A Qualitative Study Examining The Motives And Determinants Of A Voluntary Career Change Into Education

Debra Mercora

Follow this and additional works at: https://scholarship.shu.edu/dissertations

Part of the Teacher Education and Professional Development Commons

Recommended Citation
https://scholarship.shu.edu/dissertations/105
A QUALITATIVE STUDY EXAMINING THE MOTIVES AND
DETERMINANTS OF A VOLUNTARY CAREER CHANGE INTO EDUCATION

By

Debra Mercora

Dissertation Committee

John Collins, Ed.D., Mentor
Anthony Colella, Ph.D.
Joseph McLaughlin, Ed.D.
David Surrey, Ph.D.

Submitted in partial fulfillment of the
Requirements for the Degree of Doctor of Education
Seton Hall University

2003
A Qualitative Study Examining the Motives and Determinants of a Voluntary Career Change into Education

ABSTRACT

The purpose of this study was to investigate the motives and contributing factors that influence one’s choice to become a second career teacher. This study was concerned with the reasons why individuals choose teaching as a second career, the contributing factors that underlie their decision, and the motivation for choosing teaching as a career. Within the study the experience, feelings, motives, and concerns of the second career teacher were presented and analyzed using Grounded Theory Research. The overall questions that guided the research were as follows: (a) What are some of the motivational factors that encourage job switchers to enter the field of education? (b) What type of conditions within their prior work experience helped to stimulate the decision to enter the field of education? (c) What other conditions, including personal needs, might have contributed to this decision? It is believed that examining the motives will contribute to the recruitment, retention and success of a career changer within the teaching profession. For the prospective teacher an awareness of the importance of the decision to enter this field is essential. The reasons for choosing teaching as a career will affect the attitude and behavior of that individual towards the students and job.
Responses were vide-taped, as well as annotated by the researcher. The use of video tape allowed for the preservation of the feelings of the participants. Data was analyzed by accepted grounded theory techniques such as identification of pertinent thoughts or events using initial coding to develop concepts, and, then, grouped into categories. Data was examined, compared, organized and reorganized, which will lead to more definitive categories, and eventually new hypotheses were able to develop out of the coded results of the transcripts.

As the school age population increases and the number of retiring teachers also increases, the problem of "teacher shortage" becomes eminent. The second career teacher is the developing pool that will help to fill this void. Understanding their motives, desires and beliefs can help in the recruitment of others. This study generated new research on the phenomena of second career teachers.
ACKNOWLEDGMENTS

Many persons contributed to the completion of this dissertation. I would like to take this opportunity to thank my committee for their continued support, patience and sense of humor, and their confidence that this would actually get accomplished.

I am especially grateful to Dr. Joe McLaughlin, not as my committee member, but as my friend. If it not for his kindness and belief in me, when I first entered his office 10 years ago, I would never have become a second career teacher.

I am thankful for my family and friends, whose continued support helped to get me from ABD to Ed. D. The list is too long to mention, but so many people, unconsciously, or consciously, gave me a kick in the pants, a pat on the back, or a good laugh, when I needed it most!

Lastly, I am blessed to have many kids in my life. To them it doesn’t matter what letters follow my name; what matters is how often I laugh and how much I play. I have learned the most from them.
TABLE OF CONTENTS

ACKNOWLEDGMENTS ............................................................... ii

LIST OF FIGURES ..................................................................... v

LIST OF TABLES ..................................................................... vi

I THE RESEARCH PROBLEM .................................................... 1
   Introduction ........................................................................ 1
   Purpose of Study .............................................................. 8
   Significance of Study ....................................................... 9
   The Research Questions .................................................. 11
   Definition of Terms .......................................................... 13

II REVIEW OF RELATED LITERATURE .................................. 15
   Introduction ........................................................................ 15
   Job Satisfaction Research ................................................. 15
   Specific Attributes and Education ..................................... 17
   Motivation ........................................................................... 19
   Motivation for becoming a Teacher .................................. 21
   Theories of Adult Development ....................................... 29
   Levinson’s Life Cycle ....................................................... 32
   Levinson and Midlife Transition ........................................ 32

III METHODOLOGY ................................................................. 35
   Introduction ........................................................................ 35
   Research Methodology ...................................................... 36
   Research Techniques: The Focus Group ........................... 39
   Research Design ............................................................... 39
   Focus Group Questions .................................................... 40
   Setting for Study ............................................................. 41
   Population .......................................................................... 42
   Limitations of Study ......................................................... 45

IV PRESENTATION OF DATA .................................................. 46
   Introduction ........................................................................ 46
   Profiles of Participants ..................................................... 51
   Coding Results ............................................................... 54
V SUMMARY HYPOTHESES, AND RECOMMENDATIONS ...............67

Summary .............................................................................67
Research Questions .......................................................73
  Question One ...............................................................77
  Question Two ...............................................................79
  Question Three ............................................................81
Hypotheses ......................................................................82
Recommendations ............................................................83
  Policy ..............................................................................83
  Practice ..........................................................................84
  Future Research ...........................................................85

REFERENCES .....................................................................86

APPENDICES ....................................................................93

  Appendix A: Focus Group Transcripts ..................................94
  Appendix B: Seton Hall IRB Application .................................133
## LIST OF FIGURES

1. Figure One: Axial Coding Results ...........................................61
2. Figure Two: Conditional Matrix .............................................70
LIST OF TABLES

Table 1: Open Coding Results.............................................................56
Table 2: Security Needs.................................................................57
Table 3: Stimulation Needs..............................................................58
Table 4: Influence of Others............................................................59
Table 5: Causal Conditions.............................................................62
CHAPTER 1
THE RESEARCH PROBLEM

We humans' possess an inherent need to meet and grow through life's conflicts. Life is an enigma of choosing between safety (out of fear and need for defense) and risk (for the sake of progress and growth)...find out who you are, what you like and don’t like, what is good and what is bad for you, where you want to go, and what your mission is. Opening yourself up to yourself in this way means identifying defenses, and finding the courage to give them up (Maslow, 1968).

In this study the reasons for those switching careers into education will be studied. These career switchers are referred to as “second career teachers”. A qualitative research process will be used to investigate this source of new teachers. Grounded theory will be the qualitative technique used in this study. Focus group protocols will be developed and transcripts will be analyzed to better understand why second career teachers chose the teaching profession.

Introduction

Education can be described as the world's largest single enterprise. The teaching force has developed as a major professional body, constituting the largest professional group in the world (Houston, Haberman, & Sikula, 1990). Teachers are the most important element of the educational system. There are financial and demographic factors that influence teacher availability. There is much talk about the need for teachers and a shortage in teacher availability, due to both population growth and anticipated retirement of current teachers. According to the Digest of Education Statistics (2000), the number of teachers in elementary and secondary schools is projected to rise by approximately 2.6 million between the years 1998 and 2010. This number was calculated
primarily due to increase in school enrollment; it does not factor in the number needed to replace those retiring. Due to these numbers there is a continuous effort to recruit new teachers. The results of which have been discouraging. The teacher recruitment efforts have not taken into account the social and cultural pressures placed on students.

When the baby boom college graduates entered the workforce having a college degree brought few financial rewards or life changes. In 1976 Richard Freeman wrote *The Overeducated American*, in which he argued that higher education didn't seem to be paying off in the marketplace (Brooks, 2000). At that point a career in education may have been a financial option, bringing with it a number of attractions. But as the information age kicked in, the rewards of a college education grew. In 1980 college graduates earned roughly 35% more than high school graduates, and by the mid 1990s college graduates were earning 70% more than high school graduates, and those with graduate degrees were earning 90% more (Brooks, 2000). The wage value of a college degree had doubled in 15 years.

However, in contrast, isolating the degree in education shows very different numbers. In this same time period teachers salaries have seen an increase of only $1,300, in real dollars (Brooks, 2000). A doctoral degree may earn a teacher an additional $1,000 stipend, however in many districts this advanced degree is not even recognized with any monetary increase.

Teacher recruitment efforts are opposing an incredible financial pull. The choice of a career in education is made by an individual, as in any behavioral choice, within the dynamic human interactions of a cultural setting. The research findings in the areas of social psychology, psychiatry, and cultural anthropology indicate that behavior is always in terms of cultural forces as well as individual choice (McQuaid, 1986). Therefore, the
individual must consider the values, conflicts and status system of that cultural setting (Langsten 1971). According to McQuaid (1986), teacher-recruitment efforts have not taken into account the social pressures on individuals, the class structure in American life, or the climate of opinion regarding teaching. Instead of admiration for those wanting to teach, today’s society wonders “why”. When a young student expresses interest in the field of teaching, more often than not the response is negative, as dictated by society. There is that old saying, “those that can, do, and those that can’t teach”.

Although, the salary has not changed much over the last 30 years, public opinion has changed, however, not in a positive way. What once was the attraction into education is no longer. In Lortie’s (1975) survey work and sociological analyses as reported in *Schoolteacher*, a number of attractions to the work of teaching were presented:

- enjoyment in working with young people;
- pride in performing important public service;
- ease of entry, exit and re-entry;
- time compatibility;
- some modest material benefits;
- and, psychic rewards emanating from student achievement. These so-called “attractions” are diminishing. Sykes (1984) updated this research drawing on changes. Although these results have also become somewhat dated, this negative trend seems to be continuing. The negative press regarding education continues, as does the lack of positive endorsements to enter the field of teaching. Sykes characterizes the diminishing returns of teaching: decreased enjoyment from work with less responsive and appreciative young people; a deteriorating public image of teaching as an important service; the erosion of material benefits; reduced psychic rewards from less regular student achievement; and, teaching environments that are disruptive, dangerous and bureaucratic to the point of frustration.
Yet, the number of people, voluntarily, choosing to become teachers as a second career is increasing. Colleges and universities are experiencing large increases in enrollment in their certification and alternate route programs, despite what society dictates as prestigious.

Career change can occur at any stage in an individual’s working life cycle. It is most common one or several years after the initial career choice, when original plans are realized to be unwise or unsuccessful. Change at this point is relatively not traumatic. However, recently more and more people seem to be disregarding years of training and experience to make major career changes. These career changes have occurred after the age of 30, the age when, traditionally, society starts to expect stability and career longevity.

Start-up and “Dot.Com” companies flood the market with the promise of monetary success. Entrepreneurial thinking now seems to be a career unto itself. Job switching no longer means instability of character, weakness of well being, or lack of moral fibers. Increased emphasis on individual well-being and happiness is not likely to decrease in the coming years.

Worker attitudes, and moral and psychological rewards have been a feature of the American work ethic for years. In a synopsis of research completed by Miesel (1991), he concludes that the most significant meaning of work appears to be interconnected and anchored in the following:

1. A social context: The nature and value put upon the work role, the work place and the community at large.
2. Personal Identity: Does the work affirm or deny the self? Job satisfaction comes from the challenges of new experiences, the feeling of being creative and of service to others.

3. Life Cycle: The person's time perspective in relationship to his or her career path.

The search for meaning often involves frustration, tension, or even despair. Such states are a necessary consequence of being involved in a life work that matters. Frankle, in his writing *Man's Search for Meaning* (1962), encourages struggling and striving for a worthwhile goal in order to obtain meaning. The struggle that one encounters leaving the success and stability of one career for a career in teaching can provide a source of meaning and personal growth.

Levinson, in his work *The Seasons of a Man's Life* (1978), states that every choice made involves rejection of many other possibilities. It is during the transition period that the neglected parts of the self more urgently seek expression, and stimulate the modification of the existing structure. Transition implies process and suggests that healthy individuals can find the personal power to grow and develop in a way that he finds most productive. The second career teacher has committed himself to this transition. Attempting to find similarities in their transition and their motivation to make this transition may aid in the process of future second career teachers.

Motivation is a hypothetical concept invented to explain the immediate causes of behavior, and the force that moves people to act in specific ways (McNeil, & Rubin, 1977). The study of motivation is the study of why people act and think the way they do. In considering voluntary switching of careers, it would prove helpful to explore the motives that lead one to make this choice. The two most commonly used theories are Maslow's hierarchy of needs theory, and Herzberg's two factor theory. It would be
logical to explore these two theories when exploring the choice one makes when deciding on a second career.

Maslow outlined six hierarchically arranged needs or motives that help explain human behavior (1) basic physiological needs, including food, air, temperature, (2) stimulation needs, including sex, activity and exploration, (3) safety and security needs (4) love and belonging needs, (5) self-esteem needs and (6) self actualization needs. An individual must satisfy one set of needs before moving to another set. The ultimate need is self actualization. Self actualization involves several qualities including: efficient perception of reality; spontaneity and unconventionality of thought; acceptance of oneself, of others and of nature; independence from environment; concern for basic philosophical and ethical issues, and a new appreciation for ordinary events (McNeil & Rubin 1977). Self actualized individuals have satisfied all their needs to become complete human beings.

Maslow’s hierarchy of needs can be used to determine job satisfaction. Tennison (1996) categorizes them as either intrinsic or extrinsic. Maslow’s safety and security needs could include a feeling of job security falling under work environment and extrinsic needs. Esteem needs may include feeling good about being in an individual job and having a sense of prestige in that position. Professional actualization may include opportunity for growth and development, a feeling of self fulfillment, using one’s abilities and a feeling of worth while accomplishment. Esteem, love and belonging and, self actualization are individual or intrinsic needs (Tennison 1996)

The second motivational theory examined in this study is Herzberg’s two factor theory. This theory specifically links intrinsic and extrinsic motivation to job
satisfaction. This theory proposes that two major categories or sets of conditions of job
factors, motivators and hygiene, affect job satisfaction (Herzberg, 1954).

Motivators, the first set of conditions, increases job satisfaction by their presence, however, their absence does not induce job dissatisfaction. These factors elicit favorable effort and performance and serve to increase job satisfaction. According to Herzberg, motivators are intrinsic in nature and include such factors as interest in work itself, challenging work, recognition, personal growth, increased responsibility and advancement and achievement (Herzberg, Mausner, & Snyderman 1959). Job dissatisfaction is induced by the absence of the second set of conditions, hygiene factors, although their presence does not increase job satisfaction (Herzberg, 1954). Hygiene factors are extrinsic in nature and are associated with the work environment or job context, the function of which is to keep employees from becoming dissatisfied. Hygiene factors include salary, job security and status, company policy, interpersonal relations with supervisors, peers and subordinates, and working conditions. These hygiene factors relate to Maslow’s lower satisfaction categories (Herzberg, 1954).

According to Herzberg’s work, job satisfaction should be directly related to whether or not the motivators are present and job dissatisfaction should be related to the extent to which hygiene factors assume a role in a particular job. His theory proposes that to improve satisfaction and motivation, jobs must be designed or redesigned to include a greater number of motivators and to increase the possibility of personal recognition.

Herzberg’s theory is similar to Maslow’s since both agree the absence of current work situation motivators does not necessarily lead to dissatisfaction. Both agree their presence may lead to satisfaction. Intrinsic and extrinsic motivation is the common
concept shared by the two motivational theories. Both theories use this bipolar concept as a way of explaining motivation (Tennison, 1996). Therefore, this idea of intrinsic and extrinsic motivation is a core concept in this study and will be used to characterize the desire to change careers and enter the field of education.

Purpose of Study

This study is concerned with the reasons why individuals choose teaching as a second career, the contributing factors that underlie their decision, and the motivation for choosing teaching as a career. Examining the motives will contribute to the recruitment, retention and success of a career changer within the teaching profession.

Why would a “me generation” or “baby boomer” enter the field of education, which requires extensive educational preparation and emotional investment? More often than not, this choice lacks the monetary reward or prestige, which one has become accustomed to having. Monetary reward and prestige are the same two factors that make some feel locked into their present career. The lack of the two seems to be exactly what one would avoid when voluntarily switching careers, especially after becoming established in a first career. Age discrimination, loss of finances and status, the hassle of returning to school and ongoing responsibilities would be reasons not to enter the field of education. This is not only a career change, but also a lifestyle change, affecting both the job switcher and those around him.

In order to determine why some people choose teaching as a second career there is a need to explore basic human drives, motivation and attitudes influencing the total behavior of people electing to follow this course rather than what society would choose for them. For the prospective teacher an awareness of the importance of the decision to
enter this field is essential. The reasons for choosing teaching as a career will affect the attitude and behavior of that individual towards the students and job.

Societal changes may have caused an increasing number of individuals to choose teaching as a second career. The American dream, a house with a white picket fence, a family and a good job once were the status quo. This is no longer true. More and more individuals are waiting to get married, the house becomes a chore and the job is just that - a job. As the single American gets older, the definition of success changes, external rewards become replaced by internal rewards, and the search for self actualization may become more intense.

In this study, the reasons of those switching careers will be studied. These career switchers are referred to as “second career teachers”. A qualitative research process will be used to investigate this source of new teachers. Grounded theory will be the qualitative technique used in this study. Focus group protocols will be developed and transcripts will be analyzed to better understand why second career teachers chose the teaching profession.

Significance of Study

The importance of this study lies within the realm of teacher availability. As the school age population increases and the number of retiring teachers also increases, the problem of “teacher shortage” becomes eminent. The second career teacher is the developing pool that will help to fill this void. Understanding their motives, desires and beliefs can help in the recruitment of others. This study will generate new research on the phenomena of second career teachers. In a recent study by Ferony (1996) the impact
and importance of the experiences of the second career teacher was described. Important insights were noted.

1. Decreased number of years for the second career teacher to reach the age of retirement lowers the salary levels throughout the teacher years when compared to traditional first career teachers, providing incentives for districts to hire them. Not only will the district see this candidate as important to the budget, but also provide a personal maturity.

2. Second Career teachers, with prior success in other fields, have experience dealing with people at many levels. They bring with them professional references from employers as well as principals, which are preferred to those supplied by college professors. (These references are not in the field of education yet these references may be more complete than those offered from new, young college graduates). Character and work habits are attributes that are necessary in every profession.

3. Many incoming teachers leave the profession within a few years (Schelechty, 1983). Incoming professionals replace both older retiring teachers and the younger teachers suffering from burnout or disappointment. To be more representative of traditional American society, a balance of old and young is necessary, placing value on the older second career teacher.

4. These mature individuals may provide a unique resource for schools due to the broad backgrounds they bring with them to the classroom. Their personal experience may enhance the credibility of subject matter. Their years of work experience may result in more realistic expectations of both the job and the students.
5. According to Pigford (1995), relating lessons to life and establishing a safe psychological environment enhance student comfort and involvement. The more mature educator’s ability to engender an atmosphere of safety and acceptance may be a comfort to students. The combination of philosophy and life experiences may well assist the new second career teacher in building a bridge between students and teacher (Coles, 1993). Academic performance and emotional stability of students have been proven to improve with the development of educationally meaningful relationships between teachers and students.

6. Workplace experience can lead to many changes in beliefs and can broaden the acceptance of different teaching methodologies, as well as aid in the development of a teaching philosophy or an individual code of ethics.

7. The richness of the work past experience should aid the second career teacher in the empowerment as a decision maker in the classroom.

As outlined by Ferony (1996), the addition of the career switcher to the pool of prospective teachers has many benefits that administrators need to become aware of when going through the hiring process. This study will add to the research on this developing pool of teacher applicants.

The Research Questions

This study will focus on deepening our understanding about the experience of the second career teacher, so that administrators, policy makers and future second career teachers will be more conscious of the factors that positively influence this voluntary change in a person’s life.
The overall questions that will guide the research are as follows:

1. What are some of the motivational factors that encourage job switchers to enter the field of education?

2. What type of conditions within their prior work experiences helped to stimulate the decision to enter the field of education?

3. What other conditions, including personal needs, might have contributed to this decision?
Definition of Terms

Axial Coding: Arranging data according to context, consequence of connections evident as a result of open coding. A latter stage of analysis.

Career: General course of action, way or living and a pattern of work involvement that point to some desired position of responsibility, prestige and challenge.

Change: Leaving an established career, in favor of beginning a new one. A process of redirection aimed at complete transference of occupation and not merely an improvement of existing skills.

Coding: The data analysis process. During this process open coding is used to break the data down into categories. The researcher must be alert to the use of techniques that would enhance the theoretical sensitivity of the process.

Extrinsic motivation: Behavior motivated by external rewards, for example, pay, status, promotion, or fringe benefits.

Intrinsic motivation: Behavior motivated from internal rewards, for example, mastery or interest.

Open Coding: An analysis of data that examines compares and classifies data at the initial stage of research. The intent of open coding is to establish suitable categories for the data obtained.

Second career: A vocational endeavor not selected as a first choice of self-support.
Second career teacher: An educator who did not choose teaching as his initial means of livelihood. However, after working successfully in another career, the participant decided to gain certification.

Voluntary: An exercise in free will.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Teaching as a second career is a new phenomenon. There is very little literature pertaining to this specific topic. Therefore, the literature review is organized into sections, containing literature on related topics. The topics to be reviewed are Job Satisfaction, Motivation for becoming a Teacher, Career Change, and theories of adult development. Prior to beginning the research, a review of related topics was undertaken.

Job Satisfaction Research

The following research areas and variables are examined in relations to job satisfaction: gender, life happiness, leisure and non-work environment, occupation in education, attitude and motivation.

Life Happiness, Leisure and Non-Work Environment

Many researchers have examined happiness, life satisfaction, leisure and non-work environment as contributors to job satisfaction, and dissatisfaction. Hulin (1969), investigated variation in job and life satisfaction, the effect of community characteristics and job-related variables, using the five Job Descriptive Index (Smith, Kendall, & Hulin, 1969) (a) pay, (b) actual work, (c) promotions, (d) supervision, and (e) coworkers, plus three additional variables, (f) satisfaction with management’s responses, (g) satisfaction with training opportunities, and (h) satisfaction with working conditions. Community
characteristics included cost of living and standard of living in the community. The results of the study demonstrated four specific outcomes: (a) differences in community resulted in speculated differences in worker's satisfaction with these communities, (b) workers' satisfaction with the economic community related, as expected with pay, (c) considered jointly, workers' satisfaction community and satisfaction and job characteristics had significant effects on satisfaction with job in general and life in general and (d) males and females overall job and life satisfaction were reasonable. Hulin concluded 30% of the variance was explained for males with eight variables and 45% of the variance was explained with seven variables for females. Thus, community differences led to predictable differences in worker satisfaction in the community.

Weaver (1978) studied job satisfaction as a component of happiness in males and females. Weaver's study measured feelings of satisfaction in eight domains of life: job, community, non-work, activities, family life, friendship, health, marriage, and financial conditions. Weaver found, with these domains held constant, job satisfaction was correlated with overall happiness in only 2 of the 12 occupational categories- female service and male professional technical employees. These results suggested happiness was based on satisfaction in several areas of life. An employee whose happiness was related to his or her job was likely to be happier in other areas of life.

A study examining the contribution of job and leisure satisfaction to quality of life was conducted by London, Crandall, and Seal's (1977). Thirteen factors contributing to job and leisure satisfaction were identified. Job and leisure items contributed significantly to quality of life in advantaged groups (white collar workers, married individuals, and high socioeconomic groups). This was not found in disadvantaged groups (blacks and low socioeconomic status individuals). Bedeian and Marbert (1979)
examined individual differences in self perception and the job-life satisfaction relationship, using the Job Descriptive Index to measure job satisfaction. Contrasting London, Crandall, and Seals (1977), this study found behavior patterns and attitudes developed in one situation may have limited effects on the attitude in other situations (life to job, or job to life situations).

Schmidt and Bedeian (1982) also investigated the relationship between job satisfaction and life satisfaction. Five factors to determine job satisfaction were used: (a) autonomy, (b) skill variety, (c) feedback from the job (d) task identity and (e) task significance. They concluded a job-life and life-job satisfaction relationship does exist, suggesting satisfaction from one domain of life (job) did impact other areas of life (non-work activities).

Orpen (1978) performed a causal correlational analysis of work and non-work satisfaction. The results implied a directional causal influence from work to non-work satisfaction was stronger than in the opposite direction. Differences found in job satisfaction correlated with variations of life fulfillment outside the work environment.

Specific Attributes and Education

Friesen, Holodaway and Rice (1983) studied job satisfaction of urban and rural school principals and identified twenty variables as satisfiers, dissatisfiers or a combination of both. Herzberg, Mausner and Snyderman’s (1959) two-factor theory provided the categories for analysis in the study. Satisfaction and dissatisfaction in this study were significantly related to four of the background variables. First, Hygiene factors—extrinsic motivation factors—were chosen more often as contributors to job satisfaction by subjects with more than 20 years of experience. Second, males chose
hygiene factors as contributors to dissatisfaction more often than females. Third, individuals in cities chose hygiene factors less frequently than subjects in rural areas. Lastly, subjects in a large school selected hygiene factors less frequently as sources of dissatisfaction than subjects in smaller schools. Five factors unique to dissatisfaction were established: amount of work, constraints, attitudes of society, impact on home life and stress, and three factors unique to satisfaction: interpersonal relationships, importance of work and relationships with central office.

Carpenter (1971) studied organizational structure (tall, medium and flat), and perceived job satisfaction, using classroom teachers as subjects. Organizational structure refers to the chain of authority in the organization. Thirteen job satisfaction statements reflecting Maslow’s sociopsychological needs were used. Significant differences were found between teachers scores, suggesting formal organizational factors did sway teacher’s job perception. Although differences occurred in 6 of the 13 needs, no consistent trends were found. Teachers were found to be less satisfied as the tallness of the organization increased. The 13 needs were: (a) feeling of security, (b) helping other people, (c) developing social relationships, (d) developing social relationships (e) feeling of self esteem, (f) feeling of prestige among peers, (g) feeling of prestige within the community (h) having professional authority, (i) having independent thought and action, (j) participating in setting school goals, (k) determining classroom methods, (l) having the opportunity for professional growth, (m) feeling of self fulfillment, and (n) feeling of accomplishment (Carpenter, 1971).
Motivation

The following studies identified factors related to job satisfaction and specific theories of motivation.

The effects of "tall" versus "flat" organizational structures and job satisfaction were studied by Porter and Lawler (1964), using Maslow's hierarchy of needs. Tall organizational structure refers to a long chain of authority whereas a flat organizational structure refers to shorter chains of authority. The needs were identified as follows:

1. Security needs
   (a.) Opportunity to give help to other people, and, (b) Opportunity to develop close friendships.

2. Esteem needs
   (a) Feeling of self esteem, (b) Prestige inside the company and, (c) Prestige outside the company

3. Autonomy needs
   (a) Authority, (b) Opportunity for independent thought and action, (c) Opportunity for participation in the setting of goals and, (d) Opportunity for the participation in the determination of methods and procedures.

5. Self actualization needs
   (a) Opportunity for personal growth and development, (b) Feeling of self fulfillment, and (c) Feeling of worthwhile accomplishment.

Two conclusions were drawn from the study: (a) the study did not show any superiority of flat versus tall organizations in the production of greater need satisfaction and (b) a flat organization did have some advantages in the area of self actualization, for example,
opportunities for self development and realization of an individual’s distinctive capabilities.

Porter (1961) followed a format similar to Maslow’s hierarchy of needs and investigated job attitudes in management and the perceived deficiencies in need fulfillment as a function of job level. The five areas of need, from the lowest to the highest were: security, social, esteem, autonomy, and self actualization needs. Pay and communications were also included in the study and revealing a large number of managers were dissatisfied with these two variables in their company. Middle managers tend to be more satisfied overall than lower level managers. The study revealed the level of management position was related to the deficiencies perceived in need fulfillment, with the lowest level showing the greatest deficiencies.

Lawler examined job satisfaction and its relationship with motivation using through a series of studies. In 1969 he found if a job was structured good performance led to intrinsic rewards, the job itself become the motivator. The study was followed in 1970 by a second study conducted by Lawler and Hall, in which they found intrinsic motivation depended on performance, and satisfaction was based on the degree the needs were actually satisfied.

Weissenberg and Gruenfeld (1968) studied the relationship between job satisfaction and job involvement, using Herzberg’s two-factor theory. One additional item was added to the scale to determine overall job satisfaction on a nine-point scale. The study found increased job involvement was related to intrinsic job satisfaction variables. Job involvement was unrelated to tall but one of the hygiene factors, satisfaction with interpersonal relationships with superiors. Weissenberg and Gruenfeld concluded that hygiene and motivator variables contributed to overall satisfaction.
Motivation for becoming a Teacher

For years published research has included reports of studies attempting to determine reasons why people select teaching as a career. Most educators would agree that classroom teaching is rewarding, although definitely not easy work. However, Farell and Daniel, (1991) bring to our attention that such things as poor salary, lack of opportunity for advancement, and perceived monotony of teachers’ work serve as factors which detracted persons from becoming teachers (Book, Freeman, and Brouseau, 1985). Yet the teaching profession has become a more attractive career choice, the second time around.

Daniel And Ferrell (1991) identified the following 10 reasons as being among those most commonly listed by teachers across a variety of studies ranging in time from the 1920’s through the 1980’s:

1. Fondness for children/youth; desire to work with children/youth
2. Opportunity for adequate income and/or job security
3. Favorable working conditions (i.e., good hours, long vacations, desirable personal relations
4. Interest in a particular subject
5. A lifelong opportunity for learning
6. Opportunity to use teacher training as a stepping stone to other occupational fields
7. Opportunity for service to mankind
8. Influence of a relative, teacher, or other significant individual
9. Interest in education
10. Opportunity for a creative or challenging career

Lortie (1975) attempted to build a model to explain why people enter teaching.

Lortie proposed five thematic categories of “attractors” that orient individuals to select teaching as a career:

1. Interpersonal theme (desire to work with people)
2. Service theme (an altruistic desire to serve society)
3. Continuation theme (fondness for the school environment and a desire to maintain relationship with schooling).
4. Material benefits theme (security and salary).
5. Time Compatibility theme (an affinity for the work schedule afforded teachers).

Joseph and Green (1986) suggested three additional motivational themes:

1. Stimulation theme (a view of teaching as a chance to become involved in creative and rewarding work).
2. Influence of others theme (a motivation to teach as based on desires or teachers, parents or other influential persons in one’s life).
3. Psychological theme (a desire for psychological security, such as a desire to be in authority or to receive the love of children).

The following section includes a review of research addressing the motivation for choosing teaching as a career. It is important to note that although very little research has been conducted on the second career teacher, and the motivation to switch careers, historically, studying the motivation behind “teaching” in general, has been widely studied.

In the mid-1920’s the first investigation was conducted for the purpose of discovering motivations for choosing teaching as a career. Newmark (1925) analyzed 666 students of the Philadelphia Normal School. Four hundred and sixty three of the students indicated their reason for choosing teaching, as a career was that they “wanted to teach”. Fondness for children was the second most cited reason, followed by stepping stone career, opportunity to learn, public service opportunity, advice of relatives and salary influence all holding some significance decision to teach. In 1927 Reinhart studied 400 freshmen at Illinois State Teacher’s College, finding that 25% of the respondents wanted to make teaching their life work, supporting Newmark’s previous study. Lee’s research in 1928 of 826 students enrolled as Jamaica’s Teacher Training College in New York City found 9 influences that added to the both Newmark’s and Reinharts study. Lee identified the nine influences as: (a) like to be with children, (b) stepping stone to more desirable vocation (c) wishes of my mother (d) opportunity to learn (e) social service
orientation (f) seemed the only thing to do, (g) calls forth the best powers of heart/mind/soul (h) wishes of my father (i) salary (1928).

In the 1930's only two studies were conducted concerning influences on teaching careers. In 1932 Gould conducted an investigation at University of Pittsburgh, showing the results as follows in order of frequency of mention: interest in a subject, interest in children, necessity of earning a living immediately, influence of a high school teacher, opportunity to be of service to others, influence of mother and father. Sixty eight percent of Gould's sample indicated that they would have selected teaching even if they had been financially able to prepare for some other profession (Gould, 1932). Valentine's study in 1934 had similar results. In his investigation using four English universities, students ranked their motivations for entering teacher training programs. The most frequently mentioned motivations in their rank ordering were their interest in favorite study, a liking for teaching, a feeling of special fitness, interest in education, economic desirability, fondness of children, and long vacations (Valentine 1934).

In the 1940's Robinson's (1944) found these influences for choosing teaching as a career: children, teaching, teachers, family members, subject content, salary, and the social service orientation of teaching. Tudhope's 1944 study found the most influential motivation for choosing teaching as a career to be the security of the job and secondly, the fondness for children. In 1947 the first professional organization to conduct a studies on the motivations to choose teaching was conducted by Phi Delta Kappa. These studies revealed, in ranking order: interest in children and young people, summer for study/travel/relaxation, reasonable assurance of adequate income, and lifelong opportunity to learn.
The 1950's revealed changes in motivations for choosing teaching as a career. The criteria for a good job no longer held as much significance over the influence of choosing teaching as a career. The love for school or learning also lost influence over this career decision. Personal experience was more often cited as significantly influencing one's career selection. In 1953 Wilcox and Beigel suggested that a vocational choice to teach comes about as a result of an intricate combination of attitudes, values and experiences. In their study of 152 freshmen students enrolled in teacher education courses motivations for entering the profession of teacher were ranked according to influence. In order, the influences were teachers, children, and then experiences similar to teaching. Idealistic features of the profession (opportunities for serving, growing and working with young people) had the highest level of importance to the sample population. Wright's (1958) study mirrored earlier 1950's research. Wright, through a sample of University of Chicago students, found the most powerful overall reason for choosing teaching was a desire to be like some teacher one once had. The second most powerful reason was to emulate characteristics of admired teachers.

The first published studies of the 1960's revealed the future trends in teaching career motivations. In 1960, Haubrich studied 195 juniors seniors and graduate students in the college of education at the University of Utah. He determined that liking children, having security, and gaining prestige ranked first, second and third, respectively in motivating one to choose teaching as a career (Haubrich, 1960). Saxe's 1969 study attempted to discover why persons were attracted to the teaching profession. His study revealed five categories in ranked order; (a) idealistic or altruistic reasons (b) criteria for a good job, (c) persuasion or encouragement by others (d) personal experience, (e) love of school or learning.
In 1975, Lortie analyzed data from interviews and a National Education Association study of teachers to identify major attractions of teaching. Lortie reported that a desire to work with young people, value of education to society, fondness for children, job security, salaries, hours, and vacations were again the top motivations (Lortie, 1975). Sharp’s (1975) study of college alumni, hired as teachers, showed the desire to help others, creativity and originality, and the desire for security to be the most important influences in choosing teaching as a career (Sharp, 1975). The findings of the 1970’s were captured by Schalock’s 1979 review of selected research on common characteristics of person entering teaching. Shalock found that in the sample there existed an overwhelming consistency to cite “an opportunity to render an important service” as the primary reason for entering teaching. Good job criteria also held significantly high ratings while love of school and learning, personal experiences, and persuasion received low number of responses (Shalock 1979).

In the early 1980’s the identified trends were beginning to be refuted. In Jantzen’s 1981 study of 246 women and 67 men, the following items were ranked from most influential to least: liking children, opportunity to learn, individual initiative, former teacher influence, summer vacation, social service, ethics of the profession, subject interest, salary, vertical mobility, family influence and teaching’s value to society (Jantzten 1981). These tend to reflect the trends of the 1980’s.

A survey by Page and Page, also in 1982, of 387 preservice and 315 in service teachers in ten Southwestern states reflected idealistic motivational with good job criterion and personal experiences following closely (Page and Page 1981). Andrews 1983 study also reflected similar results. A random sample of 248 students in a teacher
education program listed social service orientation, liking children, love of subject, and
vacations in rank order from least important factors for choosing teaching.

Exogenous variables, in aspirations to enter teaching, were looked at in a study
conducted by Roberson, Keith, and Page (1983). Six hundred eighty eight seniors used
as sample were selected from a national longitudinal study of 58,270 sophomores and
seniors. The most influential variables were determined to be income (negatively)
teacher influence, importance of working with friendly people, job security (negatively),
intellectual ability (negatively), and family orientation and locus of control. Botempo
and Digman’s 1985 survey of undergraduates at West Virginia University found that
motivations for the choice of teaching as a career were enjoyment of working with
children, desire to help others learn, academic subject interest, and the act of teaching
itself (Botempo and Digman 1985).

In 1985 Broussea surveyed 391 students enrolled in an introductory education
psychology class at Michigan State University. Their ranked motivations for choosing
teaching as a career were helping others gain a sense of personal achievement and self
esteem (95%) love to work with children (81%), helping others gain knowledge and
understanding of things considered important (79%), better use of abilities in this field
than in other careers one might enter (75%), opportunity to apply what was learned in
major field of study (63%), opportunity to help others less fortunate than self (53%),
salary (47%), and low success in initial career choice courses (14%) (Book, Freeman, and
Brousseau, 1985).

A longitudinal study of secondary teacher education candidates during 1971,1972,
and 1982 was done by Horton, Daniel and Summers (1983). This study showed that the
number of students influenced by former teachers to select teaching as a profession
declined from 14.6% to 6.2%. Similar declines were reported in the number of students who were influenced by parents and for those who chose the profession for security or other reasons. The number of students who selected the profession because of their “concern for people” increased from 19.3% to 48.2%. Reflecting the trends of the 1980’s (Horton, Daniel & Summers, 1982).

A 1985 study conducted by Levin (1985) surveyed student teachers from Pennsylvania State University. Data was collected from students who had successfully completed an 11 week full time student teaching experience. The sample included 77 elementary, 92 secondary and 28 special education student teachers. The most positive response came in the categories of peer interaction, student – teacher interaction, pedagogy, achievement, and teacher – student interaction (Levin, 1985).

The research about Teacher Education Project in 1987, sampled 876 preservice teachers from 76 member institutions of the American Association of Colleges for Teacher Education and reported the following reasons for becoming a teacher: helping children grow and learn (90%), challenging field (63%), work opportunities and conditions of employment (54%), influenced by a teacher (53%), prestige and honor (52%), career related opportunities (44%), admissible to the program (41%), reputation of education on campus (22%), and friends in the school of education (20%).

Daniel Good’s 1993 study of preservice teacher’s motivations for choosing teaching as a career, analyzed the literature of the motivation behind teaching in the 20th century. He was able to group preservice teacher’s responses on why one chooses teaching as a career. His results as presented in table one, reflect the trends -- high influences, moderate influences, or low influences – by decade beginning with the 1990’s.
Table 1

<table>
<thead>
<tr>
<th>Good Job Criteria</th>
<th>Love of School</th>
<th>Personal Experience</th>
<th>Idealistic Reasons</th>
<th>Coerced Persuaded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920's</td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>1930's</td>
<td>H</td>
<td>H</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td>1940's</td>
<td>H</td>
<td>H</td>
<td>L</td>
<td>M</td>
</tr>
<tr>
<td>1950's</td>
<td>M</td>
<td>L</td>
<td>H</td>
<td>L</td>
</tr>
<tr>
<td>1960's</td>
<td>H</td>
<td>H</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>1970's</td>
<td>H</td>
<td>L</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>1980's</td>
<td>H</td>
<td>H</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>1990's</td>
<td>L</td>
<td>H</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

H = high frequency of responses  
M = medium frequency of responses  
L = low frequency of responses

Source: Good, 1993

Theories of Adult Development

One body of literature that has been used to help describe the transition into a second career has been that of Adult Development. With very few exceptions, personality theorists have considered personality development complete by the end of childhood, believing that after adolescence the personality emerges fixed and fairly immune to change for the remainder of life. However, the work of Jung (1959), Erikson (1963) and more recently that of Levinson, (1978) has shown that personality is not immutable after adolescence, but in fact there is considerable evidence that people develop continuously throughout life, and only death brings an end to growth (McQuaid,
Before exploring the theories of adult development it should be noted that most studies, Gould (1972), Vaillant (1977), and Levinson, (1978) have examined only male subjects leaving the development of women to be assumed inadequately under these theories, or left to future theorist (McQuaid, 1986).

Carl Jung, is considered by most authorities as the father of adult development. As a result of his investigations he deduced that fundamental changes regarding adult development start at about age 40 and may extend over the last half of the life cycle. He observed that there was a resurgence of individuation at this time—the “noon of life”, as he called it. To Jung, life was a journey along which one moved, starting with a primary focus or concern for self and moving toward a focus or concern for others (Freidus, 1992). Jung investigated the process by which a person develops a unique configuration of traits and his or her own idiosyncratic relationship to a collective unconscious or inherited archetypal images, called individuation. In order to complete the process of Individuation, an individual must reconcile all opposing and contradictory forces (archetypes within the psyche), taking an entire lifetime to complete. Jung attempted to understand individual adult development as a product of both psychological processes and cultural forces. According to Jung, as men age they tend to “mellow” and express previously hidden feelings of warmth and caring. Many women, on the other hand, become more masculine and tough-minded in their approach to life. They often leave the safety of the home and venture into the unknowns and competitive nature of the business world.

Drawing upon the work of both Freud and Jung was Eric H. Erikson (1963), who created a more delineated vision of the stages of adult development. In his book, Childhood and Society (1950), he outlined eight overlapping ego stages through which
people all pass. According to Erikson each stage of development has specific conflicts and concerns. His famous Eight Stages of a Man has had profound influence on later adult development theorists, and can specifically be seen in the work of Levinson. Each one of the eight stages identified by Erikson is organized around a basic conflicting polarity, or borrowing for that of Jung, around an archetype. Maturity and the successful resolution of these conflicts enable individuals to move from stage to stage. The polarities of trust vs. mistrust, autonomy vs. shame and doubt, initiative vs. guilt, industry vs. inadequacy and identity vs. role confusion are all reconciled prior to adulthood. The final three stages are of importance to adult development theorists: intimacy vs. self-absorption, generativity vs. stagnation, and integrity vs. despair. The resolution of generativity vs. stagnation is the key developmental issue of middle age. This resolution is motivated by the psychosocial crisis involving the person’s struggle to achieve intimacy rather than isolation and generativity rather than self-absorption and stagnation.

It can be defined as the “care and facilitation of a younger generation” (Colarusso & Nemiroff, 1981); generativity involves guiding the next generation through their own developmental tasks. Individuals will be concerned with procreativity, the desire to establish and guide the next generation, either one’s own children or those of the community. As defined by Erickson:

Generativity…potentially extends to whatever a man generates and leaves behind, creates and produces (or helps produce). It refers to a man’s love for his works and ideas as well as his children, and the necessary self verification which adult man’s ego receives and must receive, from his labor.

My study involves people at this seventh stage, generativity vs. stagnation. It begins in the early 30’s and concerns the creative and mentoring aspects on one’s life and career. According to Erickson, its onset coincides with the start of the midlife transition and
remains through middle adulthood. Erickson described the concept of "life tasks" whereby each stage of life has certain characteristic psychic work that must be done in order to proceed normally to the next stage of development.

In a study done by Bauer and Mott (1990) exploring life themes and motivations of re-entry students, the purpose was to gain a more detailed description of the life themes and motivations associated with the psychosocial transition that occurs between 25 and 35 years. No specific hypothesis were inferred or tested, instead using grounded research and the model of Glaser and Strauss (1967) systematic methods of data collection, reduction and analysis were used to assist the researchers in identifying patterns in how students who were re-entering a university were making sense of their lives as they struggled with competing demands of home school, and work. (Bauer, & Mott, 1990). Their findings showed that participants (eight men and eight women, between the ages of 25-35) were experiencing crisis associated with stage six in Erikson's theory. What Bauer and Mott found most striking was that the participants who were leaving their current occupations and in the transition period, expressed preferences for values reflecting the sense of generativity.

Levinson's Life Cycle

Because the study by Levinson (1978) has most often been used as a theoretical base for research into midlife career change, it will be described in somewhat more detail.

Daniel Levinson's landmark developmental work remains the most revealing and definitive to date. Through numerous interview sessions with 40 men, Levinson was able to make some very important discoveries regarding the concept of "life structure." The result of the study was a comprehensive biography of each man concerning every
essential activity of his life, including progression from childhood to adulthood, marriage and family relationships with others, education, work history, leisure, involvement in community affairs, illness, death and loss of loved ones, and critical turning points in life. Levinson developed the concept of the “life structure”—“the underlying design of the person’s life at a given time…a patterning of self-in-world which requires us to take into account both self and world”. The life structure does not remain unchanged nor does it change in unpredictable ways, but rather it evolves in systematic, sequential alternation of stable and transitional periods. During the stable periods there is stability of interrelationships between himself and the world. The transitional periods, on the other hand, lasting four or five years, find the person modifying his existing structure in response to external crises or turning points in preparation for the next period of stability. Levinson emphasizes that the developmental periods derived were not reached “a priori”, but rather were the results of an empirical study into the deepest realms of the subjects’ lives.

Levinson identified five eras in the life cycle, along with their corresponding ages: (a) childhood and adolescence, 0-22; (b) early adulthood, 17-45; (c) middle adulthood 40-65; (d) late adulthood, 60-85; and (e) late, late adulthood, 80+. In between each era is a transitional period that last for several years (see figure). Each era is also broken down into developmental periods. Transitional periods are marked by an ending and a new beginning, a meeting of the past and the future in every sense of the word.

Levinson and Midlife Transition

The phrase midlife crisis is found throughout literature and falsely implies that all people undergo some kind of long and debilitating trauma that limits their sense of choice
and control. Many researchers prefer to use the less severe word "transition" when
describing the normal and difficult period characterized by aging and a reawakening to
unresolved problems and career issues. Levinson (1978) states "the midlife transition
serves as the developmental link between two eras in the life cycle; early adulthood and
middle adulthood". Levinson found that this period ordinarily starts at age 38-40 and last
4-6 years. "Transition" implies process and suggests that the healthy individual can find
the personal power to grow and develop in the way that she/he finds most productive
even in the face of events that may sometimes reach crisis proportions. What most
people may think as a crisis Levinson refers to as a marker of a culminating event.
Examples would be marriage, divorce, death of a loved one, and career change. Levinson
states (1978)

A culminating event frequently plays an important part in investigating the midlife
transition. The same event, however, would have different meanings and
consequences if it occurred at another time. A man at 40 is not simply reacting to
an external situation. He is reappraising his life. He makes an effort to reconsider
the direction he has taken, the fate of his youthful dreams, the possibilities for a
better (or worse) life in the future"

This transition bridges early adulthood to middle adulthood and brings with it a set
of developmental tasks. Levinson points out that the life's structure can no longer be
taken for granted. Many questions now need to be answered, "What have I done with
my life? What do I really get from and give to my relationships, work, community
and self". It is a time that we look at our dreams, aspirations and talents. Studies of
this period suggest that tumultuous struggles take place within the self. A variety of
new choices are tentatively tested, sometimes out of confusion or impulsiveness, but
also out of need to find out how it feels to engage in a new occupation, love
relationship, or some other endeavor. "Every genuine reappraisal must be agonizing,
because it challenges the assumptions, illusions, and vested interests which the existing structure is based (Levinson, 1978).

Although Levinson's study is considered the most thorough study of the stages of a man's life, there are many investigators who take issue with the theory. There have been studies that chronological age is an increasingly unreliable indicator for what people will be like at various points in their development. They are of the opinion that what marks our adult years most is our shifting perspectives on ourselves and our world (Meisel, 1991).

For the purpose of this research, we will be investigating those within the Midlife Transition as identified by Levinson.
CHAPTER 3
METHODOLOGY

Introduction

"Initial curiosities for research often come from real-world observations, emerging from the interplay of the researcher’s direct experience, tacit theories, political commitments, interests in practice and growing scholarly interests" (Marshall & Rossman, 1999). It is my personal experience in the field of education as a second career teacher and observations of the increase of this phenomena that inspired this research. The purpose of this study is to investigate the motives and contributing factors that influence ones choice to become a second career teacher. Within the study the experience, feelings, and motives, and concerns of the second career teacher will be presented.

The results of this study should serve in developing hypothesis in an area of very little prior research, second career teachers. Because of this lack of research, the qualitative method of grounded theory will be used. Grounded theory studies can be used to study emerging events or to better understand phenomena that may need to be reassessed. Since the research area, second career teachers has not been studied in depth, the choice of grounded theory in order to develop hypotheses for future study is important.
Research Methodology

Based on extensive review of research techniques, a qualitative methodology will be utilized in this study. Patton (1990) suggests the qualitative mode enables the researcher to find out what people know, think, and feel by observing, interviewing, and analyzing documents. There are many qualitative research genres; common elements exist within all forms of qualitative research. Qualitative researchers are intrigued with the complexity of social interactions as expressed in daily life and with the meanings the participants themselves attribute to these interactions. Because of this, qualitative researchers are taken into natural settings rather than laboratories. Qualitative research is pragmatic, interpretive and grounded in the lived experience of people. Rossman and Rallis (1998) offer eight characteristics of qualitative research and researchers: It

1. is naturalistic
2. draws on multiple methods that respect the humanity of participants in the study
3. is emergent and evolving
4. is interpretive

Qualitative Researchers
5. view social worlds as holistic or seamless
6. engage in systematic reflection on their own roles in the research
7. are sensitive to their personal biographies and how these shape the study
8. rely on complex reasoning that moves dialectically between deduction and induction.

Qualitative research is a broad approach to the study of social phenomena.

According to Gall, Borg and Gall (1996) there are three major genres: (a) a focus on individual lived experience exemplified by phenomenological approaches; (b) a focus on society and culture as seen in ethnography and qualitative sociology; and (c) a focus on language and communication expressed by sociolinguistic and semiotic approaches.
Qualitative designs are naturalistic in that the researcher does not attempt to manipulate the research setting (Patton, 1990). Owens (1980) states that naturalistic research endeavors to “take the reader there, to provide a rapport that yields a rich sense of better understanding of events and having insights into their meaning (p.9).” The point of using qualitative methods is to understand naturally occurring phenomena in their naturally occurring state.

By ascertaining the “life stories” of the second career teacher, the qualitative mode of research permits an examination of motives. Arnold (1982) elaborates on the goals of qualitative research. He states:

In contrast to experimentation, interviewing and observation...attempt to study the social world “as it really is,” uninfluenced by the researcher. When interviewing, we intrude only to ask questions. When observing, we don't even intrude that much. But in either case we go out into the field in an attempt to find out what is going on.... If the concern is with the effects of changes in one of two variables, an experiment is called for. A study of attitudes necessitates interviewing. A delineation of the patterning of norms and social behavior of an organization, community, or other group of people calls for an observational study (p.52).

Qualitative research is highly inductive in nature and may provide material for further study either in quantitative or qualitative research areas. The qualitative methods are particularly suited to social research studies. Grounded theory is one of several forms of qualitative research and has as its goal the generation of a hypothesis about some phenomena that can be tested further (Creswell, 1994). Grounded theory studies can be used to study emerging events or to better understand phenomena that may need to be reassessed. Since the research area, second career teachers has not been studied in depth, the choice of grounded theory in order to develop hypotheses for future study is important. The resulting hypothesis may provide a basis for future studies. Grounding
the research requires that four central criteria be considered: fit, generality, understanding and control. According to Ferony (1996)

the aim of grounded theory research is to build theory, to allow hypotheses to emerge, during a lengthy inductive process. The categories that emerge must be examined until they are exhausted and then, the integration of a defensible explanatory hypothesis may result. The experiences, attitudes and beliefs of the study participant are the source of data. The researcher acts as an instrument of for the expression of an emerging or poorly understood phenomenon in the cultural characteristics of society. Because the words of the participants are the means of acquiring the data, the results are highly descriptive in nature. In grounded theory studies, it is the emergence of theory that is important and not the mathematical model or the deductive credibility or the research design.

The theory that emerges from such data collection is “grounded,” that is it is actually based on the data as opposed to being logically deduced from prior assumptions. Results are generated from the data as opposed to results being verifications or refutations or existing theory (Glaser & Strauss, 1967). Glaser and Strauss term this method “comparative analysis”, which is a system for generating theory in an area where little is known, or where previous studies have only served to verify or disprove existing theories. In generating “grounded” theory, no model is constructed, nor hypotheses proposed in advance, because the researcher attempts to keep an open mind about what the data will reveal. As data is analyzed, conceptual categories are generated from commonalities among the cases and are in turn illustrated by examples taken from the cases themselves (McQuaid, 1986).

Research Techniques: The Focus Group

Focus groups will be the source for data collection within this study. The method of interviewing participants in focus groups comes from marketing research but has been widely adapted to social science and applied research (Marshall and Rossman, 1989).
The utilization of focus groups will permit the researcher to create a supportive environment, asking focused questions, to encourage discussion and the expression of differing opinions and points of view. Marshall and Rossman (1998) support the use of focus groups when stating:

This method assumes that an individual’s attitudes and beliefs don not form in a vacuum: People often need to listen to others’ opinions and understanding in order to form their own. One-to-one interviews may be impoverished because the participant had not reflected on the topic and feels unprepared to respond. Often, the question in a focus group setting are deceptively simple; the trick is to promote the participants’ expression of their views through the creation of a supportive environment (p. 115).

Focus group interviews are socially oriented, studying participants in an atmosphere more natural than artificial experimental circumstance and more relaxed than the exposure of a one-to-one interview. According to Marshall and Rossman (1998) this format allows the facilitator the flexibility to explore unanticipated issues as they arise in the discussion. The results have high face validity, because the method is readily understood, the findings appear believable.

Research Design

Analysis in grounded theory research requires the researcher to prudently organize and interpret data obtained from the participants (Strauss & Corbin, 1990). Analysis is undertaken using open coding, axial coding and selective coding which requires that the researcher identify concepts (occurrences, events or repetitions) and then classify these concepts into categories (Ferony, 1996).

A list of potential participants will be acquired through the graduate department of St. Peter’s College. The pool of subjects will be chosen based on criteria identified for the theoretical sampling. Focus groups will be conducted, involving five to seven
participants. Participants will be requested to respond to a series of questions. Responses will be video-taped, as well as annotated by the researcher. The use of video tape will allow for the preservation of the feelings of the participants. Patton (1990) emphasizes the importance of direct quotations.

No matter what style of interviewing is used, and no matter how carefully one words interview questions, it all come to naught if the interviewer fails to capture actual words of the person being interviewed. The raw data of interviews are the actual quotations spoken by the interviewee. There is no substitute for these data (p. 347)

In addition to securing direct quotations, by taping the interview, the researcher has the opportunity to review the data source as many times as possible increasing the reliability of the interview process.

The taped focus group interviews will be transcribed and available for review by participants prior to analysis. Data will be analyzed by accepted grounded theory techniques such as identification of pertinent thoughts or events using initial coding to develop concepts, and, then, grouping these concepts into categories. The basic elements of grounded theory analysis are the identification of concepts, which are grouped to form categories. Data will be examined, compared, organized and reorganized, which will lead to more definitive categories. During this process, issues may arise that lead to identification of a need for additional literature searches. A literature review is an ongoing process in grounded theory. The theoretical framework tends to evolve throughout the research process.

Focus Group Questions

According to Creswell (1994), the major instrument of qualitative research is the individual conducting the research and the questions asked which are intended to yield
depth in each are as well as breadth. The focus of the questions in this study is intended to reveal the motives of a person who chooses teaching as a second career. The researcher has familiarity with the teaching profession, relevant literature, as well as the process of becoming a second career teacher, enhances the focus of questions. Questions are open-ended, analytical and generative.

The interview questions are as follows:

1. Why do you think you wanted to become a teacher?
2. Is there a connection between your first career and teaching?
3. What events in your first career helped you to formalize your desire to teach?
4. What events, outside of your first career, helped you to crystallize your desire to teach?
5. What does teaching offer you that your prior job did not?
6. What do friends and family think of you choice to become a teacher?
7. What is the hardest aspect of your career as a teacher?
8. Can anyone be a teacher?
9. Why do you believe you will/are a good teacher?
10. What qualities within you, do you feel are most appropriate for teaching?
11. Are you a typical teacher?
12. Are you happy with your decision?
13. Do you think teaching is an emotional experience?
14. What do you believe will be your legacy?

Setting for Study

The setting for this study is the graduate program at St. Peter’s College, in Jersey City, New Jersey. St. Peter’s College is a small Jesuit College, bordering New York City. Due to its location and proximity to New York City, the graduate program receives applicants from both New York and New Jersey. A well developed graduate program in Education offers both a Masters in Teaching certification program, and a certified
Alternate Route Program. These programs offer the job switcher the opportunity to become certified in Education. There are currently 170 graduate students enrolled in the Masters of Teaching program. The Alternate Route program has 635 participants in the current year.

Population

The procedure for choosing the sample is based on guidelines set down by Glaser and Strauss and referred to as "theoretical sampling"

Theory whereby the analyst jointly collects, codes and analyzes his data and decides what data to collect next and where to find them, in order to develop his theory as it emerges. This process of data collection is controlled by the emerging theory theoretical sampling is the process or data collection for generating ...(p. 45)

In this study, no attempt will be make to randomize the sample, but rather subjects be chosen based on how they conform to the stipulated set of qualifications.

1. Midlife: The population chosen for this study was determined from evaluating research on the adult life cycle. Daniel Levinson's (1978) work on life cycles is the most revealing and definitive to date. Through his research Levinson identified five eras in the life cycle; (a) childhood and adolescence, 0-22; (b) early adulthood, 17-45; (c) middle adulthood 40-65; (d) late adulthood, 60-85, and (e) late, late adulthood, 80+. In between each era is a transitional period that lasts several years. Each era is broken down into developmental periods. An ending and a new beginning, a meeting of the past and the future mark transitional periods. This study will focus on the mid life transition period. The transition describes the potentially difficult period characterized by aging and a reawakening to unresolved problems. Levinson found that this period ordinarily starts at age 38-40 and lasts 4-6 years. However, life is not standardized and therefore can have a
range variation of not more than 6 years. This study will therefore, study the motivation behind second career teachers within the age range of 32-46. The midlife transition serves as the developmental link between early adulthood and middle adulthood. It is the period of life when the individual starts to experience his mortality, and acknowledges the necessary change. Many questions arise that need to be answered, “what have I done with my life? What do I really get from and give to my relationships, work community and self” (p. 66). The individual may still be dealing with the two major tasks that needed to be accomplished in their 30’s; (a) trying to establish a niche in society, to anchor his life more firmly, develop competence in a chose craft, become a valued member of a valued world; (b) working at making it, striving to advance, to progress on a time table. Making it is used broadly to include all efforts to build a better life for oneself or one affirmed by a “tribe” (p.60).

2. Length of time in first career: Those who change jobs careers every few years will not be included in this study, only subjects who had been employed continuously in the previous career for at least seven years will be included. Seven years seemed like a reasonable amount of time to experience success and represent a considerable amount of time and energy invested in the first career.

3. Voluntary Change: Because a career change into education requires extensive study, time, and money, the decision to become a teacher is voluntary. As Robbins (1978) points out in her study, “voluntariness is in the eyes of the beholder”. Despite the reason for leaving the first career, it was a voluntary choice to invest in the process of certification in education.

4. Parental experience vs No parental Experience: There is much research on the entry of the housewife/mother into the workforce. The preconceived idea that teaching is a
logical “fit” for the “back to work” mom, because of experience with children, mothering ability, and benefits for their own child rearing, will not be considered in this study.

Instead it was decided to look only at those individuals that do not have children of their own.

5. Career: Consideration was given as to what defines a career, and not simply a job. Turner’s (1964) classification system was used to define “career”: Six out of nine categories are included in his system:

1. Large business owner and official
2. Professionals
3. Business agents and manager
4. Semiprofessionals
5. Small business owners and managers and retail salesmen
6. Skilled laborers and foremen.

Excluded from this study are:

7. Clerical workers and salesclerks
8. Semiskilled laborers
9. Unskilled laborers and service workers.

These lower level jobs are not usually thought to be careers. Change form these last categories can reflect simply a desire to improve one’s financial position, and desire to obtain an initial career. A career in this study is represented by a position that required formal training, and certification of mastery or ability.
Limitations of Study

The first limitation of this study is that the research is being conducted within the state of New Jersey. It should also be noted that all participants were from either the St. Peter’s College, Master’s in Education, or Alternate Route program.

Since the study is qualitative in nature, conclusions are drawn from observations of the researcher, interviews with second career teachers and review of pertinent literature. This constitutes the second limitation of the study. Disadvantages of the qualitative method selected include a possible bias due to the researchers experience as a second career teacher. However, although the experience of the researcher is significant, no hypothesis is being tested that would suggest a predetermined outcome of the research. The goal of the research is to generate new research on the motives of the second career teacher as well as develop a hypothesis for future studies. This study does not provide statistical data due to the qualitative nature of the study.
CHAPTER IV
PRESENTATION AND ANALYSIS OF DATA

Introduction

Although there is an abundance of literature available about teachers, teaching credentials and student teachers, there is very little available about the second career teacher. The lack of literature, in conjunction with the growing number of people choosing to pursue a second career in education, was the motive for choosing the grounded theory format of qualitative research. The individuals who participated in this research were all second career teachers. There was a total of three focus groups consisting of 7, 4, and 6 participants each, for a total of 17 participants.

The selection of research participants was driven by the three research questions, as well as the criteria set prior to their selection. The three research questions guiding the research were as follows:

1. What are some of the motivational factors that encourage job switchers to enter the field of education?
2. What type of conditions within their prior work experience helped to stimulate the decision to enter the field of education?
3. What other conditions, including personal needs, might have contributed to this decision?
The criteria, was developed through research regarding life choices and the literature that exists on second career teachers. The criteria consisted of the following five parameters:

1. Midlife: The population chosen for this study was determined from evaluating research on the adult life cycle. Daniel Levinson’s work on life cycles is the most revealing and definitive to date. Through his research, Levinson identified five eras in the life cycle; (a) childhood and adolescence, 0-22; (b) early adulthood, 17-45; (c) middle adulthood 40-65; (d) late adulthood, 60-85, and (e) late, late adulthood, 80 +. In between each era is a transitional period that lasts several years. Each era is broken down into developmental periods. An ending and a new beginning, a meeting of the past and the future (Miesel 1991), mark the transitional periods. This study will focus on the midlife transition period. The transition describes the potentially difficult period characterized by aging and a reawakening to unresolved problems. Levinson found that this period ordinarily starts at age 38-40 and lasts 4-6 years. However, life is not standardized and therefore can have a range variation of not more than six years. This study will, therefore, study the motivation behind second career teachers within the age range of 32-46 years. The midlife transition serves as the developmental link between early adulthood and middle adulthood. It is the period of life when the individual starts to experience his mortality, and acknowledges the necessary change. Questions arise that need to be answered, “What have I done with my life? What do I really get from and give to my relationships, work community and self” (p. 66). The individual may still be dealing with the two major tasks that needed to be accomplished in his 30’s; (a) trying to establish a niche in society, to anchor his life more firmly, develop competence in a chosen craft, become a valued member of a valued world; (b) working at making it,
striving to advance, to progress on a time table. “Making it” is used broadly to include all efforts to build a better life for oneself or become one affirmed by a “tribe” (p.60).

2. Length of time in first career: Those who change jobs or careers every few years will not be included in this study only subjects who had been employed continuously in the previous career for at least seven years will be included. Seven years seemed like a reasonable amount of time to experience success and represent a considerable amount of time and energy invested in the first career.

3. Voluntary Change: Because a career change into education requires extensive study, time, and money, the decision to become a teacher is voluntary. As Robbins (1977) points out in her study, “voluntariness is in the eyes of the beholder. Despite the reason for leaving the first career, it was a voluntary choice to invest in the process of certification in education.

4. Parental experience vs No parental Experience: There is much research on the entry of the housewife/mother into the workforce. The preconceived idea that teaching is a logical “fit” for the “back to work” mom, because of experience with children, mothering ability, and benefits for her own child rearing, she will not be considered in this study. Instead, it was decided to look only at those individuals who do not have children of their own.

5. Career: Consideration was given as to what defines a career, and not simply a job. Turner’s (1964) classification system was used to define “career”: Six out of nine categories are included in his system:

1. Large business owner and official

2. Professionals

3. Business agents and manager
4. Semiprofessionals

5. Small business owners and managers and retail salesmen

6. Skilled laborers and foremen.

Based on the above set of criteria, a sample of 17 career changers were contacted and interviewed within the setting of the focus group. The subjects were accepted as they were found, as long as they conformed to the above stipulations. No attempt was made to monitor either the number of males or females or the varieties of careers, which they had left or entered. All participants were obtained through the St. Peter’s College alternate route program and Masters program. Approximately an additional seven possible candidates were contacted but found unsuitable because of the criteria set above. The subjects were all currently living and teaching in the New York Tristate area. No attempt was made to monitor the number teaching in private, or public, rural or urban school districts.

All participants were only identified as second career teachers, having met all selection criteria. There was not additional information supplied to the researcher regarding their first career, or personal background, except if mentioned in the interview and thus appearing in the transcripts. The participants were interviewed in three focus group interviews, which took place on the campus of St. Peter’s College. The participants were given a choice of a number of times and days, final selection was a voluntary choice made by the participants. The interviews were open ended. Participants were asked to identify factors that influenced them to choose teaching as a second career, any similarities between their first and second career, challenges that occur and personal attributes that may have helped in making their decision. No interview formula existed, with participants encouraged to exhaust a question before moving on to the next.
Participants were never discouraged when going off topic, as some comment, made off the original topic, may be quite telling when analyzing the data collected.

The actual focus group interview was recorded after an informal conversation with the participants explaining the anonymity of the research. The completion of each interview included similar informal communication, between the proctor and the participants. Each participant was offered the opportunity to examine the videotapes and prepared transcripts, prior to the transcripts being presented to the researcher for analysis. No participant requested to view the video, or read the prepared transcripts.

According to Creswell (1994), the major instrument of qualitative research is the individual conducting the research and the questions asked during the interview process. The focus of the questions in this study were to allow for the participants to reflect upon their decision and the events leading up to the choice to enter the field of education, as well as to identify what they believe necessary to be successful as a teacher, which might help to reveal the motive for choosing teaching as a second career. The use of interviews to accrue data provides a trail that enables the researcher to understand or infer why the phenomenon occurred (Glensne & Peshkin, 1992). A focus group allows for the participants to reflect upon the answers of others when formulating his own answers, a more relaxed atmosphere, and allow for more confidence when realizing that one is not alone in their choice. The questions developed prior to the interview process were frequently reviewed and redefined and continued to evolve until the inception of the first focus group interview.

The interview questions are as follows:

1. Why do you think you wanted to become a teacher?
2. Is there a connection between your first career and teaching?
3. What events in your first career helped you to formalize your desire to teach?
4. What events, outside of your first career, helped you to crystallize your desire to teach?

5. What does teaching offer you that your prior job did not?

6. What do friends and family think of you choice to become a teacher?

7. What is the hardest aspect of your career as a teacher?

8. Can anyone be a teacher?

9. Why do you believe you will/are a good teacher?

10. What qualities within you, do you feel are most appropriate for teaching?

11. Are you a typical teacher?

12. Are you happy with your decision?

13. Do you think teaching is an emotional experience?

14. What do you believe will be your legacy?

Profiles of Participants

Based on the reading and rereading of the transcribed interview, the second career teachers who made up the sample for this study were a highly intelligent, well-educated, well-spoken group. Without exception, each participant perceived his/her career change as a positive experience. Although there were frustrations voiced throughout the interview, accepting that their new career was not perfect, yet each, at different points in the interview, expressed the opinion that the world of education was where they wanted to be, and that happiness or contentment was an expected long-term outcome from this move.

I enjoy it, it’s just a matter of enjoying it...I’m not looking to save the world, but you go home and you know you’ve done something good. You helped someone, or at least you have saved your own soul. You know, I wouldn’t trade what I am doing for anything.

When I worked as a bond broker, you make a trade, you make a deal and you never see the person you are dealing with, it basically comes back as a
number which translates into a monetary number, which was nice in society. I guess, but I didn't really get that much gratification out of it. My first year, you know was nuts, 140-150 students, no training like most of you. Then I started to get into it as a first year teacher you have a lot of bad days, hard days, frustrating days, students get to you but then you have a good day, things click, students respond and you come out of there elated, or at least I do. You start feeling like a feeling I never had before. You are walking on cloud nine, so energized by this. If I can do this for a career and feel like this most days, instead of one out of every five than I'm going to be a pretty happy guy, no matter how much money I make.

The 17 participants will be referred to only by a letter number combination. The letter represents the focus group (A, B, or C) and the number was that number arbitrarily assigned to the participant prior to the focus group interview. The researcher is privy only to this information; no other identifier is available without the viewing of the video taped transcripts. Referral by a participant to himself using gender specific terminology is the only identifier available to the researcher regarding gender; therefore any resulting theory is not gender specific. Although participants were accepted if married, the criteria set allowed for no participant to be a parent.

There was an overwhelming expression of love and concern for children as well as a concern for the profession itself. When questioned, whether or not they believed it to be an emotional experience, the affirmation and explanation allowed the researcher to "see" the love and concern and attachment made by the participant to their students. The tugging of heartstrings was felt through the reading of his words.

There is so much emotional baggage and to some of these kids you are the constant in their lives I get called mom all the time, and I'm not their mom. You know they say 'we call our mom Miss ___. You know they interchange you, and they always want to come back to you even if you discipline them because they know that you love them and if you learn portray that you care about them they know. You are the one they love, and you wind up loving them right back.
It was apparent that there was a shared concern that it was sometimes hard to separate the emotional experience from their daily life.

I definitely think it’s more emotional. I think I dealt with absolutely everything you can deal with. I will never forget the day one of my girls from my homeroom came in and she had humongous bruises up her arms and back and right here it was no longer about teacher or being a teacher, it was about helping a girl. And you have the whole issue with DYFS. Which is not the best situation at all. It’s hard because you know she is going to home and be beat up some more. I think I kind of have to make it more intellectual but for me it is more emotional. Me personally, I take it home with me because I have gotten really close with a lot of my students.

I had an incident where a child was having problems with her friends and she came to me with tears in her eyes and confided in me, that was a very emotional thing, like she trusted me enough to talk to me as ask me for advice, that was very touching to me that she trusted me. Sometimes when I talk about my students I get so excited, and if they don’t do so good or something happens to them personally, you do, you get emotionally involved, you can’t help it. Absolutely, I think it is a very emotional thing.

I just think whenever there is a relationship formed and in order to be a good teacher you have to form some sort of relationship and as a young teacher it’s hard not to form too much of a relationship, not to cross the line. But, whenever there is a relationship, an emotional attachment is formed and emotions is attached to that. That’s the basics of you having good days and bad days because if something bad happens to a child right. You can’t help but become attached to them emotionally.

Although the joy of their decision could be felt in their words, a feeling of frustration was also apparent. This frustration was due to their desire to be the best at what they do, and the frustration which is felt when red tape stops one from being the best that one can be. Criticism was also apparent concerning the administration’s inability to recognize prior work experience as an advantage of the second career teacher, and an aid in their ability to teach using real life experience.
Coding Results

Coding is the analysis tool of grounded theory research. The coding process entails reading through the data and noting certain phrases, words or events that recur within a particular interview, as well as in the totality of the transcribed interviews. After the data is transcribed, it is broken down, grouped into categories and then reassembled as directed by the coding process. This type of analysis is intended to build rather than test theory (Strauss & Corbin 1990). During the coding process, data is examined, compared, organized and reorganized. This often leads to the development of more definitive categories.

Transcripts were analyzed by first reading through the entire document several times. The basic elements of grounded theory analysis are the identification of concepts, which are grouped to form categories. Grounded theory is intended to discover relationships and categories. The effect of this may be to expand or reorganize categories, their properties or dimensions. Therefore the categories or variables should not be identified at the onset of the study, thus limiting the inductive process. In the case where the phenomenon is of recent note, then inductive reasoning may be the most appropriate tool for the researcher, thus is the case for second career teachers. The outcome of inductive reasoning processes has a high probability of truth (Ferony 1996). In the case of human phenomena or cultural changes, the development of a probabilistic model is of great importance so that others may further test the resultant hypothesis by the use of deductive-statistical methods (Rosenthal & Rosnow, 1991).

A conditional matrix, aiding the analysis that links conditions and consequences, was developed from the data analysis. Categories and characteristics are presented in the
form of charts. The use of charts helps in the building of theory by showing a connection between causal conditions and resulting phenomena (Ferony, 1996).

The initial coding procedure is open coding. During this process, the data is broken down in a series of steps. First, key terms were underlined in the transcripts. The phrases were then highlighted or color-coded based on similarities and shortened identifiers forming clusters. The categories were then established by the process of classifying the concepts revealed by the data. Categories stand by themselves, as conceptual elements of the theory. The categories that resulted from open coding were: Security needs, Influence of others, Stimulation or Autonomy needs, and Psychological needs. A brief description of the categories is followed by a chart showing the number of times the category was coded and by whom, or the number of “hits” per participant.

Table 1
Open Coding Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Needs:</td>
<td>feeling of security, salary, opportunity for helping others, opportunity to develop close relationships, desire to work with other people</td>
</tr>
<tr>
<td>Stimulation Needs:</td>
<td>teaching as a chance to become involved in a creative and rewarding work, opportunity for professional authority and growth</td>
</tr>
<tr>
<td>Influence of Others:</td>
<td>motivation to teach based on desires or teachers, parents or other influences, and prior experiences.</td>
</tr>
<tr>
<td>Psychological Needs:</td>
<td>psychological security, desire to be an authority, or receive love of a children, feeling of self fulfillment or accomplishment</td>
</tr>
</tbody>
</table>
There is a need to describe the dimensions of each category by providing a rationale or boundary for the categories, or properties. In the case of Security Needs they were defined or bounded by being either a presence in the teaching profession, or absent in the prior career. In terms of motivation, Herzberg referred to these factors as hygiene factors, and although he said that their presence did not increase job satisfaction, the absence of these factors induces job dissatisfaction. When referring to their presence in the field of education, it was referred to more as a "byproduct". When studying the transcripts it became apparent that those that listed or mentioned these needs as a benefit were also those that lacked the security in their first job. The boundaries for this category were the actual material benefits and the ability to help others.

The only knowledge regarding prior career was set in the criteria, however there were many telling comments regarding prior experience. The lack of security on a daily basis in participant's prior careers, often appeared as a concern and an attraction to teaching. Figure 2 charts the security needs as stated by participants. It should be noted that although security needs were observed, as a hygiene factor present in teaching, salary was not mentioned, either as a positive or negative aspect. The reference to security was only referred to as "benefits".
Table 2

Security Needs

<table>
<thead>
<tr>
<th>Prior Career</th>
<th>Teaching</th>
<th>Helping Others/Working with Kids</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>A2</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>A3</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>A4</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>A5</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>A6</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>A7</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>B1</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>B2</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>B3</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>B4</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>C1</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>C2</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>C3</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>C4</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>C5</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>C6</td>
<td></td>
<td>+</td>
</tr>
</tbody>
</table>

The category assigned the title of Stimulation Needs was dimensionalized by the subcategories of Independent Thought, Professional Authority, and Love of Learning.

Stimulation Needs, according to Herzberg are intrinsic needs. The chart below reflects the participant’s answers.
Table 3

**Stimulation Needs.**

<table>
<thead>
<tr>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
<th>A5</th>
<th>A6</th>
<th>A7</th>
<th>B1</th>
<th>B2</th>
<th>B3</th>
<th>B4</th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
<th>C5</th>
<th>C6</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

The positive influence of others helped bring about the change, but the participant often had to overcome the negative perceptions regarding the teaching profession.

For me I’ve had a couple of friends who have been surprised, and a couple of friends who say they knew it all along. They said “oh, you’ve always been an educator, just not in your own classroom. But I mean my family has been very supportive. My mom is a teacher in West NY, so we kind of relate. But on the other hand, I’ve had friends and friends families come up to me and say “why are you doing this” That’s kind of what I don’t like about the profession, it has a stereotype about it as not being rewarding. I like being a good teacher. It’s mostly positive but some negative I’ve been surprised about.
Table 4

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>A2</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>A3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A5</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>A6</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A7</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>B2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>B4</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C4</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>C5</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C6</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

When asked about their legacy, or what they wanted their legacy to be, unanimously, the participants spoke of self fulfillment.

I want to be able to have in 30 years, still be in contact with a number of my students. You know I can’t be idealistic and say all my students but I would hope for a handful of students that I’ll speak to every so often, and they’ll still look to me for some conversation and some guidance and that is my goal?

I think I personally have a handful of teachers either from grammar school or college that definitely made an impact on my life that I still think about and still talk about I and still talk about I would love to be one of those teachers for one of my students someone they would call up or write a letter to and being a woman in the science field, you know a lot of women are not seen as good scientists and if I inspire at least one of my students to go into a science career as a woman or even a male you know showing them that people can go this far in a science career, I think that would be a great thing for me. That would be great! If one of my students goes into a science career and I had something to do with it that would be an amazing thing for me!

The process of relating the data categories into a set of relationships is identified as axial coding. This process is accomplished by use of a paradigm model such as: causal
conditions, phenomenon, context, intervening conditions, action/interaction strategies, and consequences. (Strauss & Corbin 1990). The axial coding may be summarized in figure 5. Each portion of the model was developed from the data provided by the transcribed interviews.
CONTEXT
- Personal context
- Societal context

CAUSAL CONDITIONS
- Idealistic expectations
- Altruistic expectations
- Usefulness
- Experience with kids
- Passion
- Personal attributes
- Self esteem
- Professional experience

PHENOMENA
- voluntary career change into field of education

STRATEGIES
- Alternate Route Masters Program
- Certification Program

CONSEQUENCES
- Self fulfillment and accomplishment resulting in needs fulfilled

INTERVENING CONDITIONS
- Employment need
- Prior education
- Benefits
- Influence of others
The Causal Conditions include events or an epiphany leading toward a phenomenon common to all study participants. These conditions included coding identifiers, which are identified with brief citing from the transcripts.

Table 5
Causal Conditions

<table>
<thead>
<tr>
<th>Coding Identifiers</th>
<th>Transcript Citing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idealistic expectations</td>
<td>&quot;...and in an idealistic way I think it was something I could do to make the world a better place...&quot; (A4)</td>
</tr>
<tr>
<td></td>
<td>&quot;...Not to sound corny, but I always wanted to make a difference...&quot; (A2)</td>
</tr>
<tr>
<td>Altruistic expectations</td>
<td>&quot;...I felt I had to do something to help other people...&quot; (B3)</td>
</tr>
<tr>
<td></td>
<td>&quot;I spent over 20 years in corporate America and I felt I wanted to utilize that experience and give back to young people&quot; (A7)</td>
</tr>
<tr>
<td></td>
<td>&quot;I want to be were I can give back...&quot;(C1)</td>
</tr>
<tr>
<td>Experience with kids</td>
<td>&quot;I always worked with kids... babysitting...I was liked the pied piper...and I realized that was when I was happiest, when I was around kids&quot; (B3)</td>
</tr>
<tr>
<td></td>
<td>&quot;I tutored kids&quot; (B1)</td>
</tr>
<tr>
<td></td>
<td>&quot;I coached for 4 years&quot; (A4)</td>
</tr>
<tr>
<td>Passion for education</td>
<td>&quot;...for me, loving what I do so much... loving the material, I find that I get a little disappointed, The point is it bothers me that someone doesn’t love it as much as I do...&quot; (C3)</td>
</tr>
<tr>
<td></td>
<td>&quot;My desire to teach has been long standing, and uh, it’s just that I love the learning process, and that weighted heavily on my wanting to be a teacher...I definitely love the way the mind works and how you can teach something many different ways to get the mind to work and learn&quot; (B2)</td>
</tr>
</tbody>
</table>
The phenomenon is the voluntary desire to enter the field of education as a second career. Embedded in this phenomenon is a desire to fill a perceived deficiency of needs, both intrinsic and extrinsic in nature. The desire to meet these needs through the experience of teaching was a driving force throughout the paradigm for axial coding. The intent of axial coding is to weave categories from open coding into a theoretical explanation reflective of the accrued data (Strauss & Corbin, 1990).
I also think I always wanted to be a teacher, but not right away. I don’t know why. I think I fell into the popular thought about teaching, that is was the perfect job for a woman who wanted to raise a family. I think that’s what made me want to be a teacher. But I knew I wanted to do other things first, so I got a job in sales. And then later when I decided I wanted to teach it had nothing to do with the summers off and raising a family, it more had to do with the humanistic part of it, in sales it’s cut throat, no emotions involved, I went to sleep feeling empty, that sounds so...I don’t know...but honestly, I felt like I had to do something to help other people...and in return I was really helping myself, because I have never been so content. Not that I am content, because I think so much has to be done in the world of education, but I am content with myself knowing I am where I am suppose to be.

The contextual condition in this study emerged, as an acknowledgement of a deficiency of both intrinsic and extrinsic needs, resulting in dissatisfaction with employment. The resulting phenomenon was a desire to teach in order to have an alignment of personal attributes and professional qualifications. The context includes the epiphany mentioned by the participants, that they were not happy. The epiphany or acknowledgement that they could not find what could make them happy in their present career, but that they had desires and qualities that could be “used” and effective, and even appreciated, was what made them not only consider education, but want to be a teacher. Included in the contextual components are dissatisfaction with employment, underscored by a need for continued employment, security and benefits. In close association with the need for continued employment was the participant’s belief that his personal attributes were adequate, or qualities, for a successful career in teaching.

Included in the desire to teach is the dedication one must make to obtain a teaching certificate and a job. Self discipline, vigorous work ethic, exemplary organization skills are all necessary in order to maintain a schedule allowing one to obtain a certificate while still holding a position either in a former career or a teaching position. Another condition that had to be considered was the perception of the second career teacher,
acknowledging that traditional placement of an alternate route teacher or M. Ed.-teaching applicant, is not always in the most desirable districts. The realization of their goal had to include consideration of personal rewards sufficient to make their efforts worthwhile.

This is a profession that has a deficit of people who want to get into it, I think it’s the hardest profession to get into. I was going on interview after interview. The response I got was that they would not hire me unless they had no one else because I was alternate route. I was insulted. I mean I have a masters degree, yes, I have to take those exams, I understand that, but not only do you incur an expense, I mean I took 5 praxis exams it cost me around 400 dollars. You incur around 1000 dollars in expenses, They made it a very difficult process to become a teacher. I had paperwork in the Hudson County Board of Education office for a month while my certificate went through. It was frustrating to me. It disenchants people who want to go towards it and I think something has to be done about that...really I do.

Individuals had to carry on action/interaction strategies that would enable them to acquire a position in teaching. As stated previously, this required support and considerable dedication on the part of the participant. This journey was not without frustration, as mentioned by many participants. Once again, the desire to teach had to out-weight the roadblocks many faced, and the frustrations. The participants were quite candid in voicing their frustration with the administration, and state department of education.

I agree with that the kids are doing what you expect them to do so the discipline problems are there but you expected them. But it’s the non-teaching personnel who are bureaucratic in mentality who have no experience in the classroom, or it’s been so long they just don’t a handle on things, that’s the problem I mean I have personal anecdote, I initially was going to teach in NYC. NYC has been crying for years we need teacher I jumped thru all the hoops they were putting in front of me, where they had to investigate my background, understandably, the investigator goes on vacations for the summer, no one else will go through my file until the guy gets back. Meanwhile I have involved myself with the school that was going to hire me, a principal who says you are going to be our teacher yet this department just stalled it. And I’m trying to get an answer like do you think it may be okay? And they would say can’t comment on that it got down to August 20th, I got an offer with another school and I took it, which I didn’t really want. New York was left scrambling for a teacher because the investigator can’t do his little
part. I'll go in and deal with the kids, but bureaucracy doesn't allow it. It's better in NJ but still bad.

The process of axial coding is an unusual blend of deductive and inductive reasoning. Axial coding provides focus so that the data may be used in developing hypotheses that may be tested in later research. During the entire process of axial coding there is a continuing reality check with the accrued data and the established categories.
CHAPTER V

SUMMARY, HYPOTHESES, RECOMMENDATIONS FOR STUDIES

I have not felt so happy about doing a job since I graduated college and got my first job. I am a people person and this is great...I have a lot I can give back...At this point I could not envision myself doing anything else and being this happy.

Summary

The aim of a grounded theory study is to develop a hypothesis that might explain a recent phenomenon or cultural trend. In the case of this study the phenomenon to be explained was the reason or motives that might cause an individual to make a voluntary switch into education for a second career. The individuals interviewed, although from different backgrounds and careers, shared similarities when describing their new found passion. The epiphany or acknowledgement that they were not happy, nor could fill the needs necessary to make them happy in their present career, but that they had desires and qualities that could be “used” and effective, and even appreciated, was what made them not only consider education, but want to be a teacher. Through the reading and rereading of words, you can “hear” their desires to succeed. It is an injustice to these participants to “categorize” their words. In education, it is unfair to categorize our students, because each is an individual, with different learning styles, backgrounds and goals; so too are these teachers. To put their words into categories takes away from the human element, and the story that each one told. The stories told in the transcripts tell of trials and tribulations, of emptiness, and of joy.
Unanimously agreed upon was the fact that teaching is an emotional experience; there is a difficulty in categorizing and putting boundaries on words that represent true emotion.

Sometimes you are the figure in their lives the other, father figure, and you see them sometimes more than their parents do. They are with you most of the day or they see you most of the day and their parents aren't around that much. Of course, they become attached to you and in return you become attached to them.

Emotional...YES! My whole family knows about all my students, it's like they are my kids; I talk about them constantly. I feel for them, so it is so hard to give grades because of the emotional consequences sometimes. I have students that share stories about home and I just want to take them home with me. I don't know... maybe I'm a sap, but I don't know how anyone can teach without emotion. Even in the academic lesson, it gives you such a high when a lesson goes well... I mean when you really do a good job. Sometimes I say "WOW", where did I pull that from. It's emotional.

High personal and professional standards were relayed during the reading of the transcripts. Statements like, "I want to be a better teacher" and "I want to be a better than average teacher" prevailed throughout the transcripts.

The participants all had a passion for their new career. The participants shared similar experiences, but all had their own story to tell. However, no matter what their story was, the commonality among them was their love for children.

I love the children, I really do love the children and I love dance so when I put them together something magical happens, even when they come believing they can't do it.

I love the kids, that's it, I just love the kids. I'll never do anything to harm them. I'll always do what I can to help them and that's all you have to be, try to understand and help them out.

The use of a descriptive narrative to relay the composites of the transcripts of these 15 different participants aids in determining the major categories of
interest (Strauss & Corbin, 1990). The epiphany that caused or “pushed” the participant to teach as a second career led to the process of gaining the certification and then employment as a teacher. This employment was sought after in order to fill the perceived void identified in their intrinsic and extrinsic needs. Although the stories were all different, the feelings expressed by the fifteen participants paralleled each other quite frequently.

An aid in understanding this process is the conditional matrix. This is an aid in the analysis of the data and is useful when considering the common components of diverse individuals who choose a similar path (Ferony, 1996). A conditional matrix was developed for the analysis in this study. The intent of the conditional matrix is to provide a path through which significant events may be traced (Ferony, 1996). For example, a positive experience working with children would evoke feelings of positive self-esteem in the adult. The adult would then relate this experience to the experience of teaching, and finding the ability to fill a need.
Conditional Matrix

Experience with Children

Work Experience

Social Change

Personal Concept

Empowerment

Second Career Teacher
Tracking an event, moving into and out of the matrix subsets allows an event to be grounded or have credibility. The experience of the participant with young children evoked powerful emotional feelings, a feeling of doing something good, and of being an authority. Their self esteem was affected in a positive way:

In my old job at the aquarium it was a one shot deal, teach them and then never see them again. I would see 4-5000 students in a year. I wouldn’t know what was the impact I would have on the students. I would see a few at different programs throughout the year, and see a little improvement in them, but knowing my students and knowing them and knowing them by name. To me having consistency and actually knowing I taught them something and them bringing it back to me and seeing that they do learn something, that’s a good thing.

For me, it’s always kind of been a part of me, my mom’s a teacher and you could say it’s always kind of been in my blood and even while it wasn’t something I pursued in college I always was a teacher. I taught even without taking the courses. I taught CCD, Sunday School or SAT classes for about 4 years without realizing it that is education.

I grew up as a babysitter and always worked with kids, and loved being around them. I was kind of like the pied piper, in the sense that kids would flock to me at parties’ of friends and my friends always laughed at me that I would rather be at the kids table than the grown up table at dinner parties. So, I truly love kids. I also love the honesty that children possess, and how they live with gusto, so I kind of like to surround myself with that, rather than the viciousness of sales.

The participants in this study remembered many aspects of their early careers, relating the frustrations that led to the epiphany:

I’ll tell you this, like I mentioned earlier it’s the sales thing was just wearing me down and stressful. I was a manager and just it was just thankless. They love you the day you made the company a lot of money. You are walking on air and the next day it’s like what’d ya do the last five minutes and it was just too much everyday having to deal with that and I just you know, and would see my mother and her grading papers and my sister and the kids that graduated calling and calling them and just the satisfaction they got out of their jobs and it’s something I didn’t have and I figure what the hell, I’ll give it a chance.

I remember one time I had spent an entire weekend trying to get a really small section of code to compile for on of the projects we were doing, and you know I was in there Friday, Saturday and Sunday night on the machines, I had to
reconfigure a whole set of machines because it had to be done by Monday. So you
know I spent the whole weekend just busting my ass, got it done finally Sunday
night. And I came back Monday and said, “Well you know about that project we
are done with that and we are working for some other project”. But I tried to
explain “No I got it to work. I was here all weekend it works now,” and she said
“Don’t worry about that, oh don’t worry about it we’re doing this now”. And it
was this kind of thing. And I went home that night and I still remember this, I went
home that I was talking to a friend of mine over the phone who was a guidance
counselor, and she was ranting and ranting about some stuff that was happening in
her school with these on and on and on about my boss and how I can’t believe they
did that and she said “be a teacher, see how much they respect you then” that is
what she said to me. And I said “oh, maybe I will be a teacher” you know just
joking. But I remember that, that just did it for me, that was probably that weekend
I was just was like I spent all those hours for nothing.

There was a feeling of empowerment that the participants shared:

I’m enjoying the challenge...the challenge of connecting with one kid that was not
there the last week...I’m looking at it, they’re paying me to learn, they are paying
me to learn material, present it to the kids, and the opportunity from here on out is
just tremendous.

The great thing is the following year...I have the opportunity, or challenge to
change things to make them work better.

The major theme that evolved from the data, from the transcribed interviews, was
that each participant perceived the presence of needs not being met in their lives prior to
their decision to switch careers. They believed they had a lot to offer and were not able
to use their talents, therefore were not happy. All were successful in their prior career,
and spoke of “something missing” in that career that did not allow them to feel
happiness. They expressed feeling an “emptiness”. They spoke of a need to “make a
difference”. They all stressed within themselves they the need to feel useful, work with
children, as well as transmit their knowledge. Consequently they made a voluntary move
to reeducate themselves.

They associated certain qualities to successful teaching. These qualities were also
qualities they recognized within themselves as positive attributes.
1. Patience
2. Empathy
3. Love of learning
4. Accepted challenges
5. Moral examples
6. Love or children
7. Caring

Research Questions

The purpose of grounded theory is to inductively derive theory or hypothesis that might explain the observed patterns. The emerging hypothesis is continually grounded by comparing it to the data as it is acquired. It uses reasoning as the logic format (Ferony, 1996). During the study of the data, certain occurrences were repeatedly present in the transcripts of the participants. Categories and tentative hypotheses emerge, dissolve and recur during this process (Ferony, 1996). As the analysis continues, the clarification of categories and recurrence of possible hypotheses emerge (Strauss & Corbin, 1990). The theory is grounded in the data and then emerges from the data (Merriam, 1988). The use of a constant comparative method of coding and analyzing data by continually comparing one incident or unit of data with another allowed categories and hypotheses to evolve from the transcripts. During the study of the data, occurrences were repeated in the transcripts of the focus groups, allowing hypotheses to emerge.

The goal of this qualitative research study was to explore the motives and determinants behind the phenomenon of the second career teacher. All those who took
part in this study were currently employed in a teaching position, either in a public or private school. Although no one was disappointed in his choice to become a teacher there was an element of surprise as to exactly what teaching in a classroom was like.

I want to echo that discipline, that’s a problem, and I wasn’t expecting it to be as bad as it is.

You have games and TV and computers and things like that we are competing with. I mean I have a total, total, different respect for a teacher 3 months into this than I did before because I never realized they did this much, never in my wildest dreams did I think they do this much or as much as I do now.

I have learned to love the learning process and the way the brain works, and have gained a new level of respect for teachers...teachers that do it right, teachers that actually teach.

I agree with what you say about time off and flexibility, but as a first year teacher I am amazed at how difficult it is. I wasn't expecting it to be a cakewalk, but there is so much that goes into this that I wasn't anticipating; preparation, test preparation, you prepare a lesson that is perfectly clear to you because you are an expert in the material, and you are like, wow, that did not go over well at all, and you are brought back to the drawing board to reinvent that lesson. You are always trying to prove you’re a good teacher. My weekends are not free, I am constantly trying to do my work or improve my work.

The participants were openly critical with many aspects of their schools and the administration but not discouraged by what they perceived as problems.

When a comparison was done using Sykes (1983) research on diminishing returns of teaching, and the concerns of the participants using the data collected both similarities and dissimilarities were discovered.

Sykes (1983) found that decreased enjoyment from work with less responsive and appreciative young people was one aspect of education that was discouraging people presently in the field, as well as discouraging possible candidates from entering the field.
The results of the data reflect the accepted challenge this represents to the career switcher.

I’m enjoying the challenge, the challenge of connecting with one kid that was not there last week, but somehow you made that connection and they’re doing better everyday.

As much as I hear your frustration about disciplining kids, all my kids have a discipline problem, because I’m in an alternative school. So therefore any day that doesn’t involve blood is a good day. Yet I have kids that come to school with anklets, you never know when the cops will be in looking for a kid.

As a teacher, I don’t care what subject you teach, your job is to tap into that mind, open them up, and make them understand and take it in. And we have the perfect opportunity, to stop all this crap and teach these kids about different cultures, learning about each other accepting each other’s differences…I love the kids, that’s is, I just love the kids. I’ll never do anything to harm them. I’ll always do what I can to help them and that’s all you have to be, try to understand and help them out.

Sykes also makes mention of a deteriorating public image of teaching as an important service as a deterrent for entering the field of teaching. This was sighted in the transcripts, however, was not a deterrent to these career switcher. The participants acknowledged a public view that is sometimes negative regarding teaching and the profession, but also acknowledged that they will work harder to be “better than a typical teacher”.

I’ve had friends and family come up to me and say “why are you doing this” That’s kind of what I don’t like about the profession, it has a stereotype about it as not being rewarding. I like being a good teacher. It’s mostly positive but some negative I’ve been surprised about.

I’m not a typical teacher. I don’t want to be a typical teacher, I want to be a better teacher.

…but if we say the average teacher…I know I want to be better than that”
...the public educational system has become the scapegoat for the United States...I feel I'm constantly defending it. It never has become the family where we look first and I feel I am constantly on the defense and defending my teaching position. I feel the hardest aspect is also dealing with the ways the results of our teaching are presented to the public, deliberately to mislead them. I feel I'm also defending that a child is a child and that I am trying to make them interested in learning and that they are problem solvers.

Typical teachers aren't as good as they should be? Are we complying with the public image? I think I am getting caught up in the public's view of the teacher, which is the teacher who is not doing the job.

Contrary to Sykes study, material benefits, in terms of personal benefits and security were actually viewed as a positive aspect of teaching.

In my old job I did not have a life. 12 hour, you can actually leave the classroom when your day is over, granted you have to take work home...a lot of work home.

Job security. That is something also that teaching offers. You get your tenure and you can skate thru teaching. It's not some think I would do, but I know teachers who do. In the job force that doesn't happen, you're good at what you do or your not. There's no security in that. You know out there you have to constantly be aware that someone else is out to take away your work and get your job.

As noted earlier, reduced psychic rewards from less regular student achievement and teaching environments that are disruptive were thought of as a challenge. These classroom environments offered affirmation of the qualities they possessed at were believed to be qualities necessary for a successful teacher. Both Sykes (1983) and Lortie (1975) noted that teaching was preferred vocation by those who cared about and like to work with children.

Sykes also states that the teaching environment has become “bureaucratic to the point of frustration”. This was a cited by many participants, however, they viewed it as a
challenge. They often used their backgrounds in other careers to help them cope with the situations presented to them.

I have a problem dealing with the ignorance of the administration. As much as I love education, I think it could take a few lessons from the business world. I also think that teachers should know what they believe in, so that they can stand up for it. Too many people are scared of the powers that be...which is so ironic, because you would think that with tenure they would actually voice their opinions more, I mean really they can't lose their job! I have never seen so much wasted time and energy fighting over the "picky-une" things...so strange...sometimes I wonder if the administration ever really taught: Talk about time on task.

They (administration) don't realize what you/us have to offer. I went to a job fair 2 years ago, and left a collection of resumes. Now we all know we hear you want a science teacher but no one recognizes my medical background as science, It took a politician to fax my resume to a board of education in order to get me hired"

**Question one.**

What are some of the motivational factors that encourage job switchers to enter the field of education?

According to McNeil and Rubin's study in 1977, motivation is a hypothetical concept invented to explain the immediate causes of behavior and the force that moves people to act in specific ways. After coding the data and "listening" to the words of the participants of this study, there was nothing "immediate" about their behavior, yet it occurred in response to deep thoughts, and self evaluation. As explained in previous chapters, two accepted theories of motivation, Maslow's hierarchy of needs and Herzberg's two factor theory, are used to explain the data collected. Both theories suggest that needs can be used to determine job satisfaction and can be categorized as intrinsic or extrinsic: safety and security needs are categorized as extrinsic while, esteem, love and self actualization are intrinsic needs. The presence of these intrinsic needs
according to Herzberg are motivators and induce job satisfaction. According to Herzberg’s work, job satisfaction is directly related to whether or not motivators are present. The search for these intrinsic needs and the belief that they can be met within the field of education motivated the career switchers.

Although the presence of extrinsic needs such as insurance benefits, and stability, within their new career was mentioned, the more powerful themes and motivators seemed to be meeting intrinsic needs. In Lorties research, he explained the motivation of people entering the field of education as five thematic attractors or thematic categories:

1. Interpersonal theme (desire to work with people)
2. Service theme (an altruistic desire to serve society)
3. Continuation theme (fondness for the school environment and a desire to maintain a relationship with schooling)
4. Material benefits theme (security and salary)
5. Time Compatibility theme (an affinity for the work schedule afforded teachers).

All five were present in the answers of the participants, however, the strongest motivational themes were in line with three additional themes suggested by Joseph and Green (1986):

6. Stimulation theme (a view of teaching as a chance to become involved in creative and rewarding work).
7. Influence of others theme (a motivation to teach as based on desires or teachers, parents or other influential persons in one’s life).
8. Psychological theme (a desire for psychological security, such as a desire to be in authority or to receive the love of children).
The belief that the act of teaching is the reward not the work was a prevalent theme. The opportunity to help others, especially young children, and lead them in the right direction, not only academically but also morally, appeared to fill a need that had not been met prior to their new career. The participants spoke of an emptiness within themselves and turned to teaching to fill this void. The attraction to teaching was the opportunity to fill intrinsic needs not met in a prior “success”. The epiphany or acknowledgement that they could not find what could make them happy in their present career, but that they had desires and qualities that could be “used” and effective, and even appreciated, was what made them not only consider education, but want to be a teacher. The definition of success was defined from within and the ability to feel self-fulfilled through helping others.

**Question two.**

What type of conditions within their prior work experience helped to stimulate the decision to enter the field of education?

The individuals in this study expressed disappointment, frustration, and unhappiness in their prior careers, all of which, not only prompted a career change, but also helped steer them into education. As concluded by Miesel in his 1991 study of work and satisfaction, the most significant meaning of work appears to be interconnected and anchored in a social context (the nature and value put upon the work role, the work place and the community at large), personal identity (does the work affirm or deny the self? Job satisfaction comes from the challenges of new experiences, the feeling of being creative
and of service to others) and life cycle (the person's time perspective in relationship to his or her career path).

In examining this research question and conditions within their prior career, common themes developed during the evaluation and coding of the data. The social context of work was defined as the nature and value put upon the work role, work place and the community at large. The dissatisfaction within the job prompted a dissatisfaction in their personal life. Schmidt and Bedeian's 1982 research concluded that a job-life and life-job satisfaction relationship does exist suggesting satisfaction from one domain of life (job) does impact other areas of life (non-job activities). In this study all the participants were successful in their first career, however, they spoke of an emptiness. They questioned the value of their work and therefore questioned their own value in life, thus defining their personal identity through their meaning of work. The opportunity to offer help to others was a need that was not met within their first career. In terms of their life cycle, the belief that their prior experience and work experience would be significant if passed on, allowed them to see a teaching career as a new career path in which the years in their first career would actually now be meaningful. The opportunity to use experiences and knowledge from their first career to meet the challenges of the new experience of teaching gave meaning to their first career and aided in defining their self identity.

Knowledge is power and the more knowledge you have the more empowered you are. The participants believed that their experience in their first career, and their life experiences in conjunction with their love for learning was something to be shared with future generations. There was a sense of authority as well as humility shared amongst the participants. They believed themselves to be an authority in their field of expertise,
while also acknowledging the need to continue learning. They wanted the next generation to learn from their experiences, and felt that it was worth sharing.

**Question three.**

What other conditions, including personal needs, might have contributed to this decision?

The participants for this study were able to identify their own strengths and attributes that are necessary to succeed in the field of education. The attributes that they found in positive teacher models were the characteristics or strengths that they saw within themselves as successful educators, striving to be better. They acknowledged and accepted the responsibility of a role model, expressing the need to exemplify a strong work ethic, as well, as moral character.

There are different ways in which to find self-fulfillment. However, if one is not financially sound or of retirement age, one must continue working in order to meet these financial responsibilities of daily life. Teaching as a second career, although consisting of some initial expenses, allowed the participants to live a respectable life, while feeling fulfilled.

Teaching allowed for the fulfillment of both extrinsic and intrinsic needs. The participants spoke of the students as “my kids” and continually spoke of the love they had for the children. They wanted the next generation to learn from their experiences and believed that the sharing of their experiences, and trials and tribulations would make a difference in the lives of their students.
Hypotheses

As is the process in grounded theory research, hypotheses emerge from the coding of the data. Several hypotheses emerged through this analytic process:

If an individual is unhappy in his present career because of intrinsic needs, he may consider a second career in education.

If an individual enjoys working with children and believes to have the qualities necessary for teaching, he may consider a second career in education.

If an individual believes that he has something important to offer future generations, he may consider a career in education.

If an individual is seeking self fulfillment and self actualization, and is still in need of employment for financial reasons, he may consider a second career in education.
Recommendations

The results of this study suggest several recommendations for future research regarding second career teachers seeking employment and school systems considering the employment of second career teachers.

Policy

1. Participants voiced the importance of their prior experience in their classroom. They spoke of their ability to "bring things to life", and offer more relevant experiences than what a textbook can offer. There was a frustration voiced by the participants that this experience was not acknowledged by the administrators. There may be a need to study the perceptions of administrators regarding the second career teacher. Research regarding the opinions regarding the second career teacher may aid in job searches for second career teachers, allowing them to anticipate certain roadblocks and frustrations they may encounter. Second career teachers seeking employment should be alert to the fact to that in some geographic locales, as in the tri-state area, the prospect for employment may be limited to less desirable districts.

2. As the need for teachers grows, administrators will have to consider the second career teacher in order to fill this void. Longitudinal research on the effectiveness of the second career teacher will be a tool in measuring exactly how important the prior experience of a teacher is in their classroom. This will aid in the perceptions held by administrators regarding the second career teacher. Research comparing the effectiveness of first and second career teachers would serve to focus on both the strengths and weaknesses of
each. This research would allow school districts to be more aware of the assets of each of these groups. Understanding the assets of each group would allow for more accurate hiring processes. This research may also help in the confirming or denying perceptions of administrators regarding the second career teacher. In order to acknowledge the value of the second career teacher, longitudinal studies of the classroom effectiveness of second career teacher, and comparisons of the first and second career teacher may provide a rich source of data in future studies related to the characteristics of effective teachers.

**Practice**

3. A recommendation to investigate a different evaluative process for the second career teacher may be necessary. Because the frustrations of the second career teacher may be quite different than those of the first career teacher, and the perceptions and expectations of the administrators may also differ between the two, a different evaluative process, allowing for more communication between administrator and second career teacher may be necessary. Administrators would be made more aware of the assets of the second career teacher, and the second career teacher can be aided in the policy and local practices in education. There is no substitute for experience and time, but a better evaluative process may aid in the adaptation process a second career teacher has to experience when entering the world of education.

4. Because of the growing number of people experiencing the phenomena of a second career in teaching, there may be a need to study teacher preparation programs to meet the needs of preservice teachers, with extended experience and demonstrated success in the workplace. Development of an informal mentoring program, pairing a second career teacher, with a master teacher within the school might benefit both teachers involved.
5. The frustration with the Administration expressed by the second career teacher is not
unique to them, therefore a mentoring program would allow the second career teacher
someone to confide in, who may have already experienced similar frustrations. As the
developing pool of second career teachers because larger, it would also be beneficial to
have a mentoring system in which a more experienced second career teacher, acts as
mentor to a new second career teacher. A more experienced teacher will help in
understanding not only policy, but also help to gain a better insight on the local
philosophy of education, and how it is incorporated in the community.

Future Research

6. A recommendation for future study, would be a longitudinal study on the attitudes and
happiness of the second career teacher after a sufficient amount of time has passed in
their new career. “Teacher Burnout” common occurrence among young teachers, who
were once extremely enthusiastic about their new career in education. A longitudinal
study, re-examining the motives and job satisfaction of the second career teacher after a
three year period would may serve as an important tool in future recruitment or
requirements of person choosing teaching as a career.

7. A final recommendation would be that future studies, related to the topic, be
undertaken with a larger sample. Continued research on this topic is necessary,
consideration for quantitative research, as well as more qualitative research would
enhance the research in this area. The validity and generalizability of the study would be
enhanced by using a larger data set in a quantitative study.
REFERENCES


Good, D.J., (1993), The Ohio State University, Columbus, OH., Preservice teachers' motivation for choosing teaching as a career.


McQuaid, S., (1986), The University of Texas, Dallas, Texas., A grounded theory of midlife career change.


Miesel, J.A., (1991), The University of Michigan, Ann Arbor MI. A phenomenological exploration of the experience of voluntarily changing one’s career during midlife.


Tennisson, G.M. (1996), The University of San Francisco, San Francisco CA., The determination of the universal variables of job satisfaction through a content analysis.


APPENDICES
APPENDIX A:

Focus Group Transcripts
Focus Group One

Why do you think you wanted to be a teacher?

7: I spent over 20 years in corporate America and I felt I wanted to utilize that experience and give back to young people, pretty much.

2: Yeah, I definitely wanted a change of pace, I was in computer programming, uhm, software programming worked in front of a computer all day. I and I had always worked with kids in the past, summer camps, and I did tutoring. I have always, not to sound corny but I always wanted to make a difference and just kind of wanted to use what I knew about certain things to them and motivate and I guess have something different everyday.

7: that’s what happens

2: yeah, it’s definitely different not the same thing everyday

3: and in an idealistic way I think it was something I could do to make the world a better place. It’s a nice environment to be in, I was never in the corporate world but never really thought I would like it. I was a waiter for 14 years, even when I was a kid I thought I wanted to be a teacher.

4: I spent 10 years as a cook. Uhhh, I graduated my, my 5th, 6th year, while I was a cook I couldn’t find work in Ct. I was looking structure in Recreation, I wanted to use my education, And I was like you know what, why not be a teacher, I coached for 13 years I’m good at that so why not be a teacher. So here I am in NJU being a teacher. And the one think I needed was fun and I am actually having fun at my job, when there is no pressure. But when I’m in class we have fun.

1: I don’t know that I did if for any I don’t want to save the world, I did it for strictly personal reasons I mean, uh, I love history and social studies. That is what I studied in college. I was in commission sales. I was a sales manager, high, I mean high-pressure sales, money was great, working weekends holidays ah you are away for work wondering what these guys are doing. And I just fell into it, my mother is a teacher and my sister is an administrator. They said why don’t you give it a shot and I did.
I thought I'd be good at it, that's basically why I did it. And I love it, I love it I wouldn't change it for anything in the world.

6: I've been a dancer and choreographer for a long time and I did a lot of professional dancing and I think I finally got burned out did a lot of traveling. A friend of mine told me one day instead of keep going to these cattle calls all the time why don't you be a teacher, and I never really thought about it, I never really taught a class, I taught my first class. It was I really enjoyed myself more or less so I said yeah, let me teach so I guess, I guess this is where I'm at. I'm loying teaching. I don't know if I want to make a difference, but I like the scene. Uhh, kids develop into great dancers and I think I want to be where I can put them in the right path.

Is there a connection between your first career and teaching?

3: definately

7: ahh, absolutely, As a business teacher I mean I can bring practical experience into the classroom. The kids want that, they don't want just the book there, the textbook and go thru that so we do a lot of case studies and analytical work and do different. My background in corporate America has been helpful. Even as a new teacher because information just flows from me from experience. As apposed to if I had to teach Science or something like that as a new teacher I would struggle but having a business background is very helpful, very helpful.

1: Definitely coming from sales just trying to sell kids. You definitely have to be a salesmen you have to be. My first period is 39 kids in a room not much bigger than this. And ahhh, just to try to get those kids to sit down and do what they are suppose to do and want to learn something you have to sell it to them. You have to present it to them in different ways so they can chew on it and swallow it. And process it.

2: I'd say for me it some and not some only because like I said I was in computers and I am teaching English now, so I think for I use it as an opportunity to disconnect from that and do something totally different, but in terms of the skills you have to learn, you know being in the corporate world communication, organization, and things like that I totally can get into that, you know having a bunch of kids come in and just trying to get them to sit sometimes. It's not even about the lesson it's just teaching them you know you are going to be in it's next year. I teach 8th grade, so I say it's teachers aren't going to take this you know just trying to extend being and knowledge in that environment to them. So that in a way is a connection but in terms of subject matter it's hard.

3: As a waiter the only real connection I see is working with people, you know I like that so somebody said for me to try teaching. So for me teaching is good because you can be an adult and a kid at the same time, and I have a lot of kid in me.
My coaching is my connection after my first 4 years I enjoyed it. I scouted I was only a volunteer but I was so into it, I would spend day after day and we only played one game a week. But I was so into it. And I was always active so a friend said to me why don’t you think about going to school for coaching or something like that so I thought physical education and here I am.

I think there is definitely a connection for me because of my background as a dancer and choreographer I am basically tell my kids the does and don’ts. so I can actually tell them what to do and just I don’t know I just want to have fun, you know, I’ve been on a roll lately, it’s not a bad if you say that, year I think that over spring break something happened to me I recharged my battery. Year, I’m back.

What events in your first career helped you to formalize your desire to teach?

the last day on that job, I hated it I was like that’s it, People tell me you get burned out, You get burned out on every job. I had had it. The fun was missing I needed the fun, that’s the way I am that’s why I am an active person. I find that fun it was like I just said I had enough.

let’s see, I worked one summer at SHU I taught a writing course for incoming freshman and that was my first time in the classroom and I enjoyed the student the whole college scene. So from that point on I knew I wanted to focus on Education. I went back and got my masters but I knew I wanted to teach business though and they are tuff jobs to get it took a few years but I am finally here. But I would think it was the experience at SHU.

What events outside of your career, helped you to crystallize your desire to teach:

I’ll tell you this, like I mentioned earlier it’s the sales thing was just wearing me down and stressful. I was a manager and just it was just thankless. They love you that day, you made the company a lot of money. You are walking on air and the next day it’s like what’d ya do the last 5 minutes and it was just too much everyday having to deal with that and I just you know, and I would see my mother and her grading papers, and my sister and the kids that graduated calling and calling them and just the satisfaction they got out of their jobs and it’s something I didn’t have and I figure what the hell, I give it a chance.

for me it was the opposite as far as my job wasn’t very stressful. But ah, I guess it wasn’t very satisfying either and then there was not medical benefits and I got sick once, luckily I was only our for six weeks but it could have been severely disabilitating and of course, I could have gone to a real dr. but I went to a Chinese Dr. for $10.00, and for $6.00 for a bag of tea and luckly no side effects or anything, and it didn’t cost my 600 dollars.
Working with my nephew going into high school, and working on his homework with me also was influencing me.

1: Well in Newark, I lived in Newark, I use to volunteer to teach older people to read, Adults. I use to volunteer and uhm, the, just the appreciation there, And there were a couple “you’re the greatest teacher” you know that was years ago.

2: I remember one time I had spend an entire weekend trying to get a really small section of code to compile for on of the projects we were doing, and you know I was in there Friday, Saturday and Sunday night on the machines, I had to reconfigure a whole set of machines because it had to be done by Monday. So you know I spend the whole weekend just busting my ass, Got it done finally Sunday night. And I came back Monday and said well you know about that project we are done with that and we are working for some other project. But I tried to explain no I got it to work I was here all weekend it works now and she said don’t worry about that, oh don’t worry about it we’re doing this now. And it was this kind of thing. And I went home that night and I still remember this, I went home that I was talking to a friend of mine over the phone and was as a guidance counselor, and she was ranting and ranting about some stuff that was happening in her school with these on and on and on about my boss and how I can’t believe they did that and she said “be a teacher, see how much they respect you than” that is what she said to me. And I said oh maybe I will be a teacher you know just joking, But I remember that, that just did it for me, that was probably that weekend just was like I spend all those hours for nothing.

5: This is not a change in career for me, It’s like a continuation of a career. I’m a dancer and I’ve been dancing and teaching for probably over 30 years not probably definitely over 30 years. And the dry spells like September because I teach a lot of residencies in school, like September, October schools don’t want to hear from you, don’t come and perform, don’t come and bring your expertise to this school because I’m trying to remember johnnie and janie’s and juniors names. I’m trying to get my class settled down and I don’t have time for you. Usually at the end of November things pick up and because my specialty is African Dance February is over loaded. And It been fun, It’s been a really fun ride. The teaching, performance, I’ve been halfway around the world, but I think what did it for me, because I’m teaching dance in the schools now. I just got really tired of teaching one class six different time four different states, one day, 4 different states, 4 different schools, wear and tear of the drive you teach a class you drive, you teach a class, you drive, so not only do you have the stress of the teaching and it’s not like it use to be, but you have the stress of the drive, back one class up with another one, behind the other, depending on where you are. I’m too old for that bull shit so uhm, I got to the point where I said I was kind of I might have been remised that I hadn’t taking teacher courses in undergraduate school but I let it go. Than I was working at NJPAC, and still am, and I was at a conference a teacher artist training conference and someone walked in from Newark board of ed, an old friend, and he said laughingly to my boss, we are looking for dance teachers, but no no, I don’t want to take your people. And she said hey I’m always looking for work for my people. So I said excuse me Bill
what your number and I called him the next day and I have been fighting them since October. And I just started this week and I just finished a residency teaching retarded children in the Bronx Friday. And they wanted me for 10 more weeks, but Newark board of ed called and I'm like they are really going to pay me this to teach two classes, and another day 3 classes, okay, I'll be bored and hang out for a while and I'll have a pension. And I'll still be spreading the dancing and the culture.

What does teaching offer that your prior career did not?

4: Medical Benefits, days off, weekends off, holidays off. I had to work every single Easter because I worked for a Jewish restaurant, they had the day off but we didn't. Although Christmas I never had to work and SB Sunday I consider a holiday but now I don't have to worry about anything, even holidays I have never heard of. I'm like okay, we get that day off, I'll take it, Roshashanna, and all that stuff, we never celebrated where I'm from but you celebrate out hear.

6: Security

7: year, and the hours

6: you know you want that security after performing for a long time security feels good, it looks good the checks keep coming. No more auditions you know, that's the thing, I got tired I got really really tired I was like a gypsy, it was like a game and I just got tired.

2: actually I am enjoying my work

7: Yeah, job satisfaction.

3: job satisfaction

2: actually coming home and being happy. I think I probably felt that in the beginning of my first career, because I was making a lot of money, al was like wow I'm making money. And I made a lot of friends from my work, so I think we had a good time at work because we you know, played around we had a a good time but you know I felt like I had to be always working 15 hour days, and always had someone over me saying is this right is this right, no matter what you did you'd get "oh you did a good job today" every once in a while, but you know it never felt genuine you know like just felt wow what I'm doing means something. You know I resigned and I'm sure they replaced me the next day. It's that feeling you know you are replaceable. Although I know teachers can be replaced. But it's just different the feeling like you're doing something good.

5: I would probably say it's security and the benefits you know my company is still up and running, and I still going to be teaching and performing after school and on the weekends, But now I can pick and choose and refuse. Everyone that offers
me a GIG I don’t have to take because I don’t have to worry that the rent won’t get paid.

3: Summers off is nice. Security is nice, but it’s also like you said, enjoying you’re the work.

1: I enjoy it, it’s just a matter of enjoying it. It’s like I n my old job I just got people to buy stuff, and buying stuff they didn’t need and can’t afford. You are with all your buddies, and I don’t know if you guys have seen that movie boiler room, that’s what it was like. You know going out drinking $60 shots of you know what, and we are talking about taking advantage of people and not that like I said I’m not looking to save the world, but you go home and you know you’ve done something good. You helped someone, or at least you have saved your soul.

What do friends and family think of your choice to become a teacher?

1: I’ll tell you what my friends thought, they thought I was an idiot,. You’re going to leave this job and make probably less than half what you are making in this job. But you know I worked made enough. I made enough to buy an investment home and the home we live in, me and my wife are happy. We have what we need. You know you can have it, You can have the money, and you can have the stress that goes along with it. And you can have the sleepness nights because it’s a bad monthly. And you don’t know if you can pay the mortgage, and the payments on your Lexus. And you get to appoint when how many gadgets is enough. You know ho much does one man need. There are more important things my friends thought I was crazy. But my parents, they couldn’t be happier, and my wife she loves it, because you know she would see me when I would get home and she knew I just didn’t have a good day, most days, 6 days a week. I mean six out of 7 days.

And you know the guys at work, now I look at them and say You’re nuts. You know I wouldn’t trade what I’m doing for anything.

2: Yeah, I think the general concensus, among friends especially my friends from work was I was nuts, basically. You know especially when I told them I was going to be teaching eight grade, and they were like oh my god, you know as if they were mutants from another planet. So most of them thought I was crazy. You now my close friends, they thought it was good. And you even now a lot of my friends see the difference because I didn’t like it, I was not a nice person. I was just not a nice person and to be around when I got home from work. I think at first it was but now it’s more it’s I think they see I’m enjoying it.

3: For me it was a good thing, friend and family they all saw it as positive, and wondered why I didn’t start it sooner.

7: I am sorry I didn’t start it sooner, I looked back at all the years I wasted in a job I didn’t like because I thought this was where I was suppose to be. I didn’t start earlier, because I was trying to get, I wanted a business job, and they are just hard
to come by. I’m just lucky to have this job and than I gave up for a while and started working again, and I revisited the whole idea of teaching again. Everyone is supportive, my mother, friends, everyone is supportive. My sister went alternate route last year, she is a career changer as well, and she loves it as well.

2: You said why didn’t you do it earlier. I think you get used to a certain way of living. You become accustomed to it and you keep it,

7: yeah, routine, exactly

2: dealing with it, you know you go look at all the perks, and you stay. I am taking three hour lunches, I had friends that had to clock in, we didn’t do that, we came and went when you wanted to, you did what you did, It had all these benefits, you know so I think that was part of it.

7: you go thru the routine, but you aren’t really happy with it.

6: I think everyone was cool with it. Everyone would it was a good switch, like a safety net. I think they were tired of me being tired. Coming home late getting up early in the morning going to cattle calls, not knowing. Having this guy call me and saying he needed me here, we need you in St. Louis. You know it’s was a lot of stress, and they seen the person I became. I was like an ugly person especially if you go to the auditions and it lased 4 days, and you were like the last one to get cut, and you are like oh shit. But they were all happy. My mother was bragging. “oh my son the teacher”, my son teachers, (just don’t tell everyone what you teach)” My mother was funny, she was kind of old school, she didn’t think that dance was cool. I had to soften her up and bring her to me performances. I told her if you hate what I do, if you really really hate what I do I'll be a psychiatrist, but she knew I was very very un happy I was studying psych so I dropped and became a dance major, now I'm real happy.

5: I have a perfect family. They have put up with so much from me. My brother will call me into the room and give me an allowance when times are bad. My sister, she is like the intellectual, she needs one more year for her doctorate. So the joke in the family is she is the intellectual and I’m the entertainer, so her thing is you do this you do this just do it for 10 years and get vested in a pension. She said I am so tired of seeing you struggle, You know she said when times are good they are really good, but when times are bad she said baby I am so happy for you. They are just very very happy. And they supported me when I was a dancer as well.

4: the people that supported me the most, when I was looking to get out and get into this was my brother. My brother was probably my best supporter. I was having problems with work, self esteem was down, you know I’m suppose to be setting the example for my brother, I’m the older one, the intellectual. And he was making twice as much $ as I was, that didn’t sit well with me. So he encouraged me to get out of the state. Flat out. So when I got hired I called my father up, I said I got hired and I’m not coming home, h stared to cry, my mother wouldn’t
come to the phone, for two weeks she wouldn't talk to me. I needed to rearrange my life. When I was in school I had focus. I lost my focus. I was seeing things, I had a plan, I was going to do this, than this, well when I graduated and after a couple of years it all went away and I was like well where did it go? Then when I finally got the job my focus started to come back, It's not 100% back, but it's getting there! I see more happening and I love it!

5: I bet your students love you too, don't they?
4: Mostly

What is the hardest aspect of your career as a teacher?

5: Being disciplined to get to work on time, every morning because I haven't had to do that. There are times I have to get up at 4 AM to get to Long Island and do a 9:00 show, but to get up every morning, and believe me I do it!

4: The paperwork, You know what, they kill more trees than needed, how do they expect one person to do...we need a secretary, how do they expect one person to do all that paperwork. WE have 15 gym teachers in our school, that's in our school not the district. Each office should have 1 secretary to do all the paperwork. Write to parents, whatever, detentions write ups, notes to parents, myself, kids, that's just the paperwork they send you that you have to send back. Paperwork to go to school, to stay in school, There is paperwork everywhere. I can wallpaper the room with all the papers. I'm like what's this (telephone) doesn't work? I have notebooks just to keep track of what I have to do?

6: Yeah, like he said the Paperwork, at my school they just give you so much so you have to five stuff to kis, than you have to get it back, than you have to do report cards, after report cards you have to do umh, progress reports all assessments models accurately, like he said they just eat up trees, and I think sometimes it stresses you out as a teacher because you have something you really want to teach but you have all these deadlines they stress you out. It's I guess that's why everybody lives from June 28th, to exhale from paperwork because you know come September during prep time here comes the paperwork again! Somebody said you are going to die from paperwork. I have an aid but she doesn't do that because she says I have no times because I have to do this and this and that. I'm constantly just working on paperwork. At time I don't want to go in because of the paperwork.

4: You could earn a salary on paperwork alone.

6: Year sit at a desk do all that and than teach a class. You earn it! You do!

3: Being there on time was tough in the beginning. It was an adjustment. Organization, I am not generally an organized person and the preparation. Being prepared five days a week. You know when you are in college you have classes 3
times a week and you don’t even need to have things in, so this was an adjustment.

I think that being prepared, but not just that, having things that are on task be that because it helps with the whole classroom management issues. I find for me that’s the hardest thing. Because you know, if you could have, like today, I lost my prep. They didn’t have a sub, so I lost my prep, so I had my homeroom. I normally don’t teach my homeroom because my homeroom goes to ESL instruction. So now I have my homeroom and I have to find something for them to do. It’s these types of things. Your trying to be organized and things like that happen to you. Always having more things than you need, it’s when you don’t that they’ll just run a muck in your classroom. You know just trying to make sure things are in order.

And I guess another thing is dealing with the administration. Administration isn’t always on the teacher’s side and I think that stinks.

Can anyone be a teacher?

“no absolutely not”

because there are teachers out there already that shouldn’t be teaching. At that’s in the college. I had 2 teachers in college who hand no business being with people never mind teaching.

well, most professors shouldn’t be with people.

Careful!

Back in HS I probably had I teacher who was so old she was senile. I am, sure you didn’t know anyon’s name. She was just there to collect the money. Snooze class, as long as you were in your seat she was happy.

if you are trainable, maybe you can be a teacher. If you are trainable but there are many teachers out there who have been. They are either not trainable, or choose not to go with the training. I think there are a lot of teachers, that I can tell already that don’t necessarily need to be there or who need a break to regroup and get themselves together because you have to. I have been hiding in the corner to eat my lunch because I don’t want to talk to the teachers, or the kids, I don’t want to talk to the students, I want to sit there and eat and when lunch is over “Hi BOYS AND GIRLS” you know I may be because I am new, I refuse and maybe idealistic I refuse to bring that negative to the kids I don’t know.

What qualities within you do you feel are most appropriate for teaching?

Patience. I think that’s my best quality, dealing with kids, It just takes a lot to get me riled up, I give them enough robe to hang themselves and than I just let it go. I’m not saying I’m not a disciplinarian. I just discipline but if for learning certain things, in terms of grasping certain qualities.
6: I think that I’m, a patient person I’m a patient person now. I wasn’t very patient, like I wanted it now, I was getting kids into HS of performing arts, so that was a big thing, they needed to know! But now I’m a dance therapist for special education children so I’m very patient on how they get material so instead of 10 times, it’s going to take 20 times. Patience. I can kind of go (breath) and take it slow with them. I give them some time, but I know my burning desire for perfection is still there so they don’t have to get it, but when they don’t get it I’m not as mad as I used to be.

5: Love. I love the children I really do love the children and I love dance so when I put them together, something magical happens, even when they come believing they can’t do it. My sister always says I have the ability to make shit look like sugar.

4: Just experience in life alone, just sharing that with them. I come from a cow town, so I can share with them how I got here and this part of life granted it’s harder with the inner city classroom, but I can share with them.

2: Love, but a big quality is compassion, especially when you are dealing with kids from inner cities. Inner Cities have lots of everything. A lot of kids they have special needs, lots of kids have issues at home, and I think what if they thinking their teacher cares for them or feels that we’ll be there for them and I think it makes a difference because I see a lot of teachers that are just out cruel and mean. I think that’s the main thing you can become. You can be strict but still be firm. Some teachers take firm to a different level. I think that’s what I have that helps.

3: I think that’s me as well. Patience and caring and liking kids. They tend to give me kids that are slower kids. 40% of my kids are classified, they get switched into my class. I am good at giving and reinforcing and encouraging. I got one kid recently who they said his self esteem was kind of low because this one teacher was negative. So they gave him to me to bring it up.

4: Love for one particular thing you are going. Your love for teaching, but your love for science, your love for dance, your love for history. Relating that to the kids. You have to have a click with that. You don’t have to be the smartest, but you need that desire, like the basketball player who has desire to make basket. You need that desire. Then your student’s start feeding of that enthusiasm. They may make fun of you at first, but for the most part they pick up on it and even though some of them make fun of you, ten years down the rod, their thinking changes.

5: Knowing that each of your students that each student in each of your classes can make it, and if you know that, they may not make it this year but something might happen next year or the year after and it will click. Being able to raise that self esteem because if your self esteem is up there you know you can do anything. Even when the odds are against you.

1: I think they have to be caring and compassion. Like I said I grew up in Newark and teach in Jersey City. My class is about 90% African American and the rest
I'm trying to make where there is an impasse where you just don't understand certain cultures but you have to overcome that, and you have to learn the teacher has to care not just about his job but has to actually care to learn about kids well. Example a big huge Indian and Latino population constantly coming from Latino and Hindu countries. They have a bilingual program for Latinos, there fine, but Arab and Indian kids just sit in class and don't know what's going on. And Teacher say you don't know the language you pay. But you know you're a teacher. You owe it to that kid to make sure he learns and understands in your classroom, it's just such a shitty attitude to take.

5: they should go to India for a week

1: you are paid to teach, I don't care if you know English or you don't know English, it just frustrates me that some don't see it as their responsibility to try.

5: And when you don't try to gain some knowledge of the culture of your students you never know what you say or do that is a haha funny in this culture that you are going to totally offend them and you have lost them forever. And they may never have the nerve to say and ever if they go home they may beg mommy not to say anything because they think you are going to get them in more trouble. You don't have to get to know...

2: open mind, definitely have an open mind, being a teacher you are standing up in front of the room and you may not be a role model, but you are to a lot of these kids everything to them. And you know you really have to try maybe not make a connection but open up to them and find out about them and their culture.

1: that's just your job. As a teacher, I don't care what subject you teach, your job is to tap into that mind, open them up, and make them understand and take it in. And we have the perfect opportunity, to stop all this crap and teach these kids about different cultures...learning about each other accepting each other's differences. And just...

2: You can't really do that if your not that way, don't you think a prerequisite for teaching should be liking children. Teacher in my school that hate children they walk around saying I hate the student's why or why are you in front of kids than

5: paycheck

1: Have they been there a long time?

2: and a lot of them hate themselves too, and that kid in that room knows you hate them.

5: and you don't have to say it.

2: yeah, they know
And it's different because the kids of today, ugh

yeah, there is so much emotional baggage and to some of these kids you are the constant in their lives I get called mom all the time, and I'm not their mom, You know they say of we call our mom Miss_____. You know they interchange you and they always want to come back to you even if you discipline them because they know that you love them and if you win them and learn to portray that you care about them they know. You are the one they love.

Why do you believe you will be a good teacher?

I always strive to be the best you know, I may be the bottom of the food chain, but I strive to be the best. If I'm in the gym 15 years from now I will be the best I will do what it takes within the limits to be the best.

I love the kids, that's it, I just love the kids. I'll never do anything to harm them. I'll always do what I can to help them and that's all you have to be, try to understand and help them out.

My daddy always said whatever I choose to be just be the best at it, and even when I try to go away, I can hear his voice from beyond, always take the highest ground.

I think my enthusiasm, I don't know I pretty much enjoy what I do and what I teach when I teach they want to put out more. They see it and feel it and that's what it is really about. They see it and they like it you know so I'm sort of like a jay leno, because I'm really selling my product, and my product is dance.

I don't know if I want to be the best but I want to be good. This is my first year, You said teachers hating themselves and it's not that you know, the 1st year I'm kind of self conscience and really stressed because I was organized and felt I wasn't doing a good job, and then in the end of the year, two kids come to me and said I always liked your class, but I like it a lot better now, and I think it's because I am relaxed and I dance a little bit in class and I sing a little bit. I like my homeroom, because you can clown around with the kids. But they things I have to work on how are being more organized and a little more assertive with the kids.

I really care about the children, I get this tingling feeling when things go right and when it doesn't I keep trying. And it's just that smile you get from them, and that oh I get it, giving them the opportunity to accomplish.

I generally care for the kids. I connect. I remember in September begin uptight as a new teacher, I was in class in form and they were like "relax Ms._____. I'm just getting more relaxed. Pretty organized, so that doesn't stress me out being from corporate America and time management that doesn't affect me.
Are you a typical teacher?

4: I wouldn’t call me typical
3: No one thinks they’re typical
4: and that’s one of the reasons I went into teaching, because my third grade teacher took away from school and me and I vowed if I went into teaching I wouldn’t be like her.

Are you happy about your decision?

2: yes,
7: yes, definitely
4: I am already looking forward to next year, I’m already at that point
1: actually, I’m looking forward to June
2: I’m looking forward to June
4: I’m looking forward to September because of all the changes I’m going to make and all the mistakes I’m going to fix. That’s why I’m looking forward to next year. I know what to do. I’m not the new guy next year.

Is teaching an emotional experience?

7: oh yes, definitely
4: yeah, I learned that first hand this year one of my students was killed in a care accident, this one day he is sitting in front of you and the next he is gone. The school and the kids were destroyed. It’s more emotional than intellectual
7: it depends
4: play both together
8: it would depend on the grade level you are teaching because the younger grades, it’s a lot more emotional and it depends also where you teach. In an inner city school with a lot of baggage. Ist thing in the morning you are already dealing with kids having a bad day. So you have to try to bring them back so you can teach them intellectually.
5: once again, what I teach its teachers back and forth, depending on who for instance. I teach a junior college also and it's hit or miss me. How that firm hand mother thing, and a lot of with me more motivational than intellectual. When you are a dancer you better be thinking and from there...

3: for me it's been more emotional than intellectual but I think I need to make it more intellectual an find more of a balance. I'll be better next year. Alternate route programs has been a big help.

2: I definitely think it's more emotional. I think I dealt with absolutely everything you can deal with. I will never forget the day one of my girls form my homeroom came in and she had humongous bruises up her arms and back and right here it was no longer about being a teacher, but it was about helping a girl. And you have the whole issue with dyfs. Which is not the best situation at all. The time because she is going to go home and be beat up some more. I think I kind of have to make it more intellectual but for me it is emotional. Me personally, I take it home with me because I have gotten really close with a lot of my students.

3: depends on the district inner city or urban.
Focus Group Two

Why do you think you wanted to become a teacher?

1: Uhm, Kind of, I think I always wanted to become a teacher. I think I wanted to always work with kids and I thought I'd be good at it. I don't know I have to think about it.

2: Same things as (number 1). It was a historical interest with me and also a familiar thing with me. It goes back generations in my family, when I was in school and was stuck in school on something I taught myself. I can remember sitting my sister down to do homework and saying I'm telling your mother and getting her in tears, that kind of thing. It was always an interest of mine. However I didn't want to start out being a teacher. I kind of wanted to have fun. I had a career that was a little more fun and more respected than my teaching career.

3. I also think I always wanted to be a teacher, but not right away. I don't know why. I think I fell into the popular thought about teaching, that it was the perfect job for a woman who wanted to raise a family, and I think that's originally what made me want to be a teacher, but I knew I wanted to do other things first, so I got a job in sales. And then later, when I decided I wanted to teach it had nothing to do with the summers off and raising a family, it more had to do with the humanistic part of it, in sales it's cut throat, no emotions involved, I went to sleep feeling "empty", that sounds so... I don't know... but honestly, I felt like I had to do something to help other people... and in return I was really helping myself, because I have never been so "content". Not that I am content, because I think so much has to be done in the world of education, but I am content with myself knowing I am where I am suppose to be.

1: Well I really wasn't familiar with it because no one in my family is in education. I But I also wanted to do something else first because I figured with teacher you can use a lot of life experiences. With teaching you can use a lost of what you learned and your other skills. For example, like I'm a Geography major I can certainly use that in teaching. My training skills form my job, I can carry that over to teaching. So I felt like there is so much I can try let me do them first because it will carry over in to teaching and I can use those skills.

4: Well, if you were to have asked me to become a teacher I would have laughed because I never thought I had the patience but I had to stop what I had been doing for 15 years because of health and when I went back to it, I couldn't go back full blown to it and I have been consulting people since in my field and training and I was trying to get a "real job with benefits" and I tried many different paths but never really liked it so someone said I should try teaching. And I was a little skeptical at first, I really did not have the patience to teach, well not to teach, but to take care of other people's kids. They said you work short days, you have benefits and you are a natural teacher, I tried it last year and I have not felt so
happy about doing a job since I graduated college and got my first job. I’m a
people person and this is great. I teach science, so it’s not just the people but the
subject I love and have worked in for 15 years. I have a lot I can give back.

Is there a connection between your first career and teaching?

1: yes

2: There is with me as well because teaching to me has been known to be the joining
of an art and science formed together. And that is my background, A science
background and an art background which I used in my former career.

4: Maybe training, but not really because it’s just technical in my old job. In terms
of curriculum and standards and connection of disciplines, no it’s totally new.

3: I always joke, and say big kids little kids, sales was big kids, teaching is little
kids…the product is different, but I still have to sell it!

What events in your first career helped you to formalize your desire to teach?

2: Can I be brutally honest with this one, my former career ended so it really
precipitated the fact that I had to go back to school and get a Masters in education.
My first degree is not in education, which helped me in my first career. However,
though I didn’t think it would take me this long to become a teacher. I thought
my 1st career would be five or seven years and it lasted 15 and ah…

1: It’s really just school. I had a geography degree. I wasn’t thinking. Is there
anything specific? I know I didn’t want to work in that environment. I don’t
know if there was anything specific, I know what I didn’t want so I moved
forward with education.

3: I think the lack of humanity in sales had a lot to do with it. The feeling I got like
"there has to be more to life than this" whenever I would sit and think about my
future in that career.

What events, outside of your first career, helped you to crystallize your desire to
teach?

2: I definitely did, my desire to teach has been long standing and uh, it’s just that I
love the learning process, and that weighted heavily on my wanting to be a
teacher. I know I should say I love children too, it’s just I definitely love the was
the mind works and how you can teach something many different ways to get the
mind to work and learn.
1: I agree with that. I didn’t have, you know you said you had family. I was lucky my family got thru school. There wasn’t anyone really involved in it. And I was always interested in that too, the process of learning, ah, I always felt...I tutored a few children and I kind of get like “I can get thru to these children” and that kind of gave me that boost to go into teaching.

3: I grew up as a babysitter and always worked with kids, and loved being around them. I was kind of like the pied piper, in the sense that kids would flock to me at party’s of friends and my friends always laugh at me that I would rather be at the kids table than the grown up table at dinner party’s. So I truly love kids. I also love the honesty that children possess, and how they live with gusto, so I kind of like to surround myself with that, rather than the viciousness of sales. And I realized that that was when I was my happiest, when I was around kids. I have learned to love the learning process and the way the brain works, and have gained a new level of respect for teachers...teachers that do it right, teachers that actually teach.

What does teaching offer you that your prior job did not?

4: Summers off, weekends off, nights off, holidays off. In my old job I did not have a life. 12 hour days, you can actually leave the classroom when your day is over, granted you have to take work home...a lot of work home.

2: That’s a good question, education is exciting, everyday is different, everyday is frustrating.

1: offers? Is that suppose to be positive?

3: I think it offers flexibility. And the greatest thing is the opportunity to learn everyday. It’s a challenge, and for the right person that is a positive thing.

2: the hours are still long and hard, I’m totally preoccupied by it , it’s not much different.

1: I think teaching offers...there is a lot of change and challenge involved. More so than in my past job. You have to conform constantly. I’ve noticed that with curriculum whatever or the situation and with the children, too depending on who you have in your class, what their needs are, ah...

2: And we I would have said if I was in a larger business we have autonomy because you’re in your won class, but my business was just 2 people so I had it there as well. I can imagine if I was in a different business I would not want to be a little fish in a big pond, I’m a big fish in a small pond kind of person. 1 So teaching makes sure of that , that it happens.
Benefits--summers off? Do we get that? I am constantly working on my material in the summer.

1: I haven’t felt that yet either.

3: No...haven’t really had that yet either. But I do like the “break” the opportunity to change the pace and come back fresh in September. It’s kind of nice to have an official “new beginning” every September. And the ability to “close the book” in June. I know I will like that a lot, so far I have had great classes, but I am kidding myself if I think I won’t have a “bad year”. But the great thing is the following year with be different, I have the opportunity, or challenge to change things to make them work better.

2: And also in my last job I would kind of have 3 months off when the big hauncho would go to France and I would choose to stay home.

1: Yeah, that is something I know I will definately look forward to in the future, the time off. The holidays, the summers and the hours, that won’t always be like they are now, we all know we work here and bring work home but if you really need to leave at 3:00, you know you can.

2: That also reminds me, Job security. That is something also that teaching offers. You get your tenure you can skate thru teaching. It’s not something I would do, but I know teachers who do. In the job force that doesn’t happen, your good at what you do or your not. There’s no security in that. You know out there you have to constantly be aware that someone else is out to take away your work and get your job.

1: Right now I feel the opposite of that.

3: I agree, I don’t necessarily feel the job security thing, I am sure with tenor I will feel it, however, I don’t know if I believe in that, I see a lot of teachers with tenor that don’t teach...so I think wow, job security is really good! But before you get tenor, I don’t know, I walk on egg shells sometimes around the administration, because I also dance to the beat of my drum...so I wonder if that “conformity” issue is working against me! We all know everyone’s ego is involved, and that politics and education are one being! Which is an issue I have serious concerns about!

What is the hardest aspect of your career as a teacher?

2: Maybe competing with the administrators on what and how to teach. I can speak for 20 minutes at least on that, I think the hardest aspect is that I’m constantly. That the public educational system has become the scapegoat for the United States. It used to be in never has to and I feel I’m constantly defending it. It never has become the family where we look first and I feel I’m constantly on the defense and defending my
teaching position. I feel the hardest aspect is also dealing with the ways the results or our
teaching is presented to the public, deliberately to mislead them. I feel I'm also
defending that a child is a child and that I am trying to make them interested in learning
and that they are problem solvers, because they are able to just spew out facts and
information,

1: Well I all around agree, but I haven't even thought that heavy, I have personal
challenges at this point, I mean first year, there are so many things the parents,
keeping them involved teaching to a mixed group and keeping them involved, I
mean everything it's all overwhelming.

3: I am not the most organized person...so the paperwork tends to get to me! I am
overwhelmed with paperwork, and than keeping my teaching fresh. I am human,
so I do have "blah days" but it's a challenge keeping the lessons exciting, and
doing all the "other work" and learning the material...I mean I have to do a lot of
reading, just to keep up on what I am teaching in class.

4: Well what I thought was bad was the fact that I don't have a lab, do you want to
switch? What was bad in the beginning I now feel really good about, because I
got very creative. I go shopping every weekend to grab my chemicals and dittoes
and I go to Home Depot to get my little things and thank god they finally started
reimbursing me. But my major frustration honestly is that I believe that some
people, the board, or the people that operate the schools, have lost reality of
what's going on. Besides what we get in materials we have some knowledge in
our fields, hands on experience so I have stud to offer and they keep bring us
these things we have to do in the 1st five minutes, and you have to do these HSPA
skills in the first 15 minutes, and it turns into 45 minutes and they still expect us
to cover the material. I had one supervisor who said I was to cover the book and I
said no no no, I want them to learn the material, but how I get about it should be
left to me. But they want me to teach for a test, and I feel that is why kids are not
learning and it's aggravating. As much as I hear your frustration about
disciplining kids, all my kids have a discipline problems because I'm in an
alternate school. So therefore any day that doesn't involve blood is a good day.
Yet I have kids that come to school with ankles. You never know when the cops
will be in looking for a kid. But I find the mentality of the board is frustrating.

3: I tend to agree. The administration! I can't deal with the ignorance of them. As
much as I love education, I think it could take a few lessons from the business
world. I also think that teachers should know what they believe in, so that they
can stand up for it. Too many people are scared of the powers that be...which is
so ironic, because you would think that with tenor they would actually voice their
opinions more, I mean really they can't lose their job! I have never seen so much
wasted time and energy fighting over "picky-une" things...so
strange...Sometimes I wonder if the administration has ever really taught. Talk about time on task...ugh!

4: It's another amazing thing. They don't realize what you/us have to offer. I went to a job fair in March 2 years ago and left a collection of resumes. Now we all know we hear you want a science teacher but no one recognizes my medical background as science. It took politics. Literally it was a politician friend of mine that stepped in. He said we have 12 vacancies in science. It took this politician to fax my resume to someone on the board of education to get me hired.

Can anyone be a teacher?

2: yes, I think people can be a teacher people are natural teachers when you know something you naturally teach others.

1: yeah, but My husband can build a house and he can't teach me that. I would say no, it takes so many skills.

2: It takes patience and a lot of people don't have that.

4: No, I don't think everyone can be a teacher, it's hard, and challenging and takes a lot of energy! It takes a person with a lot of patience, I don't know if I could have taught 10 years ago.

1: definitely and I think you definately have to be in tune with the children as for as just accepting that they are people, and they make mistakes and just treat them that way. The humanistic side of it...a lot of people don't have that, and I think that's important.

2: Okay, am I blushing, because I am guilty of that, I sometimes get bogged down with the material and I forget they are children.

3: That's it, she pegged it...the humanistic side of it! I think it takes someone that understands the learning process, and enjoys the company of kids, and is willing to admit defeat, and ask for help. Not everyones ego allows them to do that.

4: Maybe anyone can teach in a certain situation. Not everyone can teach in a classroom, and not everyone can teach children. You really have to respect the child and the environment to have them learn.

1: That's the only think that gets me trough sometimes is saying "okay they are kids, relax, relax, slow down"

What qualities within you do you feel are most appropriate for teaching?
1: Should we go through the whole work ethic thing? Being organized, willing to put in the time, I think organization is really important. I mean if your not just forget it, what else? Uhm...having a good rapor with kids.

2: work ethic, I think teacher need to be extremely ethical because we are openly models for these children and that is a very important thing. Organization, sense of humor, You have to think on your feet, you have to be on stage. You are constantly performing I mean we're completing with video games, computers...

4: I think on the same thought, humility. If the kids see you humble enough to ask another teacher for help and know that you don’t know it all and that it’s okay to ask for help and make mistakes and that you get up and learn from it. They are more willing to take a chance in participating and make a mistake because they know you understand that it’s okay to do that. But if you show an arrogance, you don’t ask for help because you don’t want anyone to know you need it, how do you expect the kids to ask for help. I think I am very respectful of the kids, kids treat you the same way that you treat them. How you interact with others the kids see this.

1: creative, you have to be creative. There are so many.

4: enjoy being challenged, because I think every child is a challenge: Have a sense of humor, open minded

**Why do you think you will be a good teacher?**

2: I have a stick to it ness, and I think that’s it. And also I think good teachers need to speak out. Stick to it ness, yes, it is important when presenting the material and realizing they aren’t all getting it, and coming back to it so eventually something will start to click. Uhm, I think it’s just constantly being thrown into the pit. And you know, being excited by it, being challenged by it, and knowing no matter how deep that pit may be, I’m going to climb out of it.

Stick to it ness I mean that if I have a point to be made, I will make the point and if the powers that be don’t listen, I will be able to do it myself, because that is that whole being autonomous thing.

4: I think on the same thought, humility. If the kids see you humble enough to ask another teacher for help and know that you don’t know it all and that it’s okay to ask for help and make mistakes and that you get up and learn from it. They are more willing to take a chance in participating and make a mistake because they know you understand that it’s okay to do that. But if you show an arrogance, you
don't ask for help because you don't want anyone to know you need it, how do you expect the kids to ask for help. I think I am very respectful of the kids, kids treat you the same way that you treat them. How you interact with others the kids see this.

1: A lot of things we already said, being able to relate to the children, being understanding, being able to relate the material in a way that they will eventually understand it. Being easy going. I think that's what I mean when I say the humanistic side of it, and having a good rapoare with the kids.

We can go back to work ethic, that helps to make a better teacher. Because I know what I want, I put the time in to get the results and I stick to it, until I get to that point.

3: I am my own person. I speak out for what I believe in, and I believe in my students, so they always come first. I am human, and I allow my kids to see that. I believe that is important. And I really love the children. Not all of them I admit it.

Are you a typical teacher?

2: I like to think I 'm modeling myself after the best teacher I've experienced, and I'm afraid many of those teachers are long since out of the career of education, so I don't know. I'm being pulled into the publics view of teaching. I don't think typical exists.

1: I think typical, as far as to answer that one because I don't know.

2: Are we saying that typical teachers aren't good as they should be? Are we complying to the public image? I think teachers are better than the public sees. I think unfortunately I am getting caught up with the general publics view of the teacher, which is the teacher who is not doing the job. I see that teacher, it is a few, I also see others who are not, so I don't think that is the typical teacher. I see the typical teacher as one who has a goal and the goal is to educate the populous.

1: Hmmm....It's really hard for me to say, because I'm not, typical teacher is the average teacher? The person that comes in does his job and leaves, than I'm not typical.

4: No I do not think I am a typical teacher, because I “typical teacher” does not have my background in the medical field, and I believe that is something that adds to my teaching. We spoke about the teacher who has tenor, that kind of just goes along...I guess I don't think I will ever be like that. I think that is sooo unfair to the students.
2: yeah, I offer more. I'm not a typical teacher. I don't want to be a typical teacher, I want to be a better teacher.

3: I am not typical...if I don't agree I say it, I believe I have to earn the respect of the students, and coming from a background where if you didn't meet your quota you were fired, I believe I have to hold myself to certain standards. I know what I believe it, and I don't just do it because it is my job...I want to tell some any teachers to leave...gosh, I think about how left sales because I didn't like it anymore....why do teachers believe that they have to stay in this field...if you don't like it leave!!

1: Yeah, that's what I'm saying you get me all confused. If we say the average teacher maybe not this year, but eventually, I know I want to be better than that.

**Are you happy with your decision?**

1: Yeah, I feel comfortable this is where I want to be, I'm happy to come to my job, I don't feel like I don't want to be here. When I'm here I'm happy. I'm engrossed. I'm into it, as much as the kids may get to me, throughout the day, it doesn't stay with me, like when I leave when they leave, it's gone. It doesn't stay with me. At my other job something like a personality conflict would have stayed with me. I'd come home from work with it.

4. At this point I could not envision myself doing anything else and being this happy.

2: I'm not a happy teacher. I'm very unhappy. I think I had a fairly idealistic view of the support I'd get from the administration, I also thought the administration would be a little smarter than it actually is. I think that they are allowing themselves to get caught up with all the negative views that we are never doing enough for our population. They are really wrong. And I also think they are convinced that we are sitting down and have the kids with their heads in books, and that's all that's going on and it's not. And I'm really unhappy that there aren't enough materials and that it's up to us to create them. I'd be a lot more relaxed as a teacher if I had support and if they listened to what I have to say because I am telling them this and they listen to what I say and not take it as an affront to them, because It's not. My concern is the educational aspect of my students.

3: I am happy with my decision...content...that is a better word.

**Do you think teaching is an emotional experience?**

1: I think so, I think it is because you are dealing with so many different personalities on a daily basis. Not emotional that you breakdown every minute but you get attached to the child when they come and tell you stuff and you feel an emotion. Whatever emotion that may be. You feel sorry for them, angry, you know whatever. You get involved but also on the other end of it in my personal
situation and being non tenured that's a personal emotional thing because you work and unless your tenured your not locked in and you can be let go and there is your own personal emotion that goes along with that.

4: In my school it's impossible not to get attached to them emotionally. We only have 140 students, so I know 2/3 of the school by name, and than the other ones who hang out I get involved, it's a prom and I found out 10 kids were not going because of $ problems so I went out and found 10 sponsors and now one of the kids mentioned we have a kid missing in actions., And I was in tears I went home in tears and it's like I'm getting too attached. Now I am having panic attacks because I might not be back in this school next year. How can you not get emotionally attached.

2: I feel strongly about a lot of issues of education. In my first year when I pulled my first class threw the testing, and I don't put a lot of power into testing, but I actually was extremely concerned about the class, and I actually broke down, and was in the hospital that night thinking I had had a heart attack, that's emotional. And I am extremely emotional, I get way over excited about everything, but I'm getting better, I have to say. I'm not getting the extreme reaction but I'm still getting the good feelings and pleasure, disappointment, but not extreme. I do believe it is an extremely emotional experience.

We are all different inside the classroom and than outside all different on staff, and we have to adjust to each other.

It's extremely emotional. I go thru all emotions in one day. I have yet to be reduced to tears in front of them. But I don't doubt that will happen.

3: Emotional ... YES! My whole family knows about all my students, it's like they are my kids, I talk about them constantly. I feel for them, it is soo hard to give grades because of the emotional consequences sometimes. I have students that share stories about home and I just want to take them home with me. I don't know...maybe I'm a sap, but I don't know how anyone can teach without emotion. Even in the academic lesson, it gives you such a high when I lesson goes well...I mean when you really do a good job...sometimes I say WOW, where did I pull that from...it's emotional

1: I think in that aspect, the emotional side of teaching, I would take home more than at my previous job, the concerns, you know, emotional concerns. Well it's not that I always feel good, I don't walk out so frustrated, how can I say it. At my other job, it was just a job, I wouldn't have an emotional attachment. Maybe frustrations with work, you know, things had to do, I was always buys with my other job there were things I had to do, work, my emotional level I wouldn't bring home.

2: It actually brings up the fact that you adjust to the kids on a daily basis and adjust to having kids look at you and rely on you on a daily basis and that makes it emotional. And you are also being judged, by your peers and your bosses, on a
personal level. My other job I was judged on my work my work was being critiqued all the time, but I wasn’t personally me, because I would bring stuff from other areas all the time. And I think that’s why I constantly feel defensive, because your are judged on a personal level.

What will you remember most about your teaching career?

2:  Will I have a memory? I don’t think I will have a memory. I think by the time I can afford to retire I’ll be lucky if I can remember where my classroom is.

1:  I guess I can honestly say I won’t forget this year, this first year of teaching and what happened. Being thrown into this atmosphere, some part of it being unfair, and things like that. Now what’s going to stay with me, almost that it didn’t matter that I worked that hard but it’s ruthless. It’s a ruthless profession, and that will definitely stay with me, but I’m sure as the years go on it will become more positive thru it’s children and teaching.

3:  There are so many fun little stories about the kids...I have had laughing fits with the kids, and other teachers because of cute little quirky things...I finally got smart and realized I can’t remember them all, and started keeping a journal! It’s not all fun, so now I have the journal to read on the hard days...I will probably remember those things...and I will remember the frustration with the administration...but maybe not, you know after a person dies you tend to forget the negative...I don’t know...

2:  I have something awful to say. I don’t share with people like I use to. I think because we are getting so little support there is something lacking in our teacher support that when I learn something knew I don’t feel like sharing it and I have never been like that. I hope I don’t have that negative feeling in my memory. You know that I didn’t share my stuff. You know I worked hard developing material you want to see it, pay me, that kind of feeling.

What do you believe will be your legacy?

2:  I know I should say the children I’ve educated and hoping that they have gained some insight to my goals and picked up some of my goals. But truly it might be my Homework and support materials I produced and maybe get published because I really do think they need me in the other part of education; in producing material for teaching that’s what I think I should be doing.

4:  When I was young I told my mom that I did not want to die and not have people not miss me. I meant it. I would like that the day I die the same way people came
to me and said what my father did for them when they were alive that people will
go to my kids and say if it had not been for your mom this this and that, like I
want to be able to leave this world and have made a difference.

3: I kind of hope that there will be a sense of confidence in my students. So that
maybe even 20 years from now, when they want to go against the norm for
something they believe in, or just have the confidence to wear a certain outfit that
they love, that might not be mainstream, I know it sounds funny...but it took me a
while to really believe in myself and who I am...I hope I allowed the kids the
opportunity to express their ideas, without criticism, so that they believe in
themselves maybe just a bit more than if they had never had me...

1: I would think I really have not clue at this point and I think of me and how I
produced that play this year, not for any reason but it being fun. And I saw it as a
way for these kids in my class who are low functioning to you know have a good
time to be able to communicate. And I just think that as years go on I’ll be more
creative like that, combining my teaching skills with their learning styles that I’ll
just have something good going on like that. I don’t know what.

2: Good point. One of the teachers here said it’s the little things you do for the kids
that they’ll actually remember, the fact that you did that play they’ll remember
that. Those are the things they’ll remember. That’s why when they’re 26 years
old and asked who the first president of the US was they can’t think of it ...it’s
the little things!
Focus Group Three

Why do you think you wanted to become a teacher?

2: I had some experience out of high school or college, one of my college heads decided to pull me in as an instructor so I did it for a year with no intention of pursuing it, so I did it and really liked it, I really liked the experience so after many years trying other careers I decided hey I really liked that teaching why don’t I go back.

1: Basically I taught food service while being in food service for the last 35 years. When I was in the military I taught some, while in a food service director I taught food service to other managers and budget and training. And the only way you could really advance in that industry is by constantly training others. I really enjoyed that aspect of it and while in Jersey City I had a mentor and that’s what got me involved with the schools. And I was involved in it the SIFA program at Christ Hospital. We brought a lot of kids into the program in summer and a lot of kids worked for me and then they went on to college and successful careers after that.

3: For me, it’s always kind of been part of me, my mom’s a teacher and you could say it’s always kind of been in my blood and even while it wasn’t something I pursued in college I always was a teacher, I taught even without taking the courses. I taught CCD, Sunday School or SAT classes for @ 4 years, without even realizing it that is education. For me it was just the love of science and I love people and I just thought it was a good way to integrate these two passions I have.

4: Uh, when I got out to college I really had no idea as to what I was going to do with my life so I went into finance to make some money a lot of my friends were in finance so I decided to jump into that, and I did it for about 6 years, and decided it was probably about the worst thing I could do. So in a way I went out traveling for a while come back and a couple of buddies were teachers and I really like the lifestyle so it was the lifestyle that got me into it. It’s the best, but what I really like about it is that you can master the subject, it’s the mastery.

5: For me, I was studying Marine biology in college and I thought what am I going to do with this degree, because sitting on a boat for years tagging migration isn’t really my thing. So I volunteered at an aquarium and there were a lot of kids there and my supervisor said hey you are really good with kids you should go into education. And I thought okay so that sounds good to me, so I started taking education classes and got into the education department at the aquarium and that’s how I started and now I absolutely love it.

6: Well, if you were to have asked me to become a teacher I would have laughed because I never thought I had the patience but I had to stop what I had been doing for 15 years because of health and when I went back to it, I couldn’t go back full blown to it and I have been consulting people since in my field and training and I
was trying to get a “real job with benefits” and I tried many different paths but never really liked it so someone said I should try teaching. And I was a little skeptical at first, I really did not have the patience to teach, well not to teach, but to take care of other people’s kids, They said you work short days, you have benefits and you are a natural teacher, I tried it last year and I have not felt so happy about doing a job since I graduated college and got my first job. I’m a people person and this is great. I teach science, so it’s not just the people but the subject I love and have worked in for 15 years. I have a lot I can give back.

Is there a connection between your first career and teaching?

6: Maybe training, but not really because it’s just technical in my old job. In terms of curriculum and standards and connection of disciplines, no it’s totally new.

4: For me for 5 years, I kind of taught. I was an instructor at an aquarium, so I gave tours with children and adults, preschool to college level information and the different animals, and things at the aquarium, so in a way I was an educator than, but it was more of an in formal education. I would take kids on boat trips and kind of do beach walks and that sort of thing, so there is a connection for me.

1: This might be a little off the wall but I see a direct connection, uh, when you are in food service and catering there is a tremendous amount of preparation that no one sees, they see the table and the end product and what I’ve learned in the short amount of time I’ve been in education, there is a tremendous amount of research and information you have to gather together before you walk into the classroom and both careers are alike that way. I had a friend of mine say food service is like acting, and teaching is like acting to a certain extent. You have to try to be on everyday every period and put on a show, and I see a direct correlation in that respect.

4: This might seem off the wall also, but I was in door to door sales and these people want to slam the door in your face. And you completely have to sell yourself. And teaching is the same way. You completely have to sell yourself. After you get in the classroom you have to completely sell the material to the kids and they don’t want it but you have to sell it and sell yourself. It’s much like being on stage at all times in door to door sale and in teaching.

2: I have something similar that I wasn’t thinking in that way when you asked the question, but I look backwards. When I went into sales after a year of teaching I would say that my year of teaching is what qualified me to do sales.

What events in first career helped you to formalize your desire to teach?

3: It was a mixture of downturn in jobs and realization. I had friends who were consultants and friends who were planners or such where you deal with a lot of $, but they weren’t really happy. I was going to a lab everyday, and knew I needed to be in an environment where I could see the results and see the results go well.
Not so much in an experiment, results in the student doing well on the exam, and able to say "hey, good job" and that's what I needed. I needed to see positive reinforcement. I was not getting that. You can market anything but you have to be happy with what you do.

**What events outside of career, helped you to crystallize your desire to teach?**

1: I think one of them was the recent politics. I was in hospitals in the early 80's when they pumped billions and billions of dollars into hospitals and I had a real great career and I got laid off in '97 and that's when I got the job in food service in Newark, and that's what lead me to swing over to education and teaching. And I think it's opportunity and when you have people in Washington and all over saying they are going to spend billions of dollars in education and I heard the president not too long ago saying between not and 2010 there is going to be a million job openings and that means they are going to pay well and take care of your well and it's a placer where I want to be where I can give back and win. It's a win win situation.

2: I think I got into education and some of the services. A lot of people get into education and than tutor, I actually did it a little backwards and I got into my other career and than started teaching SAT classes, and things happened and for a number of reasons decided for a number of reasons to leave the engineering field and establish myself in teaching SAT classes and tutoring and I found that I was doing it in odd hours, after school and weekends and so what am I going to do during the day and teaching was logical because the kids were in school, so what am I going to do during the day, a school job is perfect because the kids are in school and I can't tutor them during the day so I pursued a teaching career.

**What does teaching offer you that other career did not?**

6: Summers off, weekends off, nights off, holidays off. In my old job I did not have a life. 12 hour days, you can actually leave the classroom when your day is over, granted you have to take work home...a lot of work home.

2: A lot of teachers say they don't have a life because of all the preparation.

3: I agree with what you say about time off and flexibility, but as a first year teacher I am amazed at how difficult it is. I wasn't expecting it to be a cakewalk but there is so much that goes into this that I wasn't anticipating] preparation, test preparation, you prepare a lesson that is perfectly clear to you because you are an expert in the material and you are like, wow, that did not go over well at all, and you are brought back to the drawing board to reinvent that lesson. You are always trying to prove you're. My weekends are not free, I am constantly trying to do my work or improve my work.
It definitely offers flexibility, you can walk into your classroom and you can basically decide what you are going to do in those 40 minutes, but I mean, personal satisfaction. I can go in and affect minds.

5: A little bit of consistency in that I teach the same kids, in my old job at the aquarium it was a one shot deal, teach them and then never see them again. I would see 4-5000 students in a year. I wouldn’t know what was the impact I would have on the students. I would see a few at different program thought the year, and see a little improvement in them, but knowing my students and knowing them and knowing them by name. To me having consistency and actually knowing I taught them something and them bringing it back to me and seeing that they do learn something.

And I agree having Saturdays off, even though I work at home, it’s still “off”. Teaching is a lot less stressful, not that I don’t have challenges, but the consistency and just enjoying it reduces the stress level.

4: When I worked as a bond broker, you make a trade, you make a deal and you never see the person you are dealing with, it basically comes back as a number which translates into a monetary number, which was nice in society. I guess, but I didn’t really get that much gratification out of it. My first year, you know was nuts, 140-50 students, no training, like most of you, Than started to get into it as a first year teacher you have a lot of bad days, hard days, frustrating days, students get to you but than you have a good day, things click, students respond and you come out of there elated, or at least I do. You start feeling like a feeling I never had before. You are walking on cloud nine, so energized by this. If I can do this for a career and feel like this on most days, instead of one out of every five than I’m going to be a pretty happy guy, no matter how much money I make.

1: I’m enjoying the challenge. Food service got to a point where I seen this done that. The challenge of connecting with one kid that was not there last week, but somehow you made that connection and they’re doing better everyday. And when the kids come and say to you “hey, Mr. M, I was good today” and I say, okay be good tomorrow! I’m looking at it, they’re paying me to learn, they are paying me to learn material, present it to the kids and the opportunity from here on out is just tremendous.

What do friends and family think of your choice to become a teacher?

5: My friends thought I was crazy “you worked at an aquarium, what are you doing going to a school? You’re crazy!” And I got a lot of that, and I said it was time for me to go and do something to make more on an Impact on kids, and that in my opinion it’s what I did. Basically I am very happy with my job and where I am and they have come to understand that. I mean you tell people you work at an aquarium and that’s a
conversation piece, you get 5000 questions. You tell them you’re a teacher and you get oh, that’s nice, what do you teach? I went to college for Marine Biology and where I worked in the aquarium I think people were like wow, good you are using it. But when I went into teaching I think people were like wow, what are you doing wasting your degree and almost like it was failing at that. But I don’t see it like that, I think I’m taking it a step further and sharing it with the kids because it I’m teaching physics or sound I can relate it to animals and put a twist on it. I don’t think they’re disappointed. We as long as I’m happy I really don’t care what they think to tell you the truth. I like what I do, and I like getting up in the morning.

3: For me, I’ve had a couple of friends who have been surprised, and a couple of friends who said they knew it all along. They said “oh, you’ve always been and educator, just not in your own classroom. But I mean my family has been very supportive. My mom is a teacher in West NY, so we kind of relate. But on the other hand, I’ve had friends and friends of family come up to me and say “why are you doing this” That’s kind of what I don’t like about the profession, it has a stereotype about it as not being rewarding. I like being a good teacher. It’s mostly positive but some negative I’ve seen surprised about.

2: I have family in education, my sister, and my brother got his degree at 42, so I had that influence. But really the biggest was a really good friend who passed a way in late December who said you’ll be a great teacher, go for it. The only person who gave me a little problem was my wife, because she was afraid but I believe in god and this is my place and I was destined to do this and eventually my wife will see me as happy and realize I can be just as successful in this career as I was in my prior career.

4: More so than anything else, I get a lot of respect which was accorded to me which I didn’t think I would get from my family. My 1st year teaching I lived at home so I was coaching football, I would come home from work and go upstairs for 4 hours come back down and you know my first 4 months were like that and the respect that was accorded to me by my family kind of surprised me. This one funny time at the second month I was teaching, a friend was telling me about a trip to Vegas for his job, cash account, and everything, unbelievable perks and he said to me what kind of perks do you get? And I said we get free chalk. That’s all I would say. And you know now, I get friends in the financial market (which is not going so well) having tough times and I get calls from guys going “yeah, how’s that teaching thing” And I say great! It’s pretty stable you get a lot of respect and stability.

What is the hardest aspect of teaching?
5: Mine is time, you know finding time for myself. I was hired very late and I was hired in August. I left my old job I walked into my new job on August 28, to this enormous lab, which I had to prepare, I was like my God, where do I start. There are cabinets that I still have no idea what’s in them. I open the door and say, “my god, I have these” It’s just the time to prepare things, finding the time to get stuff done, going here, getting my masters degree, it’s just hard to find time. And find time to learn the new subject matter. You know I took science classes but teaching astronomy and weather, that’s all new to me. It's time for myself.

3: yeah, I think the time issue is definitely it. I was hired Aug. 8, and I was given the book 3 days before and told to get going./ I also have another job at night teaching SAT and Graduate courses and I do that because I have loans, school loans, sure I’m making as much $, but I am enjoying it. Time, and I would say also you get some bad days. You have a really good day one day, and another day and then today you have a terrible day. Last week I had a lot of bad days and it’s just really hard. The kids were tough. You know I have all this knowledge and I want to impart it to the kids and you want them to be sponges and some days they want nothing to do with it. For me, loving what I do so much, as a science teacher, loving the material, I find that I get a little disappointed. The point is it bothers me that someone doesn’t love it as much as I do and that they show it so physically.

1: I think time is one part, but another par being very new to the field, is how much material is too much material. When you go in you have a bunch of material and it just seems that in the 6th grade where I am, the kids just don’t absorb that much, they move very very slow. Ah, I think that and the discipline, when I was in food service at Newark I constantly saw teachers coming down on students. Just verbally destroying them. And I would say to myself on a regular basis, I don’t want to be like that on a regular basis. I’m trying a lot of different things and this course here at the alternate route has given me a lot of ideas about what to do when you have certain kids that shouldn’t be in the mainstream and you have 1 or 2 kids that just disrupt to get a handle on coming in February. When everyone know you don’t know their names, I know all the bad kids by name!

5: Everyone becomes honey or sweetheart.

1: What I’ve done with the bad kids is just when I see them in the hall ask them how the day is going and just try to be one on one with them. Basically how much knowledge can you impart on the kids and how much can they absorb on a given day. And how to discipline and keep control.

6: Well what I thought was bad was the fact that I don’t have a lab, do you want to switch? What was bad in the beginning I now feel really good about, because I got very creative. I go shopping every weekend to grab my chemicals and ditto’s and I go to Home Depot to get my little things and thank god they finally started reimbursing me. But my major frustration honestly is that I believe that some people, the board, or the people that operate the schools, have lost reality of what’s going on. Besides what we get in materials we have some knowledge in
our fields, hands on experience so I have stud to offer and they keep bring us these things we have to do in the 1st five minutes, and you have to do these HSPA skills in the first 15 minutes, and it turns into 45 minutes and they still expect us to cover the material. I had one supervisor who said I was to cover the book and I said no no no, I want them to learn the material, but how I get about it should be left to me. But they want me to teach for a test, and I feel that is why kids are not learning and it’s aggravating. As much as I hear your frustration about disciplining kids, all my kids have a discipline problems because I’m in an alternate school. So therefore any day that doesn’t involve blood is a good day. Yet I have kids that come to school with ankles. You never know when the cops will be in looking for a kid. But I find the mentality of the board is frustrating.

2: I agree with that the kids are doing what you expect them to do so the discipline problems are there but you expected them. But it’s the non-teaching personnel who are bureaucratic in mentality who have no experience in the classroom, or it’s been so long they just don’t have a handle on things, that’s the problem I mean I have a personal anacodote, I initially was going to teach in NYC. NYC has been crying for years we need teachers I jumped thru all the hoops they were putting in front of me, where they had to investigate my background, understandably, the investigator goes on vacation for the summer, no one else will go through my file until the guy gets back. Meanwhile I have involved myself with the school that was going to hire me, a principal who says you are going to be our teacher yet this department just stalled it. And I’m trying to get an answer like do you think it may be okay? And they would say Can’t comment on that it got down to August 20th, I got an offer with another school an dl took it, which I didn’t really want. NY was left scrambling for a teacher because the investigator can’t do his little part. I’ll go in and deal with the kids, but the bureaucracy doesn’t allow it. It’s better in NJ but still bad.

3: I want to echo that discipline that’s a problem, and I wasn’t expecting it to be as bad as it was, but I can’t tell you that this is a profession that has a deficit of people who want to get into it, k I think it’s the hardest profession to get into. I was going on interview after interview. The response I got was that they would not hire me unless they had no one else because I was alternate route. I was a little insulted. I mean I have a masters degree, yes I have to take those exams, I understand that, but not only do you concur an expense, I mean, I took 5 praxis exams it cost me around 400 dollars. You incur around 1000 dollars in expenses. They made it a very difficult process to become a teacher. I had paperwork in the Hudson county Board of Ed office for a month while my certification went thru. It was frustrating to me. It disenchants people who want to go towards it and I think something has to be done about that…really I do.

5: Well, it’s just, I talked to someone today about the alternate route program and they asked why would they hire an alternate route teacher and I said a lot of urban districts higher alternate route teachers because they lack teacher and somehow you have your certification right out of college and ready to go that makes you more appealing. Rather than the experience that we have that we can bring to the classroom. And it’s the powers that be that decide.
3: It’s because of the paperwork.

5: That’s exactly it, Paperworks at the desk. I man my superintendent I had no idea that I was alternate round. I was like it’s right there on my resume. You knew it when you hired me. It sat there for all of January/

Can anyone be a teacher?

“No, I don’t think so”

1: Well, I think you have to like kids first of all. Without a doubt. I think me going into teaching now, I have a lot more patience than I did thirty years ago.

“Patience”

2: Good disposition, like-ability

5: caring

1: Certainly not to take anything personally, thick skinned.

5: I also think that, I see a lot of teachers who have been teaching for 20 years or more and they say “I don’t understand kids today” I think teachers don’t understand. Kids change and when they can’t relate to the way kids change they don’t relate and they don’t realize that kids aren’t the same as they were 20 years ago. There’s a lot more pressures in the world and you can’t be sheltered as to what kids are going thru today and you have to be able to relate to them. And if that mean changing your lessons around in a way to relate to them you do. I mean not to be their pal or buddy but try to relate to them what your teaching in a way that it fits in their world. You need to be able to do that and if you can’t it frustrates the teacher because they are bored. I don’t know what kind of quality that is but I think it’s something you have to kind of think about.

1: You have games and TV, and computers and things like that we are competing with. I mean I have a total, total, different respect for a teacher 3 months into this than I did before because I never realized they did this much, never in my wildest dreams, did I think they do this much or as much as I do now.

4: You also have to be a leader, too. In a way I was thinking about sports figures and if you become a famous sports figure is it your duty to be a role model or do you just go out and hit 40 homeruns? What is your secondary responsibility, or is it really your primary responsibility because some of the kids are looking to the TV for their role models or direction in life and I think as a teacher besides imparting you knowledge you’ve also showing them hot to be a human being. So
you have to have that real respect for the quality of life you are going to impart on them as well as the material.

I have a passion for understanding kids if they have a bad day I want to know why.

Question 9: Why do you think you will be a good teacher?

4: I want to understand how to become a better person myself, so I can improve their lives as well, how to lead a good life and I do try to do a lot of things outside of the office so they can see I'm not just up there lecturing to them and trying to give them my knowledge but someone who is going to go out there and make a change.

1: It's the way you teach, teach honesty by being honest, teach responsibility by going to work everyday. You can teach consistency by being there everyday and I think that's a part of life lessons for kids that don't have fathers or mothers in some cases.

I think I will be a good teacher for those reasons. While I was in the military I never missed a meal. I was in food service. My job is to teach now and I'll be damned if I don't teach everyday and be very good at it. And I like the challenge of being a teacher. I love failing and than being successful. Changing the routine, changing. Similar to food service You don't cook every thing perfect the first time, you have to change the recipe. You have to change it up and figure out how to stimulate kids. One child might be stimulated by audio, one by video, very few by me standing in front of the room. Right not the excitement I'm having a real good time trying to lesson plan using audio, video, figuring it all out and that's where my head is going.

5: Creativity. I think being creative is one big quality you have to have to be a teacher, I think my enthusiasm for my subject that I teach. I think that is really it. Because I am very bubbly and I have a bubbly personality and I think the other too. I like to tell the kids my personal experiences. You know I'm not afraid to admit I have weakness. I admit them I let them see. I tell them that math was never my thing, but I made it through it. And math and science go hand in hand. I like to teach them in fun ways. You know I am very lucky because I do lab teaching so it's a lot of hand on things. I talk to them for 15-20 minutes and than everything is "go do it" I let them play with dirt and I let them do things their parents would never let them do. I let them paint with vegetables, I have animals on the table. You know anything just to peak their interest. I think me being enthusiastic for the subject kind of rubs off on them. So I think that's my thing.

4: I just want to comment, I think that's a great point you made, showing the kids your weakness, letting them know you have weaknesses makes you so much more human and it's so appealing to those kids I think that's a big point.
1: Instant feedback, I love it.

2: I know my stuff, and my discipline and the level that I teach this is high school, and higher level math, if you know your stuff, if you are reasonably good at explaining it, reasonably patient in explaining it, and if you have something to offer to the kids I think they do really respect that. And also if you show that you are approachable, you are human and have enthusiasm and that enthusiasm does communicate through and they say oh you have something to offer us. It does look good so we'll play along.

3: Again I agree, my expertise in my subject. I mean I know that what I try to do is explain it to the kids and than for instance we were talking about DNA today and how it replicates, they don't care that much about that but they do care that it is the basis for cancer. So you can explain it in the context of disease. Or we talk about eye color and genetics and where they are from, I teach it's all darker hair and eyes relating it to where they are from. On the spur of the moment I can take what is a less interesting lecture topic and turn it into a conversation and that's how I believe people learn. And the second thing I know I am well-liked and I was there 2 months and the kids found a way to get me out of the classroom and throw me a surprise party. I mean I know they come to me to talk and for extra help and they come to me just to talk. Kids say well you know we like to just come and talk to you after school. You can't get that everywhere.

Do you think teaching is an emotional experience:

"absolutely"

5: For me, I teach in a kind of small school, and you do get the ones that you know you have an experience with them and that makes you attached to them especially for me because I teach in a k-6 school and I keep think oh my gosh, the 6th graders will be graduating soon, what will I do without them. Especially I had an innocent where a child was having problems with her friends and she came to me with tears in her eyes and confided in me, that was a very emotional thing, like she trusted me enough to talk to me and ask me for my advice, that was very touching to me that she trusted me. Sometimes when I talk about my students I get so excited, and if they don't do so good or something happens to them personally they you do, you get emotionally involved, you can't help it. Absolutely I think it is a very emotional thing.

4: I just whenever think whenever there is a relationship formed and in order to be a good teacher you have to form some sort of relationship and as a young teacher it's hard not to form too much of a relationship, not to cross the line, but whenever there is a relationship a emotional attachment is formed and emotion is attached to that. That's the basics of you having good days and bad days because of something bad happens to a child right, now I'm a guidance counselor so I deal with a lot of emotions you can't help but become attached to them emotionally.
5: And sometimes you are the figure in their lives the other, father figure, and you see them sometimes more than their parents do. They are with you most of the day or they see you most of the day and their parents aren’t around that much. Of course they become attached to you and in return you become attached to them.

3: Yeah, I just want to add a little tid bit, I was absent last week and one of my students got in a fight and was suspended and it’s happened before I teach homeroom. I’ve had students suspended for lateness or discipline problems and if I’m the one noting they were late, I know I am doing the right thing, but like today, I found out one of my students was being suspended for lateness and its probably the 4th one and a bunch of friends walked in and said you know Mr. Miller she wanted you to know who’s mad at you because you did get her suspended. And it’s hard you know, you’re the not suppose to feel attached but because I do I’ve opened myself up so they can like me, which might not be the right thing to do, but so they can have a good education I’ve let myself open to that, these are the same kids that threw me the birthday party, so how can you not. Because its you to, it’s a double edge sword. A couple of my other kids were suspended and it was right around midterm and I made sure they got the notes they needed. I mean I went to the VP- and sent it out. It’s my first concern these kids that did stuff for me. So I fave them the benefit of the doubt, its’ very draining.

What will be your legacy?

4: I want to be able to have in 30 years, still be in contact with a number of my students. You know I can’t be idealistic and say all my students but I would hope for a handful of students that I’ll speak to every so often and they’ll still look to me for some conversation and some guidance and that is my goal.

1: I want to take my life experience and try to shorten the time it takes for them to be successful for as many children as possible.

I think one of the biggest problems with this country I’ll use retirement as an example is we all realize at 62 that we didn’t put enough money away for retirement. WE as if we had started younger we would have been okay because of compounded interest.

And I just think because I’ve been around the block a few times I can point the kids in many directions and show them application and try to point the kids in the direction where they can make a decent living and have a decent life.

3: Same thing, I would love for kids to come back and talk to me. Or have a few kids in college in a few years and have them say wow now I know why Mr. Miller was this way or why Mr. Miller taught in this style and not having realized I was a
great teacher right away, because some of them don't want to be there or don't want to realize that but just to have some of them grow up and say at 25 years old wow I'm really glad I had him and wow helped me become ..... Not only in science but in life.

1: If I can just add one other thing the average millionaire fails 17 times before he makes his first million dollars it's persistence and when I teach kids and they say I can't I say I've heard I can't from the kids in the school in the last 3 months more than my whole career. To show the kids that if they put their mind to it they can achieve it is part of my legacy.

2: Basically, Same idea has been expressed about having kids coming back even I've seen it a little bit during the year, when I kid with them and say "oh year, I get this stuff now, you know I'm math where a lot of kids have gone thru many many years without understanding and to have someone in that boat say hey I get this stuff I understand. That's it than hopefully I got this stuff turned it around and I was able to do so much better, form here on form this point on so the success in life from this point forward...their future success.

5: Okay, for me I think personally have a handful of teacher either from grammar school or college that definitely made an impact on my life that I still think about and still talk about I would love to bone of those teacher for one of my students someone they would call up or want a letter to and being a woman in the science field, you know a lot of women are not seen as good scientist and if I inspire at least one of my students to go into a science career as a woman or even a male you know showing them that people can go this far in a science career, I think that would be a great thing for me that would be great! If one of my students goes into a science career and I had something to do with it, that would be like an amazing thing for me!
APPENDIX B

SETON HALL IRB APPLICATION
Informed Consent Form
A Qualitative Study Examining the Motive and Determinants of a Voluntary Career Change into Education

You are invited to participate in this research study dealing with the investigation of motives leading to a second career choice in education. Information pertinent to your involvement follows so that you may make an informed decision regarding your choice to participate.

1. This research is being completed by the principal researcher, Debra Mercora, as partial requirement of a doctoral degree in Administration and Supervision of Education, at Seton Hall University, Department of Education. Miss Mercora is a professor in the department of Education at St. Peter’s College.

2. The purpose of this study is to investigate the motives and contributing factors that influence one's choice to become a second career teacher. This study is concerned with the reasons why individuals choose teaching as a second career, the contributing factors that underlie their decision, and the motivation for choosing teaching as a career. The group interview will last approximately 2 hours.

3. The research will consist of the transcription and analysis of answers and statements to questions asked of the participants during focus group interviews. You are invited to be a participant in a focus group for this study.

4. Your decision to participate in this research study is entirely voluntary. As a participant you are free to ask questions about the study at any time (before or during research) and may choose to withdraw without negative connotations.

5. Anonymity will be kept through the use of arbitrarily assigned numbers used in the coding process of the video taped interviews. The principal researcher will only be able to identify participants by these numbers. The focus groups and transcriptions of videos will be done by a third party, not associated with the Department of Education at St. Peter's College.

6. All information gathered during this study will be kept in a locked filing cabinet in the home office of the researcher. The information will be kept for three years after the completion of the study.

7. Records will be kept confidential. In the event that any information acquired during this study is used for publication in journals or as presentation content at meetings, your identity will be kept confidential. Access to all information gathered will be to the primary researcher only.

8. There is no anticipated personal risk anticipated with this study.

9. Your participation in this research would be of value because you have chosen to become an educator following success in a prior career. This information may be useful...
REQUEST FOR APPROVAL OF RESEARCH, DEMONSTRATION OR RELATED ACTIVITIES INVOLVING HUMAN SUBJECTS

All material must be typed.

PROJECT TITLE: A Qualitative Study Examining the Motives and Determinants of a Voluntary Career Change into Education

CERTIFICATION STATEMENT:

In making this application, I (we) certify that I (we) have read and understand the University's policies and procedures governing research, development, and related activities involving human subjects. I (we) shall comply with the letter and spirit of those policies. I (we) further acknowledge my (our) obligation to (1) obtain written approval of significant deviations from the originally-approved protocol BEFORE making those deviations, and (2) report immediately all adverse effects of the study on the subjects to the Director of the Institutional Review Board, Seton Hall University, South Orange, NJ 07079.

Debra Mercora
RESEARCHER(S) OR PROJECT DIRECTOR(S)

DATE

**Please print or type out names of all researchers below signature. Use separate sheet of paper, if necessary.**

My signature indicates that I have reviewed the attached materials and consider them to meet IRB standards.

John Collins, Ed. D.
RESEARCHER'S ADVISOR OR DEPARTMENTAL SUPERVISOR

DATE

**Please print or type out name below signature**

The request for approval submitted by the above researcher(s) was considered by the IRB for Research Involving Human Subjects research at the __________________________ meeting.

The application was approved ___ not approved ___ by the Committee. Special conditions were ___ were not ___ set by the IRB. (Any special conditions are described on the reverse side.)

DIRECTOR,
SETON HALL UNIVERSITY INSTITUTIONAL REVIEW BOARD FOR HUMAN SUBJECTS RESEARCH

DATE

Seton Hall University
07/2001
SETON HALL UNIVERSITY IRB APPLICATION SHEET

Application must be typed.

According to my understanding of the IRB Guidelines, this application qualifies for the following review:
Exempt _____ Expedited _____ Full Review _____ X _____
(13 copies enclosed) (13 copies enclosed) (13 copies enclosed)

If more than one researcher, give information on a separate page for #1-4 for each researcher. Indicate who is Principal Investigator.

1. NAME: ___________________________ HOME PHONE: (732) 933-3888
   Debra Mercora

2. HOME MAILING ADDRESS: 173 Manor Drive, Red Bank NJ 07701

3. PLACE OF EMPLOYMENT: St. Peter's College, Jersey City NJ

4. POSITION OR JOB TITLE: Asst. Professor WORK PHONE: (201) 915-9254

5. TITLE OF STUDY: A Qualitative Study Examining the Motives and Determinants of a Voluntary Career Change into Education

6. Study is: (a) Thesis _____ (b) Dissertation X _____ (c) Class Project _____ (d) Other [specify] ________

7. Name of advisor, thesis or dissertation, class professor (If applicable): Dr. John Collins, Ed.D
   Dept: Education and Supervision Phone: (973) 275-2823

8. Anticipated starting and completion dates: 3/02 to 6/02

9. What is the purpose of the study? The purpose of this study is to investigate the motives and contributing factors that influence one's choice to become a second career teacher. Within the study the experience, feelings, motives, and concerns of the second career teacher will be presented. This study is concerned with the reasons why individuals choose teaching as a second career, the contributing factors that underlie their decision, and the motivation for choosing teaching as a career.

10. What is the Hypothesis or Research Question? The overall questions that will guide the research are as follows: (1) What are some of the motivational factors that encourage job switchers to enter the field of education? (2) What type of conditions within their prior work experience helped to stimulate the decision to enter the field of education? (3) What other conditions, including personal needs, might have contributed to this decision?

11. Explain your qualifications for conducting this research. I am doctoral student that has successfully

Seton Hall University
07/2001
completed multiple graduate courses involving research of human subjects and an interest with qualitative procedures in particular.

12. Explain the rationale and significance of the study. Examining the motives will contribute to the recruitment, retention and success of a career changer within the teaching profession. In order to determine why some people choose teaching as a second career there is a need to explore basic human drives, motivation and attitudes influencing the total behavior of people electing to follow this course rather than what society would choose for them. For the prospective teacher an awareness of the importance of the decision to enter this field is essential. The reasons for choosing teaching as a career will affect the attitude and behavior of that individual towards the students and job. As the school age population increases and the number of retiring teachers also increases, the problem of "teacher shortage" becomes eminent. The second career teacher is the developing pool that will help to fill this void. Understanding their motives, desires and beliefs can help in the recruitment of others. This study will generate new research on the phenomena of second career teachers.

13. Describe the subjects: The subjects for this study are adults between the ages of 32-46 who are in the process of gaining appropriate criteria in order to become a certified teacher. This certification process is a voluntary choice made by the subjects in order to pursue a second career in the field of Education. Subjects will be chosen based on the stipulated set of qualifications as stated below.

   Age(s) of subjects:  32-46
   Number of subjects:  15-21

14. From where and how will potential subjects be identified (e.g., outpatient list, class list, etc.)?

   Potential subjects will be identified from the enrollment list of graduate education and alternate route students of St. Peter's College.

How do you have access to this population?

I am faculty member of the Department of Education at St. Peter's College. Permission to conduct this research using St. Peter's College facilities and students was granted from the Dean of Education of St. Peter's College.
15. Do you have a supervisory and/or professional relationship with the subjects? Yes ___ No ___ X __
   If yes, please explain how this relationship will not compromise the voluntariness of the subjects' participation in the study.

16. Will data be collected from or about any of the following protected populations:
   ___ minors (under 18 years of age, specify age)
   ___ prisoners
   ___ pregnant women
   ___ fetuses
   ___ cognitively impaired persons

   For additional requirements regarding these categories of protected subjects, consult and follow the IRB Guidelines.

17. What are your criteria for subject selection? Selection of subjects must be equitable and, in the case of protected populations [see #13 above], should reflect their special needs. IRB Guidelines also require researchers to be sensitive to the use of educationally and economically disadvantaged persons as subjects. If you are excluding women or minorities from your subject pool, you must include a scientific justification for such exclusion.

   The procedure for choosing the sample is based on guidelines set down by Glaser and Strauss and referred to as "theoretical sampling." In this study, no attempt will be made to randomize the sample, but rather subjects be chosen based on how they conform to the stipulated set of qualifications.

1. Midlife: The population chosen for this study was determined from evaluating research on the adult life cycle. This study will focus on the mid life transition period. The transition describes the potentially difficult period characterized by aging and a reawakening to unresolved problems. Research shows that this period ordinarily starts at age 38-40 and lasts 4-6 years. However, life is not standardized and therefore can have a range variation of not more than 6 years. This study will therefore, study the motivation behind second career teachers within the age range of 32-46.

2. Length of time in first career: Those who change jobs every few years will not be included in this study. Only subjects who had been employed continuously in the previous career for at least seven years will be included. Seven years seemed like a reasonable amount of time to experience success and represent a considerable amount of time and energy invested in the first career.

3. Voluntary Change: Because a career change into education requires extensive study, time, and money, the decision to become a teacher is voluntary. Despite the reason for leaving the first career, it was a voluntary choice to invest in the process of certification in education.
4. **Parental experience vs No parental experience:** There is much research on the entry of the housewife/mother into the workforce. The preconceived idea that teaching is a logical "fit" for the "back to work" mom, because of experience with children, mothering ability, and benefits for their own child rearing, will not be considered in this study. Instead it was decided to look only at those individuals that do not have children of their own.

5. **Career:** Consideration was given as to what defines a career, and not simply a job. Turner's (1964) classification system was used to define "career": Six out of nine categories are included in his system:

   a. Large business owner and official
   b. Professionals
   c. Business agents and managers
   d. Semiprofessionals
   e. Small business owners and managers and retail salesmen
   f. Skilled laborers and foremen.

   Excluded from this study are:
   1. clerical workers and salesclerks
   2. semiskilled laborers
   3. unskilled laborers and service workers.

   These lower level jobs are not usually thought to be careers. Change form these last categories can reflect simply a desire to improve one's financial position, and desire to obtain an initial career. A career in this study is represented by a position that required formal training, and certification of mastery or ability.

18. How will subjects be recruited once they are identified (e.g., mail, phone, classroom presentation)? Include copies of recruitment letters, flyers, or advertisements, or copy of script of oral request at time of recruitment.

   Once identified possible subjects, the attached telephone solicitation script will be used for initial contact with informed consent forms being completed by each member of the (subsequent) three different focus groups prior to the actual data collection.

19. **Where will research be conducted? (Be specific)** Research will be conducted at St. Peter's College.

   Focus groups will be interviewed in room 326 Dinean Hall.

20. **Will deception be used?** YES _ NO X_ If YES, provide the rationale for the deception: ______

    Saton Hall University
    07/2001
21. Please explain debriefing procedures, if any, to be used in this study: No debriefing will be used.

22. What methodology will be taken to insure the anonymity of the subjects and the confidentiality of the data (i.e., coding system, how and where data will be stored and secured, how data will be analyzed, who will have access to data, what will happen to data after the study is completed)? Note that researchers should retain all data collected for at least 3 years after project completion.

Research will be conducted using a grounded theory methodology. Focus groups will be videotaped, transcribed and coded using open coding. All participants will have access to transcriptions and video tapes prior to analysis. Any portion of the video tape will be destroyed if desired by a participant. After transcription videotapes will be secured and maintained for three years, with no other use of disclosure of their contents. Identity will only be through the final four digits of a participant's social security number. All video tapes and transcripts will be kept in the home office safe, under lock and key for a period of three years after the completion of the research.

23. Is a subject follow-up anticipated? YES ___ NO ___ X If Yes, for what reason? ________________

24. Describe the design and methodology IN DETAIL (what exactly will be done to the subjects? What measures will be taken?)

Describe any equipment that will come in contact with the subject. Brand name and model, as well as description of its function. If electrical equipment is connected directly to the subjects, as with GSR and EEG measures, assurances concerning the safety of the equipment (technician should certify that equipment was checked within the last month) should be included.

ATTACH ADDITIONAL SHEETS IF NECESSARY.

Include the necessary copies of any test instruments, questionnaires, etc.

DO NOT ATTACH COPIES OF SECTIONS OF GRANT PROPOSALS, DISSERTATIONS OR CLASS PROJECTS TO ANSWER THIS ITEM.

This study seeks is an exploration into the motives of adults choosing teaching as a second career. The research will consist of the transcription and analysis of answers and statements to questions asked of the participants during Focus Groups. A list of potential participants will be acquired through the graduate department of St. Peter's College. The pool of subjects will be chosen based on criteria identified for the theoretical sampling. The utilization of focus groups will permit the researcher to create a supportive environment, asking focused questions, to encourage discussion and the expression of differing opinions.
and points of view. Focus groups will be conducted, involving 5-7 participants, each lasting approximately two hours. The focus groups will be video taped with the use of a Panasonic PV-DV351 Camcorder. The focus of the questions in this study is intended to reveal the motives of a person who chooses teaching as a second career. Participants will be requested to respond to the following series of questions:

Is there a connection between your first career and teaching?
What made you decide to become a teacher?
Do you like going to school?
What qualities within you do you feel are most appropriate for teaching?
Do you think teaching is an emotional experience?
What do friends and family think of you choice to become a teacher?
What events in your first career helped you to formalize your desire to teach?
What does teaching offer you that your prior job did not?
What events, outside of your first career, helped you to crystallize your desire to teach?
What qualities do you possess that will make you a successful teacher?
Can anyone be a teacher?
What are you going to remember most about your years as a teacher?
What do you believe will be your legacy?
Why do you believe you will be a good teacher?
Why do you think you wanted to become a teacher?
Do you think you are a typical teacher?
What is the hardest aspect of your career as a teacher?
What is the most your first Are you happy with your decision?
rewarding aspect of teaching?
Compared to your first career, do you consider teaching more challenging? If so, explain.
What do you miss, if anything, from career?
What was your biggest surprise as a teacher?

Responses will be video-taped, as well as annotated by the researcher. The use of video tape will allow for
the preservation of the feelings of the participants. The taped focus group interviews will be transcribed and
available for review by participants prior to analysis. Participants will be free to ask questions about the
study at any time (before or during research) and may choose to withdraw without negative connotations.

Data will be analyzed by accepted grounded theory techniques such as identification of pertinent thoughts or
events using initial coding to develop concepts, and then grouping these concepts into categories. The
basic elements of grounded theory analysis are the identification of concepts which are grouped to form
categories. Data will be examined, compared, organized and reorganized, which will lead to more definitive
categories.
Human Participant Protections Education for Research

Completion Certificate

This is to certify that

debra mercora

has completed the Human Participants Protection Education for Research Teams online course, sponsored by the National Institutes of Health (NIH), on 02/02/2002.

This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research.
- ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
- the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
- a description of guidelines for the protection of special populations in research.
- a definition of informed consent and components necessary for a valid consent.
- a description of the role of the IRB in the research process.
- the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

National Institutes of Health
http://www.nih.gov

http://cme.nci.nih.gov/cgi-bin/hsp/cts-cert4.pl

2/2/02