefits to the program including the fact that it would only take one year as well as being hands-on. He also had heard from other teachers that this type of training would be the most beneficial. Although it was a huge financial sacrifice, he and his wife made a commitment to do it because he was so terribly unhappy with his current situation as a painter.

Looking back on the process now, Johnny describes the events that happened in his life as a journey. He feels like things happen for a reason. He's currently in his third year of teaching at an elementary and feels like this will be his life-time occupation. Johnny has been working on his master's degree in special education.

Susan

Taking time out of her busy schedule to meet with me, Susan struck me as a dedicated first-year teacher. Since we were meeting on one of her few planning days, I knew she would get right to the point with explaining her life story. Short and perky, Susan had an enthusiastic attitude toward teaching that reminded me more of a 25 year-old teacher compared with her 47 years. We quickly settled down to chat about her life's journey.

Susan had dreams of becoming a teacher from a very young age. Unfortunately, due to financial and family situations, she wasn't able to pursue that dream initially. Divorced and a mother of two, Susan dedicated herself to raising her children and providing a stable environment for them. In order to achieve this, she worked as a waitress for ten years. This environment was one she liked because she was working

with people and it was fast-paced. In addition, since she was waiting tables in a rich community the pay was great and she only had to work 20-30 hours a week. After ten years of waiting tables, she moved on to a new career.

Due to a lack of qualified substitute teachers, Susan was able to get an emergency certificate to substitute teach. This was her first experience of teaching and it gave her the confidence she needed to begin to believe she could become a teacher. Susan loved the fast-paced environment of the school and also wanted to be doing something that made a difference in the world. To her, teaching was the answer.

In order to begin working on her bachelor's degree, Susan began her own small business making teepees. This allowed for flexibility in her schedule so that she could attend classes. Going to college classes was nothing new to Susan since all throughout her adult life she had taken courses here and there to better herself. Having attended a total of seven colleges, Susan was ready to settle down and truly begin working on her bachelor's in English.

While Susan was working on her bachelor's degree, she heard about the PDS at the college she was attending. It sounded like a good fit for her. At that time she was also having an internal conflict because although her degree was in English and that would qualify her to teach high school, her heart was set on teaching elementary school. She went to the director of the PDS and explained her situation. The director said that they would be able to grant her permission to teach elementary because Susan also had so many elementary education courses during her various stints in college. Susan was elated because she was finally going to be able to do what she'd always dreamed about.

The PDS was a place for Susan to gain confidence in her skills as a teacher. The most important aspect of the PDS to Susan was that she would be able to spend an entire year in a classroom learning from a professional teacher. Although the PDS proved to help her, Susan would have done anything to become a teacher, even if it meant going to school for a longer period of time.

Currently in her first year of teaching a fourth/fifth grade combined class, Susan feels fulfilled as an adult. She truly wishes she had done this earlier in her life. She feels like she's giving back to the world and that makes her feel good.

Dante

Bantering with a student and tapping away on his desktop computer, Dante greeted me in his classroom with hesitation. At 31, Dante was tall and thin with a firm handshake. As a high school science teacher for the past four years, he's had a chance to feel comfortable in his new environment of teaching. The journey that led him into his new profession was inspired by many.

During junior high and high school, Dante was inspired by two of his science teachers to look into the field of teaching. He also had an influential coach tell him that he would make a good teacher. In addition to those people, Dante's older brother went into the field of teaching as a PE teacher. It certainly started Dante thinking about that career field, but then when his brother actually started substituting, he told Dante that the students were challenging and the pay was poor.

At about this time, Dante considered many other occupations. He went through the thoughts of becoming a veterinarian, but then heard the pay wasn't too good. Then he considered becoming a pharmacist, but didn't think he was smart enough to do that.

Dante graduated from college with a degree in biology. He had hopes to get into the forestry field, but due to the popularity of that industry, he didn't obtain any full time job in that field. He did work for one year as a seasonal worker for the forestry industry. Without a master's degree in science, his chances for obtaining full-time work in forestry were bleak.

He ended up obtaining a job in the construction industry. During the seven years he worked in construction, he found the work to be monotonous. One of the things he grew tired of was the lack of interesting conversation with his colleagues. In the back of his mind he kept thinking about teaching and about making more of an effect on people than what construction did.

With encouragement from his wife and her family, who were all teachers, he seriously started thinking about teaching. Then he heard about the PDS that was only in its second year. He quickly applied. He liked the idea that the interview process was so rigorous because it made him feel like he was in a select group. He also liked the idea that it only lasted one year. To him, teaching would provide a stable career and time for him to spend with his future children.

Halfway done with his fourth year of teaching, Dante is pleased with his decision. He is planning to graduate with his master's degree in technology next May. Dante feels this new position as a teacher truly suits his personality and gives him a chance to interact with high school age students.

Within-Case Analysis

The information included in this section of the results chapter attempts to answer the research question: What are the motivational factors influencing the second-career teachers' decision to become a teacher? How did these factors contribute to the decision? The themes concerning motivation generated from each individual will be identified with supporting quotes from the individual interviews.

Second-career teachers enter the field of teaching by choice. These individuals come to the field of teaching later in life for varying reasons. Many follow the traditional motivators for career switching as noted by previous researchers (Bullough & Knowles, 1990; Crow et al., 1990; Freidus, 1990; Freidus & Krasnow, 1991; Novak & Knowles, 1992; Serow & Forrest, 1994; Powers, 1999; Teixeira & Gomes, 2000; Chambers, 2002; Lerner & Zittleman, 2002). The participants from this study also follow traditional motivators for changing careers.

James

Key to James' motivation to leave his career in advertising and marketing and make the switch into teaching were his life-long "back of mind" desire to teach and the format of the PDS. He also knew that he could make a bigger impact on society as a teacher as compared with a salesman. James also had the support of his wife which he felt was key to making the decision.

Well, I think it really begins back in high school. I really wanted to be a teacher when I got out of high school. My parents really talked me out of it because they said that, "you'll never make any money" which is true. So I kind of let it go (James, p.1).

Oh yeah, absolutely. I wouldn't say it (PDS) really motivated it just facilitated.

In other words, I was already motivated, I just needed a way to get there. I have been exploring all kinds of ways (James, p. 7).

I'm making a bigger impact in society (James, p. 8).

But anyway, I was to the point where the voice in the back of my head was really strong. So, I just made the jump and took the risk. My wife supported me doing it. She knew I would be happier and you know, it was a hard thing to do at that time with teenage kids and the whole works (James, p. 4).

Beth

The motivational factors contributing to Beth's decision to leave her career as a respiratory therapist included her awakening experience at an elementary as an assistant to a boy who was handicapped. While she was there, Beth received encouragement from other teachers to pursue her new dream. As a single woman, Beth also felt the PDS was a strong motivator.

going to (the school with the boy who was handicapped) every day. Being part of it. Being part of the system knowing that I can do that. I can do it. As an adult sitting in a 3rd grade classroom day after day after day and taking on more and more responsibility, as an adult in any classroom my job was just one-on-one with this little guy, but you walk into any classroom and you are with all these kids and suddenly you are a teacher too. I realized, you know, I *can* do this (Beth, p. 3).

They (teachers from awakening experience at elementary school) were just very instrumental and supported me. I thought the whole school was just incredibly supportive of me and my goals and what I was doing... Yes, they did (motivate me) and encouraged me along those lines (Beth, p. 4).

It (PDS) gave me the opportunity to get it done in a timely fashion. Being single, being my sole support, having a mortgage, having expenses, I knew that I couldn't do more than that. As it was, that year was incredibly expensive for me. I've got huge student loans and at this point in your life, that is the last thing you want (Beth, p. 5).

Harley

Harley's motivation to change careers stemmed from his past experiences of being laid off twice in his life. One layoff came during his stint as a geologist and the other after being a counselor. After researching the topic of careers, Harley found teaching to be one that didn't face economic cutbacks. He was also highly motivated to make the jump based on the opportunity the PDS gave him in finishing his coursework in a year.

I've read book on... there was a couple of books that came out and we were in the middle of a big stock market boom, but a couple of people have written how it was a real bubble and really there was going to be a big crash and depression and it got me thinking about, you know, I've been through 2 lay offs now and how do people cope with, you know I mean, what is a job that you don't get laid off. I'm tired of getting laid off and starting my life over. The first time wasn't that bad because I wasn't married and didn't have a family and so that wasn't that big of a deal. But this time, you know, you want to work for a company and keep building your income your whole life and when you get laid-off you've got to go find another company and start over again. I don't want to do this again (Harley, p. 7).

I can do one year (Harley, p. 10).

Martin

From the time he was in sixth grade, Martin had dreams of becoming a teacher similar to his inspirational sixth grade teacher. The key motivation for Martin, though, came after 22 years in the field of journalism. Tired of the job and lack of personal interaction, Martin decided to pursue his life's dream of becoming a teacher. He knew he could impact society as a teacher. Martin received support from his wife and friends which made the transition easier.

I think I wanted to be a teacher from a very very young age. I have used this a lot, but I had a teacher in 6th grade who was just a tremendous influence on me at that time. I still remember him very well. He kind of made me want to be a teacher. I

originally went to college in my first of many majors was art education (Martin, p. 1).

Once the computer really kind of took hold in journalism and where I went, I went from dealing with people and a lot face-to-face stuff, really not even much telephone stuff. I went from there to a point where I basically sat in a chair at a desk in front of a computer terminal and I didn't enjoy that. I got no interaction with people. If I did, it was usually on the phone and it was usually somebody that was ticked off, so it really wasn't enjoyable type stuff. So, I think that the last part, the last 10 years of my career in journalism were not nearly as enjoyable as the first part of it was to me (Martin, p. 4).

I teach 7th grade, which I think for me is perfect. The 6th graders are still too little, they need too much baby-sitting. 8th graders think they are the king or queen of the world and they are ready to move on. 7th graders are just clueless. They have no idea which way they are going from one minute to the next. It's always just... I mean, it is never boring. It's almost always fun just dealing with them. You can really severely impact those kids, one way or the other, very quickly (Martin, p. 4).

Yeah, I think it (my wife) played a huge difference (in my motivation), a huge motivation because the people... she taught... she is retiring in 1 week. She has actually been retired but she has been teaching half time for 3 years. She bought out a few years so she has 30 years retirement. She was a great teacher and still is (Martin, p. 4).

Most of the people we knew, we socialized with, for really our entire adult lives have been teachers. So most of the people I hang out with, most of the people I drink beer with or go out to eat dinner with or whatever, are teachers or they have been teachers. Yeah, I think that played a big part as well. I had a lot of support from those people when I decided to do it. That also helped because Lord knows it's not easy the first bit especially (Martin, p. 4).

Wendy

Finding motivational factors for Wendy was a bit more challenging. Mostly she felt her other job was monotonous which created a desire in her to seek other options. In addition, Wendy wanted a job that was conducive to beginning a family and most importantly getting to spend more time with her husband. Key to Wendy's motivation to make the switch was the format of the PDS.

...it (my job) became a mundane, every-day-is-the-same kind of situation. We did the same thing day after day, and there was never any change in what happened. So that's really what led me to change (Wendy, p. 1).

So, I knew that if we were both teacher and were both on the same schedule, you know, that we would be able to do things together and start a family... (Wendy, p. 4).

I think for me, I'm more of a hands-on, visual learner, and the PDS really appealed to me in that sense. Because I knew that I'd learn a lot more from being in the classroom for a full year than sitting in a college setting for another two and a half years, learning from books, and not actually doing it, being there, and seeing what actually happens in the school year (Wendy, p. 4).

Sylvia

Sylvia became motivated to become a teacher from several sources. Her first experience teaching people, while at the insurance company, whetted her appetite to the thought of teaching. In the back of her mind she always thought about teaching after that experience as a young professional. In addition, her own children played a major role in her motivation because she realized how much she enjoyed being around young children. The support she received from her husband played a big role in her transition. After attempting to get her teaching degree, and finding many obstacles, Sylvia felt the PDS really helped facilitate her change.

And probably the root of that interest in education dates back to when I was teaching adults in insurance and then realizing that I was comfortable standing in front of people and I was comfortable sharing knowledge and then realizing that I was more comfortable with young kids than I was with adults and it just became kind of a natural progression for me. But being immersed in my own children and in their culture at school is really what made me want to be with kids (Sylvia, p. 6-7).

And I realized that I like spending time with kids a lot more than I like spending time with adults (Sylvia, p. 2).

Financially it's obviously a burden for many people not to be paid for that year, and again I was fortunate, I had the support of my husband (Sylvia, p. 9).

I also loved the whole idea of the mentoring teacher, the whole idea of spending an entire school year in a classroom. Financially it's obviously a burden for many people not to be paid for that year, and again I was fortunate, I had the support of my husband. But to be able to see everything from day one to the last day of school, just was real important to me. Because it is kind of scary to take up a new career and then just plop down and wonder what to do. And I think a lot of times when you're only in the classroom for six weeks for student teaching or whatever that time period is, you don't see the development of classroom management, you don't see the development of the classroom as a community, and problem solving and discipline issues and that kind of thing. So it was really valuable (Sylvia, p. 9).

Johnny

Johnny's motivation to become a teacher came through a series of events. Fired from what he thought would be his life's career, Johnny grew frustrated in his second career as a painter. Receiving encouragement from friends and family members, Johnny pursued his teaching degree. In addition, his motivation came from his wife because he saw the exciting interaction with children that she had.

But I painted for four years and it was just physically demanding and not mentally demanding. It's just one of those jobs you go and paint and you finish and you go home. I could stay up late and my wife would wonder why I could stay up late. Physically I was tired but I could stay awake because my mind was not tired. So then it was, we were at a point and I was at a point in life where I wasn't happy with what I was doing (Johnny, p. 3).

Not necessarily teachers but a lot of family (encouraged me). Aunts and uncles just seemed to notice a gift or a way to relate to people (They would say) "You know you should consider working with people, you should consider." Especially at the time when I was looking for something else to do in life. Have you ever thought of working with people, have you ever thought of psychology? Have you ever thought of counseling? So it was not only interacting with people but putting together that I get along and relate well with kids and then relating and working with people it was the fit. I guess I ignored it. I don't know. I don't know what it was (Johnny, p. 10-11).

Just seeing certain situations coming in and doing something in her (my wife's) classroom that I didn't really realize that that had influence at that time but, interactions or a Christmas party, or a little drink and treats after a performance type thing, and seeing that kind of influence that you actually interact with not only the kids but the parents. And just her as a teacher and her as a person. Seeing that that's, there's the reward, you're making a difference in people's lives that I wasn't doing. Just on a daily basis seeing that that was actually happening and not really noticing at the time that that was an influence but it actually was a huge influence (Johnny, p. 4).

Susan

Key factors contributing to Susan's motivation to become a second-career teacher included a life desire to be a teacher combined with a feeling that she needed to give back to society in order to become a fulfilled adult. She gained confidence in her own talents during her "awakening" experience as a substitute teacher. For the first time she saw herself as something other than a waitress or small business owner.

A lot of it (my motivation) has to do with giving back. Having been in so many careers. I don't have the luxury financially of being able to volunteer my time. But I wanted to give back and become a useful member of society. And this was the route for me (Susan, p. 9).

And it wasn't until I was in ... before I moved here, when I had my little business making and selling teepees that I started to substitute teach and actually got into the schools. After I did that it gave me a confidence and of direction that I hadn't had before and I thought, you know, I really like being with kids. This is fast paced and fun and alive and I really enjoyed it, mostly I thought I *could* do it. I thought I *can* do this. I would be good at this. So that is what motivated me to go ahead and go back to school full time (Susan, p. 9).

Dante

Dante's decision to become a teacher came from two sources. Dante was looking for a career that would allow him time off during the summers so that he could spend time with his family. He also was frustrated with his career in construction because it

didn't allow for the type of personal interactions he enjoyed. Dante also felt that he could make a difference in students' lives. Inspired by coaches, teacher, a brother, and his wife, Dante entered the teaching field in his late twenties.

Oh I think it was a great decision. Like I said before about the time I'm able to spend with my family and the time I will, in the summertime. When my kids get older, we'll have more one on one time rather than weekend time. And the tradeoff there is money, but what do you need in society now? There's a lot of things you could have, but 150 years ago, what did you need? All those little extra things I would like to have, I don't need. I can always get those later (Dante, p. 7-8).

I wanted to do something more for the community rather than build houses you know, have an effect more on people than what construction did. I thought teaching was probably the best way. I figured that two teachers had such a big impact on me, maybe I could do that for at least one student over thirty years (Dante, p. 2).

It (construction) got to be kinda real monotonous (p. 2). Day after day, that's, I thought what am I doing here, other than getting money. Pretty good money. It's kind of boring. So teaching is something different every day because you have all these different kids who have different attitudes every day and different feelings every day, so (Dante, p. 3).

Cross-Case Analysis of Themes

This section of the results chapter will analyze the information across the cases from all participants to understand the major themes that played a role in the participants' motivation to become a second-career teacher. There are many common themes associated with second-career teachers as suggested by Freidus (1990; 1992; 1994; Freidus & Krasnow, 1991). Serow (1993) notes that the motivations for choosing teaching in later life are complex and personal. This point is verified by the number of themes present for each participant. Looking at major themes from the interviews that

are common to many participants will help in answering the research question: What are the motivational factors influencing the second-career teachers' decision to become a teacher? How did these factors contribute to the decision?

Back of Mind Teaching Desire

For many of the second-career teachers, they had always had a desire to become a teacher. Although they were pursuing different careers in other fields, they had a sense that they really wanted to be in education. For some participants this came early in life and for others they realized they wanted to become teachers in their early twenties because they had something of a teaching experience that inspired them. Crow et al. (1990) mention that "entering a teacher education program resembles a psychological homecoming" (p. 204) for these individuals. These individuals believe their earlier plans to teach were thwarted by negative parental and societal pressure, market forces, and or financial reasons. Novak and Knowles (1992) concur that all of their participants in their study on second-career teachers had always wanted to become a teacher.

Okay. I'd always thought about being a teacher and I married young and had children young, and through the 20 years of raising kids and being married, I had constantly gone to school. One class at a time, two classes at a time, always with an emphasis in English literature. It had always been in the back of my mind that I wanted to be a teacher but of course my position financially wasn't that I could finish up. I mean it took forever to finish because I was supporting my kids, I was divorced, and I raised my kids for ten years as a single parent. So for a long time my main focus was raising my family and supporting my family, so I didn't have a lot of time to pursue this interest (Susan, p. 1).

Well, I think it really begins back in high school. I really wanted to be a teacher when I got out of high school. My parents really talked me out of it because they said that, "you'll never make any money" which is true. So I kind of let it go (James, p. 1).

I think I wanted to be a teacher from a very very young age. I have used this a lot, but I had a teacher in 6th grade who was just a tremendous influence on me at that time. I still remember him very well. He kind of made me want to be a teacher. I originally went to college in my first of many majors was art education (Martin, p. 1).

I think a part of me always wanted to be a teacher (Wendy, p. 1).

Dislike of Previous Occupation

Almost all of the second-career teachers seemed motivated to make a change into teaching because they had a strong dislike of their previous career. The decision to leave other careers for teaching can be prompted by increasing dissatisfaction with the previous career (Crow et al., 1990; Novak & Knowles, 1992). In another study, similar research findings were reported. The results of the study by Teixeira and Gomes (2000) indicate that the principal motive for career change is dissatisfaction with the profession.

Wrightsmann (1994b), in a review of studies on career changes in adulthood, indicates there are three possible reasons why people can come to feel dissatisfied or disconnected with their professions. The first is lack of control over the cycle of work, illustrated by cases of individuals who allow work to dominate their lives because they cannot set limits to activities associated with their job. The second is a conflict between the professional regard that others have of the individual and the professional regard that the individual has of himself or herself. The third is a lack of challenges at work, or again when a profession no longer appears to be a challenge even though it was previously. A few of the participants indicated that this dislike came more from stress than anything else. In addition, the hours and demands of some jobs left no time for family. One

participant described how his occupation had changed into one that he didn't enjoy anymore because it lacked the personal interaction it previously had.

But I painted for four years and it was just physically demanding and not mentally demanding. It's just one of those jobs you go and paint and you finish and you go home. I could stay up late and my wife would wonder why I could stay up late. Physically I was tired but I could stay awake because my mind was not tired. So then it was, we were at a point and I was at a point in life where I wasn't happy with what I was doing (Johnny, p. 3)

Then...but I worked a lot. I worked like 60 hours a week. My territory was actually Florida, Georgia, South Carolina and Alabama (James, p. 2).

Once the computer really kind of took hold in journalism and where I went, I went from dealing with people and a lot face-to-face stuff, really not even much telephone stuff. I went from there to a point where I basically sat in a chair at a desk in front of a computer terminal and I didn't enjoy that. I got no interaction with people. If I did, it was usually on the phone and it was usually somebody that was ticked off, so it really wasn't enjoyable type stuff. So, I think that the last part, the last 10 years of my career in journalism were not nearly as enjoyable as the first part of it was, to me (Martin, p. 4).

We moved over here and I got a job as a social worker with investigating child abuse and neglect. I worked that for 4 years. You know, kids are being abused and neglected, high risk families – getting them services and doing the social work there. After 4 years, it was kind of a burn out job. You are dealing with families and nobody is happy. You've got courts looking over your shoulder, social workers, lawyers, you've got the families of the kids you've taken looking over your shoulder, you've got your bosses looking over your shoulder, you've got these citizen panels that you have to go report to and so there were...it was an okay job. You know, a lot of social workers become burned out with that type of stuff (Harley, p. 4).

...it (my job) became a mundane, every-day-is-the-same kind of situation. We did the same thing day after day, and there was never any change in what happened. So that's really what led me to change (Wendy, p. 1).

We lived near (a park), and my husband and I would walk after work and I would get side-aches trying to keep up with him because for him a relaxing walk, he was still, there was so much stress, that you were just going full out, even when you're trying to relax. So in a lot of ways it was a very heady experience but in terms of personal reward and feeling like you were doing something meaningful, I never had that feeling until I started training adults and going and traveling and taking care of people and walking them through and showing them how to do something, and watching (Sylvia, p. 7).

It is a real hands on profession and it was great to have the interaction with patients, and I loved that, but the work itself is very rote. It is very learned. First you do this and next you do that and then we do this and then we do that and we move on. And not a lot of decision making in the process. Well, teaching, my gosh, in 30 seconds you are making 500 decisions and they are all gray area. There is no black and white (Beth, p. 7).

It (construction) got to be kinda real monotonous (p. 2). Day after day, that's, I thought what am I doing here, other than getting money. Pretty good money. It's kind of boring. So teaching is something different every day because you have all these different kids who have different attitudes every day and different feelings every day, so (Dante, p. 3).

Spousal Support

Key to many of the participants entering a new field was the role that their spouse played. Four of the participants specifically mentioned how much it meant to them to have the support of his or her spouse both financially as well as support-wise. Given the sacrifice that was required to begin a new career, spousal support seemed key to helping motivation.

But anyway, I was to the point where the voice in the back of my head was really strong. So, I just made the jump and took the risk. My wife supported me doing it. She knew I would be happier and you know, it was a hard thing to do at that time with teenage kids and the whole works (James, p. 4).

Yeah, I think it (my wife) played a huge difference (in my motivation), a huge motivation because the people...she taught...she is retiring in 1 week. She has actually been retired but she has been teaching half time for 3 years. She bought out a few years so she has 30 years retirement. She was a great teacher and still is (Martin, p. 4).

Financially it's obviously a burden for many people not to be paid for that year, and again I was fortunate, I had the support of my husband (Sylvia, p. 9).

Like I said, (my wife) and I talked a lot. If I finished the program and it wasn't necessarily what I wanted to do, would that be beneficial? And it was well it's something else that you know at least. Go with that and go for it and if it doesn't work out, it doesn't work out. But at least you have that extra knowledge to use somewhere (Johnny, p. 8).

Teacher/Friend/Family Member Encouragement

In addition to spousal support, many participants indicated that they had received the encouragement to change careers or simply to become a teacher from a friend or influential teacher. These key people in the participants' lives made them always think about a career change. Some participants also received support from these individuals during their transition.

Most of the people we knew, we socialized with, for really our entire adult lives have been teachers. So most of the people I hang out with, most of the people I drink beer with or go out to eat dinner with or whatever, are teachers or they have been teachers. Yeah, I think that played a big part as well. I had a lot of support from those people when I decided to do it. That also helped because Lord knows it's not easy the first bit especially (Martin, p. 4).

People would comment, some people liked my style, some people didn't, but a lot of people said, "You know, you are kind of a teacher style," and I was. Somebody would come in with parenting problems and I would teach them parenting programs and stuff. I did workshops and stuff... Several of them had said that, that you, I struck them as like a teacher. It was meant as a compliment. I'm going to workshops so I am teaching. I'm kind of enjoying that (Harley, p. 5).

But then when I got into high school I had kind of turbulent sophomore year but by the time I was a junior I had matured and settled in and I had a really good coach in tennis and baseball that really had a lot of influence over me. A real positive decent person and I remember talking to him about teaching and he said, he told me, "I don't say this to everybody but you would really be a good teacher. I am telling you that and I think you should follow through with it." I'll never forget the fact that he told me that (James, p. 4).

They (teachers from awakening experience at elementary school) were just very instrumental and supported me. I thought the whole school was just incredibly supportive of me and my goals and what I was doing... Yes, they did and encouraged me along those lines (Beth, p. 4).

Not necessarily teachers but a lot of family (encouraged me). Aunts and uncles just seemed to notice a gift or a way to relate to people (They would say) "You know you should consider working with people, you should consider." Especially at the time when I was looking for something else to do in life. Have you ever thought of working with people, have you ever thought of psychology?

Have you ever thought of counseling? So it was not only interacting with people but putting together that I get along and relate well with kids and then relating and working with people it was the fit. I guess I ignored it. I don't know. I don't know what it was (Johnny, p. 10-11).

Definitely (my wife inspired me to become a teacher) after I got married, my wife's a teacher. Her mom's a middle school counselor, her dad was a teacher for a long time, was a principal, her brother's a teacher. So her whole family is in education (p. 4). My brother had his teaching degree. And then of course after I got married, my wife's whole family.... So there's a lot of influence there. Definitely not a lot of people there telling me this is not a good profession to be in (Dante, p. 7-8).

Because he would always say get your teaching degree, you can go a lot of different places if you're single, it's a better chance if you're single I guess. But he always told us that he'd come coach with me and we really liked him as a person and he was more than just our coach, he was our friend too (Dante, p. 3).

Inspired Awakening

Some of the participants had an event happen in their life that made them believe that teaching would be the perfect match for them. Although not a major life crisis, many of these events made the participants aware for the first time that they might enjoy teaching. None of my participants had significant tragedies or mid-life crisis that brought about change. Previous research notes many second-career teachers experienced tragedies such as death of a spouse or divorce that induced change. According to Osherson (1980) major changes in family relationships, health, and age can cause a person to reexamine career priorities (as cited in Hall, 1990). Lawrence (1980) had hypothesized that a mid-life career change is the outcome of the resolution of a mid-life crisis, but only observed a crisis pattern in three of her ten subjects (as cited in Wrightsman, 1994b). Likewise, this was not significant in my study.

Crow et al. (1990) refers to these individuals as the converted. The major pattern of career change represented by these individuals is the fact they had not seriously considered teaching until some pivotal event caused them to reconsider their professional plans. An example of a pivotal event described by Crow et al. is the birth of a child (1990). The converted might also have had the feeling that their prior occupation had been chosen with little deliberation. My participants did experience pivotal events, but not tragic ones. One did feel that her previous career had been chosen with little deliberation.

And it wasn't until I was in ...before I moved here, when I had my little business making and selling teepees that I started to substitute teach and actually got into the schools. After I did that it gave me a confidence and of direction that I hadn't had before and I thought, you know, I really like being with kids. This is fast paced and fun and alive and I really enjoyed it, mostly I thought I *could* do it. I thought I *can* do this. I would be good at this. So that is what motivated me to go ahead and go back to school full time (Susan, p. 9).

going to (the school with the boy who was handicapped) every day. Being part of it. Being part of the system knowing that I can do that. I can do it. As an adult sitting in a 3rd grade classroom day after day after day and taking on more and more responsibility, as an adult in any classroom my job was just one-on-one with this little guy, but you walk into any classroom and you are with all these kids and suddenly you are a teacher too. I realized, you know, I *can* do this (Beth, p. 3).

It was a community college and I got my respiratory therapy stuff. And that was just because I had a friend that was doing it and she said, "Oh, let's do this." Okay, I'll do that. And 20 years later I was still doing it and there was good parts and not so good parts. It was time for me to leave (Beth, p. 4).

And probably the root of that interest in education dates back to when I was teaching adults in insurance and then realizing that I was comfortable standing in front of people and I was comfortable sharing knowledge and then realizing that I was more comfortable with young kids than I was with adults and it just became kind of a natural progression for me. But being immersed in my own children and in their culture at school is really what made me want to be with kids (Sylvia, p. 6-7).

Impact on Society

At least six participants felt they could make more of an impact on society by becoming a teacher. Much previous research on second-career teachers focuses on individuals' desires to impact society (Freidus, 1992; Freidus & Krasnow, 1991; Novak & Knowles, 1992; Chambers, 2002; Lerner & Zittleman, 2002). Although their other jobs were important, the participants felt like they were making more of a contribution to the world by becoming teachers. Some talked about how their previous job had left them feeling unfulfilled while their new careers gave them a sense of worth in the community. Some second-career teachers come with a sense of mission. They choose to trade in actual or potential success as measured by financial gain and status for the rewards of personal satisfaction through service (Freidus, 1992). Second-career teachers are motivated by a desire to "pay back" what they felt was given to them (Freidus, 1992). Concurring with this data, more recent data indicate that second-career teachers enter the profession motivated both by altruistic concerns and perceived personal benefits (Chambers, 2002). Women studied in 1990 by Freidus, indicate a motivational desire "to make a difference," "to do something meaningful with their lives," "to be needed and to give," and "to make things different for the next generation" (p. 15). Lerner and Zittleman (2002) echo this in their research of second-career teachers. They found career switchers did so because they desired to make a difference and to pursue meaningful work. Participants from this study also felt a desire to make a difference in the world. Their excerpts from the interviews provide support to show how they want to change life for the youngsters they work with.

I teach 7th grade, which I think for me is perfect. The 6th graders are still too little, they need too much baby-sitting. 8th graders think they are the king or queen of

the world and they are ready to move on. 7th graders are just clueless. They have no idea which way they are going from one minute to the next. It's always just...I mean, it is never boring. It's almost always fun just dealing with them. You can really severely impact those kids, one way or the other, very quickly (Martin, p. 4).

I'm making a bigger impact in society (James, p. 8).

A lot of it (my motivation) has to do with giving back. Having been in so many careers. I don't have the luxury financially of being able to volunteer my time. But I wanted to give back and become a useful member of society. And this was the route for me (Susan, p. 9).

So I didn't, the whole corporate structure and the whole insurance business just was not something that you could really feel was, you know you were contributing anything to, until I got to that point. Now I go into school, I enter the building, especially with this job this year where I have all grade levels that I touch. You know kids are yelling, "Mrs. -, Mrs. -!" You immediately feel like you are important. You immediately feel the reward of having touched these kids' lives (Sylvia, p. 8).

But then during this time I was coaching a couple of micro soccer teams. The little, little guys. And it was extremely rewarding. How they would walk away from the field and wave at you or come and give you a hug and say, thanks for practice, those types of things. The games were really fun. I could see that I was making connections with kids and those types of things I saw kids grow and learn. And just the situation like that (Johnny, p. 3).

I wanted to do something more for the community rather than build houses you know, have an effect more on people than what construction did. I thought teaching was probably the best way. I figured that two teachers had such a big impact on me, maybe I could do that for at least one student over thirty years (Dante, p. 2).

Role of Professional Development School

Every participant in the study believed the PDS played a significant role in their decision to become a second-career teacher. This was the only theme cited by all participants as a motivating factor. The particular PDS that all participants attended was

set up with a one-year format. The program design is divided into 10 credits during the summer before the internship semester. Then 12 credits are earned each semester for each of the remaining 4 quarters the PDS intern is in the cooperating school. The PDS intern spends the first 2 quarters working closely and team teaching with the PDS mentor teacher. Then the 3rd quarter, the PDS intern takes over all classroom responsibilities. During the 4th quarter, the intern begins to phase out of the classroom. Many participants felt the program's length of one year was a very important factor in helping them decide to switch careers.

I can do one year (Harley, p. 10).

Oh yeah, absolutely. I wouldn't say it really motivated it just facilitated. In other words, I was already motivated, I just needed a way to get there. I have been exploring all kinds of ways (James, p. 7).

I've wanted to do it for quite a while and it just, under the old traditional education format, I really couldn't do it. I could not afford to take 2 to 3 years off, pay for school, not work, we just didn't figure there was any way to do that. When the PDS program came up, I figured I would be out of money, although would be working in schools for up to a year and a half. That proved pretty accurate. We dealt with that, it was difficult. We had to sell a vehicle that paid for part of it, a fairly expensive vehicle. I got a little bit of help in some grants. I got a little bit of help with loans, but it was workable for the year and a half. So the PDS thing there was huge. Just monetarily it was huge. I think it could have been much better and I know there are programs now where they are working with the money aspect of it with the PDS students a lot better than they were then. This was 5 years ago. It would not have been possible for me without the PDS program or something like that (Martin, p. 5).

It gave me the opportunity to get it done in a timely fashion. Being single, being my sole support, having a mortgage, having expenses, I knew that I couldn't do more than that. As it was, that year was incredibly expensive for me. I've got huge student loans and at this point in your life, that is the last thing you want (Beth, p. 5).

Yeah it (the time frame) did (play a role in my motivation). Because they were looking for people that had a Bachelor's Degree and most, especially in the liberal arts and in the time frame it would fit. That was probably the motivation knowing that I had the Bachelor's Degree and it was only basically a year and you're done (Johnny, p. 8).

Well I liked the fact that if you were here for a whole year, you got to see everything. You got to go from teaching the kids, were in class right before prom, right after Halloween, all the things that you come in for six weeks and -- - experience the focus that they have during the certain times of the year, or lack of focus (Dante, p. 6).

In addition, many participants felt the format of PDS with quite a bit of hands-on learning and spending one year in the classroom made a difference in their decision to become a second-career teacher.

I feel that the PDS is an intense-track. The hours we put in are way above what you would do in a standard education class, like at the college. It was just the idea of being in a classroom for a year I think that really motivated me to go to PDS. I felt that it was the best way to learn (Susan, p. 6).

I think for me, I'm more of a hands-on, visual learner, and the PDS really appealed to me in that sense. Because I knew that I'd learn a lot more from being in the classroom for a full year than sitting in a college setting for another two and a half years, learning from books, and not actually doing it, being there, and seeing what actually happens in the school year (Wendy, p. 4).

And you need to be in a classroom in a rich environment for not just 8 weeks. You've got to really be exposed to that for a long period of time with quality teachers. I was fortunate (Beth, p. 8).

I also loved the whole idea of the mentoring teacher, the whole idea of spending an entire school year in a classroom. Financially it's obviously a burden for many people not to be paid for that year, and again I was fortunate, I had the support of my husband. But to be able to see everything from day one to the last day of school, just was real important to me. Because it is kind of scary to take up a new career and then just plop down and wonder what to do. And I think a lot of times when you're only in the classroom for six weeks for student teaching or whatever that time period is, you don't see the development of classroom management, you don't see the development of the classroom as a community, and problem solving and discipline issues and that kind of thing. So it was really valuable (Sylvia, p. 9).

And then talking with other educators saying gosh, what a great way to learn how to teach. To be in one classroom from day one, spending time with that teacher every day for a whole school year, it would be a great way to learn and to do your student teaching and learn the art of teaching. So that was a good motivation right there is just by what I heard of professional teachers saying gosh, what a great

way to do it. I think that probably at least sparked the interest in motivation (Johnny, p. 8).

Five participants had examined longer and/or different programs so that they could get a teaching license. Dedicated to the idea of changing their careers, these individuals searched local and state colleges and universities to see how they could obtain access to the career they dreamed of doing. Some did internet searching as well as personally meeting with different directors of education programs locally. All were told the requirements were such that it would take a minimum of two years and possibly as long as four years to graduate and be ready to teach. This type of time commitment was impossible for all participants.

Now, to step back a little bit, I had actually approached (one college) several times in those 10 – 15 years where I was curious about any kind of an education program and I would have had to jump through all of the hoops all over again and take another 2 years of school and I just wouldn't do it (James, p. 2).

Well, I was limited because, you know, I was the main bread winner. (One college) had a one year and a two year program, but we couldn't have afforded the two year program. I didn't have two years to go to college with my wife not working. Even one year was a press. So I either just had to go out and find a job or either I could do a one year program (Harley, p. 9).

I checked at Colorado State, that is where I graduated from, to see what it would take to go back and get my education degree and at the time it just was not really feasible. I was married, we had a daughter and just for me to drop everything, move back to Ft. Collins, go through maybe 2 years or maybe even a little more than that, including student teaching, just really wasn't feasible (Martin, p. 1).

So I got an interview visit and was told point blank, "We have nothing to offer an adult student. We have nothing to offer as an alternative." Because at that point, I am single, I couldn't take 2 years off (Beth, p. 2).

And I had approached the college and asked what it would take for me to become a teacher. And at the time (the head of education) reviewed my transcript, and at the time with the Colorado State regulations for education for elementary education, I was going to basically have to get a whole new four-year degree. Since mine was in business administration. At that time I needed a content area

degree, so I would have to go back to school, get another degree, and then take all the education classes. And I kind of figured that I would be too old to teach by the time I got all that done (Sylvia, p. 5).

Summary

This chapter provided an in-depth biography of the nine participants in the study to help understand the life stories of the second-career teachers. Each participant's story was told and motivational factors for the career switch were described. In addition to each biography, individual themes were identified for each participant in a within-case format. Quotes from the interviews provided support for each theme identified. Next, a cross-case analysis provided a listing of specific themes common to participants. Quotes from the interviews provided support for each of these common motivational themes.

The seven themes of motivation generated from the interviews were: 1) a back of mind desire to become a teacher; 2) a dislike of the previous occupation; 3) spousal support; 4) encouragement from a teacher/friend/ or family member; 5) an inspired awakening; 6) making an impact on society; and 7) the role of a PDS.

Many of these themes have already been identified by other researchers as important factors for career change (Friedus, 1992; Friedus & Krasnow, 1991; Crow et al., 1990; Chambers, 2002; Lerner & Zittleman, 2002). The themes not mentioned in previous literature about second-career teachers are: 1) the role of spousal support, 2) the importance of encouragement from a teacher, friend or family member, and 3) the role of a PDS.

Although not a theme in finding out the motivations people have to change careers into teaching, five participants are continuing their education in their new field of

choice. Those five participants are either enrolled or will be enrolling this fall in a master's program. Admittedly, this is one way to increase pay, but in addition to this it also seems like it's just another way these participants are striving to become better teachers and learn more about their new career.

Chapter five will provide a discussion of the study where findings will be explored and examined. In addition there will be a summary of the entire study, an interpretation of the data, conclusions from the information, and implications and recommendations for application.

CHAPTER FIVE

Discussion and Recommendations

Introduction

This final chapter of the dissertation will cover many topics. The main focus of this chapter will involve answering the question: What are the motivational factors influencing the second-career teachers' decision to become a teacher? How did these factors contribute to the decision? This concluding chapter will begin with a summary of the entire study. Next there will be a section discussing conclusions from the study. Included in this section will be subsections covering the relationship of the finding with the literature and themes from the study including a history of PDS. After that, there will be a section that describes limitations of the study. Then there will be a section that includes recommendations for higher learning, for school districts, for potential second-career teachers, and for further research. Lastly, concluding remarks will be made.

Summary

This study used the method of phenomenology to help answer the research question: What are the motivational factors influencing the second-career teachers' decision to become a teacher? How did these factors contribute to the decision?

First, a thorough literature review was completed. Four major areas of literature were most helpful in addressing this research question. First, information about second-career teachers was analyzed and recent trends were discussed. Secondly, change theory and adult personality development were investigated. Next, the topic of motivation was

explored. Fourth, the area of occupational choice and change was described. After a complete literature review, a section on methodology was included.

The research method most useful to help answer the research question was phenomenology. The emergent nature of this study combined with the need to hear from a variety of people who have experienced these phenomena demanded a qualitative approach (Lincoln & Guba, 1985). “From an extensive description of the textures of what appears and is given, one is able to describe how the phenomenon is experienced” (Moustakas, 1994, p. 78). Therefore, phenomenology offered the most appropriate way to analyze this study’s main objectives.

Specifically, the method of interpretative phenomenological analysis was employed. Using this method of research, “an attempt to unravel meaning contained in accounts through a process of interpretative engagement with the texts and transcripts” was used (Smith, 1997, p.189). Themes were identified and then integrated into meaningful clusters first within-cases and then across-cases (Willig, 2001).

The first step in the process was to find nine second-career teachers who were willing to participate in my study. Hour-long interviews transpired between each participant and me. Then each interview was transcribed and verified to be accurate by each participant (Appendix F). Afterwards, I read the interviews many times to begin to understand themes from the participants. Afterwards, I generated a monster-dog (Miles & Huberman, 1994) to help see trends in the participants’ answers to the interview questions.

Based on information provided by each interview, I found themes common to the participants. The seven themes of motivation generated from the interviews were: 1) a

back of mind desire to become a teacher; 2) a dislike of the previous occupation; 3) spousal support; 4) encouragement from a teacher/friend/ or family member; 5) an inspired awakening; 6) making an impact on society; and 7) the role of a PDS.

I used supporting quotes from the participants to help substantiate each theme identified.

Many of these themes have already been identified by other researchers as important factors for career change (Friedus, 1992; Friedus & Krasnow, 1991; Crow et al., 1990; Chambers, 2002; Lerner & Zittleman, 2002). The themes not mentioned in previous literature about second-career teachers are: 1) the role of spousal support, 2) the importance of encouragement from a teacher, friend or family member, and 3) the role of a PDS.

Conclusions

Like Friedus (1989) and Novak and Knowles (1992), I conclude that second-career teachers make the decision to teach based on a complex “interplay of developmental concerns, historical context and personal experience” (p. 260, & p. 31). Their motivation to make the transition into teaching is complex and comes from many sources. The themes generated from my study of second-career teachings include: 1) a back of mind desire to become a teacher; 2) a dislike of the previous occupation; 3) spousal support; 4) encouragement from a teacher/friend/ or family member; 5) an inspired awakening; 6) making an impact on society; and 7) the role of a PDS.

The format of this section containing conclusions will consist of the following organization. The relationship among my findings and the literature will be discussed followed by a discussion of all the themes from the study. Significant discussion will

focus on the role of the PDS which is a theme not mentioned in the past research. This theme perhaps has the most potential of speaking directly to the broad issue of this study which is the need to increase the teaching force in the United States. In addition it addresses the main research question in this study: What are the motivational factors influencing second-career teachers? Given these reasons the discussion of the role of the PDS will include additional relevant literature and a history of the PDS.

Relationship of Finding and Literature

Four areas were explored in the literature review of this study. First, information about second-career teachers was analyzed and recent trends were discussed. Secondly, change theory and adult personality development were investigated. Next, the topic of motivation was explored. Fourth, the area of occupational choice and change was described. The first section of the literature review which included information about second-career teachers was already addressed in Chapter Four during the Cross-Case analysis section. The other three topics of research from the literature review will be addressed in the following section. These topics include change theory and adult personality development, motivation theory, and occupational choice and change.

The first topic addressed in the literature review dealt with change theory and adult personality development. In a 1989 study by Kanchier and Unruh, implications are made to suggest that there may be a relationship between occupational change and the transition periods in a person's life cycles. These life cycles are defined as times when individuals undergo self-evaluation regarding career and life values and goals and changes in personality traits, values and/or goals and subsequent commitment to act on

decisions made (Levinson et al., 1978). Many of the participants in this study of second-career teachers experienced self-reflection and evaluation with regards to their own life goals. In particular, James and Martin who both enjoyed highly successful previous occupations, felt they needed to make the transition into teaching. Each of them spent time thinking about their needs and wants for their lives and decided they could be a more fulfilled individual by pursuing their life's ambition.

Every developmental transition involves termination and initiation: the termination of an existing life structure and the initiation of a new one (Levinson et al, 1978). Most of the participants in this study had to break from an old life structure and initiate a new one. The only participant who has not completely given up the old life structure is Martin who still periodically writes for the newspaper he spent 22 years working for as a sports editor.

Studies which investigated personality and demographic characteristics related to occupational change found changers appeared to possess high levels of self-esteem, and placed higher value on personal fulfillment and intrinsic job rewards than did non-changers (Perosa & Perosa, 1983). Many of the participants in this study seemed to possess high levels of self-esteem. Just based on the interviews with the participants, I got a sense that they felt good about themselves. All of the participants were risk-takers who had succeeded at making a career change. That in itself gave each participant a feeling of self-worth. In addition, based on the theme of "Impact on Society" found from the interviews, many participants placed a high value on personal fulfillment and intrinsic job rewards. In addressing more on adult personality development the theories of Erikson were discussed in the literature review.

The first stage from Erikson's model of adult development relevant to second-career teachers occurs in adolescence and is called *Identity versus Role Confusion*. Identity is a structure with an organized set of values and beliefs about oneself, expressed in views on occupation, politics, religion, and relationships (Wrightsman, 1994a). During this stage individuals struggle with the roles they choose for themselves, usually torn between personal values and family traditions. Some of the participants from the study mentioned this stage as a foundation for their motivation to change careers. James mentioned the struggles he had because he wanted to become a teacher, but his parents didn't want him to pursue that field. Erikson's next stage entitled "Generativity" seems to be key in understanding motivations for second-career teachers.

The human relations conflict that emerges during the age range of 25-65 years of age is called *Generativity versus Stagnation*. Although the age range presented seems large, most activity in this stage seems to occur in the thirties and forties. Each adult needs to help support the next generation. Generativity is defined primarily as the interest in establishing and guiding the next generation or whatever in a given case may become the absorbing object of a parental kind of responsibility (Erikson, 1950). Key to developing generativity is the ability to focus on the needs of others. Although participants from this study of second-career teachers ranged in ages from 29-52, many cited a motivating factor to be the need to make a difference in students' lives. This theme was identified as "Impact on Society." Surprisingly, even the young teacher, Dante, felt his new career of teaching would help him connect with students. The participant who most strongly resembled Erikson's definition of generativity was Susan. Susan felt an urgency to "give back and become a useful member of society" (Susan, p.

9). In addition to Susan feeling a need to focus on others, Dante also displayed this characteristic. Dante wanted to have more of an effect on people. He figured that since “two teachers had such a big impact on me, maybe I could do that for at least one student over thirty years” (Dante, p. 2). Although others mentioned this need to give back, Susan and Dante were the best examples of it.

The second topic addressed in the Literature Review in Chapter Two was motivation. Key to this topic is the seminal work on human behavior in the workplace provided by Maslow (1970). Maslow’s hierarchy of needs consists of five levels. One of the participants was functioning on a Level two hierarchy which is entitled Safety Needs. Many of the participants from the study of second-career teachers were striving to reach level four and level five in making a career change. Level four is the Esteem Need which is concerned with feeling significant, important, effectual and competent. Five participants from this study can be identified as functioning on Level four motivational factors. Level five is the Self-Actualization Need concerned with growing and expanding one’s personal capabilities and feeling fulfilled or all you can be. Only three participants in this study meet the criteria of Level five motivation.

Only one participant, Harley, was making a career transition based on Level Two needs entitled Safety Needs. Harley felt this because he had grown tired of being laid off from previous occupations. He had done some research and found out that teaching was a field not drastically affected by economic depressions. Harley had a family to think about when he made his decision and he wanted to be able to support them.

Examples of participants striving to meet level four needs are: Susan, Beth, Dante, Wendy, and Johnny. Susan gave examples during her interview of finally feeling like she was in a career that matched her potential.

I think the main thing is that I am working at my potential now. I never felt that in my life. That the job I had matched the potential I had for being a full adult working individual and so of all the things that feels the best and that's important to me, is that I'm working now at my potential (Susan, p. 6).

Beth also felt she was finally in a career that made her feel significant and important. Her previous career as a Respiratory Therapist had not challenged her. She didn't get to make many decisions in that field. Coming into teaching, Beth felt she had a lot of opportunities to be important to students and parents.

Dante and Wendy also met the level four hierarchy of needs. Each of them felt they were not being fulfilled in their previous jobs. Dante felt construction work wasn't important enough as a career and he was seeking interaction with students in order to feel fulfilled. Wendy, who worked at a regional center for people with disabilities, didn't feel like others valued how hard she worked with her patients. She was seeking a career that would make her feel significant.

Johnny, who had been working as a painter after being fired from a previous job in management for a paint company, was looking for a change that would fulfill his esteem needs. Crushed from being fired, Johnny didn't feel his new career of painting really let him meet his potential. He saw his wife pursuing her professional goals, and he felt as though his new career wasn't as important. He truly exemplifies a person who is seeking to meet esteem needs by changing careers.

Level five in Maslow's hierarchy of needs is entitled self-actualization. This level is defined as growing and expanding one's personal capabilities or being all you can

be. Martin, James, and Sylvia are all examples of individuals seeking a career change in order to achieve self-actualization. Interestingly, I found the three of them to be the most fascinating of my participants. It didn't occur to me until I went back and re-read my Literature Review section on motivation, that this might be the reason I found these three to be so interesting. Having previously been successful in their prior occupations, Martin, James, and Sylvia each described a need to feel fulfilled in their new occupation. The three of them had each had a desire to become a teacher from ages 12-25. All three of them were between the current ages of 45-53. Each one simply wanted to be "all they could be" and they felt teaching was the way they could realize that desire. All of them also seemed more financially secure and that might have added to the freedom they had to explore a new career.

The third topic in the literature review was entitled Occupational Choice and Change. This section identified and examined the works of Super, Hiestand, and Holland in order to help identify the reasons people seek occupational change.

Super's work focused on combining personality development, self-concept, career choice, and maturity. His propositions that seem to address the topics from the current study on second-career teachers include: 1) people are qualified for a number of occupations; 2) the nature of a career pattern is determined by the individual's socioeconomic level, mental ability, education, skills and personality characteristics; and 3) Work satisfaction and life satisfaction depend on the extent to which the individual finds adequate outlets for abilities, needs, values, interests, personality traits, and self-concept. Having some previously successful careers, many of the participants in this study did feel qualified for their past careers. Unfortunately, many of the individuals

didn't feel satisfied with their previous careers because they didn't feel they were reaching their potential in life. One of the participants, Susan, mentioned that her previous career path as a waitress and teepee manufacturer were due to socioeconomic factors more than anything else. This study of second-career teachers would tend to agree with the findings of Super and his studies of career change.

In addition to Super's work on occupational change, Hiestand's work on career change was addressed in the Literature Review. According to Hiestand (1971) there are three major patterns for returning to school. The first pattern is that one upgrades his skills substantially making it possible to move from one level of performance to a distinctly new level of performance in the same field. Examples of this pattern from the current study include Sylvia since she had already done so much work in the pre-school setting. Another pattern is called the 45-degree turn. A professional person acquires new skills which enable him to move into a new, related field of study which can be defined as a distinctly new profession. Examples of this can be seen with James, Harley, Wendy, Beth, Susan, Johnny, and Dante. The last pattern of career changing is when a person keeps working in his or her first field while slowly building a position in a second-career field. The only example of this is Martin who has continued periodically writing for the newspaper.

Hiestand's (1971) study also listed many reasons why people return to school for more education. Among the reasons given were significant changes in their ambitions or interests and a motivation to improve intrinsically. This was addressed in the section describing motivations people have for changing careers.

Lastly, Holland (1997) developed a theory for vocational choice focusing on work environment and personality. Holland also described reasons for career change for individuals. Although, some workers do change, career changes or changes in personality are difficult to accomplish and sustain. It's important to note, though, that people do become clearer about themselves with age. This was seen in the study of second-career teachers because most of the participants had decided to become teachers after the age of forty. Holland and Nichols (1964) found that people leave fields for which they lack interest and aptitude and seek fields in which they possess interest and aptitude (as cited in Holland, 1997). Beth, Johnny, Dante, and Wendy are examples of this. Most studies of career changes suggest that incongruity of interests, personality, or abilities are associated with change in occupation or intention to change (Holland, 1997). The current study of second-career teachers didn't find participants to feel like one occupation fit their personality more than another. Many of them mentioned that they felt they did a good job at the previous position, but just wanted a change. James, in particular, felt like both his previous career of sales and his current position as a science teacher suited his personality.

According to Holland (1997) maladaptive career development occurs in one or more of seven major ways. Some of these are exemplified by the current research participants. Holland describes one reason for maladaptive career development to occur because a person has had insufficient experience to acquire well-defined interests, competencies, and self-perceptions. Beth, Wendy, and Dante are good examples of this. They each went into their previous career with little thought. It wasn't until they had been in their careers for quite some time that they realized they had made a mistake.

Another reason for maladaptive career development is when an individual lacks the personal, educational, or financial resources to carry out their plans. Susan is an example of this. As the single mother with two children, Susan was forced to find an occupation that allowed her to meet the needs of her family. Waiting tables allowed her to do this, although she had a strong desire to go back to school and become a teacher.

Each of the participants in the study found their voluntary job change to have positive effects on their work experiences because people strive to find work that fits their personality (Clarke, 1980). Holland describes six types of personalities that align with different occupations. The descriptor he gave to teaching is the Social Type. The Social Type is predisposed to exhibit characteristics that include enjoying a social occupation and situation in addition to valuing social and ethical activities and problems and wanting to serve others. Undoubtedly, this Social Type descriptor identifies many of the participants in the current study. Examples of this can be seen in all participants except Harley. Many of the participants found personal satisfaction once they were placed in an environment congruent with their personality type.

Themes

Many of the motivational themes have already been identified by other researchers as important factors motivating people to seek a career change (Friedus, 1992; Friedus & Krasnow, 1991; Crow et al., 1990; Chambers, 2002; Lerner & Zittleman, 2002). The themes not mentioned in previous literature about second-career teachers are: 1) the role of spousal support, 2) the importance of encouragement from a

teacher, friend or family member, and 3) the role of a PDS. The next section will address each theme and provide previous research results and insight on each one.

The first theme entitled “Back of Mind Teaching Desire” was first mentioned by Crow et al. (1990). Many of the second-career teachers always had a desire to become a teacher. Although they were pursuing different careers in other fields, they had a sense that they really wanted to be in education. Crow et al. (1990) mention that “entering a teacher education program resembles a psychological homecoming” (p. 204) for these individuals. These individuals believe their earlier plans to teach were thwarted by negative parental and societal pressure, market forces, and or financial reasons. Novak and Knowles (1992) concur that all of their participants in their study on second-career teachers had always wanted to become a teacher.

The second theme supported by previous research is titled “Dislike of Previous Occupation.” Some of the second-career teachers seemed motivated to make a change into teaching because they had a strong dislike of their previous career. The decision to leave other careers for teaching can be prompted by increasing dissatisfaction with the previous career (Crow et al., 1990; Novak & Knowles, 1992). Echoing these two studies is another study about lack of job satisfaction. The results of the study by Teixeira and Gomes (2000) indicate that the principal motive for career change is dissatisfaction with the profession. Wrightsman (1994b), in a review of studies on career changes in adulthood, indicates there are three possible reasons why people can come to feel dissatisfied or disconnected with their professions. The first is lack of control over the cycle of work, illustrated by cases of individuals who allow work to dominate their lives because they cannot set limits to activities associated with their job. The second is a

conflict between the professional regard that others have of the individual and the professional regard that the individual has of himself or herself. The third is a lack of challenges at work, or again when a profession no longer appears to be a challenge even though it was previously.

The third theme and one that isn't mentioned in previous literature is labeled "Spousal Support." Five of the nine participants noted the importance of spousal support. Two of the participants who didn't note this weren't married. Based on the interviews with the participants, the support they received from their spouse played a role in their motivation to change careers. In most cases since the participants had to make financial sacrifices in order to change careers, this support was very important. The stress that some of the participants described during this financial turmoil was very intense. With both partners committed to this change, the year was manageable.

The fourth theme generated from the interviews is called "The Importance of Encouragement from a Teacher, Friend, or Family Member." Not previously noted in the literature as a significant motivator, this theme has several implications. Six of the nine participants described the impact that the encouragement from a teacher, friend or family member had on their motivation to become a second-career teacher. First, it's important for educators to realize the impact they have on students' future career choices. Three of the participants mentioned that a teacher they had in junior high or high school told them they should think about becoming a teacher. Some of the participants mentioned how a friend or family member suggested at both an early and a late age that the second-career teacher should look into the field of teaching. One participant, Harley, was told he'd make a great teacher by clients he counseled. Another participant, Johnny, who had

grown frustrated with his previous career was told he'd make a great teacher by his aunt and uncle. It seems that career counseling comes in all different forms.

The next theme entitled "Inspired Awakening" has been mentioned in previous literature as a motivator. Previous research notes many second-career teachers experienced tragedies such as death of a spouse or divorce that induced change. According to Osherson (1980) major changes in family relationships, health, and age can cause a person to reexamine career priorities (as cited in Hall, 1990). Lawrence (1980) had hypothesized that a mid-life career change is the outcome of the resolution of a mid-life crisis, but only observed a crisis pattern in three of her ten subjects (as cited in Wrightsman, 1994b). Likewise, this was not significant in my study. Crow et al. (1990) refers to these individuals as the converted. The major pattern of career change represented by these individuals is the fact they had not seriously considered teaching until some pivotal event caused them to reconsider their professional plans. An example of a pivotal event described by Crow et al. is the birth of a child (1990). The converted might also have had the feeling that their prior occupation had been chosen with little deliberation. The current study about second-career teachers didn't find tragic events to cause motivation for change. Instead, some participants had moving pivotal events that were not seemingly tragic.

The sixth theme entitled "Impact on Society" has received the most attention in previous literature. Much previous research on second-career teachers focuses on individuals desires to impact society (Friedus, 1992; Friedus & Krasnow, 1991; Novak & Knowles, 1992; Chambers, 2002; Lerner & Zittleman, 2002). Although their other jobs were important, the participants felt like they were making more of a contribution to the

world by becoming teachers. Some talked about how their previous job had left them feeling unfulfilled while their new careers gave them a sense of worth in the community. Some second-career teachers come with a sense of mission. They choose to trade in actual or potential success as measured by financial gain and status for the rewards of personal satisfaction through service (Freidus, 1992). Second-career teachers are motivated by a desire to “pay back” what they felt was given to them. Concurring with this data more recent data indicate that second-career teachers enter the profession motivated both by altruistic concerns and perceived personal benefits (Chambers, 2002). Women studied in 1990 by Freidus, indicate a motivational desire “to make a difference,” “to do something meaningful with their lives,” “to be needed and to give,” and “to make things different for the next generation” (p. 15). Lerner and Zittleman (2002) echo this in their research of second-career teachers. They found career switcher did so because they desired to make a difference and to pursue meaningful work.

The most significantly different motivational factors from previous literature influencing second-career teachers found in my study is the seventh theme entitled “Role of a PDS.” This one is especially important to look at because it is something that can be implemented by school districts and universities. In addition it can help to address the broad issue of this study which involves increasing the teaching force in the United States. In order to better understand the PDS and its impact as a motivator, the historical roots and background are provided in the following section.

It’s important to look at the historical aspects that resulted in a need to reform teacher education and provided the birth of PDS. The publishing of *A Nation at Risk* began an age of educational reform. The words that set the stage for this reform include:

Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science and technological innovation is being overtaken by competitors from throughout the world... We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people (National Commission, 1983, p.10).

Fingers were pointed in many directions to place blame for this “rising tide of mediocrity”(National Commission, 1983, p. 10). Politicians pointed to teachers, teachers pointed to parents, and parents pointed back at teachers. Surprisingly, as noted by Sizer (as cited in Goodlad, 1993), professors of education were virtually absent from the scene during the events surrounding the aftermath of the publication of *A Nation at Risk*. The connections at that time between universities and public education were non-existent. The flow between what teacher candidates learned in college was disjointed from the realities they faced once employed in a school district. Reciprocity did not exist other than student teaching and the occasional teacher licensure-required college credits taken by schoolteachers connected the two entities. Without communications, knowledge failed to flow between schools and universities.

The second area of significance is in understanding the role of the format of a Professional Development School (PDS) plays in motivating second-career teachers to change careers. Second-career teachers bring with them many attributes. Adults enrolled in an alternative certification program come from one of two backgrounds: (a) degreed in a field other than education with few education credits, and (b) non-degreed with college experience ranging from no to a few credits short of a baccalaureate (Zumwalt, 1991). As with the more traditional track teacher candidates who entered college soon after secondary school and progressed through a degree and a license, these

career changers bring with them a myriad of variables that impact their work in the classroom (Delgadillo-Harrison, 1997). Strong mid-career preparation programs are characterized by: strong content preparation aligned with state and national standards; substantial amounts of structured fieldwork and intensive clinical experiences; and support from peers and mentors throughout the program (Resta et al., 2001).

In an effort to encourage career-switchers to move into the career of teaching, alternative programs like Professional Development Schools offer various formats to achieve teacher licensure. With a crisis emerging in our schools and a call to action from *A Nation at Risk*, steps of reform were taken. In response to the crisis, two reform movements began. The first type of reform addressed educational accountability. Schools have come to know this as the standards movement and a trend toward high-stakes testing. The second reform movement came from within the teacher education profession (Johnson, 1999). Reform models, like those proposed by the Holmes Group, the Carnegie Forum on Education and the Economy, the National Board of Professional Teaching Standards, and John Goodlad, called for prospective teachers to do their student teaching in a more intensive internship now known as a PDS (Darling-Hammond, McLaughlin, & Milbrey, 1995). This new model involved the cooperative effort between schools and universities. All entities were dedicated to finding a new way to train teachers and were certainly interested in reform-minded ideas. Two key players emerged from this radically new idea: The Holmes Group and John Goodlad.

The Holmes Group consisted of a consortium of education deans and chief academic officers from the major research universities in each of the fifty states dedicated to the goal of finding ways to improve teacher education programs (Holmes Group,

1986). In introducing the education community to their goal of a university-school district partnership referred to as a PDS, which became the name most partnerships have now adopted, the Holmes Group set the stage for major changes in the educational status quo through their vision of increasing professionalization of teaching, and improving teacher preparation and student learning (Mantle-Bromley, in press). Although the specific definition of a PDS wasn't outlined in *Tomorrow's Teachers*, the Holmes Group's next publication, *Tomorrow's Schools*, did outline six underlying principles that guide work at the PDSs. Included in the list are:

1. Teach for understanding so that students learn for a lifetime.
2. Organize the school and its classrooms as a community of learning.
3. Hold these ambitious learning goals for everybody's children.
4. Teach adults as well as children.
5. Make reflection and inquiry a central feature of the school.
6. Invent a new organizational structure for the school.

(Holmes Group, 1990).

Another reform minded individual who championed the university-school collaborative process was John Goodlad. He and his colleagues entered into promoting and developing school-university partnerships soon after creating the Center for Educational Renewal in 1985. Their studies from the late 70's resulted in a conclusion that the renewal of schools, and of the education of those who work in them, had to go hand in hand for there to be significant educational improvement (Goodlad, 1994). Goodlad's work with the Southern California School University Partnership and the Brigham Young University-Public School Partnership were the early beginnings to the PDS model. Goodlad's continued involvement in teacher education is evident in his creation of the National Network for Educational Renewal (NNER). This consists of 16 settings in 14 states. The NNER was developed on the belief that those involved in

schools and teacher education need to engage in self-examination, reflection and change, and do so as partners who are equal (*Colorado Partnership*, 2001). Although Goodlad believes in a PDS model, his interest remains in partner schools and centers of pedagogy; however, he sees these as a special type within the genre of professional development schools.

After examining where PDS got its start, it's now important to turn to defining a PDS and understanding this educational reform. According to the Holmes Group, the concept of a PDS "assumes that improving teaching ultimately depends on providing teachers with opportunities to contribute to the development of knowledge in their profession, to form collegial relationships beyond their immediate working environment, and to grow intellectually as they mature professionally" (Holmes Group, 1986, p. 56). The term PDS, coined by the Holmes Group, refers to a partnership between schools and universities. PDSs have a distinct mission: "They aim ultimately to prepare all teachers to teach all students for understanding; to meet the diverse needs of whole children and families; to enact shared governance within the school community and in the relations between schools and universities; to redesign schools and schools of education for constructivist, personalized, and collegial learning; and to function as communities of learners" (Darling-Hammond, Bullmaster, & Cobb, 1995, p. 89). The PDS proposes to reorganize and renew teacher-training programs by engaging selected public schools in a long-term relationship with a local college or university's teacher training. This type of synergy helps both institutions do more than each could do on its own (Campoy, 1997). Along with this mission, PDSs also share a common set of goals and principles: "Preparation of preservice teachers and other school-based educators; professional

development of practicing teachers and other school-based educators; exemplary practice designed to maximize student achievement; and sustained, applied inquiry designed to improve student and educator development” (Abdal-Haqq, 1998, p. 6).

Given these two broad views of a PDS and its goals and mission, it’s clear that a PDS has major implications for educators. The guidelines, though, for specific implementation are not clear. Apart from the PDS design itself, the Holmes Group and others are not advocating a specific pedagogical model or curriculum scope and sequence (Murray, 1993). The way a school and university decide to implement the model rests solely with them although adherence to the aforementioned goals and mission is required. The genre of PDS is so open to different interpretations that even the same university may have three or four different PDS programs with different designs for different school partnerships operating at the same time (Johnston, Brosnan, Cramer, & Dove, 2000). Four goals of a PDS have emerged over the past ten years. These goals include the improvement of student learning, the preparation of educators, the professional development of educators, and research and inquiry into improving practice (Teitel, 1999).

One comparison regularly used in coming to a definition of a PDS is in comparing it to a teaching hospital (Goodlad, 1994; Holmes Group, 1986). This analogy helps make the distinction clear that a PDS must reside in a “real” school or classroom where all the real pressures of the teaching demands can be experienced. In addition, it joins theory and practice and develops both. The mentality of learning by doing and reflecting is clearly present in this model.

In order to be successful teacher-training institutes, The National Commission on Teacher and America's Future said that programs have distinctive features including: a common clear vision of good teaching that is apparent in all coursework and clinical experiences; well-defined standards of practice and performance that are used to guide and evaluate courses and clinical work; a rigorous core curriculum; extensive use of problem-based methods; intensively supervised, extended clinical experiences (at least 30 weeks); and have strong relationships with reform-minded local schools that support development of common knowledge and shared beliefs among school and university-based faculty (Darling-Hammond, 1999). Each of these characteristics encompasses the goals many PDSs have in place. Teacher training must focus on learner effectiveness, powerful clinic experiences, and candidate accountability if high quality teachers are to be produced (Goodlad, 1990, as cited in Richburg et al., 1996). Another area emphasized in other literature (Koehnecke, 2001), also incorporates the idea of a commitment to team teaching, the use of technology, and diversity training as key to a PDS. According to a study conducted by Mantle-Bromley (in press), new teachers prepared in PDSs are better qualified for their first year of teaching.

Although the PDS model has been the embraced model of teacher education by the educational community, there still remain many other routes in obtaining alternative teacher licensure. Alternative licensing routes, broadly defined as licensure programs not requiring traditional university teacher preparation work, are increasing in number and variety of formats (Wayman et al., 2003). Currently, 41 states have some type of alternative education that replaces the need for prospective teachers to go back to college for a major in education (Berry, 2001). Unfortunately some of these programs lure

prospective teachers into believing there is a “quick” way to gain the knowledge needed to become a teacher. One such program in New York takes smart and enthusiastic people who are not in the field of education but are looking for a career change, gives them four weeks of intense summer training, and then puts them to work as regular teachers. These novices are assigned to teach in New York’s toughest and lowest-performing schools (Gursky, 2001). Under-prepared novice teachers faced with the realities of the classroom feel unsupported and unskilled (Gursky, 2001). Most individuals who enter teaching through these types of crash courses have left the profession by their third year, as compared to about one-third of traditionally trained teachers, and about ten percent of teachers prepared in extended five-year programs that include a full year of student teaching (Darling-Hammond, 2001). Such crash courses often lack academic rigor and fail to provide students with sufficient mentoring according to Darling-Hammond (Lord, 2000). Wayman et al. (2003) concur in their study and recommend that alternative licensure programs evaluate their preparation sequence and if needed, provide greater preparation prior to placing these teachers in the classroom. In looking at alternative programs which can sometimes be the antithesis of the PDS model, it becomes possible to realize what is needed in education.

Currently with 600 or so PDSs operating at various stages of development, PDS proponents stress that these institutions are on-going works-in-progress (Abdul-Haqq, 1998). Approximately 30 percent of the 525 colleges and universities accredited by NCATE report being involved in PDS partnerships (Levine, 2002). In contrast to the previously mentioned crash courses in teacher licensure, a PDS can be characterized by the type of learning its proponents advocate. A constructivist’s approach is key to this

model. At the heart of a constructivist's approach to education lies the simple truth: Learners must control their learning (Brooks & Brooks, 1999). A few methods that would be used in a constructivist's classroom might include presentations, skits, hands-on activities, student as teacher, and alternative assessment methods like cooperative learning and the use of portfolios.

One trend emerging from the development of the PDS model is the movement on the part of universities to replace a traditional, four-year education major with a five-year program that combines a bachelor's degree in an academic discipline with a master's of arts in teaching (Darling-Hammond, 1999). Colleges like the University of Louisville and Ohio State University have followed suit by implementing Master of Education programs to align with the PDS model (Johnston et al., 2000; Whitford & Metcalf-Turner, 1999). In analyzing this locally within the state of Colorado, this idea holds promise specifically based on limits set forth by Colorado Senate Bill 156 which states that teacher preparation programs be completed within four academic years (*Performance Based*, 1999). By incorporating a fifth year graduate program, prospective teachers would benefit from what a PDS and student teaching have to offer and yet stay within the limiting mandates set forth by Senate Bill 156.

Many challenges face PDSs. These challenges potentially jeopardize the future of PDSs. Chief among the many obstacles is that attempts to implement the PDS are discouraged by a lack of consensus about the meaning of the defining characteristics of these new schools (Murray, 1993). Although this provides freedom for a PDS to mean many different things, it could also hamper implementation by being too vague. Another challenge for universities and schools is to adhere to what principles do guide a PDS.

Schools and universities wanting to jump on the bandwagon of a PDS sometimes adopt what Gehrke refers to as a “trophy mentality.” In this thinking what counts is “having a PDS” and not necessarily adhering to the philosophy that goes along with it (as cited in Goodlad, 1993).

Other obstacles facing PDSs include the amount of time and effort along with financial backing it takes to operate a PDS. This, coupled with a university mentality of “publish or perish” for university professors engaged in a PDS, creates more hurdles given the lack of time to both teach and publish (Paccione et al., 2000). One of the most significant roadblocks to PDSs is the teachers’ need for time (Hobbs & Bullough, 1998). “Teachers who work at PDS sites often report that the additional responsibilities of supervising novice teachers have been added to their already overloaded schedules” (Campoy, 1997, p. 70). The amount of time PDS work has added to both school and university participants is staggering and doesn’t seem to decrease once the program is up and running (Johnston et al., 2000). Added to the time demands are the financial hurdles. Although both schools and universities share in partial funding costs, initiatives to garner outside funding sources have not been successful in some PDSs (Johnston et al., 2000). One major difficulty in answering the question of on-going costs is the tendency of early PDSs to be add-on projects rather than to be viewed as the way of providing preservice and staff development for universities and school districts (Clark, 1996). Even with these challenges PDSs have expressed little desire to return to former practices despite increased workload and scarce financial resources (Whitford & Metcalf-Turner, 1999). Not only are partnerships resisting a return to former practices, but there has actually been evidence from recent studies to conclude that preparing new teachers in a

traditional campus-based model is no longer defensible (Mantle-Bromely, in press). In addition to this the attrition rate of the professional development school graduates in a study from Texas by Fleener (1999) was one-third that of the graduates of traditional programs (as cited in Levine, 2002).

Teacher education stands at a crossroads. Effectively trained teachers are urgently needed in America's schools. However, "the acute shortage of teachers that will persist through the next two decades is likely to hold back the movement toward raising the formal level of teacher education in the United States" (Hallinan & Khmelkov, 2001, p. 180). Although PDSs have been around for approximately fifteen years, they still need more time to develop. It's important to allow enough time for complex interorganizational arrangements like PDSs to take hold (Teitel, 1997). According to Levine (1998) PDS are still considered by NCATE to be "one of the major innovations in teacher education and school reform in years"(p. 2) (as cited in Teitel, 1999). This major innovation holds many possibilities for the future of teacher education as well as for the current teacher shortage.

Limitations

This study has many of the same limitations that other research contains. One of the first limitations is the fact that the pool of participants contains only nine second-career teachers. Themes were generated based on the information provided from these nine. Based on the principles of phenomenology, though, this study was only trying to understand the lived experiences of these individuals. Although information gleaned

from these individuals about their own personal motivation cannot be generalized, certain themes can be taken to possibly impact other second-career teachers.

Other limitations include the fact that some of the participants had been in careers for as long as 22 years and as short as 2 ½. Obviously there would be some differences in the motivations for someone giving up a longer career compared to a shorter one. This limitation might also include the fact that participants varied in age from 29 to 53.

Recommendations

The following section has recommendations for institutes of higher learning, recommendations for school districts, recommendations to potential second-career teachers, and recommendations for further research. These recommendations stem from the themes generated from the second-career teachers and their motivation to change careers.

Recommendations for Institutes of Higher Learning

With the findings from this study, many suggestions for institutes of higher education can be made. First, universities and colleges need to be open to the idea of alternative training programs for second-career teachers. All participants from this study said that one of the biggest motivating factors in their decision to change careers was the format of a one-year, hands-on teacher training program. It is quite significant that five of the nine participants had already looked into other teacher education programs, but they found them to be too time consuming and expensive. Three of the four participants who hadn't looked into other programs were under the age of 35. This leads me to

believe that for the older second-career teacher the one-year time commitment is especially important. Financially speaking, the one-year was possible for the participants compared with the two-year format that many of the participants had already looked into.

Universities must keep in mind that the format of their alternative program must have certain characteristics whether or not it's a PDS. Strong mid-career preparation programs are characterized by: strong content preparation aligned with state and national standards; substantial amounts of structured fieldwork and intensive clinical experiences; and support from peers and mentors throughout the program (Resta et al., 2001).

Recommendations for School Districts

Based on the themes generated by the nine second-career teachers, school districts would be well advised to take notice of the motivational factors influencing second-career teachers. Although many of the motivating factors cannot be influenced by the school districts, one factor can be. That motivating factor is the role that a PDS plays in the motivation of second-career teachers. Based on the nature of a PDS and specifically the importance of the relationship between the university and the school district, the school district would stand to gain much by participating in such a program. Over the next decade more than two million new teachers must be hired to place a qualified teacher in all classrooms (Hallinan & Khmelkov, 2001). The need for teachers cannot completely be filled by the traditional teacher education graduates. School districts desperate for new teachers must look to second-career teachers as a new source of candidates for these teaching positions.

School districts should be open to the partnership between them and the universities in order to implement a PDS. They must also be receptive to allowing the PDS students time in the classroom with a well-qualified mentor teacher. Students and school districts stand to gain from this partnership.

Recommendations for Potential Second-Career Teachers

After spending the last year and a half studying second-career teachers and the motivators for career change, I have many recommendations for people seeking to become a second-career teacher. First, it is important to understand the underlying reasons resulting in the feeling of a need for a career change. Understanding these motivations and discussing them with others will give the potential second-career teacher a chance to think about their own reasons for a need for a career change. Secondly, the potential second-career teacher needs to look into programs offered in order to make the transition into teaching. All of my participants indicated the significant role that a one-year, hands-on approach made. Potential second-career teachers would be well advised to look around for all different possibilities in order to make the change. Although there are shorter programs available, the training received in such a condensed format remains to be seen. Potential second-career teachers would benefit from even making a move in order to attend training that offers more of a PDS format.

Lastly, potential second-career teachers who have given quite a bit of thought to the idea of a job change, should realize how much they are truly needed in the schools. Based on the current shortage of teachers, second-career teachers are urgently needed to fill teaching positions. The fulfillment the second-career teachers in my study discussed

certainly speaks loudly to the courage each one had to make the change. Although scary, a career transition into teaching can possibly be the change that potential second-career teachers need to be a fulfilled adult.

Recommendations for Further Research

Many areas must still be studied in order to fully understand the role PDSs will play in the education and motivation of our nation's teachers and students. One area which needs further research is a well-designed longitudinal study of long-term effectiveness of this model of teacher education (Hallinan & Khmelkov, 2001). Although it is easier to find rhetoric about the proposed benefits of PDS partnership for the participants, it is harder to find data about the participant's actual reactions to PDS involvement (Mebane & Glassi, 2000). Another avenue of further research would involve following change-of-career teachers during their first year of teaching and comparing their concerns about teaching from the beginning to the end of the school year (Bohning, Hale, & Chowning, 1999).

In addition to the previous recommendations for further research, a few other avenues of research need to be studied. First, a study should be conducted that looks at second-career teachers who have gone through a variety of different teacher training programs. This study only looked at second-career teachers trained at one PDS. Every participant studied said that the PDS played a role in his or her motivation. It would be beneficial to see if other second-career teachers found their preparation to teach to be such a motivator in their decision to change careers.

Next, a study that looks only at second-career teachers over the age of 40 with a minimum of 10 years in another occupation needs to be completed. According to the results in my study, age played a factor in some of the themes. Having reached the stage of Erikson's generativity, participants might have different motivational factors for changing careers.

Conclusion

This phenomenological study centered on my interest in second-career teachers. Particularly, I was interested in what motivated them to leave one job and seek a career in teaching. Specifically, my own interest stemmed from my brother's transition into teaching. The main research questions in this study were: What are the motivational factors influencing the second-career teachers' decision to become a teacher? How did these factors contribute to the decision? After conducting a literature review and finding out some of the motivational reasons, I was anxious to conduct my own study looking at second-career teachers trained in a PDS.

After conducting the nine interviews with my participants, I began seeing themes of motivation that kept re-appearing with each interview. As I listened to some of the final interviews, I mentally started linking what each participant was saying with what other participants had said. Although I tried to keep an open mind throughout, in keeping with the methodology of phenomenology, I did make connections between the motivators different participants cited. More than anything else, this research has hopefully helped the reader come away with more of an understanding of the essence of what motivated these second-career teachers to seek a career change.

Potentially, the most significant motivator for the participants was the role the PDS played in their own ambition to become a second-career teacher. It seems that people who want to make a career change need a vehicle to get from Career A to Career B. The particular PDS in this study which was hands-on and included a one-year time commitment provided this vehicle for the participants. Hopefully, more vehicles like this will be available to potential second-career teachers in order to facilitate their own drive into a new career.

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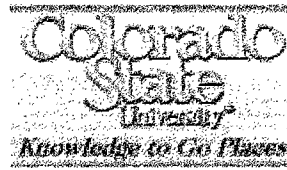
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Appendix

Appendix A



Volunteers Needed for Doctoral Research Study

Looking for 7–10 second-career teachers to participate in a research study looking at career change motivation

Requirements:

1. Have experienced a career change
2. Were trained at Alpha College's Professional Development School (PDS)
3. Currently teaching

Volunteer participation includes a one-hour personal interview with a possible follow-up one-hour interview. Volunteers will also receive a verbatim transcript of the interview for their review and verification.

If you are interested and meet the qualifications, please contact Angela Christensen at 243-5990 for further information.
Principal Investigator: William Timpson, Ph.D. (970)491-7630
Title of Research: Exploring Second-Career Teachers' Career Change Motivation

Appendix B

Recruitment Script for Co-PI at a Faculty Meeting

Thank you so much for allowing me to attend this morning/afternoon's faculty meeting here at _____ (Name of School). Let me begin by introducing myself and telling you about my research. I'm Angela Christensen, and as some of you know, I grew up here in (specific city) and I taught at (specific high school) for six years. Currently, I'm a doctoral candidate at Colorado State University where I've been working on my doctorate in education for the past three and a half years. As I'm nearing the end of my education, I'm in the midst of writing my dissertation. My dissertation topic is on what motivates people to begin a second-career as a teacher. I am looking for volunteer participants to assist me in my study. In order to qualify for participation, an individual must meet the following criteria: 1) have experienced a career change into teaching, 2) have been trained at (Alpha College's) professional development school, and 3) must be a current teacher. The volunteer participant would be interviewed by me for one-hour at a mutually agreed upon public location with the possibility of another one-hour follow-up interview. Volunteers will also receive a verbatim transcript of the interview for their review and verification.

If you or someone you know meet the criteria and are interested, please take one of these recruitment hand-outs and get in touch with me. Thanks again for your time and consideration.

Appendix C

**COLORADO STATE UNIVERSITY
INFORMED CONSENT TO PARTICIPATE IN A RESEARCH PROJECT**

TITLE OF PROJECT: Exploring Second-Career Teachers' Career Change Motivation

NAME OF PRINCIPAL INVESTIGATOR: William Timpson, Ph.D., School of Education, Colorado State University

NAME OF CO-INVESTIGATOR: Angela A. Christensen, Doctoral Candidate, School of Education, Colorado State University

CONTACT NAME AND PHONE NUMBER FOR QUESTIONS/PROBLEMS: Angela A. Christensen, (970) 243-5990

PURPOSE OF THE RESEARCH: The purpose of this research is to seek to explore your motivation to become a second-career teacher trained in a professional development school.

PROCEDURES: You will be one of seven to ten participants. Data for this research will be gathered through individual interviews. You will be interviewed once with the possibility of a second follow-up interview. Each interview will last no longer than one hour. You will be asked to answer questions about your motivation to become a second-career teacher. All interviews will be audiotaped to maintain accuracy of dialogue. Audiotapes will be transcribed verbatim by a transcriptionist. All information regarding your participation will be kept strictly confidential. Upon successful completion of the study, all transcripts and coded analyses will be stored for a minimum of three years by the principal investigator and co-investigator.

RISKS INHERENT IN THE PROCEDURES: There are no known risks to you in this study. It is not possible to identify all potential risks in research procedures, but the researcher(s) have taken reasonable safeguards to minimize any known and potential, but unknown, risks.

BENEFITS: There are no known benefits to you other than exploring your own motivation for changing careers. This exploration may be beneficial and it may not be, it's highly individualized.

CONFIDENTIALITY: Any personal information obtained or recorded in connection with this study will be kept confidential. You will have a confidential file with a code which will serve as a way to identify information specific to you. Once this data in the confidential file has served its purpose it will be destroyed. This file will only be accessible to the principal investigator and the investigator. You will receive a copy of your transcript to ensure accuracy. All audiotapes will be destroyed upon completion of the transcribing and verification of accuracy.

Page 1 of 2 Participant's initials _____ Date _____

LIABILITY:

The Colorado Governmental Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of the injury.

Questions about your rights may be directed to Celia S. Walker at (970) 491-1563.

PARTICIPATION:

Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled.

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing 2 pages.

Participant name (printed)

Participant signature

Date

Witness to signature (project staff)

Date

Page 2 of 2 Participant's initials _____ Date _____

Appendix D



January 17, 2003

Dear _____:

I am writing to you to thank you for your volunteer participation and/or interest in a research project. I am conducting a study to explore your motivation to become a second-career teacher trained in a professional development school. In order to qualify for participation, you would need to meet three requirements. First, you must feel as if you have experienced a career change in becoming a teacher. Secondly, you must have been trained at (specific college's) professional development school. And lastly, you must be a current teacher. I am interested in learning about how you made the decision to become a teacher. The research will be used as the basis for my dissertation at Colorado State University. This study will be conducted along with the approval of William Timpson, Ph.D., a Colorado State University School of Education professor.

The data will be collected through one individual interview and possibly a follow-up interview which I will conduct. Each interview will take place at a mutually agreed upon public location and will last no more than one hour.

In order to maintain confidentiality, all participants will be identified by a pseudonym and only the researcher and principal investigator will have access to that information.

I will be contacting you in the next week to answer any questions you may have and to determine your interest in participating in this study. Please contact me if you have any further questions or are interested in participating in this research project:
(970) 243-5990.

Sincerely,

Angela A. Christensen
Doctoral Candidate
School of Education
Colorado State University

Appendix E

Interview Questions/Worksheet

Interview Guide

Before the beginning of the interview.

1. Discuss the purposes of the study.

To understand the motivations people have to change careers and become teachers.

2. Confirm the length of the interview.

60 minutes maximum/ possible follow-up interview of no more than 60 minutes

3. Discuss the tape recorder. Explain how to pause or turn it off at any time the participant feels uncomfortable.

4. Discuss confidentiality.

Ask participant to select a pseudonym.

Explain Participant Agreement; obtain signature

5. Inform the participant about the reception of written transcripts for verification.

6. Ask if the participant has any questions before we begin.

Name: _____

Pseudonym: _____

Age: _____

Previous career(s): _____

Length in previous career: _____

Current position and length: _____

Interview Questions:

1. As you know I'm interested in what led you from your previous career into teaching, can you tell me your story?
2. What influenced you to choose a career in teaching?
3. Compare and contrast your previous occupation with your new field of teaching. Does one seem to fit your personality more? Why?

Ending Questions

4. What role did the format of a PDS play in your motivation to explore teaching as a second career? Follow Up: There are many roads to

becoming a teacher. Some examples are a traditional four-year/ two-year approach offered by many universities and another is the PDS approach. Did the format of Alpha College's PDS motivate you to return and seek a career in teaching?

5. Looking back on the process of becoming a second-career teacher, how do you feel about the decision to switch careers now?

Appendix F

February 22, 2003

Dear Research Participant,

Thank you so much for your volunteer participation in my doctoral study. I appreciated the generous time you spent with me. I know you are busy and have many obligations as a classroom teacher. My study is more complete because of your input.

I have enclosed a copy of the transcript from our conversation. Please review it and make sure you are comfortable with the information included in it. If you don't agree with what is written or think your actual meaning is unclear, please contact me and I will change it. If I don't hear from you within the next week, I'll assume you agreed with what was transcribed. I have also enclosed a copy of the Colorado State University Participant Consent form that you signed during our interview.

Although I won't be sending each of you a copy of the dissertation, if you are interested in finding out what I learned from all the interviews with second-career teachers, I would encourage you to borrow a copy from the CSU library.

Thank you again for all of your help.

Sincerely,

Angela Christensen, Ph.D. (c)
Colorado State University
School of Education
243-5990
angelachristensen@attbi.com