The teaching profession: An evaluation of career stages

Eberhart, Mary Catharine Edmonds, Ed.D.

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The Teaching Profession:

An Evaluation of

Career Stages

by
Mary Catharine Edmonds Eberhart

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_____
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Dissertation
Advisor _____

Committee Members _____

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This study was conducted to examine the stages existent in the teaching

career. A clear understanding of career stages in teaching has significance for

educational leaders who seek to reform the profession and to promote the

growth and development of the adult learners in public school classrooms.

A random sample of 478 teachers employed in North Carolina school

systems within Educational Region 5 (a geographical grouping of districts

established by the Sate Department of Public Instruction) and 100 student

teachers at three institutions of higher learning (University of North Carolina-

Greensboro, North Carolina A & T State University, and Elon College) in the

same region were surveyed via a mail questionnaire. Information about the

level of career concerns of teachers was gathered using The Adult Career

Concerns Inventory. Job history, biograpraphical data, and comments were

solicited. The response rate was 36% (36) for students and 74.47% (356) for

teachers. Responses to 60 questionnaire items were examined using

multivariate analysis procedures. Six dimensions of concerns (Investigation,

Acculturation, Opportunity, Respect/Recognition, Rejuvenation, and Retirement)

were found through a Factor Analysis of the variables. Differences among

teachers on the six dimensions were analyzed using stepwise regression with

several potentially explanatory variables. The variable explaining the greatest

significance of variance among the dimensions was length of service which was grouped into 4 levels of experience.

Differences among the 4 groups on the six dimensions were examined and patterns emerged that identified two broad stages along a career continuum, reinforcing the concept of a stage being developmental rather than discrete as portrayed in models produced from research in other occupations. Stage 1, Acclamation, begins during student teaching and continues for several years after a teacher receives tenure. Stage 2, Balance, is the plateau-like remainder of the career when concerns about respect and recognition combine with the need for rejuvenation thereby influencing the teacher's growth and development. As the career culminates, retirement concerns predominate.

Replication of the study in other geographical areas was recommended. Suggestions for longitudinal studies and the development of an inventory specific to the teaching career were made.

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CHAPTER I

INTRODUCTION

The decade of the 1980s represented a period of intense educational reform in the United States. Public education came under extensive scrutiny and was blamed for many of the economic and social ills of this country. Increasingly, the rhetoric for reform became more pervasive with respected public figures at the Fourth Annual Emerging Issues Forum (Avery, 1989), calling for changes in both what we teach and how it is to be taught. One of the key elements of the reform movement has been to reevaluate teaching as a profession. In Challenges for School Leaders, Amundson (1988) reviewed six major educational reports and found a commonality in the recommendations for changes in the teaching profession. Four of the six reports mentioned increased teacher authority as one important reform. All cited the need for improving teacher compensation and for providing alternative career structures.

While the reform movement has brought increases in salaries for teachers, the national average is well below that of comparable professions. Salary alone is not the only motivator for people; a major factor in how people feel about their profession and work is the amount of respect accorded to it by the community. According to Sizer (1984), our culture uses three elements to signal respect: autonomy, money, and recognition. Thus, some reformers have cited the need for additional teacher autonomy and empowerment.

However, a contradiction in the reform movement exists with regard to autonomy and empowerment. On the one hand, there is an increased call for these elements, while at the same time legislators and other government officials are making decisions that run counter to increased autonomy. According to Frymier (1987), elected state officials feel an obligation to the electorate and federal judges feel a commitment to legal precedents. But neither group seems to recognize that the imposition of highly specific demands and rules designed to bring about state control and uniformity often results in restricting rather than empowering teachers thus hampering effective reform.

As long as teachers are not adequately valued by themselves and others, they are not apt to perform with the authority to do their job well (Maeroff, 1988). With greater autonomy and independence comes empowerment. Empowerment, according to Lagana (1989), gives people the opportunity and resources to believe they can understand and change the world. Presumably, these empowered individuals feel "alive" in the organization and will make significant instructional differences. However, this empowerment is not done through top down control from state to local governments, nor just by passing decision-making from middle managers to classroom teachers. It may be accomplished through another teaching reform effort - restructuring the career.

Alternative career structures have been addressed in many different programs. The Holmes Group (Amundson, 1988), proposed a three-tier system of teacher licensing that would include instructors (novice teachers whose job

would last only a few years), professional teachers (educators with "proven competence" and rigorous qualifications who would be supervisors of instructors), and career professionals (a small group of "top practitioners" who can lead the profession). Other programs have addressed pay, evaluation, and career structure simultaneously through a career ladder. These new programs emphasize evaluation and rewarding the best people. They are often based on the traditional hierarchial model which is associated with movement up the organizational ladder. What follows is a system which provides additional pay for additional work and responsibility.

There are, however, basic theoretical problems with these reform efforts. First, those efforts that have been made through legislative and administrative (top down) dictates about curriculum and teaching methodology fail to comprehend and appreciate the need for personal growth, autonomy, and responsibility of career teachers. More specifically, they fail to recognize that teachers as workers exhibit distinct needs, values, and behaviors at different periods in their careers. How these needs are satisfied on the job greatly influences how well the teacher performs her role.

Second, many of the models for different career structures have been created without a clear understanding of what constitutes a career. Little attention has been paid to the existence of stages teachers exhibit during their career. This lack of understanding about teachers at various times in their career affects the type of staff development that is offered by a school system

and that is deemed beneficial by its employees. Because a sound theoretical basis about the nature of a career in teaching is lacking, and different stages existent in the lives and careers of adults are not often recognized, there is a tendency to treat the teacher as a teacher once and for always the same.

Although not as extensively examined as child and adolescent growth and development, adult development has been studied (Erikson, 1963; Sheehy, 1976; Vaillant, 1977; Gould, 1978; Levinson, 1978), and there is sufficient work available to suggest the existence of adult life stages. These stages are primarily designated by psychological imperatives and aging. Each stage takes into consideration the particular needs, concerns, and values that exist for an individual as he establishes his identity, forms relationships, and grows toward maturity. These stages occur in a systematic, orderly fashion; however, the confronting of particular issues may be experienced by men and women at different ages. These gender differences form the core for additional research that has been called for by many scholars (Super, 1957; Hall, 1976; Levinson, 1978; Karp & Yoel, 1982; Betz, 1987). While some work is being done, further study on adult development and career development of women is needed. This study, however, does not take that focus even though teaching has traditionally been viewed as a job for women.

This research is designed to explore facets of the teaching career and how these may be related to possible stages in that career. Stages in various other careers have been recognized by scholars and practitioners (Super, 1957; Hall

& Nougaim, 1968; Schein, 1978; Levinson, 1978; Blackburn & Fox, 1983; Slocum & Cron, 1985). These work/career stages are believed to be linked to changes in the psychological needs of an individual and focus on issues of dependence/independence, and responsibility for self, others, and the organization.

Super (1957) proposed four stages: experimentation and trial , establishment, maintenance, and decline that are directly related to periods in a work career. Hall's (1976) model also included four career stages and identified psychological needs which accompanied each stage. Making preliminary job choices and settling down are in the trial stage; dealing with rivalry and competition, facing failures and dealing with work-family conflicts, seeking support and autonomy are in the establishment/advancement stage. The third stage is mid-career where feelings about midlife are expressed, thinking about self in relation to work, family, and community is reorganized, and self-indulgence and competitiveness are reduced; the fourth stage is late career where one's work is viewed as a platform for others and an identity in extra-organizational activities is developed.

When a career stage is in line with a person's psychological needs that are a part of the life cycle developmental tasks, there is employee satisfaction; when it is not, frustration, dissatisfaction, disappointment, and "burn out" occur. Teachers burn out at all levels of the educational system, according to Pines (1988); however, in The Condition of Teaching: A State-by-State Analysis,

research conducted by the Carnegie Foundation for the Advancement of Teaching, Olson (1988) reported a relatively high job satisfaction of teachers compared sharply with their concerns about their working environment. While some educational reform measures are addressing the working conditions, more attention should be directed to those factors that distinguish and define career stages.

While individual teachers are recognized as being at various stages of job performance (usually based on evaluation by supervisors, duration of employment, or age), no differences in career stages have been designated per se. A beginning teacher is recruited, hired, and assigned often with minimum consideration given to the tremendous requirements of the early stages of a career when the period of induction, socialization, and initial training occur (Schein, 1982). As soon as the teacher walks into the classroom, she/he is considered "a teacher" with all the rights, privileges, and responsibilities thus accorded. While other organizations allow for exploration, a variety of job experiences, chances to fail or learn through error that do not penalize the job holder, the beginning teacher is expected to be the professional at the onset. The degree of supervision and the amount and type of staff development provided teachers most often do not address the length of service, expertise, and/or self-perceived needs of the teacher although organizational theory suggests stage-specific training.

In sum, research in other fields of study points to psychological and life cycle changes that delineate distinctive time periods in a person's career which are called career stages. However, minimum research has been conducted on career stages for teachers. That which has been done has not been systematic. Moreover, it lacks the theoretical linkage to research conducted in organizational psychology and other disciplines which have bodies of research in this subject. This research seeks to determine whether teachers exhibit such stages as they pursue their careers and, if so, to identify possible factors that may characterize these stages.

Significance of the Present Study

This research is conducted in an attempt to increase understandings about a career in teaching. Not understanding the career and its resultant stages will cause many reform efforts to fail. Successful implementation of teaching career reform can only come about when more is understood about the career. There must be a solid base of theoretical knowledge to increase understanding of the linkage between the desired change sought in teachers and the mechanism employed to induce the change. When more is known about the teaching career, then there will be greater opportunity for the reform efforts directed toward teacher improvement to be more effective.

Teachers aren't cogs in an organizational structure who inanely respond to the needs and requirements of the organization. Their behavior and

reactions to demands of the job are colored by personal and professional needs that are inherent in their life cycle and career stages. A clearer understanding of these stages would assist school leadership, especially principals and other supervisors, in their associations with and guidance of those in the classrooms. Staff development efforts would take more individually oriented directions so that regardless of where in the career a teacher is, there is opportunity for meeting stage-specific needs.

This research seeks to provide an understanding of the teaching career, its stages, and the accompanying developmental needs. In an effort to accomplish these goals, this research looks at a random sample of teachers in one region of North Carolina. A mail survey using questions designed to delineate career stages and teacher work needs was employed. The analysis of teacher response to the survey will determine the career stages in teaching so that recommendations for future work on career reform can be made.

Organization of the Study

Chapter 1 of the study introduces the topic with some historical background. It includes the purpose and significance of the research as well as the organization of the study.

Chapter 2 is a review of the literature about the emergence of the concept of career and the developmental stages in the adult life cycle and in the work/ career cycle. Also included is a review of the nature of the teaching career with

particular attention directed toward the identification of stages in that career. Studies in each of these areas are summarized and related to a career in teaching.

In chapter 3 the methodology of the research is discussed. Included is the definition of terms that are significant to the study. The two hypotheses central to this study are presented. A thorough discussion of the research design includes a description of the population under study, the instruments used in the research, and the limitations of the study.

A profile of persons in the teaching profession is contained in chapter 4. It includes biographical and job history data about the survey respondents as well as comments made by teachers about the profession.

Chapter 5 is the analysis of data and the findings that address the questions concerning the exixtence of career stages in the teaching profession. The chapter also includes an analysis of factors influencing those stages.

Chapter 6 contains a summary, conclusions, and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Play has been described as the work of early childhood, and schooling has been considered the work of children and adolescents. What, then, constitutes the work of adults? Work for an increasing number of adults has become the successful combining of their "on-the-job" lives and their personal lives. For many years these two facets of a person's life were viewed separately. Today, however, the life of adults is viewed in a perspective that combines their work career and their biosocial development.

Long before scholars and practitioners began to talk of a career, people, particularly men, held jobs. Work was an economic necessity; men earned a livelihood and provided for their families. While women were occasionally employed outside of the home, their number was minimal and their work was considered to make financial ends meet, or to bide time til marriage. During the middle decades of the twentieth century, changes in the environment set the stage for viewing jobs as a means for personal fulfillment. Concurrently, behavioral scientists explored this interest in human development and reasons for occupational choice. Out of these two ideas: working and personal fulfillment, emerged the concept of career.

The Nature of Work

Historically work has been performed for the economic support of self and family. In its earliest form it consisted mainly of physical toil and labor carried on by men, women, and children for maintenance and survival of the family. As societies developed, work roles became increasingly determined by gender and age. While women have always worked in the home, men held jobs in outside occupations and young children were employed in menial jobs with minimum pay.

In the United States during the twentieth century changes occurred in the nature of work for many people. The earlier transition from an agrarian to an industrial society continued to influence the types of employment; the mid-century, World War II economy brought about additional options in the work place; and the move toward an information age in the latter part of the century created even more drastic changes in the types of work people do. Significant occurrences in the labor force included the reduced number of young children who work, the rise in employment of women (both unmarried and married) ; and many changes in attitudes about work and the responsibilities of employers and employees (Super, 1957; Ginzberg, 1963; Montana, 1978).

The strength of the American work ethic, with its religious overtones and emphasis on the moral obligation to work hard, seemingly has diminished. There appears to be a shift "from the concept of work as hard, unavoidable, and a duty toward [the concept of] work as purposive and self-fulfilling" (Montana,

1978, p. 10); and commitment to work is often conditional upon how well the job or work environment meets personal needs, according to Hanlon (1986). Yankelovich (1978) wrote of the New Breed of workers who valued the importance of being recognized; Renwick and Lawler found that workers valued "the possibilities for self-growth, including the opportunities to develop their skills and abilities, to learn new things, and to accomplish something that would make them feel good about themselves" (Renwick, & Lawler, 1978, p. 53); and the study of professional workers by Raelin revealed the respondents' preference for the "perception of 'personalness' ... being treated as 'people' not as 'numbers'" (Raelin, 1985, p. 185). Indeed, the concept of work includes in it the means for satisfaction of major needs and the implementation of a self-concept (Super, 1957); for social status (Super, 1957; Goffman, 1961); and for personal identity (Karp & Yoels, 1982).

The research agenda for vocational choice and career development was set by Donald Super beginning in the late 1930s. His major thesis was that the career is a synthesis of a person's self concept and the external realities of the work environment. "In choosing an occupation one is, in effect, choosing a means of implementing a self-concept" (Super, 1957, p. 196). While the concern for worker satisfaction and self-fulfillment has been a more recent phenomenon, the interest in occupational choice has an extensive, interdisciplinary history. Most early studies were concerned with the categorization of jobs and the identification of selection criteria used by young

men who were, most frequently, entering the professions. Following World War II a huge influx of people returned from military service, attended college in large numbers, and entered the job market at a rapid rate. Job counselling as an area of emphasis for military, high school and college counselors grew in importance. As a result, attempts at theory construction for individual choice in particular occupations grew and began to take into consideration the psychological aspects of human development. For this early work on occupational choice it was important to understand the why of choice, especially for offering vocational guidance.

The Emergence of the Career Concept

Out of the research on vocational choice and personal fulfillment in work developed the concept of career. The "career" as a concept encompasses significant attributes: choice, individual needs and values, change, and personal growth and development. Each of these attributes not only defines but contributes to the notion that a career is a sequence of events or stages.

The idea of choice indicates there is a process one goes through in making a series of decisions that lead to a particular occupation. Much of the early work on occupational choice focused on why people select an occupation. This had been the research direction of European investigators according to Lazarsfeld in _Jugend und Beruf_ (cited in Ginzberg, 1951). Lazarsfeld shifted the focus from why to how people make decisions. He proposed a "genetic approach" which "entails the assumption that the final occupational choice can

be understood only in terms of the stages of development through which the individual has passed" (Ginzberg, 1951, p. 16). This coincides with Super's belief that development of one's self concept and one's career consists of passing through a sequences of stages where there is an interaction between the self concept and the occupation. Influencing Super's theory of stages was the work of Buhler (1935). Buhler defined five psychological life stages and suggested that one of the values of her research may lie in solving "questions arising in the choice of a career in life" (p. 408).

The development of a career is linked to the evolution of a person's ego-identity, according to Tiederman & O'Hara (1963). As an individual develops there are constant choices and subsequent adjustments to those choices. This process occurs throughout the various stages during the life span. The development is in relation to choice, entry, and progress in educational and vocational pursuits. Another dimension to the development of vocational choice was added by Holland (1966). He contends that the choice is an interaction between personality and environment. "The choice of an occupation is an expressive act which reflects the person's motivation, knowledge, personality, and ability. Occupations represent a way of life, an environment rather than a set of isolated work functions and skills" (Holland, 1966, p. 4). His research set forth six occupational types to which six corresponding personality types gravitate.

Another issue in choosing an occupation is the degree of permanency of the choice, according to Driver (Katz, 1982). A single career choice may be made in youth thus producing a steady state or linear career pattern (for life) similar to the "one life - one career " imperative of Sarason (1977). On the other hand, choices may be continuous throughout one's life. Thus, over time no set job or field is ever permanently chosen; there are yearly changes. A third view is that career choice decisions are cyclical and produce a spiraling movement in a given field or in a totally new area with changes every five-to-seven years. Thus, in addition to choice, another attribute of career is that of change.

While some people can have one life - one career, seldom does a person's employment begin and end in the same job: working at the same place, doing the same things. Changes occur in location of employment, in organizations of employment, and in the kinds of work one does on the job. Described as occupational mobility, change is inherent in career patterns identified by Miller and Form (1951) and refined by Super (1957).

Driver includes the direction of change, that is lateral or vertical, as one key element in the concept of career. The most common notion of change, however, has involved the vertical climb up the corporate ladder. Change has been viewed as moving up in the organization; and success, then, has been achieved when one reaches the top managerial position(s). This idea of hierarchial movement is confirmed by the pyramidal design of most organizational charts and "lonely at the top" comments of CEOs.

Change occurs in the "processes of exploration, establishment, maintenance, and decline" that Super viewed as "not simply vocational, but [that] involve all aspects of life and living" (Super, 1957, p. 72). While vertical change can be easily identified and noted as one changes rank or level in an organization, other changes also exists for an employee. There is movement (change) as a person becomes involved in the work of an organization (Schein, 1971). These changes can happen as one works in different jobs - transferring laterally to a different function (circumferential movement) within the organization or by acquiring more (or less) influence in the system by moving in (or out) of an "inner circle" (radial movement). The career, according to Schein, is a "two-way influence relationship" (cited in Hall, 1976, p. 63) where socialization (the organization's influence on the person) and innovation (the individual's influence on the organization) occur, although he points out that a person's career spent in one organization is not the same as that person's [total] career.

The attributes of choice, personal needs and values, and change that are part of the concept of career have been reviewed. The final attribute, personal growth and development, is now included. This is especially important because it emphasizes the notion of personal fulfillment. And it is this notion that reflects a significant difference between the earlier views of occupations and the current concept of a career.

These changes which occur in a person during the course of his
career as a result of adult socialization or acculturation, are changes
in the nature and integration of his social selves. It is highly unlikely
that he will change substantially in his basic character structure and
his pattern of psychological defenses, but he may change drastically
in his social selves in the sense of developing new attitudes and
values, new competencies, new images of himself and new ways of
entering and conducting himself in social situations (Schein, 1971,
p. 408)

Indeed, one grows and develops in many settings. Of all social situations in

which a person finds himself, work is a special place for such developing. In

fact, it is also "the principal determinant of social status...telling more about him

that is significant in this culture than any other single item of information"

(Super, 1957, p. 18). A person's work career, then is the perspective in which

he sees his life as a whole and interprets the meanings of his various attitudes

and actions (Hughes, 1958). It becomes essential, therefore, "to study careers

because work plays [such] a key role in a person's life" (Hall, 1976, p. 4).

From the study of careers a multitude of definitions have emerged. For a

long time career was defined in relation to the professions. If one were a doctor,

lawyer, or minister, then one had a career. This old notion that only *some*

occupations represent careers is no longer accepted. Also diminishing is the

"one life- one career" imperative (Sarason, 1977) where the individual's choice

of *a* career becomes a self-imposed, necessary, and fateful process. Invalid,

too, is the definition of a career as systematic advancement (Hall, 1976).

The current definitions of a career speak to purposeful work patterns that

occur over time; job sequences within an organization, or movements between

organizations; patterns of successful individual development (of skills and knowledge) over time; and improving the human experience through job related satisfaction (Burack & Mathys, 1980). "To some a career is a carefully worked out plan for self-advancement; to others it is a calling - a life role; to others it is a voyage of self-discovery; and to still others it is life itself," according to Driver (1982, p. 23).

Integrating these ideas, Hall defined the career as "the individually perceived sequence of attitudes and behaviors associated with work-related experiences and activities over the span of the person's life" (Hall, 1976, p. 4). The notion of sequences leads to thinking of stages. It becomes helpful to understand where a person is (what stage of development) so that an organization or a career counselor may be of assistance. Equally valuable is the understanding an individual has of his own development - where he is as a person. Indeed, career concerns go beyond work, they are life issues (Blessing, 1986).

In sum, a career is defined as a sequence of work related activities experienced over the life span and influenced by individual needs and values. Sequence reflects change and growth; work-related activities are limited to those of employment but not necessarily to a particular job; life span implies time and changing psychological needs at different stages. It does not, as part of the definition of career, explicitly integrate other life cycles but acknowledges their influence on individual needs and values. It is life-long but restricted to

work related activities. A career is not hierarchial advancement nor limited to particular types of employment (Hall, 1976). It does include certain characteristics and criteria which will be identified, and these will be discussed in relation to a career in teaching.

<div align="center">Developmental Stages</div>

Throughout history scholars and poets have written about the different periods of time in the life of man. From infancy to old age each period is marked with its own specialness, and the times of transition are distinguished by their own peculiarities. This interest in the different aspects of human growth and development has also been the inspiration for study, and resulting models, in many academic fields.

Age was an apparent and easily assigned characteristic identified in the earliest research conducted with children because there are so many obvious changes at each age of a young child's growth. Beginning research included many studies. The work of Ilg & Ames and Havighurst (cited in Oja & Ham, 1984) was significant in determining stages of physical growth. Research was conducted on cognitive development by Piaget, moral development by Kohlberg (cited in Oja & Ham, 1984), and ego development (Erikson, 1963).

There has been a tendency to associate stages of development more with childhood than with adulthood. This may be due to the fact that there are plenty of everyday terms already available to describe life stages of children: infancy,

childhood, pre-teen, adolescent, high schooler, college student, and so forth.

This happened because chronological age and periods of transition are more

distinct for young people. The important passages and changes in adult life are

harder to identify - some being acknowledged only in relationship to one's child,

such as "parent of a teenager" - however, they do exist for adults. "Theorists

(Erikson, Gould, Vaillant) feel that human development takes place in

characteristic patterns at least to the extent that some fairly predictable stages

can be identified" (Burack & Mathys 1980, p. 155).

While stages in adult development are less clear-cut than those of children,

they have been identified. Psychologist Else Frankel-Brunswik's pioneering

work (cited in Sheehy, 1976) included study of the biographies of 400 persons

and from their histories she concluded that every person passes through five

sharply demarcated "phases." "Phases in the curve of life" had been the

referent term of Buhler (1935), while "ages of man" was used by Erikson (1963),

"passages" by Sheehy (1976), and "seasons" by Levinson (1978). Regardless

of the term, the concept of stages or periods of time where adaptation (Vaillant,

1977) and transformation (Gould, 1978) occur, do exist. Rather broad and

sometimes overlapping age categories distinguish stages in models of adult

development. According to organizational psychologist Edgar Schein (cited in

Viega, 1983), though, major periods in one's life can be identified by using

specific age ranges, thus stages can be roughly correlated with age.

Certain other characteristics of the concept of stage, in addition to age, have

emerged from research. These characteristics include predictability; sequential

order; distinctive developmental tasks, and activities; and transitioning times

(Hall, 1977; Levinson, 1978). Stages in human development can be foretold,

and they occur in a sequential fashion. One moves from one stage to another,

addressing distinctive developmental tasks that accompany each stage. At

every stage an individual strives to "work thru" the important events and resolve

situations with some degree of success so that in ensuing stages these earlier

issues do not reappear as problems or barriers to growth. A degree of mastery

of the tasks at one level is prerequisite to success in handling issues in

following stages (Erikson, 1963; Gould, 1978; Levinson, 1978; Sheehy, 1976).

Stages imply stable periods. These stable periods are described by Donald

Levinson as structure building periods during one's life. There are, however,

structure changing or transitional periods also. These periods of transition

separate the stages and are times for integration of "old" and "new" appropriate

to that particular time in life (Levinson, 1978). Often there are events that are

termed "crises," "turning points," or "trigger events" that move a person to a new

performance level and ultimately, to a new stage. Plateaus and high points,

then, form the episodic pattern of human growth.

"Developmental stage theorists maintain that human development,

personality, and character are the result of orderly changes in underlying

cognitive and emotional structures" (Oja, 1984, p. 172). Individuals progress

from simpler to more complex and differentiated modes of functioning, and these changes have been identified in frameworks proposed by different theorists. Piaget (cited in Oja & Ham, 1984) focused on cognitive processes, describing four stages: sensorimotor, preoperational/concrete operations, concrete/formal operations, and full/formal operations. Kohlberg (cited in Oja & Ham, 1984) identified three levels (six stages) of moral development (of males) while Gilligan (1979) addressed stages of the same issue for females. Hall (1975) wrote of the stages in the development of a family as well as stages in a career. Thus, while all of these models of adult development stages have great significance for a comprehensive understanding of the ways in which humans grow, the two with greatest impact on the lives of adults are the models of biosocial stages and work/career stages (Veiga, 1983).

All stages in the biosocial life cycle have, as significant elements, two factors: age and psychological imperatives. Researchers do not agree about exact ages that specify each stage. They are, however, highly consistent about the particularities of the psychological tasks at each stage and the sequential order in which they happen. Erikson's work is "the fountainhead of modern approaches in the area (1950-75) of portraying human development as a stage-wise process ... with roots in psychology, economics, and religion of the early years of this [20th] century" (Burach & Mathys, 1980, p. 5). Other researchers have studied this issue of stages and have elaborated on the ideas to form additional frameworks.

For Erikson the latter four of his eight stages in the life cycle are characterized by particular developmental tasks for adults. First, in the late teens and very early twenties the major job is to achieve a sense of ego identity, establishing one's self apart from one's parent so that during the mid to late twenties the young adult can move into the next stage. This second stage is a time for the development of intimacy and involvement. This includes interpersonal intimacy as well as learning to become involved with other groups or organizations. This exploratory period has been referred to by Levinson (1978) as "Getting Into the Adult World," by Sheehy (1976) as "The Trying Twenties," and by Gould (1978) as "I'm Nobody's Baby Now." While the task of developing intimacy was foremost in each of these models, Vaillant (1977) also included career consolidation as a task of the late twenties and early thirties.

"In the thirties there is a precarious balance between growing roots in order to settle down and simultaneously striving for the room-at-the-top, which is often somewhere else" (Vaillant, 1977, p. 217). This inner conflict is addressed by Gould as a time for "opening up to what's inside" and by Sheehy as "Catch-30." Levinson's period of growth occurs during the stage of "Settling Down" that continues until the mid-to-late thirties, when one "Becomes One's Own Man."

Erikson identified this mid-to-late thirties stage as adulthood, during which time a person deals with the issues concerned with the generation of that which is of lasting value to others. This seventh stage, generativity, is the time when a person examines his contributions to the following generation and uses his time

and influence to help younger colleagues. According to Erikson, this stage may

cover as much as a twenty year span of time before maturity, or ego integrity, is

achieved. Of the eight ages of man the final stage, integrity, occurs when a

person is satisfied with his life, his choices and his actions. His life is viewed as

meaningful, and he is willing to leave it as it is.

While Erikson acknowledges the many struggles that a person encounters

as the developmental tasks of each stage are addressed and the responsibility

of maturing is met, he does not emphasize the issues of "mid-life" that others

include specifically. Sheehy (1976) writes of the "marker events" (those

concrete happenings in our lives) of the forties - "The Deadline Decade;"

Levinson (1978) speaks to mid-life transition; Gould (1978) acknowledges the

"Mid-life Decade." Often the term "crisis" is used to refer to this period and,

indeed, people may experience very critical events during this time; however,

whether all adults experience a "mid-life crisis" is debatable. The "inevitability

of crisis in mid-life" is questioned by Karp and Yoel, however "all but the most

unreflective persons must think about the congruence between what they

hoped their lives would be and the reality of their lives" (Karp & Yoel, 1982,

p. 120).

For Sheehy the "changes that occur within reflect the developmental stage"

(Sheehy, 1976, p. 29) so that what most often occurs during mid life is an

internal examination of one's life when the notion of "is this all there is?" plays in

one's mind and in one's place of work. Mid-life becomes a time, then, for

assessing "The Dream" - that idealized state of maturity when one "has it all" personally and professionally. Assessment becomes crucial because one has grown up but has not reached perfection in personal relationships or landed the top job in an organization. "During the middle years of our lives we must come to grips with the discrepancies between our earlier dreams, aspirations, and fantasies and the reality of what we have 'become' occupationally" (Karp & Yoel, 1982, p. 132). These years are a "time for resolution; we abandon old conspiracies, overcome remaining internal prohibitions and correct whatever distortions, misperceptions and misunderstanding that have prevented us from becoming authentic, whole people" (Gould, 1978, p. 293). "We know and can accept who we are" (Gould, 1978, p. 307). And we continue to develop rather than stagnate or decline for there is life after forty, described by Sheehy as "Renewal - Fifties and on."

In sum, as the adult life cycle is examined, it becomes apparent that individual growth and development occur in stages. These stages are predictable, orderly sequenced periods of time associated with particular ages. These age-related stages are times for individuals to confront distinctive tasks, resolve specific issues, and move to a more integrated self with as much success as possible.

Work/Career Stages

Just as there are certain attributes associated with stages in the adult life cycle, so are there particular factors connected to stages in the work/career cycle. While career stages are much less delineated by the chronological age of an employee, age does play a significant role in a person's career. Involvement with work is a prime determinant of the way a person experiences the passage of time. It provide a "sense of aging" (Sarason, 1977) with different messages about the meaning of age as the work career and the aging career overlap. "Lack of movement, change, mobility, and novelty, at any level of work is intimately bound up with a sense of aging" (Karp & Yoel, 1982, p. 101).

In addition to age and the accompanying psychological tasks of particular life stages, the individual also experiences needs and concerns related to employment. Moreover, on the job there exist situations where the worker's needs and those of the organization require attention simultaneouly. It is for helping the individual find an appropriate balance that human resource managers allocate much of their time and energy (Gilley & Eggland, 1989). Both organizational and individual worker needs have received considerable scrutiny, but it is the latter that are the focus of the remaining review.

Much of the research about careers is in agreement that stages occur during a person's career (Super, 1957; Hall & Nougaim, 1968; Schein, 1982;) Three stages of an individual's work life have been identified, and certain needs have been associated with each. While the label for a particular stage may vary

according to the researcher, there is much accord about what needs are important.

Early career issues include building skills, developing competencies (Super, 1957), and being accepted by one's peers (Hall & Nougaim, 1968). As a person locates his area of contribution, learns how to fit into the organization, and becomes productive (Schein, 1982), he becomes established. During this stage the role of the immediate supervisor is essential for providing mentoring and guidance to assist the person in his gradual shift from dependence to independence.

The mid career stage is a time that successful workers find the work itself interesting and challenging. More independence is achieved and less support is needed from the mentor/supervisor. Here the tasks center around making serious attempts to reach personal goals in a job that supports an aspired-to life style and that uses one's abilities and talents (Super, 1980).

During the late career stage which has been labeled "maintenance" by Super as well as Hall and Nougaim, workers are well settled in their life styles and career pattern, having proven themselves in numerous assignments of real responsibility. They therefore continue to do those activities that helped get them established. There is little need to break new ground, an attitude which could possibly diminish new challenges and growth on the job. To minimize stagnation workers will often become mentors to younger employees using their experience and wisdom to help others before their own retirement. Satisfaction

at this stage comes from co-workers or the work itself, according to Slocum and Cron (1985).

In sum, the work/career stages are periods of time when particular work-related needs and personal needs are experienced simultaneously. When there is a congruence in these two areas, job satisfaction is more likely to occur. To review: successfully accomplished developmental tasks insure that workers have their needs met enabling them to move from a state of developing, to one of broadening, and finally to one of sharing.

In "An Integrative Model of Career Stages" the ideas of Hall, Super, Erikson, and Levinson are tied together (Hall, 1976, p. 57). This brings an understanding of the relationship among development, career, and chronological age. The visual presentation of the model allows one to see how divergent theories are, in fact, related.

Interestingly enough, these models as well as others of career stages have been constructed from information gathered in research with organizational managers, business executives, engineers, and persons in the medical profession. All of those persons under study have been in careers where an organizational hierarchy exists and movement upward was a symbol of success. Two problems are existent with this research. First, the research assumes that individuals will experience continued movement. Yet all workers, however successful, do not reach the top; for many there occurs a plateauing, usually during the latter part of the mid career period. A plateau is a point in

one's career at which time additional hierarchical promotion, or other career mobility, is extremely unlikely (Veiga, 1981). Bardwick(1986) describes this plateauing as *structural* plateauing - the end of promotions. She also identifies a second type, a *content* plateauing. "People become content plateaued when they know their jobs too well. There is not enough to learn...and they are likely to feel profoundly bored" (Bardwick, 1986, p. 12). Lack of challenge seems to be the permeating feeling when what is really desired is "change and the growth that results from encountering new situations and problems" (Bardwick, 1989, p. 70).

A second problem is apparent when one examines the four stages of professional careers that Dalton, Thompson, and Price (cited in Simonsen, 1986) created. The model suggests that individuals begin their careers at an apprentice level where as a novice the person learns and follows instructions. Then there is a move to an independent contributor level where the expert is capable of doing the job and making his own decisions. The third stage is that of mentor, a supervisor who accomplishes tasks through others and makes decisions for others. The final stage is sponsor in which the individual directs and plans for the organization. While that may be true for the professions they studied, some careers do not fit this model. Individuals in some careers (i. e. teachers) do not have the option of the final stage. Teachers can not remain as teachers and experience the sponsorship role described in stage four.

Regardless of the stage - whether it's "finding a niche," "digging in," or "entrenched" (Raelin, 1985), there is agreement that personal fulfillment should be derived from one's work. The job should offer opportunity for personal fulfillment, or, according to Super, vocational adjustment. This adjustment "is a function of the degree to which an individual is able to implement his self-concept, to play the kind of role he wants to play, to meet his important needs in his work and career. This means self-realization" (Super, 1957, p. 300). People use work to satisfy three major needs: "satisfying human relations, activities that satisfy carried on in conditions that are agreeable, and an assured livelihood" (Super, 1957, p. 14). In sum, for Super it may be said that satisfaction is derived from (1) people, (2) work/work environment, and (3) pay.

The "Two-Factor Theory of Job Satisfaction" developed by Frederick Herzberg (1959) has divided up personal needs and work-related factors into two distinct types. First, there are five maintenance factors (among them: supervision) which will cause dissatisfaction if not present, and eight motivator factors (among them: personal growth, autonomy, and responsibility) which act as satisfiers. As this model is examined, however, an issue to question is the tendency of different people to want different things at different times. Indeed, if people progress through various career stages, would it not seem logical for different factors to influence job satisfaction, especially at different stages?

From this discussion it is apparent that job satisfaction is multi-dimensional. It is determined by "what people do on the job, their work activities plus what

they expect or want to do" according to Burack and Mathys (1980, p. 175).

Smith et al. (1969) identified five dimensions of job-related satisfaction, any one

of which or in varying combinations impact individual outlook and behavior.

These include work, pay, promotion, supervision, and co-workers. As defined

by Smith, work is the amount of challenge, creativity, responsibility,

achievement involved in the job itself. Supervision is the ability of the

supervisor to develop a good working relationship and get along with

subordinates.

Personal growth, one of Herzberg's satisfiers, has been described as

episodic (Blessing, 1986). It is a process that contains long plateaus on which

little change occurs and then, all at once, there is a triggering event, a new or

different task, that moves a person to new levels of performance. Growth occurs

because there has been a challenge.

Autonomy, one of five core job dimensions identified by Hackman and

Oldham (1975) and included in the Job Diagnostic Survey, is directly related to

giving workers a sense of personal responsibility. Autonomy refers to the

degree to which the job gives the worker freedom, independence, and

discretion in scheduling work and determining how the work will be carried out.

Autonomy on the job enables the person to determine his or her own means of

attaining work goals, according to Hall (1977). It refers to the degree of control

over what one does in one's workplace.

Responsibility on the job refers to the degree to which an employee feels personally accountable and responsible for the results of the work that he does. It includes a sense of ownership for one's work. Within the context of this concept is the notion that a sense of responsibility is necessary for self esteem and for growth.

In sum, as a person's biosocial development and work/career development are examined, it becomes apparent that growth and development occur in stages. These stages are predictable, sequenced periods of time in a person's life where distinctive tasks are confronted and resolved with as much success as possible. These different tasks emerge as a person ages and experiences various psychological needs over the life span (adult life cycle stages) as well as when a person experiences psychological needs related to job requirements during the career (work/career stages).

Choosing to Teach

What attracts persons to a career in teaching? People who value certain types of work will select jobs within a field that will enable them to attain their values (Duff and Cotsgrove, 1982) . Much of the educational research takes the view that teachers are driven by humanitarian concerns. Olasehinde (1972), in summmmarizing several studies, found that "teachers are motivated by their interest in children, an opportunity to work in their field of interest and of creative expression" (p. 207). Some individuals entering teaching do so out of a hope of

fulfilling an inner need of effecting social change, advancement, and autonomy (Robinson, 1973). These same sentiments were echoed by Vance (1981) in a longitudinal study that concluded that 90% of the teachers wanted to help others. A study by Sharp and Hirschfield (cited In Vance, 1981) reported that many teachers found the profession allowed them to be creative, and 75% also said they enjoyed the stability and a sense of the future. Keith's (1983) research into urban schools reinforced the notion that those wanting to make teaching a long term career were likely to be in the profession out of a sense of helping others, but they also felt that teaching allowed them a high degree of self-expression which was equally important.

Reinforcing these reasons that people enter teaching has been the research of DeLong (1987) which revealed that the central reason for selecting teaching as a career centered on the concept of service. These results confirm the data collected by Lortie (1975) and reported in Schoolteacher. Teachers are still drawn by the chance to work extensively with others and see them mature. In other words, future teachers want to see others grow based on their efforts (DeLong, 1987).

The Nature of Teaching

Teaching is no longer as simple as "Mark Hopkins at one end of a log and a student at the other end" (Steffy, 1989, p. 4). Teachers, now more than ever, face numerous challenges and responsibilities as they instruct students,

participate in school activities, and work with patrons. Also, the nature of their job differs from that of many other occupations, possibly creating unusual and unique career conditions for those in teaching.

Because public school teaching is a tax-supported enterprize, it bears the brunt of constant public scrutiny. Calling attention to this scrutiny is not to be construed as criticism of genuine interest nor of accountability, but as a recognition of the enormous amount of inquiry, involvement, and information that is directed toward those who work in the classrooms of our schools. Very few jobs have so many overseers, each of whom feels knowledgeable, having been a product of some school. These lay experts are eager to advise. The variety of opinions and advice can be helpful, but it can also create frustration and a sense of ambiguity of purpose and methodology. "Unlike doctors and lawyers, teachers do not share rules and obligations that they set for themselves. They are hirelings of communities, which have conceived of them as servants and have not always treated them well" (Kidder, 1989, p. 49). As expectations and demands of society change, there is significant impact on the role of the teacher.

Irrespective of what the teacher is to do, the how it is to be accomplished occurs differently in teaching than in most other careers. Teaching is an anomalous profession; there are few careers where the majority of the time is spent working among young children and in isolation from one's peers. Schools have traditionally been arranged in modular fashion: each teacher to

her own room and her own duties. With minimum exceptions, "teachers work in curiously insular circumstances... having little control over school policy or curriculum or choice of texts or special placement of students" (Kidder, 1989, p. 52).

In some situations teachers just close the classroom door and go about their job, and it is in their "own" classrooms that there is some sense of autonomy. In other situations "the option of 'doing his own thing' behind closed classroom doors" has been taken away as "the door has been pried open with public testing and left permanently ajar with state-imposed curriculum requirements" (Steffy, 1989, p. 5). The school teacher is responsible for what students learn; but accountability, for the teacher, is not just to those in her charge. It extends to their parents/guardians, as well as to supervisors, the school district administration, and the state. This "multifaceted boss" is extremely rare outside of teaching.

Another facet of the teaching career is that a beginning teacher has to be certified *before* being hired. A part of the requirements for this certification is the successful completion of the student teaching experience during college. This semester-long activity, conducted under the supervision of an experienced teacher, helps move the person from a student to a teacher by providing opportunities to learn about life in the classroom from "the other side of the desk." Albeit short, this may be a helpful career exploration time because from the onset of employment there is the expectation for satisfactory performance.

Once hired there is minimum time for exploration and trial and few opportunities for failure at tasks that may be more permissible in the early career stage of other jobs. The new teacher is expected to be in control, having rapidly learned the ropes and routine of the environment and quickly absorbed the school culture (Sarason, 1971; Deal, 1987; Steffy, 1989).

Many other occupations offer flexibility to move without further training; however, for teachers, flexibility is often limited to movement from school to school or district to district. Seldom does it include movement among grade levels without the teacher's taking more college courses for additional endorsements. Thus, continued college work is required for endorsements as well as increased pay. Moreover, remaining in the career requires a teacher to participate in structured educational experiences.

Growing expertise, on the other hand, is not consistently acknowledged, honored or rewarded. Teachers increase their knowledge and improve their skills, yet their task is horizontal, according to Reque (cited in Thies-Sprinthall & Sprinthall, 1987). It is done over and over and over again, year after year. "Because their careers [unlike those of other professions] have no built-in advancement" (Wainwright, 1983), this sameness can breed the habit of avoiding risk and change. Yet, "the curriculum changes, the needs of the kids change, the group is different from the class before," so that in reality "each year is entirely different" (Levine, 1983). Thus, the teacher's perspective plus these

particular aspects of the nature of teaching certainly have an impact on a career in the classroom.

<u>The Teaching Career</u>

Stages in the careers of workers in other occupational settings have been identified and their use, especially for career planning and personnel development options and activities, has been acknowledged. What is known about a career in teaching - how does it "look" over the years? What features should be paid attention to by those who work with teachers?

> For nearly twenty years researchers have applied the concept of development to the study of progressive changes thought to occur in teachers throughout their careers. The basic assumptions underlying this line of inquiry are that no person can begin any job as a veteran, that the neophyte differs from the mature teacher on important dimensions, and that the learning involved in the transformation...may occur in stages (Katz, 1985, p. 778-9)

Those developmental stages identified by Katz (1972) are four in number and related to particular needs expressed by teachers. Stage 1, Survival, which may last throughout the first full year of teaching, is a time of great concern about coping with the whole group of children as well as being accepted by colleagues and supervisors. Strong support of more experienced personnel can be extremely beneficial during this period. Stage 2, Consolidation, is a time to consolidate gains made during the first stage and to differentiate specific tasks and skills to be mastered next. Continued help from

a supervisor or mentor is useful. Stage 3, Renewal, occurs after about two to five years of teaching when weariness about doing things the same way occurs and a desire to look for new approaches to renew enthusiasm and commitment develops. The teacher often prefers more involvement with colleagues and participation in educational endeavors outside the school. Stage 4, Maturity, begins when the teacher comes to terms with himself or herself as a teacher, recognizing special strengths and limitations and developing habits and strategies for self-renewal.

Renewal is an integral part of the model proposed by Steffy in Career Stages of Classroom Teachers (1989). The model includes five stages: (1) anticipatory, (2) expert/master teacher, (3) renewal, (4) withdrawal, and (5) exit. The first and last deal with entry and exit from the organization while the other three deal with attitude and competence of the teacher during those years in between. In each stage the teacher has certain psycho-social needs which are essential to recognize so that they may be addressed and met.

For the anticipatory teacher there is a need for "collegiality, caring, professionalism, and growth" (Steffy, 1989, p. 45) while becoming integrated into the school's social fabric and being supported through a mentor program. For the exit stage teachers there is a need for recognition and appreciation for their contributions. For some, an opportunity to express their ideas and feelings about their experiences plus the strengths and weaknesses of their school system is valuable. "It is important for the teacher about to leave the system to

carry away with her positive memories of her years of service" (Steffy, 1989, p.

32). This is the goal but not always the experience. "The other three stages,

expert/master, withdrawal, and renewal, depend on the internal motivation and

competence level of the teacher. The individual factors in turn, are stimulated

by the teacher's working conditions" (Steffy, 1989, p. 36).

Huberman (1988) identified and labeled as the "launching a career" stage

those first several years in the classroom that correspond to Katz's survival and

Steffy's anticipatory stage. The second stage that he identifies is stabilization/

final commitment: "feeling at ease in the classroom, consolidating a basic

repertoire, differentiating materials and treatment in the light of pupils' reactions

and performances" and gaining tenure (Huberman, 1988, p. 124). The third

stage is new challenges/ new concerns: a time to refine and diversify materials

and modes of classroom management while also being aware of the "stale

breath of 'routine' for the first time" (Huberman, 1988, p. 124).

In all three models the stages between beginning and exiting the profession

appear to be much less age-related and possibly more cyclic than linear as are

those stages in organizational models already described. Regardless of their

labels, these mid-stages all emphasize two main issues: developing

pedagogical excellence and developing strategies for renewal (to avoid

withdrawal or stagnation) via one's own initiative and/ or through staff

development activities sponsored by the organization. These efforts at renewal

may be especially essential if the teaching career exhibits a lengthy plateau

stage. It is imperative, then, that the stage a teacher is experiencing be identified by that individual and those with whom she/he works.

"Renewal is the sense of well-being and rediscovered confidence... a natural high available to those who risk their present selves for the sake of their future selves" (Caple, 1983, p. 143). It is essential to life: Sarason's (1977) rebirth, Gardner's (1964) "sharing a vision of something worth saving" (p. xvi), Caple's (1983) "time in our work life...[that] is a period of high energy, high motivation" (p. 152), or Steffy's (1989) "time of increased energy, positive attitude, and a period of growth" (p. 83). While a renewal stage may be difficult to identify as such, it may be possible to categorize it through locating factors associated with job satisfaction.

While it is acknowledged that adults move through various life cycle stages, sufficient attention has not been directed to identifying work/career stages for individuals in teaching. How periods of dependence/ independence, and responsibility for self, others, and the organization may influence teacher behaviors needs to be understood. Also, how growth, autonomy, and responsibility may be related to job satisfaction during the in-classroom years needs to be examined.

Job satisfaction may be related more to the degree a teacher's psychological needs are being met, than to issues related to the work conditions, such as too little preparation time, too much paper work, frequent disruption in class time, inadequate materials, and lack of discipline and

parental support. Steffy (1989) states that "while teachers may share similar complaints about their work, the work can only be improved by treating them as individuals" (p. 3).

Personal growth, recognition, achievement, autonomy, responsibility, advancement, sense of participation, and pay: All of these have been given extensive consideration during the reform discussions. However, while much lip service is paid and some action is taken to meet the need for greater teacher empowerment, increased autonomy, more local decision-making, and increased salaries, teacher satisfaction remains tentative. It becomes increasingly important to examine concerns that relate to teacher satisfaction at various periods, or stages, of their development during their teaching career. This research seeks to determine teacher satisfaction with issues of personal growth, autonomy, and responsibility.

In conclusion, one's career is a significant part of one's life. Employment has always provided financial remuneration; however, one's job is also viewed as an opportunity for meeting individual needs through satisfying interpersonal relationships as well as through work-related tasks. The career, then, includes the notion of work and personal fulfilment.

One's career is dynamic because the individual is always changing. These changes are part of the stages that occur over the life span. In each stage a person has specific developmental tasks to address and resolve so that he may grow in maturity. The changes also reflect different needs of people at different

times in their work lives. These different periods of time have been referred to as career stages.

In the literature reviewed research has been cited that speaks to stages in the careers of professionals. There is also a body of information about the careers of teachers. Although those who have conducted this work refer to career stages in teaching, it is important that additional, systematic study be undertaken about the careers of classroom teachers. A particular benefit would be to determine possible relationships of a career in teaching to those in other occupations. Because the nature of the teaching job is different from that of other jobs, the stages previously defined for other workers may not be consistent with those for teachers. Individual teachers are recognized as being at various stages of job performance, and this is usually based on evaluation by supervisors, duration of employment, or age.

While other organizations allow for exploration, a variety of job experiences, chances to fail or learn through error that do not penalize the job holder, the beginning teacher is expected to be the professional at the onset. Thus, Hall's model which recognizes the exploration/trial periods when the beginning worker is getting into the adult world does not appear to be very applicable to teachers. This may be unfortunate because some of the psychological needs associated with Identity may be present in teachers. All of this would indicate a condensing of the time allocated for the elements in the early career stages.

Hall's model and organizational theory also suggest stage-specific training; however, the degree of supervision and the amount and type of staff development provided teachers most often do not address the length of service, expertise, and/or self-perceived needs of the teacher. In Hall's stages of settling down/establishment, opportunities that occur in most careers: developing career paths, rotating among jobs, temporary assignments, and other later job moves that assure continuing growth, are typically unavailable for teachers. Furthermore, the last career stage, described as Decline by Super and defined as a time of reduced energy, work activity, and work involvement in Hall's "Integrative Model" and identified as Sponsor in Dalton's model, does not appear to occur for the classroom teacher; and quite possibly, the beginning or trial stage may happen in the student teaching experience before employment.

The last stage of Integrity/decline does not appear to be one of the career stages for teachers as the job presently exists. While (Erikson's phase of) Integrity may occur for an individual in the teaching profession, the career stage, in which having responsibility for the organization as an employee function, does not appear to be a part of the classroom teacher's experience. Job changes, acknowledged generativity, and promotions occur only when a teacher leaves the classroom for an administrative job. Then he/she is no longer a "career teacher."

Findings from this study would be beneficial for those responsible for job redesign proposed by reformers. They would also offer insights for

differentiated staff development to meet teachers' individual needs and job-related needs. Ultimately, job reform must lead to renewal for those in the teaching career.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

During the 1980s educational reform was recommended for the nation's schools and became a requirement in most localities. Constant attention and continual rhetoric were directed toward ameliorating the ills of the educational system in this country. Special attention was concentrated on teacher reform with emphasis on issues of increased compensation, empowerment, and alternate career structures. These were significant areas for efforts directed toward upgrading the profession. Yet, the efforts for improving the teaching cadre by creating alternative career structures have lacked a solid foundation. There has been minimal analytical work upon which to base these efforts. More information has been needed for understanding the career of teachers to enable reform measures to be meaningful and effective.

Careers in other occupations have been studied, and career stages have been identified by numerous scholars (Super, 1957; Hall and Nougaim, 1968; Schein, 1978; Levinson, 1978; Dalton et al., 1980; Blackburn and Fox, 1983; Slocum and Cron, 1985). Stages in a person's career have identifying characteristics derived from the needs of the particular job holder. These needs are linked to the developmental tasks associated with the person's biosocial life cycle (Super, 1963; Sheehy, 1976; Levinson, 1978; Gould, 1978) and the

requirements that emerge from the nature of the job (Holland, 1966; Hall, 1976; Schein, 1980; Steffy, 1989).

The literature has been reviewed and, based on the research cited, it is this researcher's belief that people have different psychological orientations during the course of their careers and that these orientations contribute to the establishment of career stages. It becomes important, then, to address this concept of career stages in the teaching profession. For a career teacher, that person who spends the entire period of employment in the classroom, the title of the job, teacher, does not change. However, over the period of employment, there are other changes which do occur in the person. These are psychological changes which may be identified by that person's responses to items designed to test attitudes; and there are other changes (age, length of service, place of employment, job interruptions) which can be noted in job histories.

Hypotheses

This study was undertaken to determine the existence of career stages for teachers and to identify the particular concerns that might be present in the different stages.

Based on previous research, the following hypotheses were made:

H_1 A career in teaching can be divided into stages.

The researcher believes this hypothesis will be borne out because teachers,

like other employees, exhibit psychological needs that change over the life

span and at different times on the job thereby creating stages.

The second hypothesis assumes the validity of the first.

H_2 Career stages for teachers are different from those stages

in other professions.

The prominent models of career stages have included four stages:

exploration and trial, establishment, maintenance, and decline. For teachers

there may be a quick condensing of stages one and two. Also, the stages may

be of differing lengths of time, such as a longer third stage. Furthermore, the

last stage may not occur for the classroom teacher. Quite possibly the

beginning stage, Exploration/trial, may happen in the pre-service (student

teaching) experience before actual employment.

Research Design

To test these hypotheses data from a questionnaire (see Appendix B) used

in a survey conducted with teachers concerning their career development was

employed. The relevant sections (Parts I, II, III) of the questionnaire were

created by using an existing inventory, The Adult Career Concerns Inventory.

The information obtained from the completed survey served as the basis for the

research on career stages.

Two approaches were employed to evaluate the data for career stages.

First, the existing procedures for scoring the career stage inventory were used.

Second, multivariate analysis was used to delineate career concerns. The career concerns were then analyzed using a series of demographic variables about the respondents. This was done to discern patterns among the career concerns. To conduct this section of the research, stepwise regression and analysis of variance were the procedures employed.

Definition of Terms

As the literature was studied, it became apparent that authors developed terminology particular to their discussions of people's life cycles and career/work stages. To facilitate the understanding of this research, several important terms have been defined.

Career. A sequence of work related activities experienced over the life span and influenced by individual needs and values. Sequence reflects change and growth; work-related activities are limited to those of employment but not necessarily to a particular job; life span implies time and changing psychological needs at different stages. It is life-long but restricted to work related activities.

Life Stages. Predictable, orderly sequenced periods of time in a person's life where distinctive tasks are confronted and resolved with as much success as possible. These different tasks emerge as a person ages and experiences various psychological needs.

Career/work stages. Periods of time when particular work-related needs and personal needs are experienced simultaneously.

Supervision. The ability of the supervisor to develop a good working relationship and get along with subordinates.

Growth. The progressive development toward maturity, occurring in episodic rather than gradual fashion and involving challenges and periods of adjustment.

Plateau. A period of "leveling off" which is influenced by the length of time on the job and the notion that opportunities for hierarchical advancement are absent.

Teacher. A certified individual who works with students in the school, in the capacity of librarian, counselor, art or music instructor, or classroom teacher for regular ed, special ed, remediation, or enrichment - and has no officially designated administrative responsibilities.

School levels.

ELEMENTARY: grades preschool - 5

MIDDLE: grades 6 - 8

HIGH SCHOOL: grades 9 -12

OTHER: ungraded (career centers, alternative ed programs)

Consecutive years in teaching. The years in teaching are not interrupted for any reason.

Sample

The population under study included two groups both of which were located in North Carolina Educational Region 5. The first consisted of certified teachers

who during the 1988-89 school year had been employed in the 11 school systems of this region. An alphabetical, numerically ordered list of the 11,835 certified personnel (who were employed in Region 5 as of May 1989) was purchased from the North Carolina State Department of Public Instruction. From this list all administrators listed in the 1988-89 North Carolina Education Directory or identified personally by the researcher were excluded in an effort to maintain teachers only in the listing. From the above mentioned population of certified personnel, a random sample of 510 teachers was drawn using a computer generated list of random numbers.

The second was a group of 100 pre-service college students who were in the final semester of their education program. It included students in the fall,1989 semester at The University of North Carolina- Greensboro, North Carolina A & T State University, and Elon College. Student teaching is a requirement for graduation and certification, and it may be that this experience serves as the initial exploration phase of the career. To determine whether student teaching does impact career development, the students teachers were surveyed during the final two weeks of their fall semester.

Region 5 was selected from among the 8 educational regions established by the North Carolina State Department of Public Instruction because it is the largest and is in the geographical center of the state. Region 5 is composed of 21 administrative units ranging in size from a system with 57 schools to one with 5 schools. The total number of schools is 346. These schools are located in

urban and rural areas of the region that encompasses the following 11 counties: Alamance, Caswell, Chatham, Davidson, Forsyth, Guilford, Orange, Person, Randolph, Rockingham, and Stokes, and these 10 cities: Burlington, Lexington, Thomasville, Greensboro, High Point, Chapel Hill-Carrboro, Asheboro, Eden, W. Rockingham, and Reidsville.

Region 5 also has numerous institutions of higher education in its boundaries. Three of these, The University of North Carolina- Greensboro, North Carolina A & T University, and Elon College, were selected because each had a state approved teacher education program, and they were conveniently located for distribution of questionnaires by the college supervisors.

The final sample for these two populations consisted of 36 student teachers and 356 certified teachers. The 36 students represented slightly over one-third of all student teachers surveyed. Since only one mailing was used for student teachers, this was not an unexpected rate of return. Moreover, since student teachers were not the primary focus of the research, this response rate was acceptable.

From the original sample drawn of 510 teachers, 25 potential respondents were eliminated because they no longer taught in their 1988-89 school district. An additional seven respondents were excluded because they identified themselves as current administrators. As a result the potential sample size was reduced to 478. Out of the 478, there were 356 teachers who responded. This represents a return rate of 74.47%. For this sample, the margin of error is no

more than ± .5%. As a result of the sample size, the confidence level for the sample is .05 (Gay, 1987).

Survey Design

The survey used a pencil and paper instrument that sought to measure various attitudes, values, and beliefs about work and the individual's career. It also included a section to gather biographical information and job history data about each respondent. The survey was conducted via a mail questionnaire.

Mail surveys have been frequently criticized for low response rate; however, when used in a proper manner with adequate attention to detail, they achieve a more than adequate response rate and valuable information. The design followed the total design method created by Dillman (1978) in Mail and Telephone Surveys: The Total Design Method. The nature of the cover letter, the design of the questionnaire, personalization of the process, and the follow-up procedures have all been identified as important parts of a successful survey. The survey for this research followed these procedures very closely with one exception: it used three mailings rather than the four Dillman suggested because the difference in response rate between three and four contacts has not proved to be significant, according to Heberlein and Baumgartner (1978).

To 510 potential respondents three mailings (see Appendix A) were sent. All of the original mailing was sent first class and included a letter explaining the

study, a copy of the questionnaire, and a return envelope. One week later a second mailing of a reminder post card was sent to everyone. Three weeks from the date of the first mailing a third mailing was sent to all persons who had not returned the first questionnaire. This mailing included a letter requesting their co-operation, a second questionnaire, and a return envelope. For this third mailing the 278 letters were divided into 2 groups. One group of 136 was mailed with first class postage; the other group of 142 was sent by certified mail.

At the University of North Carolina- Greensboro 70 student teachers were given letters, questionnaires, and return envelopes by their college supervisors. At North Carolina A & T University 16 students were given the survey materials by the researcher, and at Elon College 14 students received the same materials from their supervisors. A total of 100 questionnaires was distributed among the student teacher population.

Survey Instrument

The survey instrument was constructed and field-tested with teachers in a nearby school system outside of Region 5. It consisted of an eight page questionnaire which respondents completed on their own in a reasonable length of time (twenty to thirty minutes). The questionnaire (see Appendix B) included a section designed to gather personal and relevant job history data. It also employed components of other instruments previously developed by researchers in the field of career and vocational behavior research. These other instruments were The Adult Career Concerns Inventory (permission

granted by Consulting Psychologists Press, Inc., copyright, 1988), The Job

Description Index (permission granted by Bowling Green State University,

copyright, 1985), and The Job Diagnostic Survey (public domain).

The Adult Career Concerns Inventory (ACCI) was created by Super et al.

(1981) and focuses on awareness of and concern with career development

tasks. The ACCI assesses career concerns as they relate to the major stages

and substages of career development: Exploration, Establishment,

Maintenance, and Disengagement. There are 60 items that are grouped in sets

of five according to the particular substages that they have been assigned. Also

included is an item that describes one's current status relative to career change.

Two dissertation studies (Zelkowitz, 1974; Phillips, 1982) cited in the

manual for the inventory found this arrangement of items by subsets to be

superior to a random order of items in terms of internal consistency; however,

neither study was well described nor were actual results included. Internal

consistency reliabilities and validity checks for this instrument, however, have

been provided by Super (1981) and Hall (1983).

The Job Description Index (JDI), developed by Smith, Kendall, and Hulin,

is a carefully constructed and widely used measurement of job satisfaction. It

consists of five scales each of which measures a facet of job satisfaction,

defined as "the feelings a worker has about his job" (Smith et al., 1969, p. 6).

These five facets are: work, pay, promotion, supervision, and co-workers. Any

one or two of these facets, in varying combinations, impact individual outlook

and behavior, thus indicating job satisfaction. Of those five JDI dimensions, two, work and supervision, were a part of this questionnaire.

The JDI possesses good content validity, impressive construct validity, and adequate reliability which has been well-established in the literature. The internal consistency reliability for the work scale was a = .84. This scale was included because the nature of the teaching job is not typical in comparison with other jobs. Supervision, with an internal consistency reliability of a = .87, was included for two reasons. One, its absence does cause dissatisfaction, according to Herzberg; and two, all teachers do experience it from some source. In fact, teachers may be supervised by more than one person which is different from most job holders who have only one immediate supervisor.

The Job Diagnosic Survey (Hackman and Oldham, 1975) was used as a model for additional questionnaire items designed to assess teachers' attitudes about different aspects of their job.

An extensive set of questions was constructed to evaluate the individual's job history and to collect other personal background data. This information was used to construct a profile of persons in the teaching profession. It also served as the basis for information needed in evaluating the existence of career stages for teachers.

Analysis Procedures

The initial analysis of the Adult Career Concerns Inventory used the scoring procedures included with the instrument. Scores of 4.0 or above would indicate

a respondent's placement in one of four career stages. Having some misgivings about the applicability of the instrument for teachers but knowing that they have concerns about their career, the researcher chose to employ additional multivariate analyses.

A factor analysis was performed on the variables. Variables with loadings on two or more factors and those with no loading above .4000 on any factor were eliminated. "Loadings measure which variables are involved in what factor and to what degree. They are correlation coefficients between variables and factors" (Rummell, 1970, p. 137). From this procedure 37 variables loading on 6 factors were obtained. The issues of concern represented by the factors composed dimensions. A decision was made to convert the standardized scores of the factors to scale scores for ease in interpretation. A correlation of the mean scores for the factors and their corresponding dimensions was calcuated. Noting high (.9) correlations, the dimension scale scores were used for further analysis. Each dimension became a dependent variable against which a stepwise regression was performed using a series of demographic variables from questions collected on the survey. The relationship between the career concern dimensions and selected characteristics was determined by the regression procedure. The findings of the stepwise regression were confirmed by the use of analysis of variance (ANOVA). This procedure determined whether a significant difference existed between two or more group means at a selected probability level. The ANOVA findings were examined, and the mean

scores from the data were recorded. An analysis of the scores and a discerning of patterns concluded the procedures. The patterns that emerged identified career stages for teachers in the sample.

Limitations of the Study

The following limitations of the study were recognized. One, a listing of certified classroom teachers only was not available from the North Carolina Department of Public Instruction (SDPI) so that adjustments had to be made to exclude administrators. Two, a list of teachers is not available from SDPI until mid-school year so that any research conducted in the fall of a school year would have to use the previous year's listing. Three, the sample was limited to teachers in one Educational Region of the state. On the one hand, this region may be atypical because of the number of large, urban school districts relative to districts in the other regions of the state. On the other hand, the large sample size reduced the concern about this limitation. Four, the findings may be limited to North Carolina. In North Carolina teacher unions have no collective bargaining power. The lack of such may have an impact on teacher contracts and working conditions. The centralized decision-making for North Carolina public schools may affect the concerns that teachers express about their careers. Five, the wording of Super's Adult Career Concerns Inventory was not specific to teaching as a career. It was, however, the only available instrument designed to assess adult career stage concerns, according to Keyser & Sweetland (Test Critiques, Vol. VII, 1988).

CHAPTER IV

THE TEACHING PROFESSION - A PROFILE

Teachers are a varied group. They come from all walks of life and their interests are varied. They do have, as represented by a group of 356 who responded to this survey, an interesting image. In order to understand and appreciate this image, it will be helpful to construct a profile of those in the teaching profession in Region 5 of North Carolina. This profile addresses the questions of who, what, where, when, and how of being a teacher. While most information for the first four questions will be derived from the biographical data gathered from the job history section of the questionnaire, much of the "how" will relate feelings and concerns that teachers shared in the comment section of the questionnaire. The goal is to present this profile in such a way that the teacher image will have flesh, bones, and soul.

Who is this teacher? References are to her for 292 out of the 356 teachers in our survey were female. This is 82%. Males numbered 64 which was 18% of those teaching in the fall of 1989 as shown in Figure 1. These percentages (see Figure 1) are very close to the 80% for females and the 20% for males reported for the entire state in Personnel Profile (1990, p. 8).

In Figure 2 the age of classroom teachers in Region 5 is shown. Age ranges from 21 years old to 63 years old with an average age of 42 years (see Figure 2). The state average is 40.7 years (ibid., p. 6). Those in the 36 to 47

Figure 1

Gender

■	Male	18.0%
⊞	Female	82.0%

n = 356

Figure 2

Age

■	21-30 years	9.3%
▨	31-40 years	36.6%
■	41-50 years	39.4%
▦	51-63 years	14.6%

n = 355
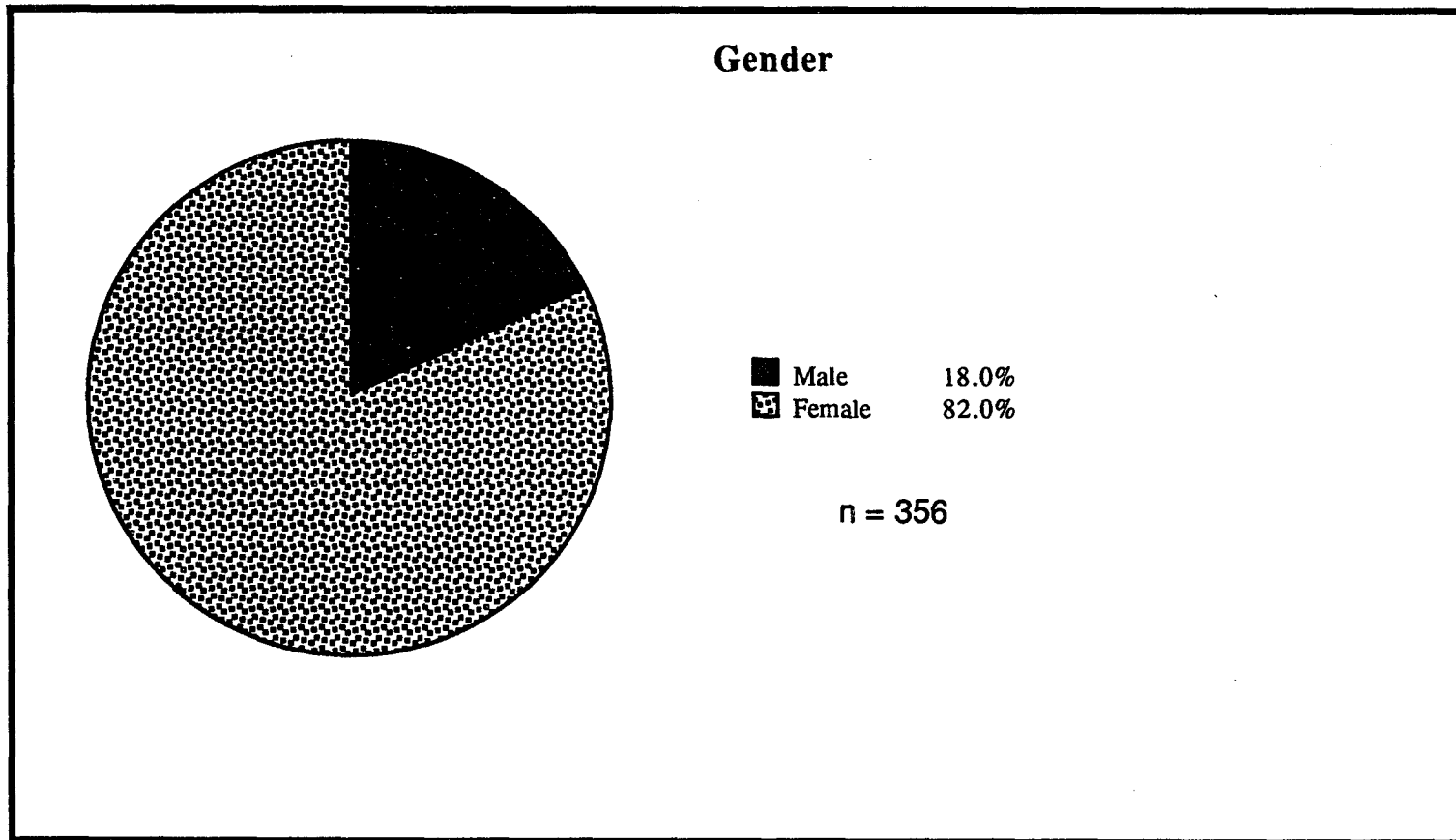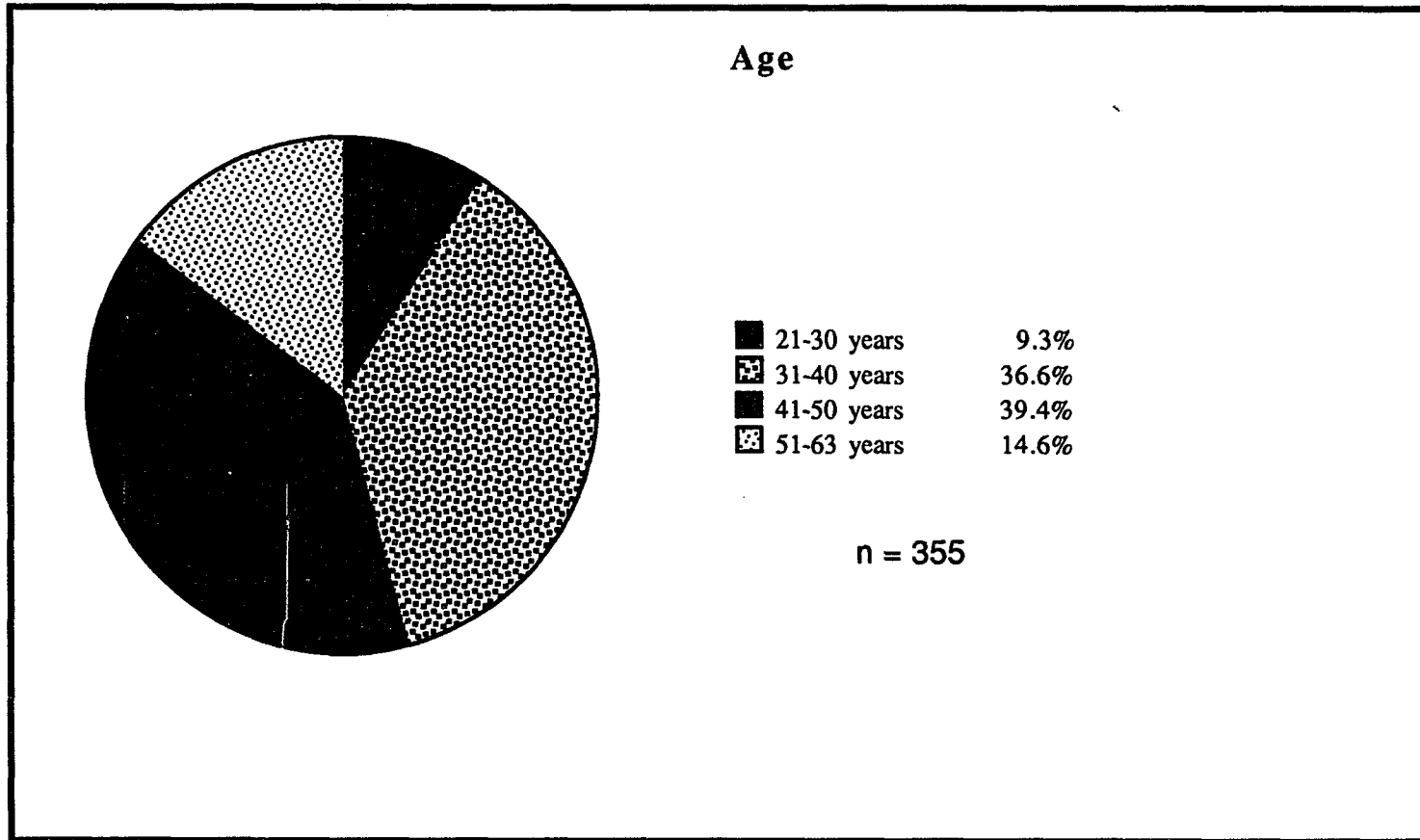
years old age group composed one-half of the teachers. This coincides with the

demographic data that speaks to increased employment in the 1960s and early

1970s when the baby boomers were going through the schools and

employment of teachers escalated. Those persons entering the profession

during that time of school growth are the ones who are represented in this

bulge.

The classroom experiences of the teachers in this survey span one to forty

years as shown in Figure 3. The average length of time spent teaching is 15.5

years in Region 5 (see Figure 3) compared to 13.1 years for the state (ibid. p. 7).

This may indicate more satisfaction with the job for those in the region plus an

unwillingness to leave those systems that pay higher supplements. This

average years of experience would concur with the data about age. What exists

is teachers in their late thirties and early forties whose classroom career

includes over 15 years of service.

Those teachers who are in their 40s are also the ones who have witnessed

major changes that have occurred in public schools over the past several

decades. Their comments about the profession range from "Teaching is

becoming more and more exciting and interesting as the years pass" to "I am

totally disillusioned with my teaching career [because] the profession has

changed dramatically over the last 10 years." Of course, these comments are

put into perspective by one teacher's observation: "Attitude can 'make or break'

a teacher!"

Figure 3

Number of Years Taught

■	1 to 3	7.8%
▨	4 to 10	18.3%
■	11 to 19	45.8%
▣	20 to 29	22.3%
▨	30 to 40	5.8%

n = 345
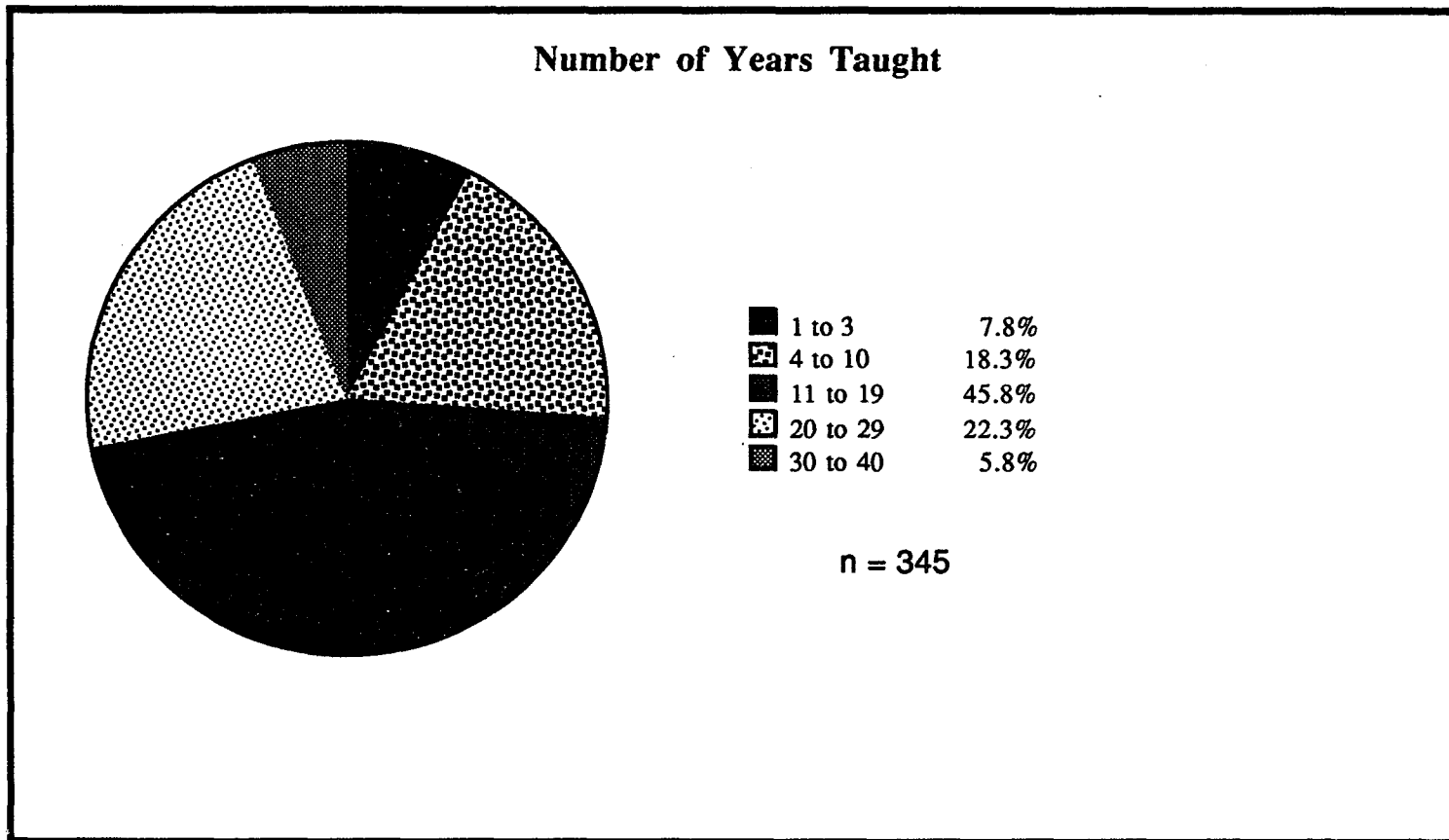
One attitude that seems prevasive, however, is that respect for those in the teaching profession is greatly lacking. Nearly one-half of the teachers responding to a questionnaire item about the work being respected, indicated they perceived lack of respect for what they do. "In the past 40 years so many changes have taken place, I don't feel much respect." Most teachers have not been in the classroom for that many years, yet far too many share the feeling expressed by one who said "It is still a much over-worked, under-paid, 'not even thought of' profession." Over 80% (285) of the teachers indicated that their job was frustrating. This frustration with non-support and lack of respect for teachers from "parents as well as administrators, and students" prompted several teachers to report that they were looking for another job.

The desire for career change was addressed in Part III of the survey. While 101 (28%) responded that they were considering or planning a career change, this is less than one-third of the sample. One who was in the process of changing careers noted "no longer feeling the 'fire' that I once did, and to continue teaching would be a disservice to the students and myself."

Over 70% (251) indicated no desire to change. "I can't think of anything else I had rather have done with my life." The lack of change may be due to what many teachers see as such a significant investment of time (in age and in service) that they can not leave. "At the present time, I am halfway to retirement. Were it not for the economic pressure, I would change jobs or quit entirely."

For teachers another job or role was that of spouse. In Figure 4 the marital status of teachers is shown. Of the respondents, 80% (281) were married (see Figure 4). Shown in Figure 5 is the percentage, 77% (271) who had children (see Figure 5). Concerns about child care were expressed, and several parent/teachers felt the strain of working with children all day and "dealing with my own children appropriately" when I get home. This burden of double duty may be felt more intensely by teachers who have preschool or school age children. Of all the children 16% (56) were preschoolers and 44% (153) were school age.

Another role that teachers assume is that of student. Teachers periodically return to college for certificate renewal or to obtain an advanced degree. In Figure 6 is shown the level of degree held by teachers in this sample. Of the 198 teachers, 56.7% held a bachelors degree (see Figure 6) which was a lower percentage than that for the state, 67.7%. The lower percentage in this sample is the result of a much larger percentage having earned the masters degree. In this sample 42% (145) had gone for a masters compared to 30% for the state (ibid., p. 9). The sample under study may be atypical in this aspect for several reasons. One, Region 5 has several metropolitan communities within it which correspondingly have some of the largest school systems in the state. These large urban districts have, historically, paid higher supplements thereby attracting teachers with graduate degrees. Also, the geographic area contains several major universities where pursuing graduate work would be convenient

Figure 4

Marital Status

■ no   19.7%
▣ yes   80.3%

n = 350

Figure 5

Children

■	no	22.8%
▨	yes	77.2%

n = 351

Figure 6

Degree Held

■	BA	56.7%
▨	MA	41.5%
■	ADV	1.4%
▨	DOC	0.3%

n = 349
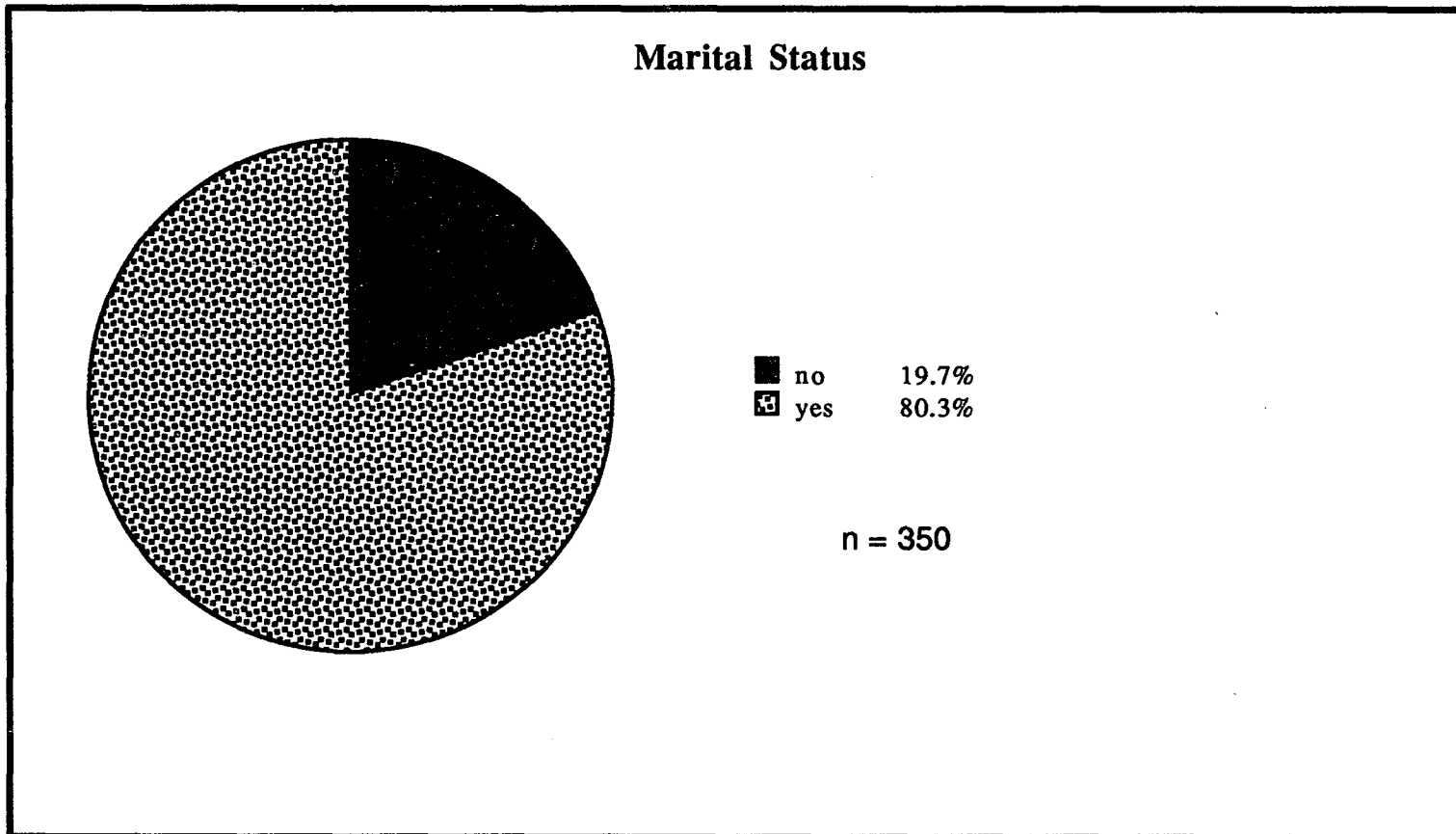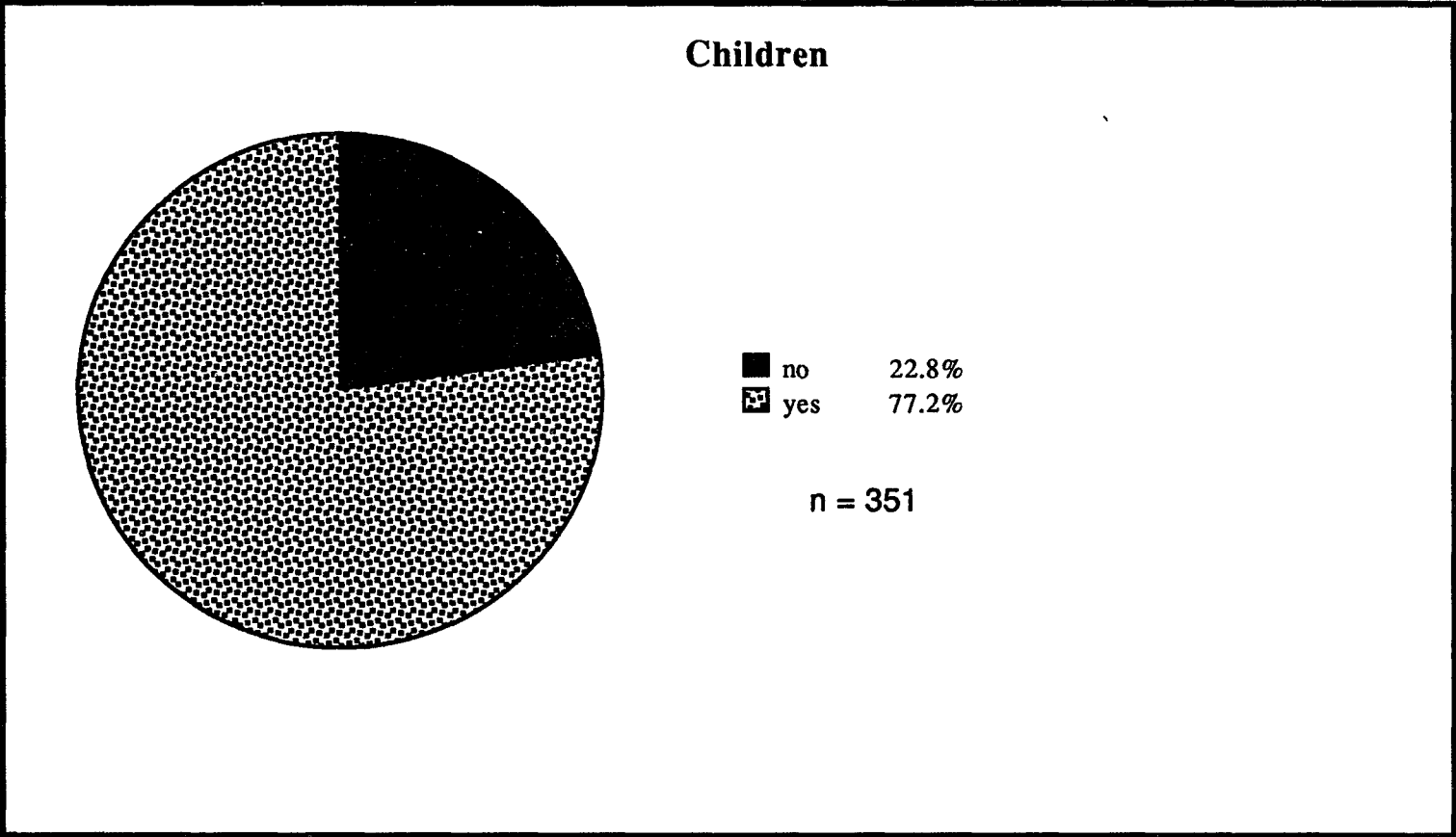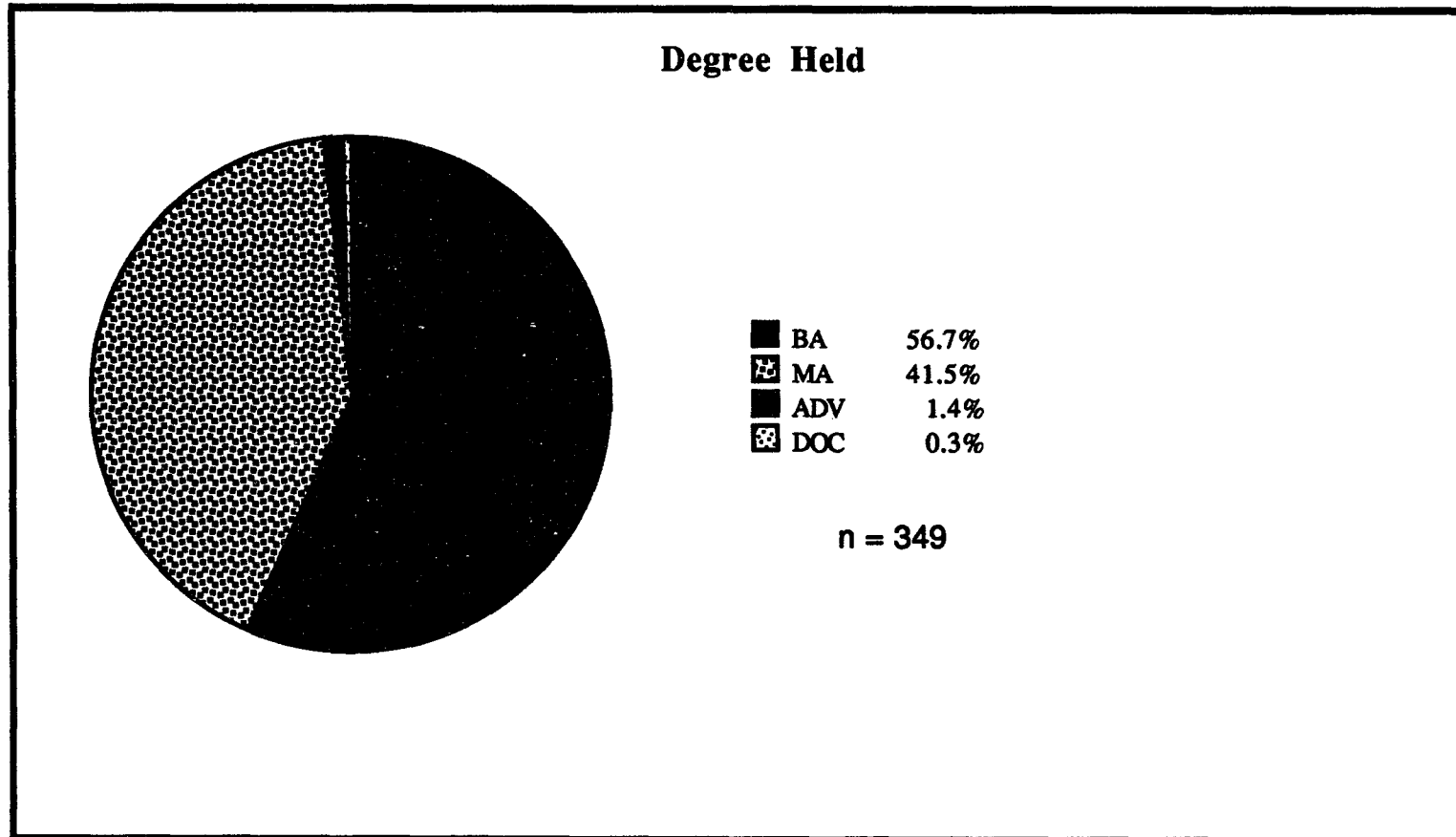
and affordable. Having acknowledged that it might be more convenient to obtain graduate degrees, only one teacher in the sample held a doctorate, and only five had the advanced/sixth year certificate. Several mentioned their "return to college for certification" or "re-certification" in another area. Thus, teachers in the sample are more likely to have a graduate degree, but pursuit of education as career development beyond the masters degree is not done or valued by classroom teachers.

When do people decide to become teachers? Some of those in teaching have been employed in other jobs before becoming a teacher; in this sample there were 73 people which was 20%. Only 12% (41) have ever held a job outside education. These 41 teachers taught, left for another job, and then resumed their teaching careers.

Of the 317 (89%) who went directly from high school to four years of college, 235 (66%) went immediately into the classroom after college. One possible reason for their choice of a career was revealed in these two comments: "Teaching is more a 'calling' to me, instead of just a job" and "I feel as if I were called to teach. I love students and feel there is no greater way to help society than teaching." These statements support one notion of a career as that of a calling. They also agree with research findings of DeLong that cited the desire for service as a reason people gave for choosing a career in teaching.

Not everyone who left college classes and went into public school classrooms had the intention of staying there for their entire work experience. "I

had thought I would teach a few years then go on to something 'better'. Now I realize how dedicated I am and that to leave would be a mistake." Many find it sufficiently rewarding and do not leave; 221 (62%) teachers reported that their teaching years have been consecutive...once they entered the classroom they have stayed there. This teacher's comment may summarize one of the reasons for staying in the classroom "I find teaching a very personally rewarding experience through seeing students learn."

The challenges and the rewards notwithstanding, there are people who remain in the classroom who are excellent teachers but who feel, "as a professional, I can make no advancement at this time no matter how hard I work." This represents the dilemma faced by many teachers. Do they continue in their career as a classroom teacher or do they, by leaving that classroom, leave that career to become other kinds of educators? There is a desire for other opportunities "not because of burnout or apathy, but because I now feel that need in my personal and professional growth." That interest in advancement is expressed simultaneously with comments about "my teaching experience has been the most rewarding and self-fulfilling that I could have wanted." There are not the same kinds of opportunities, however, that exist in other careers. "I would like to know what to do at this stage in my career when others in business are seeking the fruits of their labors - that is, getting promotions, etc." Thus, teachers express concerns about many of the same needs reported in earlier research, but career stage models presenting

hierarchial movement as necessary for success do not fit for those in this profession.

The typical teacher in the sample, then, is a 42 years old female, married, with school age children. She holds an undergraduate degree and has witnessed myriad changes in the profession. She is "optimistic about teaching ... being certain that we make a difference. I do feel that I'm in a minority in my thinking about my job, however." She spoke for several of her colleagues when she expressed her "Thanks for this opportunity to comment." Another teacher appreciated "something that made me think about me!"

What does this teacher do? As might be expected, the preponderance of the respondents teach in elementary school. In fact, Figure 7 shows that nearly half (159 = 45%) were elementary teachers. Those teaching in middle school numbered 64 (18%), while junior high teachers numbered 12 (3%). There were 117 (33%) high school teachers and 4 (1%) who taught in ungraded schools (see Figure 7). Teaching in the area of their college major occured for 78.5% (270) of the teachers in the sample. The particular job is one of classroom teacher, special education teacher, guidance counselor, librarian, music, art, or physical education teacher.

Even teaching in one's major does not guarantee a fortunate situation "when a principal does not give a teacher the opportunity (even expect it) to teach all level courses." Another frustration was expressed by one teacher who is "forced to teach in two subject areas and feels that I could do a much better job

Figure 7

Level of Teaching Assignment

■ Elementary	44.8%
Middle	18.3%
■ Junior High	3.4%
High School	33.5%

n = 355
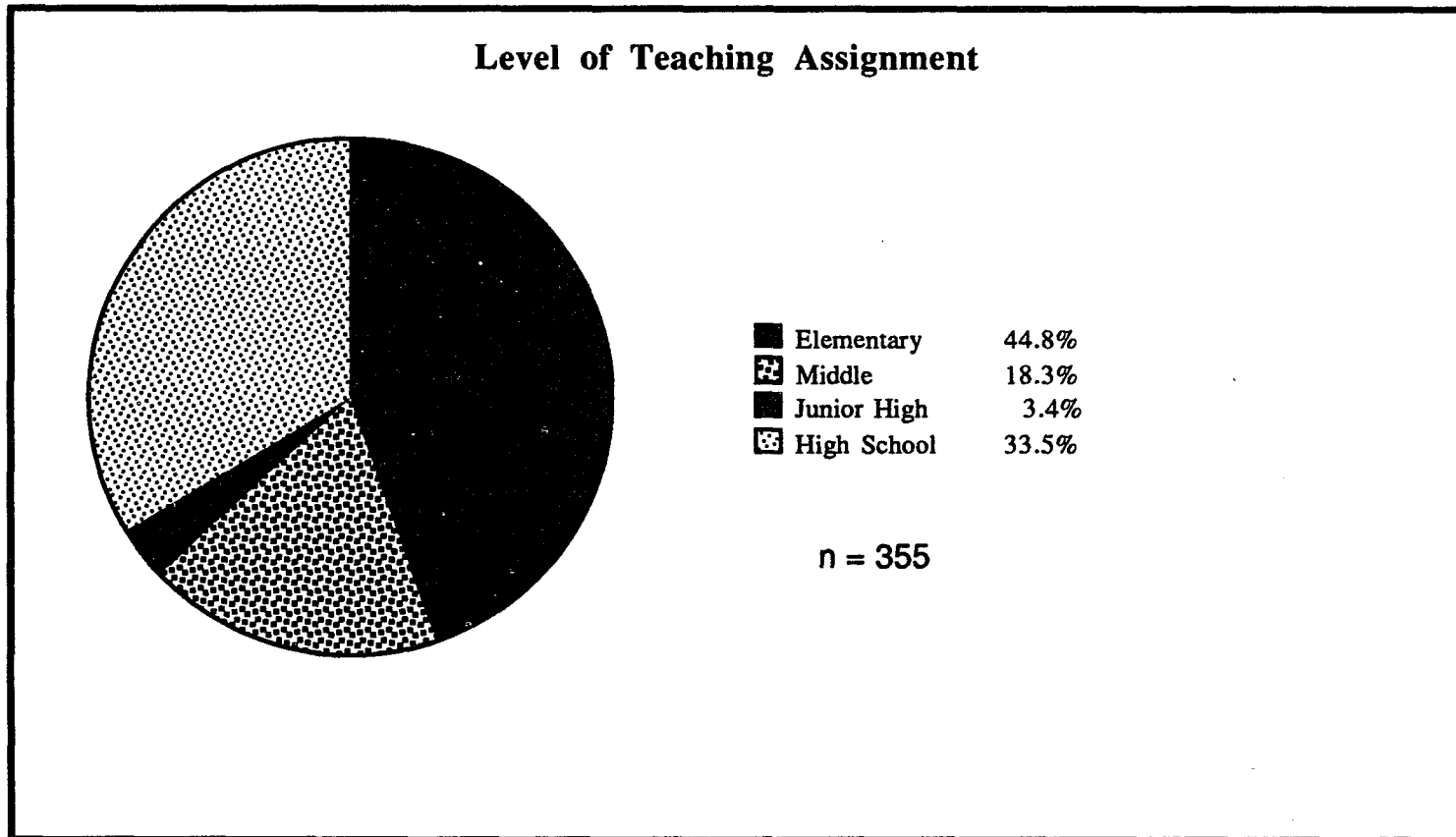
if I were not dividing my efforts." She lays the blame for her experience on an "administration [that] has done nothing to alleviate this problem." In this sample, the teacher does not have officially designated responsibilities for administrative activities.

When asked about supervision of their teaching, close to 3% (10) reported that they had more than one supervisor. Supervision for 6% (20)) of the teachers came from their colleagues and 12 % (43) from other sources, including central office personnel. A large number, 285 (81%), however, were supervised by building principals. Building principals, like the previously mentioned "attitude" have the ability to "make it or break it" for those in the school.

Indeed, principals are central to the school, and the effective schools research has linked the quality of the school as a workplace to teacher effectiveness. This notion is certainly born out by the comments of those teaching in the classrooms of North Carolina's schools. Some spoke to the influence of the building administrator in setting a climate that is conducive to teaching and learning. "He is very supportive of new ideas and will allow you to try anything." Also acknowledged were "my present administrators [who] offer considerable independence." It was recognized, however, that "this is not the norm." While over two-thirds of the teachers said their supervisor was around when needed and knew the job well, on one section of the questionnaire their comments indicated a different point of view.

The negative comments about those in administrative roles were more numerous. "My present administrator is not organized and generally not suitable for the position." "Many are eager to advance and not eager to be sincere." "My school's administration leaves me feeling unnoticed, unappreciated, and overworked." "Being treated like a child when decisions are made and being the last to be considered or told anything is very frustrating." If the last quotes are not sufficiently damning, one more speaks to the "lack of concrete guidance/direction from my immediate supervisor." This comment reflects a view of approximately one-fourth of the teachers who indicated that their supervisor doesn't supervise enough.

Local school administrators were also criticized about their instructional leadership. When they are innovative and encouraging, they get accused of "going with what looks good on paper and not what works in the classroom" or of allowing "too many 'cutsie, funsie' courses and not enough down to earth solid basics." They are charged with being "so busy implementing new programs ... that 'teaching and learning' have been excluded as important tasks." Yet, leaving "new ideas and up-to-date methods up to you [the teacher] to implement and research" does not seem to be offering very much leadership either.

The excessive criticism of immediate supervisors/administrators may have some validity; building principals can work more co-operatively with their faculties to address teacher and student needs. They can provide more

opportunities for "meaningful decision-making at the school level" and ease the

burden of "paperwork, new programs, endless meetings, high expectations" that

are perceived as "overwhelming and totally unfair to any conscientious

teacher." However, as the barbs are hurled at the principal, it may be well for

the teacher to ask, "Am I being more assertive and less accepting of the

dictates of others or am I blaming someone else in an immature response to

frustration?" When the issue of autonomy is discussed, it must be accompanied

by the issue of responsibility.

Where do these teachers teach? Teachers who responded to the

questionnaire represented their colleagues in 21 administrative units that

comprise Educational Region 5 located in the central part of North Carolina.

There are 11 counties and 10 city systems in this region with a total of 346

schools. While there was not a teacher responding from every local school, all

of the administrative units were represented. This provided represention of

rural and urban areas as well as school systems which were small (as few as

five schools in the system) and large (as many as 57 schools in the system)

The number of different schools in which teachers have worked ranged from

1 to 21 and is shown in Figure 8. Seventeen of the teachers had taught in one

school for their entire career. The average number of schools in which a

teacher has been employed was 3, and over two-thirds had spent their careers

in three or fewer schools (see Figure 8). They had spent almost 9 years at their

current grade level. This contributes to the image of the teacher as a middle

Figure 8

Number of Different Schools

■	1 to 2	37.2%
▨	3 to 6	57.0%
■	7 to 10	4.7%
▨	12 to 21	1.2%

n = 344
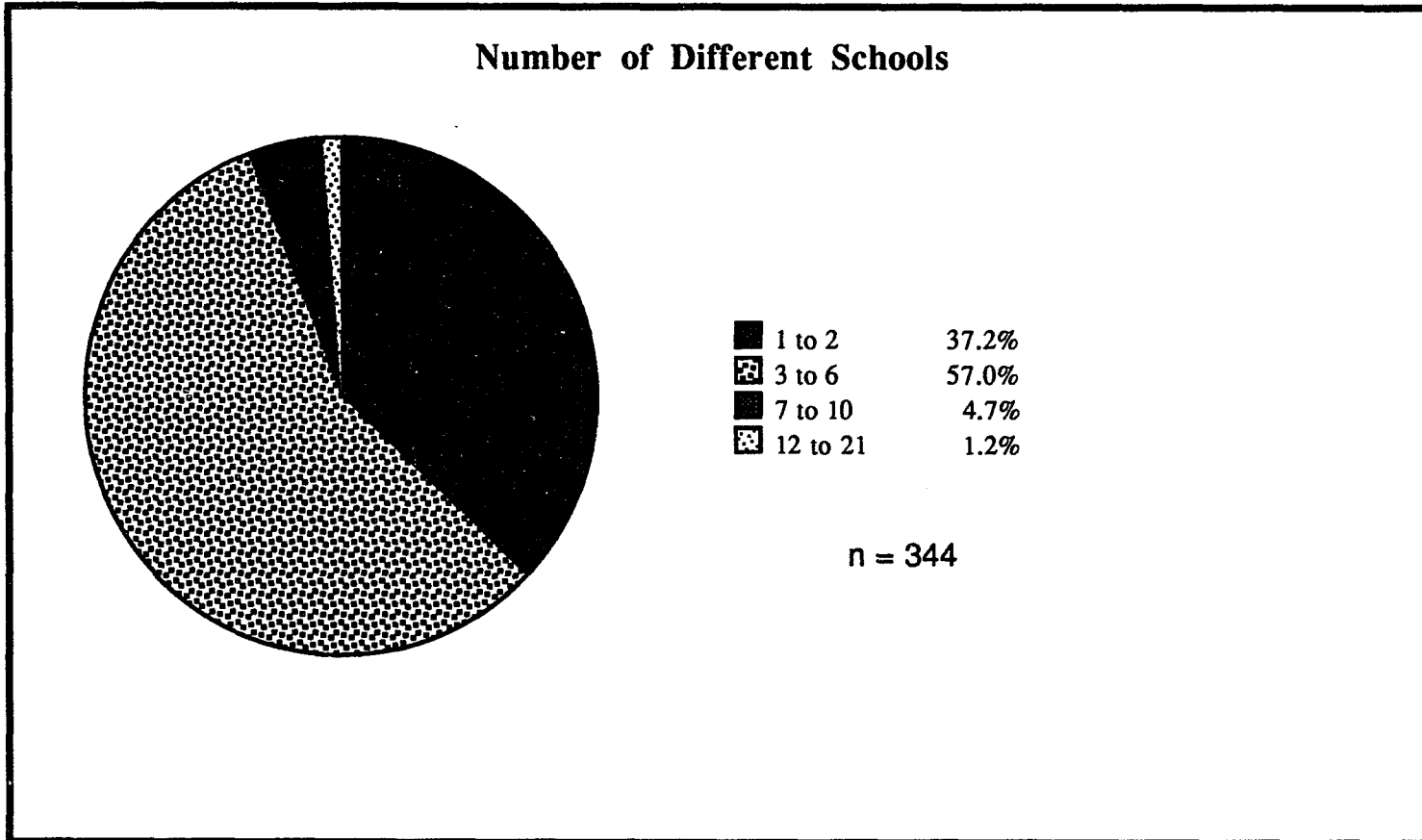
aged female who has pursued her career for 15 years. Her teaching has been at one level for over half of the time, and she has been in only one or two schools. While this longevity may provide continuity and stability, it may also pose questions about provincialism and possible stagnation.

Of those who reported a high number of teaching assignments, many are teachers who travel. Some of the travel occurs within the system when specialists serve two or more schools, usually at the elementary level. Others have traveled in the sense of moving to different localities because "my husband's profession involves re-locating." Still others, returning after a career interruption, were employed in a school other than the one they had left. Another factor for changing schools may be connected with the school climate or work environment. One teacher told us that "I am currently in an ideal teaching situation. Had you sent this questionnaire four years ago, my answers would have been very different. Four years ago I was looking for employment outside of education."

The number of years that teachers have been in their present school ranges from 1 to 29 and is shown in Figure 9. Over two-thirds have spent 3 to 16 years of their career in their present school (see Figure 9). Two teachers indicated that they had taught in the same school for 29 years!

Figure 10 shows that of those teachers responding, 81% (282) had obtained tenure. Only 19% (68) were non-tenured (see Figure 10). The non-tenured group was composed of those persons still in the probationary first three years

Figure 9

Years in Present School

■	1 to 2	16.2%
▨	3 to 6	33.5%
■	7 to 16	36.7%
▨	17 to 29	13.6%

n = 346

Figure 10

Tenure

■ no   19.4%
▓ yes   80.6%
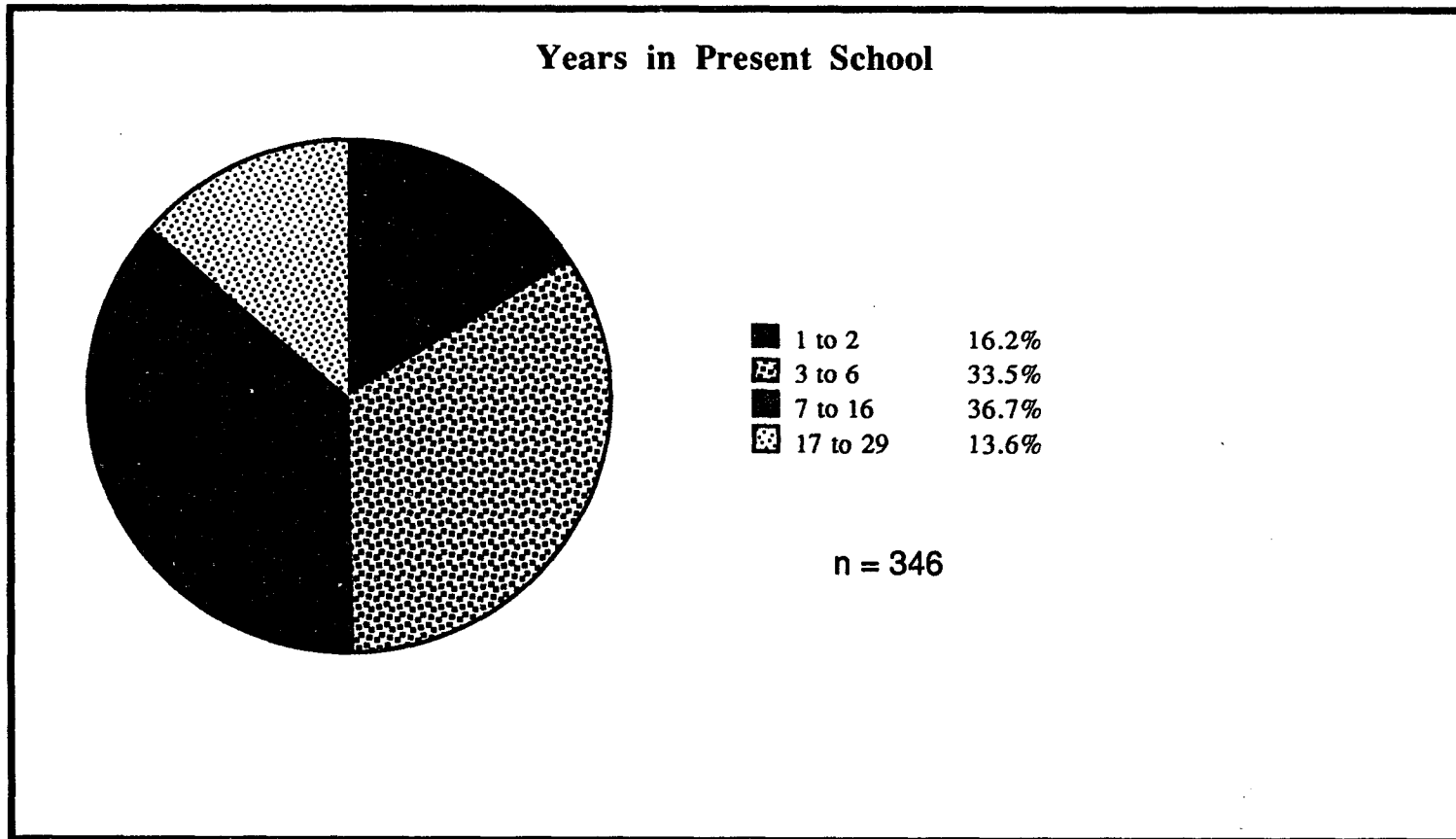
n = 350
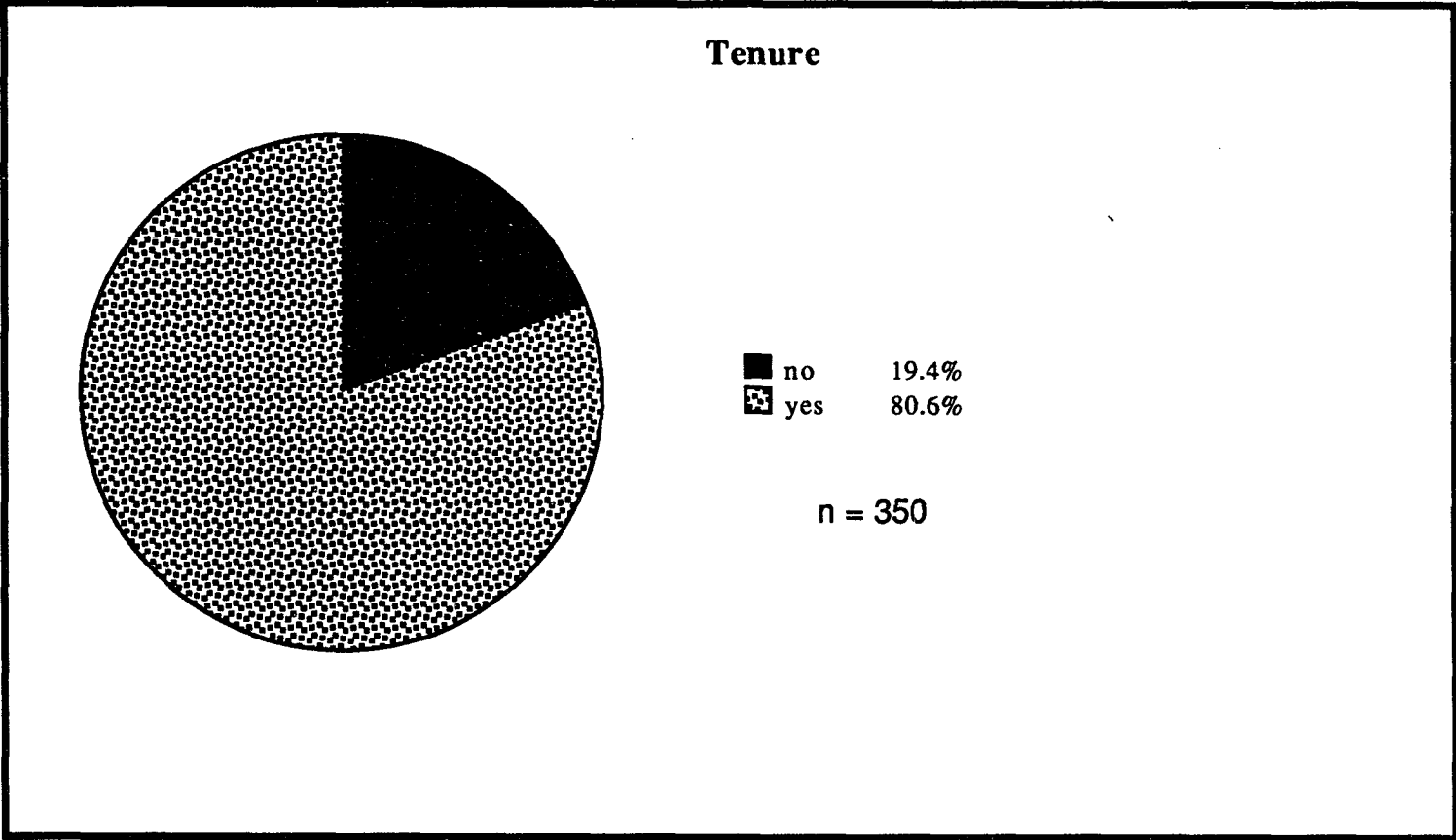
of employment as well as several experienced teachers who had recently moved or joined public school ranks after working or teaching in other educational settings.

How do teachers feel about their career? There was evidence of great concern about a variety of issues. The strong feelings expressed in comments by teachers concentrated predominately in four areas: finance, working conditions, discipline, and public attitudes. The financial concerns addressed two issues. One of these, as may be expected, was pay. In spite of the reform movement efforts to increase teacher salaries, more needs to be accomplished. "It is disappointing to note the lack of financial support by the state. The public believes we got a large raise but mine amounted to 2.3%, and after 18 years I still make less than $30,000." "After 25 years in my career not only is my salary lower than doctors and lawyers, but also I have not been able to enjoy as many worldly pleasures (travel, entertainment) and save for a comfortable retirement." The frustration of poor pay was expressed by this teacher's statement, "If I didn't have 17 years in teaching, I would find another career. A single person can not buy a house, furniture, car, and pay bills on a teacher's salary. I've tried. I had to have a second job." All of these comments came from career teachers - people in that mid-life, 15 years at 3 schools group that characterizd the majority of this sample. The comments reflecting their frustrated feelings may best be summed in the irony of "Teaching is a wonderful profession if you have another income to supplement the poor pay."

A second financial issue that concerned teachers was how some of the money was spent. "I would like for more monies to be spent on teachers and children rather than on administrators." Another teacher felt that "Money spent on education should be filtered down to help classroom specialists - the teachers - become more able to use their expertise in teaching instead of doing tasks unrelated to teaching students." Teachers are aware of the many millions of dollars spent on education; yet, as individuals, especially in less affluent areas, they do not feel a sense of sharing very much of the funding.

Until pay improves, "good teachers will continue to leave the profession," according to one teacher. She spoke for many, however, when she also referred to some of the working conditions that create dissatisfaction for teachers. Paperwork, paperwork, and more paperwork was the main objection. Following closely the complaints about "feeling like a clerk" were those about the lack of time for planning and teaching. Too many hours are spent in "committee meetings, filling out forms due 'yesterday', and completing questionnaires."

Discipline was a topic of considerable concern to many teachers. Some spoke to the lack of discipline in school: "Students make it difficult to teach. Children are disrespectful, lazy, and angry most of the time. They like to fight and call names, just anything to waste time!" Others wrote of the need for "more support from administrators" and "better ways to handle discipline problems" and to combat "student apathy." One suggestion that came through loud and

clear was for more parental involvement in schools and in the lives of children. "Young children desperately need to have the feeling of home and school working _together_." We in the schools "can't solve today's problems in isolation from the family and community at large."

"I'm concerned about the lack of support of the public." Teaching is a "_very_ stressful job at times and I don't feel as though the public has knowledge of what a teacher must endure." According to one high school teacher, there is pressure "to be all things to each of the 120 students I teach. I am expected to be mother, father, counselor, attendance officer, secretary, bookkeeper, tutor to _each_ child even though I can have 28 other students in the _same_ class. Impossible!" "I am tired of teaching/education being blamed for poor performance when education is expected to combat all of society's problems without the support found in the business community."

As the cries for understanding and support echo within the school corridors, it must be asked " Why do teachers stay?" The answers of many reflect, in part, their reason for choosing teaching as a career. It is a calling - " the most important job in the world. If I didn't feel that it is important, I would not have stuck it out this long." "I decided that I enjoyed teaching and relating to young people," so I would stay. "Regardless of what public opinion is concerning teachers, they can only work to improve whatever parents send them."

Working with students, after all, is the core of a career in the classroom. From the sample it is evident that those who composed the majority of teachers

today have spent over 15 years in their career. On one hand, there are great concerns and frustrations with conditions on the job, with administrators, and with societal problems. On the other hand, the rewards and joys have been expressed... "I love my school and what I do." "I greatly enjoy my job! Being treated as a professional is very important." For this to become a reality for all teachers, it is essential that school leadership be more knowledgeable about career concerns, thereby promoting adult growth.

CHAPTER V

DIMENSIONS OF CAREER CONCERNS FOR TEACHERS

Do career stages exist for teachers? This was the central question of the research. To answer this question two different approaches were considered at the onset of the research. First, the scales already existent for the inventory on career stages employed in the questionnaire would be used. Second, a multivariate statistical analysis would then be employed because of the previously expressed view that the nature of the job made teaching an anomalous profession. The Adult Career Concerns Inventory created by Donald Super and associates addressed concerns that appear specifically in each of four different career stages established by Super during his half century research on career development .

The four stages are Exploration, Establishment, Maintenance, and Disengagement. On the inventory Exploration addresses issues of selecting and trying out a new job; Establishment addresses issues of getting involved with the chosen job, learning the ropes in that job and advancing in the career. The Maintenance stage addresses issues of keeping current in the chosen work, and the Disengagement stage addresses issues of slowing down on the job and planning for retirement living.

Analyzing the Career Inventory

In Super's instrument there are four stages, with each stage having three substages. In each substage there are five items so that each stage has a total of 15 items. These items address issues of concern that are supposed to delineate each stage. According to Super, if a person scores 4.0 or above (on a 5-point scale), it is indicative of considerable or great concern for the issues. The scale which has the highest mean score above 4.0 is considered the particular stage that a person is in. The initial assumption was that a teacher should possess a score of 4.0 or more on only one career stage scale. Having a score above 4.0 for two or more scales would not discern the career stage of an individual teacher.

An analysis of the scores for the 356 respondents revealed only 80 respondents with scores of 4.0 or above, on only one scale. Over 100 respondents had no scale score over 4.0. Instructions for interpreting the instrument might lead one to deduce that these teachers did not fit into any stage. Even though some individuals might not exhibit high levels of concern on any of these stages, this should not lead one to conclude that the teacher did not have a career stage. It was the researcher's opinion that it was important to look for a mean scale score for one stage that was significantly higher than the mean score for any of the other three scales. Thus, a mean score of 4.0 or above on a scale would not be the determinant of the existence of a career stage. This altered criteria increased the pool of teachers who fit into a career

stage by less than 30. Additional interpretation of the data revealed that over half of the respondents had two or more scales above 4.0. Upon further consideration the researcher was reminded that while previous career stage models had treated stages as discrete...this was not likely to be the case. Individuals' careers are not segmented; they progress along a continuum. People do not fit into nice, neat, exclusive categories. Instead, as part of their own developmental nature, people tend to move along a career continuum. Thus, stages should be viewed as developmental rather than discrete as proposed in models of work/career stages found in the research previously cited.

Super's four stages could form 13 possible combinations. From a logical, developmental point of view, four must be excluded, leaving nine combinations for use. People could be in any one of the four stages or be in a stage represented by one of the following combinations of stages: 1 and 2; 2 and 3; and 3 and 4; as well as a three-stage combination of stages: 1, 2 , and 3 or 2, 3, and 4. The combinations of 1 and 4; 2 and 4; 1 and 3; and 1, 3, and 4 were excluded because these four were not theoretically consistent with the notion of career stages as developmentally and logically sequenced.

With this additional consideration of how one might interpret the career stages, the data were reexamined. It revealed that in addition to the approximately 100 cases that had fit into one career stage, there were another 100 cases that fit into one of the remaining five acceptable patterns. Finally,

over 150 cases had no clearly distinguishable pattern. It became apparent at this point that for teachers there were still many questions to address about how their careers evolve. Were there stages? If one were to stop here, the conclusion would have to be that teachers do not "fit" into career stages established in other fields. However, further analysis of the responses from teachers on the inventory had always been part of the research design.

The work/career theorists make the case for stages in many occupations. Part of that theory does include the notion of plateaus - those periods of time when job mobility is minimized or completely limited. Are there longer plateau periods in teaching? Does the view that the teachers' tasks are horizontal mean that their career is unstaged?

A second set of concerns emerged around the instrument that was used to measure career stages. The Adult Career Concerns Inventory had been selected because it was the only available instrument designed to assess adult career concerns. It was employed with several cautionary notes in mind. While these limitations have been included earlier in this report, it is well to review them here. Donald Super's instrument was designed to address career concerns of adults in various occupations. It was designed for persons who were rethinking their careers and for those who were about to enter the workforce. This indicates that it may be more appropriate for use with people between the ages of 24 and 45 (Keyser & Sweetland, 1988). Its usefulness with retirement age persons remains to be demonstrated.

Moreover, the wording of the issues was sufficiently general so that the instrument could be used for people in many occupational groups. This general wording, however, may have been less helpful when the instrument was employed with those in teaching. No accounts of its having been used with teacher populations were noted in the review of the literature. Teaching may be an occupation where the special acts of the job are not perceived as clearly separated from the issues related to a career that evolves from performing those acts.

In sum, work/career stage theory supports the concept of stages that occur over the course of a career. Life cycle theory includes the concept of stages that exist over the course of people's lives. The literature about teaching suggests that teachers exhibit different needs at various times during their years in the classroom. What are the career issues that concern teachers, and do these follow any particular pattern that can be predicted? Furthermore, one of the hypotheses of this research was that for teachers the stages of a career may be different than those in other occupations that have been used for previous research on career stages. With the possible limitations of the instrument understood and with the theory of work/career stages and life cycle stages supportive of the stage concept's applicability, additional analysis of the career stage inventory was undertaken.

To determine the existence of career stages for teachers, factor analysis was employed on the responses to Super's career concerns inventory. In order to

verify the utility of factor analysis in this research application, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was applied as an index for comparing the magnitudes of the observed correlation coefficients to the magnitude of the partial correlation coefficients. Small KMO values would indicate that a factor analysis of the variables would not be a good idea, since correlations between pairs of variables cannot be explained by the other variables. KMO values at or near .80 are seen as meritorious (Norusis, 1958). The KMO value achieved for the data to be used in the factor analysis was .925, and as a result, it was assumed that factor analysis was a proper procedure to use.

A factor analysis was performed on the original 60 variables in the inventory. This procedure indicated the presence of 10 factors. Variables with loadings on two or more factors and those with no loading over .4000 on any dimension were eliminated from further analysis. When the computation was run again, over half (37) of the variables remained and now loaded on 6 factors. No variable loaded on more than one factor, and the 6 factors explained 72.5% of the variance among the 37 variables. Factors derive their meaning from interpreting the relationship of all variables which have high loadings (over .4000) on the factor. Thus, a set of concerns that load on a single factor in the analysis are deemed to form a single dimension. Table 1 shows the variable loadings on the 6 factors (see Table 1). The analysis then turned to the most important step in factor analysis - the interpretation of these six dimensions.

Table 1
VARIMAX ROTATED FACTOR LOADINGS FOR CAREER CONCERN VARIABLES

CONCERNS	Invest.	Accult.	Opport.	ResRec.	Rejuve.	Retire.
	Factor Loadings*					
Meeting people who can help me get started in my chosen field	.51209					
Clarifying my ideas about the type of work I would really like	.72062					
Deciding what I want to do for a living	.90202					
Finding the line of work I am best suited for	.91624					
Learning about beginning jobs that might be open to me	.84970					
Choosing the best among the occupations I am considering	.90264					
Choosing the most challenging job among those that interest me	.85764					
Finding a line of work that really interests me	.92260					
Making sure of my occupational field	.87554					
Choosing a job that will really satisfy me	.87561					
Getting started in my chosen occupational field	.82259					
Getting established in my work		.74545				
Consolidating my current position		.77301				
Becoming a dependable producer		.70187				
Finding out about new opportunities as my field changes			.60299			
Planning how to get ahead in my established field of work			.70911			
Advancing to a more responsible position			.75138			
Winning the support of my employer, colleagues, or clients				.78291		
Doing the things that make people want me in my work				.81831		
Finding ways of making my competence known				.77351		
Holding my own against the competition of new people entering the field				.48851		
Keeping the respect of people in my field				.65075		
Developing a reputation in my line of work				.51656		
Adapting to changes introduced since I got established in my occupation					.64221	
Keeping up with new knowledge, equipment, and methods in my field					.77582	
Attending meetings and seminars on new methods					.80815	
Visiting places where I can see new developments					.75690	
Getting refresher training to keep up					.77960	
Developing new skills to cope with changes in my field					.81203	
Developing new knowledge or skills to help me improve in my work					.78960	
Making sure I can have a good life when I retire						.90682
Setting aside enouch assets for retirement						.90097
Having a good place to live in retirement						.87317
Having a good life in retirement						.92784
Making good use of free time that comes with retirement						.80791
Doing things I have always wanted to do but never had time for						.67549
Planning for retirement						.80818

*Only Factor Loadings of .4000 or above are shown

Interpreting the Dimensions

The first dimension (see Table 1) related to those concerns people have as they are investigating the world of work. This includes making career decisions and beginning a job. There were 11 variables that loaded on this factor. Four of the 11 represented those processes a person goes through in exploring and making decisions about the world of work and particular job opportunities. They include "clarifying my ideas about the type of work I would really like" and "deciding what I want to do for a living." There are great concerns about deciding what to do for a living and what line of work one is best suited for. Next, it becomes important to learn about beginning jobs that may be open.

Five other variables related to the notion of investigation. These denoted issues that are of great concern when one faces choices. After learning about available jobs, one must choose among the best occupations under consideration. This choice would take into consideration the notion of challenge; what job would offer the most challenge? Upon finding the line of work that is really interesting, one attempts to make sure the choice of the occupational field is, indeed, suitable and that the job chosen is one that will be really satifying.

The last two variables loading on this factor were related to "meeting people who can help me get started in my chosen field" and "getting started in my chosen occupational field." Here the idea of a career decision being implemented emerges. Investigation continues as one identifies and contacts

people who can help. A decision is made, a job is secured, and one then investigates what it takes to get started.

While many teachers choose to enter the classroom in response to a need for helping others or to answer "a calling," there is still considerable need for finding out if, indeed, teaching is the best job. "Is this job the best choice?" generates considerable concern. Choosing may be of additional concern for teachers because teaching is a job where one has to have a college degree with specific course work and required experiences in teaching prior to consideration for employment.

In the initial employment period there is also concern about making sure that one is choosing a job that will be challenging and satisfying. Challenge may take on a different meaning for beginning teachers who usually find a multitude of challenging moments with students in their first classroom experiences. As teachers gain experience in working with children, in mastering classroom management techniques, and in developing appropriate instructional methodologies, their concern for challenge may take a different slant. Challenge on the job may mean a desire for work that is interesting and satisfying to them as individuals.

Thus, this dimension connoted Investigation and has been labeled such. The person has explored ideas about work, has made some choices about the kind of occupation that is appealing, and has pursued an interest to the point of employment in a potentially challenging and satisfying job.

A second dimension represented Acculturation. The three variables loading high on this dimension were related to issues that center around how people establish themselves in a job. One addressed the need that people have to get established in their chosen occupation. People have great concern about learning how things are done on their job site and how they fit into the scheme of things at that site. Learning about the culture may be achieved in a variety of ways; yet the goal is the same - becoming aware of one's work environment so that "settling in" can occur.

A second variable addressed the need for a person to consolidate the current position, and a third variable spoke to the need for becoming a dependable producer. This suggests that as one learns the culture and takes on at least some of its most salient characteristics, one becomes a part of the group. When this happens, a person can then meet the need for making a contribution - of being a dependable producer.

For those in a teaching career this may mean gaining a sense of security in the classroom - knowing certain practices and procedures that are part of the school culture, according to Deal (1987). It involves getting answers to the "how to" questions that arise on the job. This assumes learning who the best persons are to provide answers and guidance. It includes developing one's expertise in content areas as well as in instructional strategies. Acculturation for teachers could also include the concern for laying the foundation on which to build a reputation as an excellent teacher.

Three variables loaded on dimension three. This dimension has been

labeled Opportunity because all of the variables addressed concerns related to

people's desire for new experiences. These were "deciding what new fields to

open up or develop," "identifying new problems to work on," and " finding out

about new opportunities as my field changes." These may be concerns people

have if they have recently changed jobs or if they have reached a plateau

following an extended time in a career. During a plateau period some people

stagnate, ceasing to find challenge and growth on the job; others become

renewed, seeking opportunities for developing and keeping mentally alert and

emotionally alive on the job. Seeking opportunities for new experiences can be

of considerable concern for teachers, according to Steffy (1989) when she

wrote about the appropriateness of teachers' seeking new opportunities for

renewal.

This third dimension may also be representative of those opportunities

associated with the developmental tasks experienced in mid-life transitions.

While there is a need to assess where one has been personally and

professionally, there is a concurrent need to acknowledge what one can and

will do. A part of Becoming One's Own Man (Levinson, 1978) is relying less on

(former) mentors and assuming responsibility for oneself, including creating

ones own opportunities.

These career issues may also reflect concerns that are very great for people

who have recently made mid-life career changes and are eager to establish

themselves quickly in their new line of work. This may be true for women who become teachers after their children have grown, or for men who, having taken early retirement from other occupations (primarily military service), become teachers.

The fourth dimension spoke directly to the need for personal and professional Respect and Recognition. Six variables loaded on this dimension. Two of these were associated with high concern for "doing things to make people want me in my work" and "winning the support of my employer and colleagues." Two more of these represented issues related to the need for developing a favorable reputation in one's line of work and for finding ways to make one's competence known. An employee's self esteem is often influenced by what others in the working environment recognize and reward. Positive feedback from colleagues and "superiors" helps individuals to increase their competence and to build a reputation in their line of work.

The final two variables that loaded on this dimension expressed the need for "keeping the respect of people in my field," and "holding my own against the competition of new people entering the field." This involves continuing to perform well on the job so that one's reputation among colleagues is maintained. Also, respect is accorded when one has kept up and can do the job as well as the newcomers do. Together these variables address concern for how one gains respect and recognition and how one maintains the same.

The need for personal and professional respect and recognition is a very prominent concern for classroom teachers, as well as others educators, today. Respect according to Sizer (1984) is signaled in our culture by the granting of autonomy, money, and recognition. These three elements are marginal for classroom teachers. The importance of recognition and reward for teachers is cited by Steffy (1989) and Levine (1989). No doubt these two issues are of concern throughout one's career, however, they may be of greatest concern when teachers are establishing their reputations and confirming their decision to pursue a career in the classroom.

A fifth dimension was defined by issues related to Rejuvenation. The seven variables loading here clearly designated the concern people have for keeping up and being in the main stream. One variable addressed adapting to changes introduced since a person got established in an occupation. A second variable referred to getting refresher training to keep up. Both of these, obviously, acknowledge the fact that ways of doing things change. It, therefore, is important for people to be up to date. Having one's skills and knowledge current enables a person to have a sense of rejuvenation.

The other five variables all contained the word new and emphasized the importance of renewal during one's professional life. Issues such as "keeping up with new knowledge, equipment, and methods in my field," "attending meetings and seminars on new methods," and "visiting places where I can see new developments," are ones that people regard as essential if they want to be

rejuvenated. There is concern for "developing new skills to cope with changes in my field" and "developing new knowledge or skill to help improve my work." They are all part of the need professionals have to be knowledgeable about the latest information and technology in their realm of expertise.

For teachers this need for rejuvenation may be especially strong. Most classroom teachers perform their jobs in relative isolation from their peers and in the company of children and adolescents (Kidder, 1989). Because of this peculiarity there may be even greater need for interaction with colleagues and for opportunities when teachers can refresh themselves personally and professionally. In addition, teachers perform numerous job responsibilities repeatedly. Every year the students are new, but many of the teaching acts and duties are the same. In an effort to prevent boredom and stagnation, teachers seek new and rejuvenating experiences.

Finally, the sixth dimension represented Retirement. There were seven variables loading on this dimension. All connoted people's concerns about their lives when they are no longer employed. One issue was planning for retirement. Another was associated with finances and was addressed by three variables: "setting aside enough assets for retirement", "making sure I can have a good life when I retire", and "having a good place to live in retirement." These issues are of universal concern; yet, teachers may be more apprehensive about their quality of life in retirement given their income level.

Other variables loading on the retirement dimension spoke to the use of time in retirement. Issues of concern are related to "making good use of free time that comes with retirement" and "doing things I have always wanted to do but never had time for." Teachers may view retirement as unstructured time for pursuing interests and activities that were previously restrained by schedules and school bells.

In sum, there were 37 variables which loaded on six factors. These six factors represent the following dimensions: Investigation, Acculturation, Respect /recognition, Opportunity, Rejuvenation, and Retirement. How do these six dimensions compare with Super's stages?

As previously noted, the Adult Career Concerns Inventory created by Super et al. assesses career concerns as they relate to the major stages and substages of career development. There are four career stages with each stage composed of three sub-stages. Of the six dimensions, four contained variables that were in only a single stage defined by Super while two others had variables spanning more than one of Super's stages.

Of the 15 items in Super's Exploration stage, 11 appeared in the Investigation dimension. Eight (of the 11) were found in the substages of Exploration which Super labels Crystallization and Specification. The others were from the Implementation substage which is last in the Stage 1 category.

Appearing in the Acculturation dimension were 3 variables that are in Super's Stage 2, Establishment. "Getting established in my work," is in the

Stabilizing substage. The other two, "consolidating my current position" and "becoming a dependable producer," are in the Consolidating substage. The Rejuvenation dimension had 7 variables which can be found in Super's Stage 3, Maintenance. Adapting to change was an item in its first substage, Holding. Four are found in the second substage, Updating; and two are in the last substage, Innovating. All of these represent concerns associated with one's personal and professional growth and development which is in line with Super's theory that speaks to "the nature of vocational development [being] clearly very similar to the nature of personal development, for the former is a specific aspect of the latter" (1957, p. 192). Finally, the variables defining the Retirement dimension were all found in Super's Stage 4, Disengagement. This stage on the ACCI is devoted to issues of Deceleration, Retirement Planning and Retirement Living. These, undoubtedly, are of concern to individuals; yet many jobs, particularly teaching, do not allow a slowing down or cutting out of responsibilities as retirement approachs.

Two dimensions: Respect/Recognition and Opportunity, were formed by items that span two stages. Four Stage 2 items: two from the Consolidating substage and two from the Advancing substage, were in the Respect/ Recognition dimension as were two items from the Holding substage of Stage 3. The Opportunity dimension contained 3 variables. One was from the middle substage and one from the last substage of Stage 2; and the third was from the last substage of Stage 3.

The factor analysis revealed 37 of the 60 variables formed six dimensions. These six dimensions represent coherent sets of concerns that teachers face. The fact that only 37 variables loaded on the six dimensions may well explain the inability to find the career stages as suggested by Super for his inventory. Comparing the six dimensions to Super's four stages showed a great deal of interrelationship. Two of the six dimensions, however, used variables across stages. It was the researcher's contention that these six dimensions did a better job of capturing the concerns of teachers in a more robust manner than Super's four stages. These six dimensions do not, in and of themselves, form stages. The concerns were present for teachers. It is the pattern relationship of concerns that would determine whether teachers have career stages.

Understanding Dimension Patterns

How to examine and understand the pattern of these dimensions became the next responsibility. Factor scores, those scores assigned to each individual for the 6 dimensions, could be used for the ensuing analysis. However, it was decided not to use these standardized scores. Since the variables all had the same unit of measurement, a 5-point scale, the researcher chose to create scale scores. Scale scores for each respondent on all 6 dimensions were calculated. The scale scores for individuals became new variables that were used as the dependent variable for this stage of the analysis. The scale score was computed by taking the mean of the variables that made up a dimension.

Before continuing with the analysis it was important to look at the correlation between the scale scores as described and the corresponding factor scores for the individuals on the 6 dimensions. The correlation of the factor scores and new indices is shown in Table 2. All the scale scores were correlated above the .9 level with their respective factor scores, providing a high level of confidence for using the scale scores in the additional analysis (see Table 2). In Table 3 the correlation between the six dimensions is shown (see Table 3).

Using these dependent variables the researcher then prepared to test for career stages. It became important to keep in mind those understandings about how stages are influenced by career concerns. Also, through the literature reviewed in Chapter 2, the link of career concerns to concerns that are part of the tasks associated with biosocial development had been established. It became important, therefore, to identify issues that might help define the stages.

Those issues that appeared to be most promising included age, length of service (years taught), tenure, consecutiveness of teaching years, and length of time in the present school. Age, as noted in the literature reviewed, has been used often to identify stages. Erikson, Sheehy, and Levinson were among the researchers to use this criteria. Tenure, used in a study of career stages by Gould and Hawkins (1978), was considered important because the granting of it enables a teacher to pursue her career. Consecutiveness of teaching years may be significant because persons interrupting their careers for other jobs or responsibilities may have different concerns upon their return to the classroom.

Table 2

CORRELATION BETWEEN TWO SCALING PROCEDURES FOR THE SIX DIMENTIONS OF TEACHERS' CONCERNS

	Invest.	Accult.	Opport.	ResRec.	Rejuve.	Retire.
• factor stage 1	.9998					
• factor stage 2		.9999				
• factor stage 13			.9320			
• factor stage 23				.9980		
• factor stage 3					.9939	
• factor stage 4						.9994

Rows represent the use of factor scores for scoring the six dimensions. Columns represent the use of a 5-point scaling procedure.

Table 3

CORRELATION BETWEEN THE SIX DIMENSIONS

	Invest.	Accult.	Opport.	ResRec.	Rejuve.	Retire.
Investigation	1.0000					
Acculturation	.4262	1.0000				
Opportunity	.5699	.4874	1.0000			
Respect/Recognition	.3042	.5494	.5600	1.0000		
Rejuvenation	.1254	.4461	.4144	.5444	1.0000	
Retirement	.2228	.0955	.2151	.2613	.2154	1.0000

Length of service had been significant in the research of Stumpf and Rabinowitz (1981). Other issues such as gender, marital status, children, and level of degree held were dismissed. These did not appear valuable as issues that would cause teachers to differ in their levels of concerns about their career.

A next step in determining the career stages was to perform a stepwise regression analysis. This analysis would determine the relationship between the career concern dimensions and the selected characteristics of the individual or of the position s/he is in. The relationship between characteristics of the individual and the career concerns forms the basis for creating the stages of a career. An analysis of each dimension with those independent variables that theoretically might explain the variance in scores, was undertaken. The stepwise regression showed the independent variables in order of importance, with the first variable included in the equation having the greatest importance. Those variables that do not explain significant amounts of the variance are excluded from the equation. After doing the regression analysis, the only variable consistently in the equation was the length of service (years taught). For one of the six dimensions, age was included in the equation, but it did not add significantly to the amount of variance explained.

As a result of the regression, it was decided to use only length of service in discovering the stages. This decision was based on two premises. One, age and length of service were highly correlated (.7799), and thus, only one needed to be employed. Two, it is inappropriate and/or illegal to address a person's

age, thereby limiting the potential application of the findings for school leaders and personnel officials. The number of years taught, then, may help in understanding these dimensions and stages in a career. In sum, length of service was the only variable consistently occurring across all six dimensions. While others may have had significance in one dimension, there was none that appeared in every dimension.

To confirm the information from the regression analysis and to look for possible patterns in the data, an analysis of variance (ANOVA) procedure was run on each dimension with the independent variables. ANOVA is used to determine whether there is a significant difference between two or more group means at a selected probability level. To use analysis of variance, nominal or categorical data for the independent variables is necessary; therefore, the variables to be employed in the analysis were grouped.

The number of years taught values ranged from 1 to 40 for the 356 respondents. These values were grouped as follows: 1 to 3 years = group 1; 4 to 10 years = group 2; 11 to 30 years = group 3; and 31 to 40 years = group 4. The groupings reflected a certain philosophical perspective as well as information relative to N.C. tenure, initial certification requirements, and retirement vesting. For the first three years, the beginning teacher is employed with provisional certification. This is a time of probationary status which corresponds to the early stages of learning the job. Those who have taught for 4 to 10 years have had the opportunity to develop their expertise and to make a

rather firm decision about whether or not they will continue in classroom teaching. Those deciding to pursue teaching as a career, then continue to teach until they are eligible for retirement. Decisions about retirement are made by the individual teacher; however, state policies define a set of standards concerning retirement benefits. Age and length of service are the two components that, in varying combinations, establish when a teacher may retire with limited or full benefits. With 30 years of service, full retirement is possible; therefore, this was the time set for the last group. The number of teachers in each group were: group 1 = 27; group 2 = 63; group 3 = 237; and group 4 = 18.

Age groupings were as follows: ages 21 to 29 years = group 1; 30 to 39 years = group 2; 40 to 49 years = group 3; and 50 to 65 = group 4. Tenure and years consecutive were each categorized as no = 1 and yes = 2. For number of different schools taught in, the grouping was 1 to 2 = group1; 3 to 6 = group 2; 7 to 10 = group 3; and 12 to 21 = group 4. Several other groupings for age, and number of different schools taught in were tried; however, none worked any better than those reported here.

Taking these groupings, an examination was made of each of the six dimensions using ANOVA. The mean scores for the groups were calculated. The resulting F ratios and probabilities for each ANOVA that was run were examined. F is the statistical measure computed to test whether population (group) mean scores are equal. The value of F is compared to the F distribution and a determination is made on probability of obtaining the F value by chance.

Low probability indicates that observed differences in mean scores for groups

did not occur by chance (Norusis, 1985). Again, the variable, years taught, was

the one that showed the highest F levels and was consistently significant across

all dimensions of concern.

In Table 4 the results of the ANOVA for age, tenure, number of different

schools taught in, and the variable that measures continuous teaching in the

career are presented (see Table 4). As one can see, there were only a few

significant differences for two of the four variables across the six dimensions. If

the variable is to be important in shaping the career stages model, it must have

significant differences across most, if not all, of the dimensions. It was

interesting to note that interruptions in a career do not have a significant impact

on the concerns expressed by teachers who have left and then returned to the

classroom. Moreover, for the remaining two variables there was a significant

relationship to length of service. Theory dictated the use of length of service.

Thus, these four variables would not be used in delineating the stages.

On the other hand, there were significant differences on five of the six

dimensions for teachers based upon their length of service. As one can see

from the data presented in Table 5, only on the rejuvenation dimension were

there no significant differences among the teaching groups (see Table 5). The

rejuvenation dimension was excluded from further analysis of the stages

because all teachers were expressing concern about this issue, regardless of

how long they had taught. For three of the four groups this, in fact, was the

Table 4
ANALYSIS OF VARIANCE
Career Concerns

		F ratio	Level of Significance
by Tenure	Investigation	5.1912	.0233
	Acculturation	21.9550	.0000
	Opportunity	7.0940	.0081
	Respect/Recognition	5.1504	.0239
	Rejuvenation	1.3417	.2475
	Retirement	8.0100	.0049
by Age	Investigation	12.5198	.0000
	Acculturation	7.8743	.0000
	Opportunity	14.8006	.0000
	Respect/Recognition	6.3570	.0003
	Rejuvenation	1.1387	.3334
	Retirement	3.4853	.0161
by Number of Different Schools	Investigation	5.6666	.0008
	Acculturation	4.8348	.0026
	Opportunity	10.7586	.0000
	Respect/Recognition	4.8402	.0026
	Rejuvenation	.4206	.7384
	Retirement	2.7349	.0436
by Number of Different Schools	Investigation	3.4008	.0180
	Acculturation	2.3715	.0703
	Opportunity	1.6102	.1868
	Respect/Recognition	3.1622	.0248
	Rejuvenation	2.0917	.1011
	Retirement	1.7052	.1657
by Years Consecutive	Investigation	.6005	.4389
	Acculturation	.0579	.8100
	Opportunity	.0242	.8764
	Respect/Recognition	.0001	.9904
	Rejuvenation	.0196	.8888
	Retirement	.3168	.5739

Table 5
ANALYSIS OF VARIANCE
Career Concerns by Years Taught

	X	F ratio	Level of Significance
Investigation		9.9122	.0000
Group 1	3.2963		
Group 2	3.0356		
Group 3	2.4101		
Group 4	1.9242		
Acculturation		14.9317	.0000
Group 1	4.2222		
Group 2	3.7116		
Group 3	2.975		
Group 4	3.0000		
Opportunity		8.7507	.0000
Group 1	3.6790		
Group 2	3.6561		
Group 3	3.2110		
Group 4	2.4074		
Respect/Recognition		4.2855	.0055
Group 1	4.0914		
Group 2	3.8333		
Group 3	3.5827		
Group 4	3.3981		
Rejuvenation		1.2210	.3020
Group 1	4.1376		
Group 2	4.1508		
Group 3	3.9660		
Group 4	3.9683		
Retirement		3.6184	.0135
Group 1	3.6720		
Group 2	3.4150		
Group 3	3.7834		
Group 4	4.2255		

Group 1 = 1-3 yrs.   Group 2 = 4-10 yrs.   Groups 3 = 11-30 yrs.   Group 4 = 31-40 yrs.

dimension that had the highest score. In the fourth group rejuvenation appeared second, following concerns about retirement. Its importanceis not to be minimized by exclusion. Rather the focus has been to determine the existence of career stages for teachers, and this dimension would not help.

The analysis now turned to the question of career stage existence. Teachers had different levels of concern on these five dimensions, and these differences were linked to years of service. For career stages to exist, patterns of concerns should be present. In other words, new teachers should exhibit different levels of concern than experienced teachers. One would also expect teachers who have been in the profession less than 10 years to possess different concerns from those who are approaching retirement. This assumption was supported by the work of Swick et al. (1987) who found that "Career teachers reach a point, usually between 6 and 12 years of teaching, where the need to explore various professional options and teaching possibilities is critical to their remaining as dynamic, growing persons" (p. 195). The task was to determine the patterns.

Figure 11, a visual presentation of the data found in Table 5, shows the five career concern dimensions and illustrates the salience of these dimensions by groups (see Figure 11). Interesting patterns became discernable. For all teachers, regardless of the years they have taught, Respect and Recognition issues were of considerable concern. The longer the length of service, however, the less the concern. Why it diminishes is up to speculation: do

Figure 11
Dimensions of Career Concerns Controlling for Years Taught
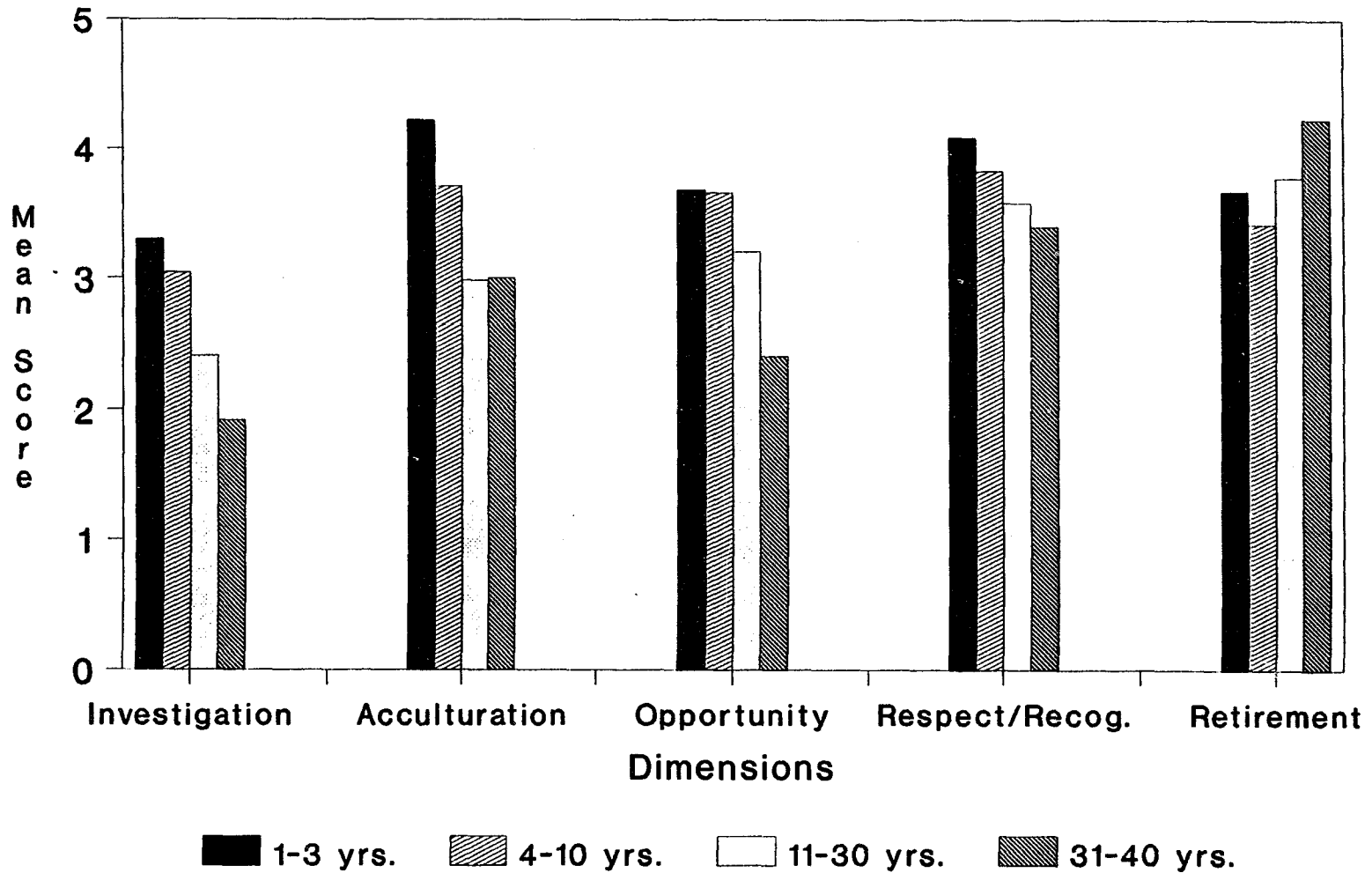
Each bar represents the mean score for a group on a dimension

teachers with established reputations receive sufficient respect and recognition? Do some teachers "make their peace" about this issue when esteem from the society is low?

A pattern similar to that seen for Respect and Recognition appeared for the dimension of Investigation. The Investigation dimension represented the concerns associated with exploration and choice about one's work which usually occur early on. Indeed, these concerns appeared for beginning teachers and progressively decreased for those teachers who had been in the classroom for longer periods of time.

Of even more concern than the issues defining Investigation were those related to the Acculturation dimension. On a 5 point scale, a score close to 4 which indicated considerable concern was found for group 1 and group 2. Teachers in both of these groups still face some issues about establishing themselves in their job and possibly in a new school for the average number of schools taught in was 3. Concerns about issues defining this dimension did not appear important to the last two groups. After teaching for over 10 years teachers were established and had made their decisions about their careers.

The pattern for the Opportunity dimension showed an almost identical amount of concern in groups 1 and 2 about the issues defining the dimension. Both groups expressed a concern for new experiences. The major emphasis for group 1 may be in learning more about their job and increasing their levels of expertise. Groups 3 and 4 expressed some concern, however, on this

dimension group 4's score was farther from group 3's than on any other

dimension. These latter two groups of teachers represented over two-thirds of

those in the sample. These teachers have taught for over 10 years and may

have these concerns for new opportunities as a way of keeping up and

preventing stagnation, especially in the 11 to 30 years of service group.

Retirement was the only dimension with an obviously different pattern. It

was a reverse of the others. Here a very high level of concern is noted about

retirement for group 4. The concern decreases for each of the two middle

groups but goes back up slightly for the beginning teacher group. A partial

explanation may be that people just beginning a job have a keen interest in

finding out about their retirement benefits with an organization.

In four of the dimensions there was a downward slope. In other words, on

each dimension the more experienced teachers express less concern about the

issues represented by the dimensions. Only in the Retirement dimension is the

pattern of salience reversed as shown in Figure 12. Teachers in the two

groups representing 10 or less years of service are more similar in their

concerns. Likewise, the teachers in the two groups with service beyond 10

years exhibit more similarity in their concerns (see Figure 12).

Student Teachers

A sub sample in the survey included students at three area institutions of

higher learning - The University of North Carolina-Greensboro, North Carolina

A & T State University, and Elon College. These students, in the final semester

Figure 12
Salience of Career Concerns by Years Taught
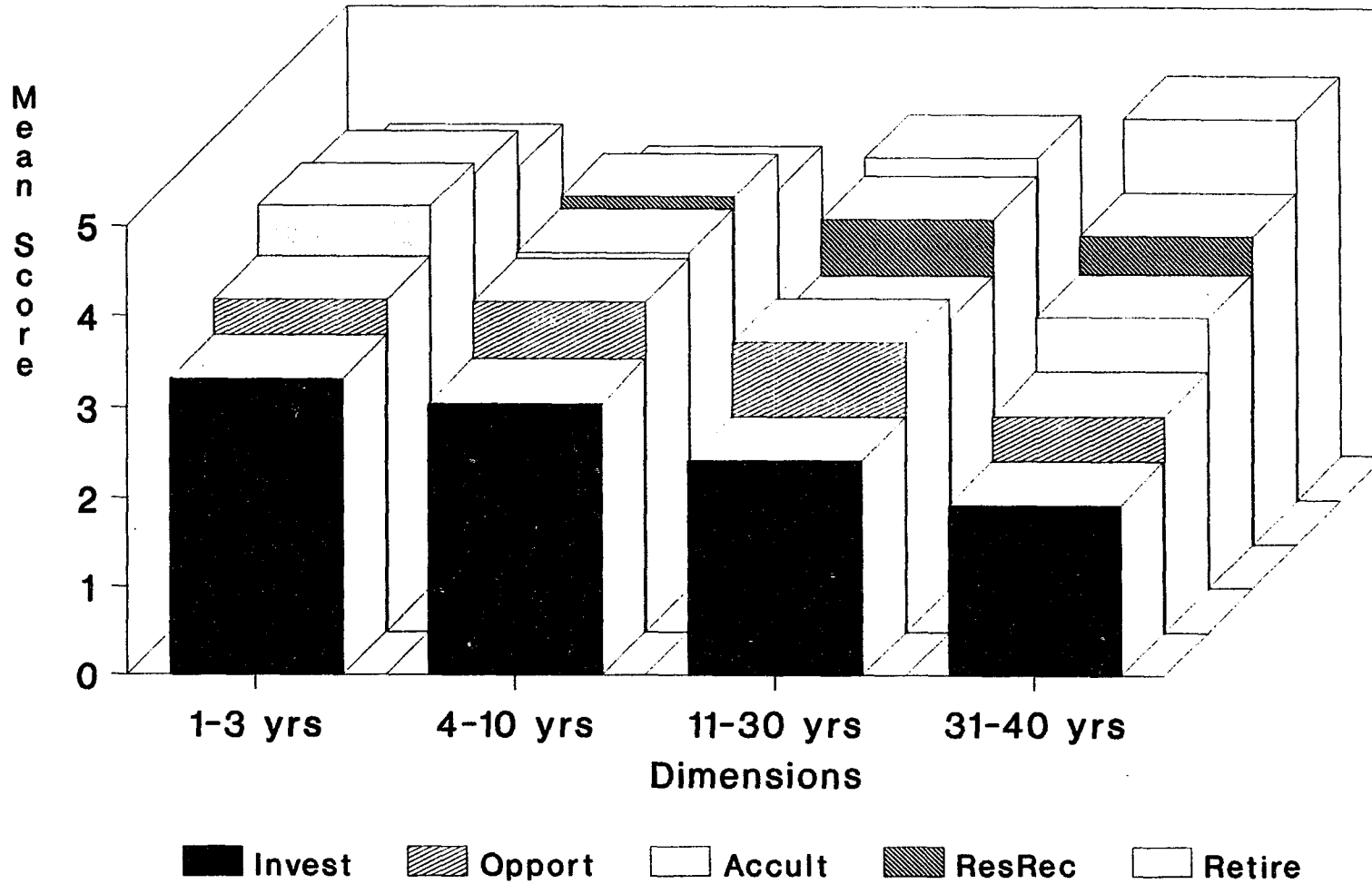
Each bar represents the mean score for a group on a dimension

of their teacher education program, were student teaching. Thirty-six student

teachers completed the same questionnaire that the certified teachers had

responded to during the same time frame - fall, 1989. These 36 student

teachers ranged in age from 21 to 41 years old. Their average age was 24

although 60% (21) were 21 to 23 years old. One-third were married, and 4 had

either preschool or school age children. As with the certified teachers, the

majority was female, and they did their student teaching predominately at the

elementary level. While no one had tenure, one of the 36 held the masters

degree. The other respondents were completing bachelor degree

requirements.

Due to the nature of their experience, most had 3 supervisors! One was the

building principal. Two others were the college supervisor and the cooperating

teacher who was employed by a district school system within Region 5. Of the

student teachers, 85% (28) indicated that their supervisor was around when

needed; yet, 72% (26) felt that there was not sufficient supervision. The concern

for supervision may be closely associated with issues of Investigation when a

person is beginning a job.

When the responses about their work were examined, 88% (31) of the

student teachers indicated they found the work fascinating, and all rated it

satisfying. At the same time, 65% (22) responded "yes" to their work being

frustrating. When responding to the item about respect for the work, 73% (25) of

the student teachers felt that the work was respected. This is a much higher

percentage than for teachers (47%) who find the work respected. Is this youthful naivete, or could these student teachers be viewing their chosen career as one that is being reformed and gaining respect and recognition?

Following an examination of the data just reported, the career concerns inventory items were analyzed. The mean scores on each of the 6 dimensions were calculated for the student teachers and is shown in Figure 13. In 5 of the 6 dimensions the student teacher mean scores were higher than the mean scores for all certified teachers in the main sample. As might be expected, the one dimension where the classroom teachers had a higher mean score was retirement (see Figure 13).

The Investigation dimension was of considerable concern for student teachers, higher than for any one of the teacher groups and much higher than for all teachers. Indeed, this pre-service period may be the time when more of the issues of this stage are confronted. The student teachers exhibited their greatest concern about issues in the Acculturation and Respect/Recognition dimensions. This would be indicative of the anxiety and concern about "becoming a teacher" and learning the culture of the classroom. In fact, establishing one's reputation in the classroom is important twice - once as a student teacher who must gain the confidence and respect of the pupils, and again as a teacher who must do the same with students, parents, and also with colleagues. These findings would lead to the conclusion that the first stage in the teaching career begins during the student teaching experience. The

Figure 13
Dimensions of Career Concerns Controlling for Years Taught

Legend:
- ■ student teachers
- ▨ 1 - 3 years
- ☐ 4 - 10 years
- ▨ 11 - 30 years
- ▦ 31 - 40 years
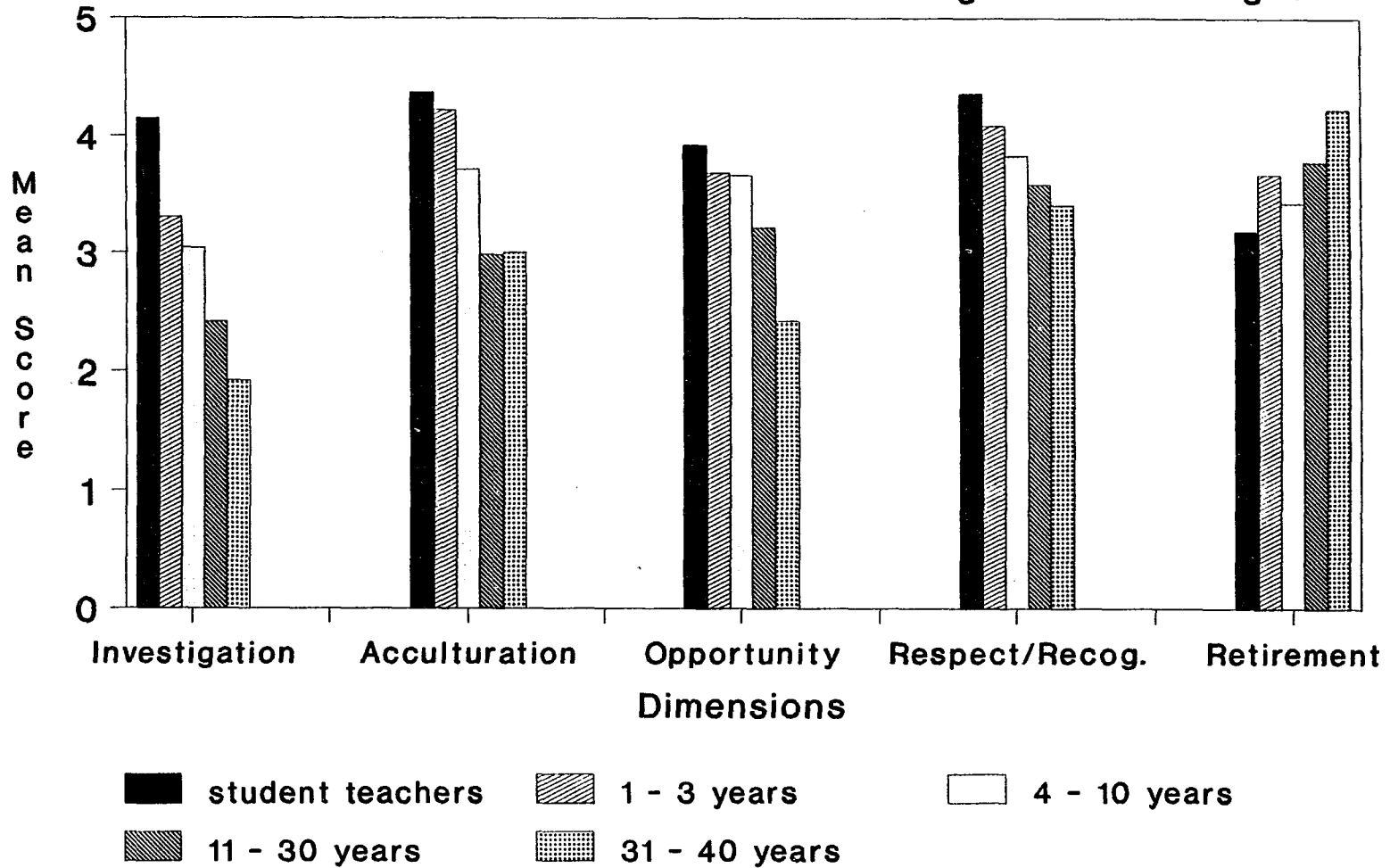
Each bar represents the mean score for a group on a dimension

success of that experience may influence the amount of time spent in the first stage before the teacher moves toward the second, plateau stage.

Summary

In sum, the literature about careers offers several models that identify career stages. Among those models is one developed by Donald Super. His research established four career stages, and The Adult Career Concerns Inventory was developed to measure these stages. When used in this study with a random sample of public school teachers from Region 5 of North Carolina, the ACCI did not delineate stages for the respondents. A delineated set of concerns for teachers was somewhat different from those predicted by previous research.

To identify and group these concerns, several analyses were conducted. Out of these analyses came a set of 6 dimensions. Four of these dimensions were very similar to the stages and substages developed by Super and used on the inventory. Two others were "hybrids", combining issues from two different stages found on the ACCI. Using these dimensions issues of concern that teachers have about their teaching careers were discerned.

There was a significant difference in the level of concern expressed by teachers. The determinant factor was the number of years a person has taught. This variable, length of service, delineated differences among the sample. These differences were closely examined, and patterns were noted. These patterns, then, could be called stages. For teachers there appeared to be two distinct stages. One was an introductory period, labeled Acclamation, for those

who have been in the classroom for 1 to 10 years. This stage is a time of acceptance for the teacher. She is learning about her job, establishing her reputation and developing her expertise. She achieves tenure and makes a definite commitment to a career as a classroom teacher. Because stages have been described as being along a continuum, there is the possibility that not all teachers will stay in the stage for the entire 10 year period. As they accumulate experience, they will move toward the next stage.

The next stage, labeled Balance, could best be described as a plateau. It spans the majority of time that most teachers spend in their careers. This stage was represented by diminishing concerns about Investigation issues. Concerns related to Acculturation were present as were concerns about finding new opportunities. Gaining respect and recognition among colleagues and the community continues to be an important concern. Finally, as teachers approach the ending of their years in the classroom, the concern about retirement looms.

There were differences among the four groups. Some concerns were more important to one group than another. For example, Investigation was more important to teachers in the first three years of employment than to those who had taught 11 to 30 years. Obviously, Retirement was of higher concern to those who had taught over 30 years than to those having taught 4 to 10 years. The difference between each of the groups, however, was less than the differences when groups 1 and 2 were combined and groups 3 and 4 were

combined. This finding helped to delineate the two major stages that teachers experience during their professional career.

Student teacher responses to the inventory were analyzed for the six dimensions, and their responses followed the pattern that one would expect based on the analysis of teachers.

In conclusion, teachers have identifiable dimensions of concern about their careers. These concerns differ based on their length of service.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Much of the rhetoric about reforming public education has been couched in language that addresses what is wrong. Problems have been identified and solutions offered. Those who work in the schools of the nation have been told what they should be doing and how they should be doing it. When the reform efforts speak to change and impose it from above, there is little chance of success. An approach offering greater possibilities for school improvement and increased teacher effectiveness would center on posing the questions: "What do teachers need?" and "What issues are of great concern to them during their career?"

Partial answers to these questions may be found when there is increased understanding about the nature of the teaching career and the stages that teachers experience during their careers. As a contribution to that understanding, this study was undertaken. Its purpose was to examine the concerns that teachers face throughout their careers because successful teacher performance can be achieved by having one's needs and concerns met on the job. It was imperative to find out what particular concerns teachers have and whether or not these concerns delineated career stages in teaching.

Summary

Career stages have been identified for employees in various occupations. Most models in the literature show four stages: exploration, establishment, maintenance, and decline. Particular issues of concern mark career stages for people. Would models with four stages be congruent with the experiences of teachers in the classroom? To study this question, The Adult Career Concerns Inventory created by Donald Super and associates was used. Super's ACCI was part of the questionnaire used to survey a random sample of 478 certified teachers in Educational Region 5 in North Carolina. The same survey was distributed to 100 student teachers at three institutions of higher learning (Elon College, North Carolina A & T State University, and The University of North Carolina-Greensboro) that have state approved programs of teacher education. The response rate to the mail survey was 36%(36 respondents) for the student teachers, and 74.47% (356 respondents) for the teachers. The large sample with a high response rate permitted the researcher to have confidence in the analysis and its potential applicability to others in similar teaching environments.

An analysis of the responses to questionnaire items from the ACCI led to the conclusion that this instrument was lacking in usefulness for determining career stages of teachers. While teachers expressed concerns, they did not "fit" the categories established by Super and tested by the ACCI. Acknowledging the presence of teachers' concerns and defending the concept of stages, the data

were re-examined. The additional analysis provided a reminder that stages were really developmental in nature and not discrete, exclusive periods that appeared on career stage models reviewed in the literature.

The concerns expressed by the respondents were significant for an understanding of the teaching career. Moreover, the particular concerns may cause career stages for teachers to exhibit a form different than the models for other careers. Therefore, additional analysis of the concerns was undertaken. A factor analysis was performed on the 60 variables representing the items of concern on the inventory. Of these 37 had high loading (over .4000) on six factors, with each factor having three or more items. The commonality of the concerns identified by the items on a factor created a dimension. Six dimensions were identified, examined and labeled according to the concerns they represented.

The first dimension, Investigation, included concerns about exploring job choices, and making decisions about beginning employment that would be challenging and satisfying. Acculturation, the second dimension, addressed the concerns new people have about getting established, becoming dependable producers, and learning the culture of the work site. These two dimensions are related to Super's Exploration and Establishment stages.

Two dimensions were formed by items that were found across Super's second and third stages. These dimensions were Opportunity and Respect/ Recognition. Issues of concern in the Opportunity dimension were related to the

desire for new experiences that would help one get ahead. Respect/ Recognition included concerns for developing a reputation in one's work and winning support and approval from employers and colleagues.

The fifth dimension, Rejuvenation, clearly spoke to the concerns that people have for keeping up and being a part of the main stream. New experiences are needed as are new skills and knowledge. The final dimension, Retirement, represented concerns that people have about their lives when they are no longer employed. There were issues related to financial planning and scheduling time and activities.

These dimensions were subjected to stepwise regression analysis using demographic data from the questionnaire as independent variables. Of several variables (age, tenure, number of years in a school, consecutiveness of teaching experience, and years in the present school), length of service was the only variable significant over all dimensions. The analysis of variance procedure confirmed this finding. The mean scores on each dimension were examined for four groups. These groupings represented lengths of teaching years. [Group 1 had taught 1 to 3 years; group 2 had taught 4 to 10 years; group 3 had taught 11 to 30 years; and group 4 had taught 31 to 40 years.] A visual representation of this information was created using five of the dimensions where there were significant differences in the mean scores. The dimension, Rejuvenation, was excluded because all teachers had expressed high concern about this issue; therefore, it did not discriminate. The high level

of concern about Rejuvenation among teachers may be of interest and value for future research.

A close examination of the patterns created by grouping the five dimensions in categories designated by the length of service helped to distinguish what concerns were most salient to each group. There were differences between the groups; however, similarities existed between groups 1 and 2 as well as between groups 3 and 4. When the mean scores for the student teacher sample were included, their concerns were closer to those of groups 1 and 2. While these dimensions do not create stages, the patterns that are formed by them do delineate stages.

Conclusions

Based on analysis of the data, the following conclusions were drawn.

(1) Teachers have concerns about their careers. (2) Teachers do not fit into the four career stages identified by the career stage models and tested by Super's inventory. (3) Analyses of the data revealed 6 dimensions of concerns for teachers: Investigation, Acculturation, Opportunity, Respect/Recognition, Rejuvenation, and Retirement. (4) The level of concern expressed by teachers about the issues in each dimension is a function of the length of their years of service. How long a person has been teaching is the single most important factor determining the level of concern. (5) Patterns emerged as the salience of each dimension was examined for each grouping of teachers. It is from these patterns that focus for a stage is obtained.

In the teaching career stages can be viewed as developmental in nature. There are no abrupt, segmented periods that a person is either in or out. Instead, a teacher moves along a continuum, shifting from a first stage, which has been labeled Acclamation, during the early teaching (4 to 10) years when issues of Investigation and Acculturation are of most concern to a second stage. This shifting occurs after tenure is granted, instructional skills are mastered, a reputation based on expertise is established, and a commitment to pursue teaching as one's career is finalized.

The teacher moves, then, into the second stage, which is represented visually as a plateau because there are no opportunities for upward mobility. For the remainder of the career, the teacher continues in this stage. The stage, however, is not static for the notion of growth and development persists; therefore, it is labeled Balance. The notion of Balance is confirmed by the dimensions of concerns important to teachers who have taught over 10 years. They continued to express concern for new opportunities and respect, recognition and rewards from the job. This group also was greatly concerned about issues related to retirement, especially as their length of service neared 30 years. An additional point to remember pertains to the Rejuvenation dimension. While it was not significant in delineating stages, it was present for all groups of teacher regardless of their length of service. This concern for additional experiences to maintain and improve one's skills and knowledge is present for teachers throughout their careers.

While there is not a clearly separate final stage, retirement concerns that are high during the last years of teaching may suggest a Culmination period near the end of the career continuum. In Figure 14 is shown a model depicting the Dimensions of Career Concerns and the Career Stages for classroom teachers (see Figure 14). These findings confirm the hypotheses that stages are existent in the teaching career, and these stages are, indeed, different than the four stages in models established by research conducted on other occupations.

Recommendations for Future Research

Further research about the teaching profession and stages professional teachers experience may draw direction from the findings. Similar studies could be conducted with teachers in other localities within the state and across the nation. To build the theory from another perspective, it would be important to conduct longitudinal studies of teaching cohorts, addressing career concerns as teachers move through particular junctures in their careers - beginning the job, receiving tenure, changing schools, moving to a different grade level, being mentored, becoming a mentor, experiencing a new building administrator, etc. Data so gathered could certainly enrich the profile of those who pursue their career in public school classrooms. Personal interviewing and surveys with open-ended questions may be helpful to uncover other concerns that help shape the stages that were found in this study.

Figure 14
Dimensions of Concern During Stages in the Teaching Career
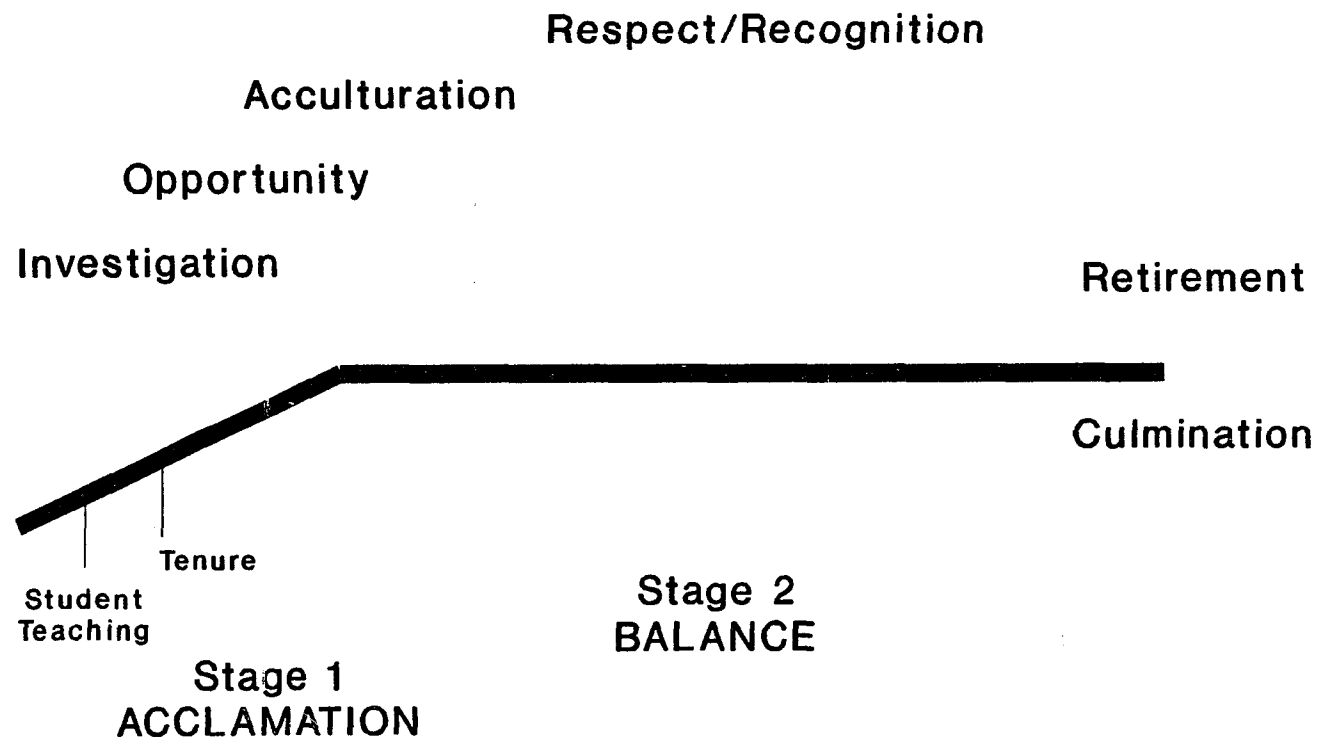
Another recommendation for future research would be to use the teacher career stages identified in this study as a factor in studying job satisfaction for those in the profession. How is a teacher's career stage associated with the much discussed need for autonomy in teaching? Is there a relationship between teachers' career stages and their perception of and definition for success? Do the concerns about respect and the need for recognition have different foci during different stages? Also, do the issues of concern related to the Rejuvenation dimension take different emphases at different stages of a teacher's career? How are career stages and the timing of decision-making about important career concerns related?

An additional recommendation echoes one made by many researchers over the past several decades: more study about the career development of women. This research, hopefully, makes a contribution because the teaching profession is predominately female; however, further research is needed with samples of female teachers only as well as with males only to identify possible differences in the developmental needs and patterns for these two groups.

From a viewpoint of immediate applicability, future researchers could create a short, easily administered and scored inventory for teachers. An inventory would be helpful to school personnel officials and other school leaders as they address issues of staff development. Knowing more about a teacher's career stage would enable leaders to make stage-specific developmental opportunities available rather than to approach staff development from a

standpoint that "what is good for one is good for all." An inventory would provide information about a teacher's career stage and enable personnel officialls responsible for hiring and placing people to increase their effectiveness in staffing.

Finally, more research is needed in ways to meet teachers' needs, especially at different stages in the career. The focus, here, should be on identifying ways to offer support and reduce the isolation felt by those whose days and years are spent in the company of children, chalk, and computers.

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APPENDIX A

Letters to Teachers,

Student Teachers and College Supervisors

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

Center for Social Research and Human Services   **October 13, 1989**

Dear

Educational reform has dominated the discussions in our society throughout the 1980's. Of particular concern in the 1990's will be professional development of teachers. For that development to be most helpful to you, the classroom teacher, we need to know your views about issues relating to the teaching career.

As a certified teacher in the public schools of North Carolina your opinions on the teaching profession have important implications for professional development in education. Your name was drawn in a random sample of over 11,000 certified teachers in Region 5 of the state. Your responses and those of fellow teachers are vital to a clearer and more accurate understanding of what teachers want and need during their career. The results of the research will be available for future planning by North Carolina public school officials.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off of the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire. You may receive a summary of results by writing "copy of results requested" on the back of the return envelope and printing your name and address below it. Do not put your name on the questionnaire itself.

If you have any questions or concerns about the questionnaire, I would be most happy to answer them. Please write or call collect; the telephone number is (919) 334-5630. Thank you for your assistance.

Sincerely,

Mary Catharine Eberhart

October 23, 1989

Last week a questionnaire seeking your opinions to issues related to your career in the teaching profession was mailed to you. Your name was drawn in a random sample to help represent the views of over 11,000 certified teachers in the public schools of Region 5 of North Carolina.

If you have already completed and returned it, please accept our sincere thanks. If not, please do so today. It is extremely important that your opinions are included in this study if the results are to represent accurately those held by teachers in this region.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me collect (919-334-5630), and I will send another one to you.

Sincerely,

Mary Catharine Eberhart

UNCG CENTER FOR SOCIAL RESEARCH

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

Center for Social Research and Human Services

November 3, 1989

Dear

About three weeks ago, I wrote to you seeking your opinions about your teaching career. Your responses to the questionnaire that was sent are important so that we may establish a clearer understanding of the career of classroom teachers and to identify implications for future professional development.

To date, we have had a good response from many of your colleagues. Each individual in our sample, however, is important because your opinion will help represent over 11,000 certified teacher in public schools of Region 5 in North Carolina. In order for the results of this study to be truly representative of the opinions of teachers in this region, it is essential that _each_ person in the sample returns the questionnaire.

In event that your questionnaire has been misplaced, a replacement is enclosed. Let me reassure you of complete confidentiality and remind you that a summary of results may be received by writing "copy of results requested" on the back of the return envelope and printing your name and address below it. _Do not_ put your name on the questionnaire itself.

If you have any questions or concerns about the questionnaire, I would be most happy to answer them. Please write or call collect; the telephone number is (919) 334-5630. Your cooperation is greatly appreciated. Thank you.

Sincerely,

Mary Catharine Eberhart

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

Center for Social Research and Human Services   **November 29, 1989**

School of Education
University of North Carolina-Greensboro
Greensboro, North Carolina

Dear Student Teacher,

Educational reform has dominated the discussions in our society throughout the 1980's. Of particular concern in the 1990's will be professional development of teachers. For that development to be most helpful to you as a prospective classroom teacher, I would like to know your views about some issues relating to the teaching career.

You have already made some decisions about your career plans and have opinions about teaching from your recent experience as a student teacher. Please use that experience to complete the enclosed questionnaire. Some of the items on the questionnaire will not be directly related to you in your current status, but fill in as much as you can at this time.

You may be assured of complete confidentiality. The questionnaire has an identification number so that I may check your number off of the list when your questionnaire is returned. You may receive a summary of results by writing "copy of results requested" on the back of the return envelope and printing your name and address below it. Do not put your name on the questionnaire itself.

If you have any questions or concerns about the questionnaire, I would be most happy to answer them. Please call: the telephone number is (919) 334-5630. Thank you for your assistance.

Sincerely,

Mary Catharine Eberhart

APPENDIX B

Questionnaire

Your
Career
as a

Teacher

PLEASE ANSWER ALL QUESTIONS.
IF YOU WANT TO ADD COMMENTS,
USE THE MARGINS. YOUR
COMMENTS WILL BE READ AND
TAKEN INTO ACCOUNT.

I. Teachers may have concerns or interests about different issues at various times in their teaching career.
At this point In your career, how strong are the following concerns for you? (Circle the response that best reflects your current concern about each issue: 1= NO concern; 2=LITTLE concern; 3=SOME concern; 4=CONSIDERABLE concern; 5=GREAT concern)

	NO CONCERN				GREAT CONCERN
1. Identifying the skills required for jobs that interest me.............	1	2	3	4	5
2. Deciding how to qualify for the work I want to do......................	1	2	3	4	5
3. Doing things to help me stay in the field in which I have started...	1	2	3	4	5
4. Getting established in my work..	1	2	3	4	5
5. Consolidating my current position...	1	2	3	4	5
6. Becoming a dependable producer...	1	2	3	4	5
7. Becoming especially skillful or knowledgeable in my work...........	1	2	3	4	5
8. Improving my chances of advancement in my current occupation...	1	2	3	4	5
9. Adapting to changes introduced since I got established in my occupation...	1	2	3	4	5
10. Keeping up with new knowledge, equipment, and methods in my field...	1	2	3	4	5
11. Attending meetings and seminars on new methods....................	1	2	3	4	5
12. Visiting places where I can see new developments...................	1	2	3	4	5
13. Getting refresher training to keep up......................................	1	2	3	4	5
14. Deciding what new fields to open up or develop.......................	1	2	3	4	5
15. Developing new skills to cope with changes In my field.............	1	2	3	4	5
16. Developing new knowledge or skills to help me improve in my work..	1	2	3	4	5
17. Developing easier ways of doing my work.................................	1	2	3	4	5
18. Concentrating on things I can do as I get older........................	1	2	3	4	5
19. Developing more hobbies to supplement my work interests..........	1	2	3	4	5

	NO CONCERN				GREAT CONCERN
20. Meeting people who can help me get started in my chosen field	1	2	3	4	5
21. Winning the support of my employer, colleagues, or clients	1	2	3	4	5
22. Doing the things that make people want me in my work	1	2	3	4	5
23. Finding ways of making my competence known	1	2	3	4	5
24. Holding my own against the competition of new people entering the field	1	2	3	4	5
25. Keeping in tune with the people I work with	1	2	3	4	5
26. Keeping the respect of people in my field	1	2	3	4	5
27. Getting to know important people in my field	1	2	3	4	5
28. Talking to retired friends about retirement and adjustments	1	2	3	4	5
29. Having friends I can enjoy in retirement	1	2	3	4	5

II. Here are some career concern issues that other people in different occupations have found to be important.
At this point in your career how strong are the following concerns for you ? (Circle the response that best reflects your current concern about each issue: 1-NO concern; 2-LITTLE concern; 3-SOME concern; 4-CONSIDERABLE concern; 5-GREAT concern.)

	NO CONCERN				GREAT CONCERN
1. Finding opportunities to do work that I really like	1	2	3	4	5
2. Settling down in a job I can stay with	1	2	3	4	5
3. Making a place for myself where I work	1	2	3	4	5
4. Achieving stability in my occupation	1	2	3	4	5
5. Developing a reputation in my line of work	1	2	3	4	5
6. Identifying new problems to work on	1	2	3	4	5
7. Finding out about new opportunities as my field changes	1	2	3	4	5
8. Avoiding occupational pressures I formerly handled more easily	1	2	3	4	5

	NO CONCERN				GREAT CONCERN

9. Making sure I can have a good life when I retire........................ 1 2 3 4 5

10. Setting aside enough assets for retirement.............................. 1 2 3 4 5

11. Having a good place to live in retirement................................. 1 2 3 4 5

12. Having a good life in retirement... 1 2 3 4 5

13. Making good use of free time that comes with retirement............... 1 2 3 4 5

14. Doing things I have always wanted to do but
never had time for... 1 2 3 4 5

15. Clarifying my ideas about the type of work
I would really like.. 1 2 3 4 5

16. Deciding what I want to do for a living.................................... 1 2 3 4 5

17. Finding the line of work I am best suited for............................. 1 2 3 4 5

18. Learning about beginning jobs that might be open to me................ 1 2 3 4 5

19. Choosing the best among the occupations
I am considering.. 1 2 3 4 5

20. Choosing the most challenging job among those
that interest me.. 1 2 3 4 5

21. Finding a line of work that really interests me............................ 1 2 3 4 5

22. Making sure of my occupational field...................................... 1 2 3 4 5

23. Choosing a job that will really satisfy me................................. 1 2 3 4 5

24. Getting started in my chosen occupational field......................... 1 2 3 4 5

25. Making specific plans to achieve my current career goals............... 1 2 3 4 5

26. Planning how to get ahead in my established field of work.............. 1 2 3 4 5

27. Advancing to a more responsible position................................. 1 2 3 4 5

28. Maintaining the occupational position I have achieved.................. 1 2 3 4 5

29. Cutting down on my work hours... 1 2 3 4 5

30. Finding activities I would like in retirement.............................. 1 2 3 4 5

31. Planning for retirement.. 1 2 3 4 5

III. After working in a field for a while, many persons shift to another job for any of a variety of reasons. When the shift is a change in the field, not just working for another employer in the same field, it is commonly called a "career change." Following are five statements which represent various stages in career change. Choose the one statement that best describes your current status, and circle it.

1. I am not considering making a career change.
2. I am considering whether to make a career change.
3. I plan to make a career change and am choosing a field to change to.
4. I have selected a new field and am trying to get started in it.
5. I have recently made a change and am settling down in the new field.

IV. Two other issues of interest to many teachers are the improvement of the work environment and empowerment. At the present time what is your opinion about the following aspects of these issues related to your teaching? In each category, place "Y" beside any item that describes a particular aspect of your job; place "N" beside any item that does not describe that aspect; place "?" beside any item about which you are undecided.

WORK	SUPERVISION
___Fascinating	___Asks my advice
___Routine	___Hard to please
___Satisfying	___Impolite
___Boring	___Praises good work
___Good	___Tactful
___Creative	___Influential
___Respected	___Up-to-date
___Hot	___Doesn't supervise enough
___Pleasant	___Quick tempered
___Useful	___Tells me where I stand
___Tiresome	___Annoying
___Healthful	___Stubborn
___Challenging	___Knows job well
___On your feet	___Bad
___Frustrating	___Intelligent
___Simple	___Leaves me on my own
___Endless	___Lazy
___Gives sense of accomplishment	___Around when needed

Check the person who provides the most supervision of your teaching
___BUILDING PRINCIPAL   ___CENTRAL OFFFICE SUPERVISOR
___BUILDING COLLEAGUE (MENTOR) ___OTHER

U. Listed below are ten characteristics which may be present on any job. We would like to know (1) if you believe that each of these characteristics CURRENTLY exists in your job; and (2) to what additional extent you would like (PREFER) each one to be present in your job.
(Circle the response that best reflects your opinion in each section:
1=DISAGREE STRONGLY; 2=DISAGREE; 3=NEUTRAL; 4=AGREE;
5=AGREE STRONGLY.)

1. MY JOB CURRENTLY OFFERS OPPORTUNITIES FOR

	DISAGREE STRONGLY				AGREE STRONGLY
a. stimulating and challenging work	1	2	3	4	5
b. exercising independent thought and action	1	2	3	4	5
c. a great deal of personal responsibility for the work	1	2	3	4	5
d. learning new things from my work	1	2	3	4	5
e. being creative and imaginative in my work	1	2	3	4	5
f. greater responsibility for those who do the best work	1	2	3	4	5
g. deciding on my own how to go about doing the work	1	2	3	4	5
h. a sense of personal responsibility when the work is done well	1	2	3	4	5
i. personal growth and development in my job	1	2	3	4	5
j. limited freedom and independence to do the work in the way I think best	1	2	3	4	5

2. I WOULD PREFER THAT MY JOB OFFER MORE OPPORTUNITIES FOR

	DISAGREE STRONGLY				AGREE STRONGLY
a. stimulating and challenging work	1	2	3	4	5
b. exercising independent thought and action	1	2	3	4	5
c. a great deal of personal responsibility for the work	1	2	3	4	5
d. learning new things from my work	1	2	3	4	5
e. being creative and imaginative in my work	1	2	3	4	5
f. greater responsibility for those who do the best work	1	2	3	4	5
g. deciding on my own how to go about doing the work	1	2	3	4	5
h. a sense of personal responsibility when the work is done well	1	2	3	4	5
i. personal growth and development in my job	1	2	3	4	5
j. limited freedom and independence to do the work in the way I think best	1	2	3	4	5

VI. Now we would like for you to answer some questions about yourself. Please fill in or check the appropriate blank.

1. YEAR BORN _____

2. Did you go to college immediately after high school?
    _____YES (Go to 3)

    _____NO ──→ a. How many years between high school graduation and receiving your college degree?_____YEARS

            b. Were you employed?_____YES _____NO

3. Have you had any full time employment other than teaching since graduating from college?
    _____NO (Go to 4)

    _____YES ──→ a. Was this before you became a teacher?

            _____YES──→ b. How long did you work before becoming a teacher? _____YEARS (Go to 4)

            _____NO ──→ c. How long did you teach before taking a different job? _____YEARS

                    d. How long did you work outside of teaching before returning? _____YEARS (Go to 5)

4. Have your teaching years been consecutive?
    _____YES (Go to 7)

    _____NO   A. How long did you teach in your initial employment? _____YEARS

5. Has your teaching career ever been interrupted for the following reasons? (Please check all that apply)
          _____CONTINUE EDUCATION
          _____PERSONAL REASSESSMENT
          _____FAMILY/SPOUSE RELOCATION
          _____FAMILY RESPONSIBILITIES (CHILDREN/AGING PARENTS)
          _____OTHER _____

6. How many years (including 1989-90) have you been back?
    _____YEARS BACK

7. How many years (including 1989-90) have you been teaching?
    _____YEARS TEACHING

8. In how many different schools have you taught?
    _____DIFFERENT SCHOOLS

9. How long (including 1989-90) have you been in your present school?
    _____YEARS IN PRESENT SCHOOL

10. Check [✓] each grade you have taught; Circle [O] the grade(s) you
    are currently teaching:

    _____PRESCHOOL   _____4   _____9
    _____K   _____5   _____10
    _____1   _____6   _____11
    _____2   _____7   _____12
    _____3   _____8   _____OTHER

11. How long have you taught at your current grade level?
    _____YEARS AT CURRENT GRADE LEVEL

12. Are you tenured?
    _____YES   _____NO

13. Is your current teaching assignment in the area of your
    undergraduate college major?
    _____YES   _____NO

14. What is the highest degree you have earned?
    _____BACHELOR   _____ADVANCED (6TH YEAR CERTIFICATE)
    _____MASTER   _____DOCTORATE

15. Sex
    _____MALE
    _____FEMALE

16. Age
    _____20-24   _____30-34   _____40-44   _____50-54   _____60+
    _____25-29   _____35-39   _____45-49   _____55-59

17. Are you married?
    _____NO   _____YES

18. Do you have children?
    _____NO   _____YES (If YES, please check age) _____PRESCHOOL
                                                     _____SCHOOL AGE
                                                     _____ADULT

If you have additional comments about your teaching
career, please write them here. Thank you.