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**AN INVESTIGATION OF MID-CAREER TEACHERS WHO ENTER NON-
EDUCATIONAL FIELDS**

The University of Oklahoma

PH.D. 1984

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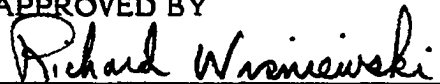
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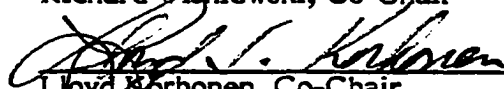
A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
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degree of
DOCTOR OF PHILOSOPHY


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Norman, Oklahoma
1984

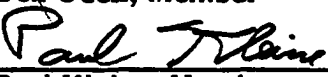
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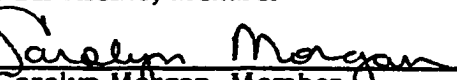
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AN INVESTIGATION OF MID-CAREER TEACHERS WHO ENTER NON-EDUCATIONAL FIELDS

CHAPTER I

Purpose of the Study

The purpose of the study is to determine if persons defined as career teachers can make a successful transition to a non-education related field. The conditions leading to the decision to change careers, as well as the attitudes of those making the change, were among the factors analyzed.

The research reported suggested that many dissatisfied teachers did not change to other career fields because of the risk-taking involved in leaving a tenured position. The surveys employed in this study provided data concerning procedures used in finding employment, career fields that provided satisfaction, and retraining that was needed for entry into alternative careers. With this information from former teachers who have changed careers, an analysis of teachers within theoretical lifecycle constructs was possible. A reassessment of teacher careers and job satisfactions may be generated by such research.

Mid-life transition has been recognized as a significant and, possibly, difficult time period of adult development. This phase, usually defined as beginning in the thirties and extending well into the forties, presents problems of adjustment in careers and lifestyles. The majority of the population studied left teaching during this mid-life phase. Interviews with a sample of these persons suggested motivating forces behind career changes that were not exclusively job related. In the four or five year span that has elapsed since the

population changed careers, these data provided information needed to determine the degree to which the former teachers were still in a transitional state.

The desire to change careers at mid-life can be viewed as one aspect of the on-going process of adult development. Studies of adult development revealed that some individuals begin a period of reassessment during their mid-thirties that may continue well into their forties. Some adults experienced uncertainty, anxiety, agitation, depression and fear of failure which could reach crisis proportions. Those adults who have confronted their changing situations and have adapted to them may not experience the crisis of the mid-years. The process of re-evaluation in mid-life may precipitate new career explorations and changes, the focus of this study.

As the pattern of second and third careers has emerged, research dealing with mid-career change has expanded. In the 1950's, experts in career development detailed the progress of an individual along one career path, allowing no room for deviation (Ginzberg, 1951; Super, 1957). Social change marked the decades of the sixties and seventies. Previously held traditional concepts of career, marriage, sex, and family were more closely scrutinized. Mid-career explorations and occasional changes became more acceptable as a social norm. Research concerning mid-life transition focusing upon studies of job satisfaction or alienation has raised questions about lock-step conceptions of career development. Given the growing body of theory on adult development, Boland and Selby (1980) suggested that teacher mobility and career change can and should be viewed as part of a more generalized phenomenon and may be more related to developmental changes than situational variables.

The focus of this study are teachers who leave the profession after making a definite career commitment. A number of teachers are motivated to seek mid-career changes due to problems unique to the profession. Disillusionment among career teachers seems to reach its peak somewhere in the second decade of teaching. The static, unstaged career of the classroom teachers appears to lead to a feeling of stagnation and frustration (Lortie, 1975). McGuire (1979), former president of the National Education Association (NEA), cited a NEA opinion poll which revealed that one-third of those teaching would not go into teaching if they could go back to college and begin again. He maintained that stress or the currently popular term "burnout" has resulted in numerous teachers leaving the profession with thousands more contemplating such a move. However, there is no evidence to indicate that the attrition of career teachers from teaching is any greater than from other career fields. Job security, predictable pay raises and the unavailability of other jobs help lower the rate of attrition among career teachers despite their dissatisfaction with teaching.

Career teachers who made the transition into another career field have experienced the risk-taking involved in any career change. Loss of tenure, financial security, benefits and possibility status are factors that have inhibited the teacher from making an alternative career choice. A well-defined plan of career guidance offered from institutions of higher learning or from private sources may provide guidance to the potential career changer.

As more information is gathered regarding mid-life career changes, teachers as well as other professionals may be able to make a more knowledgeable assessment of the problems involved in changing careers.

Statement of the Problem

This study investigated the adaptation of former career teachers to careers in non-educational fields. More specifically, it focused on two sub-areas: (1) the personal and professional factors responsible for the decision of teachers to leave teaching at mid-career; and (2) the assimilation of the former teacher into a new career field.

Research Questions

Eleven research questions were studied.

1. What type of career fields employ former educators?
2. How was employment obtained in the new career?
3. What type of additional education or training, if any, is necessary in order to change career fields?
4. What aspects of classroom or administrative experience enabled the former teacher to make the transition to a career field not related to education?
5. How does the job satisfaction in the new field compare with job satisfaction in the teaching field?
6. How do former teachers rate their current job satisfaction?
7. What is the percentage of former teachers who wish to reenter teaching after making a career change?
8. What job related factors influenced the decision to leave teaching?
9. What personal variables influenced the decision to leaving teaching?
10. Which demographic variables appear to characterize persons leaving the teaching profession for non-teaching positions, i.e., age, sex, and marital status?

11. What are the salary differentials between teaching and the new career fields?

Definition of Terms

A career refers to a profession that demands special training.

A career teacher is one who has ten years or more of service in elementary or secondary schools.

Career Development is an "ongoing process that occurs over the life span and includes home, school and community experiences related to an individual's self concept and its implementation in life style as one lives and makes a living." (Pietrofesa & Splete, 1975, p. 4).

The career pattern is a course of occupational movement through recognized stages with a beginning and an end (Stebbins, 1970).

Mid-career transition designates the change of professions by a person who has spent a substantial part of the working life in one field.

Mid-life transition is a period in the adult life cycle which includes aspects of progress, crisis and change (Colarusso & Nemiroff, 1981).

Mid-life is a vaguely definable period of time in the adult life cycle encompassing the mid-thirties through the early fifties.

Classified employee shall mean "any teacher, principal, superintendent, county superintendent, administrator, librarian, certified or registered nurse, college professor, or college president, whose salary is paid wholly or in part from public funds" (Teachers Retirement System of Oklahoma, 1982-83, p. 1).

Nonclassified optional employee shall mean a "cook, janitor, maintenance employee (not in a supervisory capacity), bus driver, non-certified or non-registered nurse, non-certified librarian, or clerical employee of the public

schools, state colleges and universities, whose salary is paid wholly or in part from public funds" (Teachers Retirement System of Oklahoma, 1982-83, p. 1).

A teacher is "any person who is employed to serve as district superintendent, county superintendent, principal, supervisor, counselor, librarian, school nurse or classroom teacher, or in any other instructional, supervisory, or administrative capacity. Such person shall not be deemed qualified unless he or she holds a valid certificate of license, issued by and in accordance with the rules and regulations of the State Board of Education, to perform the particular services for which he or she is employed" (School Law of Oklahoma, 1982, p. 26).

CHAPTER II

REVIEW OF THE LITERATURE

Mid-career change is not a phenomenon of the teaching profession; it is part of the on-going cycle of adult growth and development. Career satisfaction, transition and adjustment is closely linked with the study of adult development. Literature concerning the cycles of adult development, including information concerning career transition, provided a major part of the conceptual framework for this study. This review is divided into seven sections: Adult Development Concepts, A Critique of Adult Development Studies, Career Change, Female Career Development, Mid-Career Change for Teachers, The Process of Change, and Conclusion.

Adult Development Concepts

According to Levinson (1979), C. G. Jung, in 1933, first formulated the concept of psychological growth and development as continuous throughout the life cycle. Prior to Jung's book, Modern Man In Search of a Soul, developmental studies had centered on individuals in their first two decades of life. The increased lifespan of the population and the options open to individuals in western culture generated interest in the research of adults in their middle years.

The basis for most research in adult development theory centers on Erikson's (1980) psychosocial, rather than the previously used psychosexual, view of how an individual develops. Erikson's stage model postulated eight stages, each of which must be successfully transcended in order to fully enter

the next period of development. His sixth and seventh stages, intimacy and generativity and their negative counterparts of isolation and self-absorption, span the years most associated with adult development, the mid-twenties through the mid-fifties. Erikson (1980) identified intimacy as "the ability to develop a true and mutual psychological intimacy with another person" (p. 101). Generativity, as defined by Erikson (1980), is

primarily the interest in establishing and guiding the next generation, although there are people who, from misfortune or because of special and genuine gifts in other directions, do not apply this drive to offspring but to other forms of altruistic concerns and of creativity, which may absorb their kind of parental responsibility. (p. 103)

Roger Gould, Daniel J. Levinson and George E. Vaillant incorporated Erikson's stage-theory guidelines into the framework of their theories of adult development.

Gould (1972) studied seven homogeneous age groups ranging in age from 16 to 60 with the focus on the sequential changes that took place with time. He noted that "ideally the direction of change is toward becoming more tolerant of oneself, and more appreciative of the complexity of both the surrounding world and of the mental milieu" (Gould, 1975, p. 74). In their early thirties he found that men began to challenge the dreams of their youth. As the mid-decade approached individuals questioned if life held more for them than they were currently experiencing. Gould (1978) cautioned that if these feelings were not explored the individual would be cut off from his evolving self. In their mid-thirties to early forties, subjects of the study indicated a concern over "time left." The questioning of self and values continued but with an accelerating awareness of the time squeeze. Increasing restlessness with career and

marriage occurred during this time frame. The attitude, exemplified in the statement, "Whatever we must do must be done now" (Gould, 1978, p. 217), permeated the thinking of those surveyed. Gould (1980) speculated that "if the questioning process does not lead to shifts and changes that are small but cumulative during the course of the thirties, our suppressed growth develops into a major break that demands psychological work" (p. 230).

Levinson (1979) designating early adulthood from ages 17 to 45 and middle adulthood from 40 to 65, centered upon the ages from 38 to 43 as encompassing the period of mid-life transition. His view of the questioning man's efforts to build a new life structure by dealing with problems that surfaced at this time closely paralleled Gould's transitional man. D. Levinson, Darrow, Klein, M. Levinson, and McKee (1976) painted the disillusionment process as beginning in the late thirties in contrast to the early thirties as put forth by Gould. They foresaw the tasks of the transitional period, which they posited all persons go through, "to reappraise and to modify the late 30's life structure, to rediscover important but neglected parts of self and, toward the end to make choices that provide the basis for a new life structure" (Levinson et al, 1976, p. 21).

Vaillant's (1977) 35 year longitudinal study of a group of men, beginning with their college years, focused on their adaptation to life. Drawing several conclusions from his research, he posited that "developmental discontinuities in adults are as great as the difference in personality between a nine year old and what he becomes at fifteen" (Vaillant, 1977, p. 372). He also concluded that "lack of overt emotional distress leads to robust physical health" (Vaillant, 1977, p. 373).

All three theorists leaned heavily on the concepts of Jung and Erikson. Gould, Levinson and Vaillant dwelt on the more specific areas of adult

development, including career, marriage and mobility, than did Erikson. However, their evolved man, similar to Erikson's, achieved generativity in their late forties to early fifties. Vaillant (1977) ascertained that between the twenties, Erikson's intimacy stage, and the forties, the generativity stage, Erikson left an uncharted period of development. He inserted a stage between intimacy and generativity called career consolidation. The stage development theories of Gould and Levinson also gave detailed attention to the importance of the career to the individual and, in fact, placed the career as a major source of internal conflict in middle-aged adults.

Lowenthal and Weiss (1976) maintained that Erikson's theory of life stages needed modification. Whereas Erikson focused upon the completion of one commitment per life stage which then allowed the individual to move on to the next level, they suggested a more flexible life stage theory. "First, there may be a marked cultural and class difference in the developmental stages of adulthood. Second, within each socio-economic group in each culture the developmental trajectories of men and women differ" (Lowenthal & Weiss, 1976, p. 14). Lowenthal, Thurnher and Chiriboga (1975) studied working class people with the view of reporting the way that social stages rather than chronological age stages were more nearly representative of the adult development of the individuals. Erikson was criticized for tending "to focus on one commitment per life stage, which with successful completion, enables one to move on the the next" (Lowenthal & Weiss, 1976, p. 13). In contrast, Lowenthal and Weiss maintained that problems "wax and wane," therefore no clear resolution could be made.

Brim (1976) and Neugarten (1975, 1976) also took to task the chronological age stage theorists. Brim wrote that "there is no evidence for either

developmental periods or stages in the mid-life period, in which one event must come after another, or one's personality change brings another in its wake" (Brim, 1976, p. 8). The stage theorists, he felt, were relying on a device for the analysis of human development without using thoughtful analysis of the evidence. Neugarten (1975) posited that the "biological components of human development may take a certain precedence in childhood, adolescence or old age but between 20-70 the biological model is insufficient and we need a social framework for understanding the timing patterns that occur" (p. 388). In order to understand normative behavior, the social framework of the cultural fabric of society must be understood. Thus, she asserted that in every society "there is a prescriptive time table for the ordering of life events" (Neugarten, 1975, p. 389).

The sample studied for the formulation of the stage theory of adult development were white, college educated, middle-class to upper-class males. The studies conducted by Gould, Levinson and Vaillant made little to no effort to include individuals from diverse socio-economic backgrounds. Female subjects were not studied. Brim (1976), Neugarten (1975) and Lowenthal et al (1976), however, did emphasize that cultural, gender and personality differences must be taken into account in the assignment of a norm for adult development. Theorists, both stage and social, concluded that the adult underwent a transition in their thirties and/or forties that may have a profound effect upon the personality, the feelings and the lives of the individual; although they admitted that some adults may not experience any perceivable effect at all.

Mid-life transition, a period of crisis, process and change, occurs somewhere in the thirties and/or forties. Brim (1976) asserted:

The growing pains of mid-life, like those of youth and old age, are transitional from one comparatively steady state to another, and these changes, and even when they occur in crisis dimensions, bring for many men more happiness than they had found in younger days. (p. 8)

Elements in mid-life transition include the confrontation between myth and reality, a reappraisal of self, change in time perception and a reassessment of personal relationships and career goals. Gould (1978) ascertained that a person at mid-life often challenged his past dreams and, thence, confronted reality. With the self-deception of the twenties rooted out, a new direction in life could take place. Levinson (1976) agreed that men were faced with the "task of de-illusionment" which meant that illusions were reduced and that long held assumptions and beliefs about self and world were not true. Montana and Higginson (1978) wrote that, "most of us, during our middle years, question the value and significance of the roles we have played and the relationships we have had, as well as what we have been doing in our careers and lives" (p. 41). A sense of urgency motivated the need for change (Gould 1972, 1975, 1978). Rogers (1973) posited that an awareness of death, either consciously or subconsciously, created the realization that an individual would not accomplish the goals he had set for himself. He explained that "individuals who have faced and fought with their fear of death tend to work toward improving their conditions around them in the belief that the world can and should be bettered" (Rogers, 1973, p. 38).

Marriage could also be a casualty of mid-career transition (Colarusso and Nemiroff, 1981). In his late thirties, Levinson et al (1976) stated that a man in his late thirties "feels constrained by persons or groups who have authority over him, or who for various reasons exert great influence upon him - in work - in

marriage - or in other relationships" (p. 24). Gould's (1975) survey of 575 white, middle-class subjects of diverse age indicated that those people at mid-life considered marriage less of a "good thing" than did other age groups. Although strong commitments by the respondents to the family continued, reassessment of personal relationships took place.

In the process of transition, career reevaluation plays a dominant role. Montana and Higginson (1978) pointed out that the middle years were the "nose-to-the-grindstone years when people work hard to win promotion and rewards in their careers" (p. 40). Occupational achievement seemed to be the most important goal in life. Hence, a man felt that he could be reaffirmed by society or devalued by society depending upon his evaluation of his career successes (Kuhlen, 1963; Levinson et al, 1976; Montana & Higginson, 1978). This discrepancy between career aspirations and achievement has caused despondency when career expectations failed to meet original goals (Colarusso & Nemiroff, 1981; Montana & Higginson, 1978).

Jung, (1933), recognizing the turbulence of middle years, wrote, "The wine of youth does not always clear with advancing years, oftentimes it grows turbid" (p. 105). Uncertainty, anxiety, agitation, depression and fear of failure describe the mid-life adult who cannot cope with the changes involved in mid-life. Mid-life crisis refers to the emotional turmoil experienced by those individuals who are confronted with the need to evaluate their commitments to career and marriage (Brim, 1976; Colarusso & Nemiroff, 1981; Gardner, 1964; Peatling, 1977; Roberts, 1973). Montana and Higginson (1978) posited that in an individual "a crisis exists only if he experiences a disparity between what he has accomplished and what he really wants" (p. 62). Neugarten (1976) suggested that it was the unanticipated events, not the anticipated that caused crisis.

When the rhythm of the life cycle was broken as in the delay of occupational achievement or death of a child, then extreme stress could result in the individual. Crisis occurred at a time, according to Peatling "when adults are peculiarly vulnerable, peculiarly ill-equipped to make moral judgments, even if they are reasonably well equipped to think like adults" (p. 304). Not all adults in mid-life experience crisis. Those adults who have confronted their changing situations and have adapted to them with a minimum of stress could avoid the crisis of the mid-years.

The "growing pains" of mid-life seem to subside as the individual approached his fifties. According to Gould (1975) "the evolution of a personality continues through the fifth decade of life" (p. 74). The acceptance of the direction of his career, whether static, upwardly or downwardly mobile, occurred because of the realization that the "die is cast" and "it is too late to make a change." A number of adult development theorists perceived that the man in his sixth decade, even though he might have achieved generativity, as having reached a plateau in his development (Erikson, 1980; Gould 1972; Jung, 1933; Peatling, 1977). Gardner (1964) and Rogers (1973), however, described individuals at this age and beyond as continuing to grow both socially and morally. Gardner (1964) stated that "for the self-renewing man the development of his own potentialities and the process of self-discovery never end" (p. 10). Both Sheehy (1981) and Gardner postulated that growth and well-being were experienced by individuals who were not confronted with a fear of failure. Those people who were willing to take a chance on life after confronting their transitional problems would more likely experience greater satisfaction as they grew older.

A Critique of Adult Development Studies

Three problems emerged with the studies upon which the concepts of adult development are based. The first problem deals with the racial and economic composition of the people studied. The second involves the historical context of the studies. The final problem, already alluded to, concerns the lack of information about the development of women. The information for the preceding discussion was gathered, for the most part, through observation, surveys and interviews of white, middle to upper class males in the cultural milieu of the United States.

Adult development theories based upon the study of the white middle to upper class male have ignored the majority of the adult population in the United States. According to the 1980 United States Census (U. S. Department of Commerce, Bureau of the Census, 1983), white males comprise 40.6% of the total population of which 41.9% are in the 35 to 39 year age group. Although most theoretical investigation was based upon the aforementioned group, several theorists recognized that there might be distinctive cultural and class differences in the developmental stages of adulthood. They asserted that normative patterns of development vary from one socio-economic, ethnic or religious groups to another (Lowenthal, Thurnher, & Chiriboga, 1975; Lowenthal & Weiss, 1976; Neugarten, 1976). The convenience of using white males who can be easily located in places of work to develop global theories of adult development casts a shadow over the validity of these theories in relationship to the majority of the population.

Since World War II, the United States has experienced unprecedented prosperity despite occasional dips in the business cycle. Current adult development theories have been developed in this euphoric climate of economic

and physical well-being. Historically, a person's inner turmoil often took second place to external forces that created difficulties for the individual. With the amelioration of external conditions, research could now focus on the internal needs of the individual. Krantz (1978) criticized the current literature as focusing on the internal life structure instead of the interaction between external difficulties and the individual's developmental stages. He asserted that "the midlife transition is tied to a particular state of our culture at a particular historical juncture" (Krantz, 1978, p. 154). Maslow (1970) postulated that people do not become conscious of or attempt to gratify the higher order needs, esteem and self-actualization, until the lower order needs, physiological and safety, were gratified. The psychological basis for the mid-life transitions described above could occur only in the prosperity of the current economic situation.

Studies conducted by adult development theorists have reached varying conclusions concerning the validity of Erikson's approach to female adult development. In the examination of Erikson's eight stage model of adult development, Gilligan (1977) concluded that developmental theory has not given adequate expression to the concerns and experience of women. She argued that because men have formulated the body of adult development theory, women do not fit into the contextual model and hence, "the solution has been to consider women as either deviant or deficient in their development" (p. 482). In her critique of Erikson, she suggested that in each stage of his eight stages of development a step toward greater independence is taken and thus, separation becomes a measure of growth. Gilligan (1977) posited that "the observation that for women identity has to do with connection as well as separation led Erikson into trouble largely because of his failure to integrate this insight into

the mainstream of developmental theory" (p. 509). She urged "an expanded conception of adulthood that would result from the integration of the feminine voice into developmental theory" (p. 481).

Sheehy (1974) in her best seller, Passages, observed that the "male life cycle is presented as the adult life cycle" (p. 425). She challenged that the generativity stage of Erikson's 40 to 50 year olds, had been a life style function all of a woman's adult life. Sheehy contended that it is not more care giving that will give purpose to the second half of a woman's life but aggressiveness in the service of her own convictions.

Ryff and Migdal (1983) investigated the theoretical constructs of intimacy and generativity to determine if Erikson's theory applied to women as well as men. Their empirical investigations supported the theory, in its relationship to women, that intimacy does have particular relevance to young adulthood and generativity during middle years. However, they cautioned that

even Erikson has recently reconsidered the usefulness and implications of his theory for womenhood. In the present context, it is possible that the reason why his stage model typifies female development is that the theory addresses only the most global and general of psychosocial changes. (Ryff & Migdal, 1983, p. 14)

Wendy Stewart, a doctoral student working under Levinson's direction, studied a small sample of women in their mid-thirties and found that all of them went through the same broad developmental periods as the men in Levinson's study. Stewart (cited by Colarusso and Nemiroff, 1981) reported that "by age 30, when both sexes have the opportunity to reassess their life structure, women have to come to terms with issues of marriage and parenting in both a quantitatively and qualitatively different way than is the case for

men" (p. 141). Stewart concluded that until additional investigation refutes this assumption, the stage developmental theories, in a broad sense, applied to both men and women (cited in Levinson, 1979).

Theoretical constructs of adult development theory have emerged within the past fifty years through intensive research in this once neglected field. Although a wide range of disagreement prevails concerning the usefulness of life stage theory and the validity of these theories based upon the research sample, agreement exists that individuals in their adult years experience change. For some adults these changes can lead to stress and crisis. A major stress point of mid-life deals with career expectations. Adult development theories emphasize the importance of the adjustment of the individual to their career. For many adults, their jobs provide identity for them. A crisis can result if career expectations and the reality of the career do not converge. According to Lowther (1976), one form of crisis resolution could be career change.

Career Change

A career can be the most important aspect of an individual's life, especially in their thirties. Montana and Higginson (1978) asserted that "as far as most American men (and increasingly more women) are concerned, occupational achievement is the most important goal in life" (p. 51). They cited despondency, depression and dissatisfaction occurring when a person realized that a career plateau had been reached. In the estimation of Levinson et al (1976) the man between 35 and 39 wants desperately to be affirmed by society based on some key events in his career. When the career does not measure up to the expectations of the individual and job alienation occurs, then the individual may give serious thought to a career change.

The term career can be defined in a number of different ways. Morrison and Holzbach (1980) defined career "as a sequence of work roles that are related to each other in a rational way so that some of the knowledge and experience acquired in one role is used in the next" (p. 75-76). "A person's work history and the individual's history of vocational aspirations from birth to death," constituted Holland and Gottfredson's (1981, p. 5) view of a career. Roberts (1973) construed career to mean "an occupational pursuit which consumes generally a greater portion of one's commitment, energy and time whether economically rewarding or not" (p. 12). Past views focused exclusively on the normal sequence of advancement through a particular occupational or organizational line. As noted by the definitions above, the concept of career has been expanded to include all work and non-work roles, as well as a sequence of role related experiences.

The external or objective aspects of a career defined above do not take into account the subjective or internal concepts of career. Hall and Kram (1981) drew the following distinction between objective and subjective careers: "The objective career is the series of roles and positions the person has held, while the subjective career describes the particular experiences i.e. satisfactions, self-conceptions, aspirations, the person has had in those positions" (p. 418). Stebbins (1970) stated that part of any person's subjective career was his personal recognition and interpretation of his place in the career pattern. The career pattern was defined by Stebbins as "a recognized course of movement through recognized stages with a beginning and an end" (p. 37). Hall and Kram suggested that even when the objective career has plateaued, subjective growth was necessary or the factors surrounding mid-career stress were likely to occur.

Job alienation can result from mid-life transitional factors or from external and internal job related factors. Holland and Gottfredson (1981) proposed that

people who possess the competencies required by their environment and who desire the rewards the environment yields are expected to be more satisfied and involved. In contrast, people who are not in an environment congruent with their personal characteristics are expected to be uninvolved, dissatisfied and unsuccessful. (p. 7)

Similarly, "those individuals whose measured needs are relatively stronger than the potential of the occupation for satisfying those needs will tend to be frustrated and hence be less well satisfied with their occupation" (Kuhlen, 1963, p. 56). Kohn (1977) described alienation as "estrangement from the larger social world and oneself" (p. 56). Types of alienation include a sense of powerlessness, a feeling of self-estrangement, normlessness, and cultural estrangement which means the rejection of such dominant cultural themes as success and materialism (Kohn, 1977; Seeman, 1959). Kohn, (1977), found that "occupational experiences that limit workers' opportunities to exercise self-direction in their work are conducive to feelings of powerlessness, to self-estrangement, and even to normlessness" (p. 127). Levinson (1979) suggested career change as one method of modifying the life structure.

Alienation, loss of self-esteem and other facets of dissatisfaction with life-style and career can compel the individual to make a change. The conventional concepts of career development, however, have given little encouragement to the idea of career change in mid-life. The "one career imperative," according to Sarason (1977), assumed that the individual would eventually decide upon a career in his mid-twenties after having considered a

full range of possibilities. Parents and high schools with their career education courses promoted an early choice. Colleges exacerbated the problems by requiring students to choose a major at some point. The one career imperative became a societal norm and those individuals that strayed from this norm subjected themselves to feelings of guilt and self-criticism.

The single career concept formed the basic assumption in two major texts published in the fifties by Eli Ginzberg and Donald Super. Ginzberg (1951) posited that a decision involving career choice would be crystallized by the time the individual reached young adulthood, about the mid-twenties. By that time their period of grace would be at an end, and they would have completed an extended period of education and training preparatory to starting work. Super (1957), also pursued this traditional conception of a career model with a five-stage theory of career development. He recognized two stages in the mid-life career. In the establishment period, covering ages 25 to 45, "the workers became located in a career and began to build it" (Super, 1957, p. 129). Super described the maintenance stage, occurring from ages 45 to 65, as follows:

The worker finds himself engaged in a conflict of values, for in middle life he has a choice of working harder in an attempt to make new gains despite the odds which are against him, or of relaxing some in order to enjoy the place he has in life while working to retain or maintain it. (p. 148)

Ginzberg (1972) unlike Super, revised his initial approach to career development by admitting that career decisions are coterminous with the working life. He felt that "while the successive decisions that a young person makes during the preparatory period will have a shaping influence in his later career, so will the continuing changes that he undergoes in his working life" (Ginzberg, 1972, p. 172).

The pattern of second and even third careers is emerging. Recognition by adult developmental theorists that internal and external changes occur in mid-life coupled with the growing awareness of society that changing careers is the possible product of an adult's continuing growth, have given impetus to an expanding acceptance of the mid-career change. Career development concepts are no longer linked with an individual's pursuit of his first career but have been broadened to include his second and third career. Career development, according to Pietrofesa and Splete (1975), "is an on-going process that occurs over the life span" (p. 4). Although the mid-career changer appears to represent a minority of the population, most vocational theorists predict that the reasons for change and the climate for change will make the numbers grow.

No firm data exists concerning the frequency of career change. However, career change seems to occur in discernable proportions. The number of people who seek and achieve a change is far less than the number who would like to change but take no steps to do so (Levinson, 1979; Sarason, 1977). Hiestand (1977) posited that professionals were more likely to acquire new skills in their field or related fields rather than abandon their career field altogether. These changes could diverge significantly enough to warrant the designations of a "new career." Although little information concerning the number of career changes by professional people was available, Sommers and Eck (1977) compiled information from the 1970 Census concerning occupational mobility. They reported that "nearly one-third of those working in 1965 had transferred to a different detailed occupation by 1970" (Sommers and Eck, 1977, p. 3). These raw data do not take into account the age or the occupation of the individuals. However, it does point out the prevalence of occupational change throughout the society in blue-collar and white-collar jobs, as well as in the professions.

tion, socio-economic status, development centers upon the group. Changing conflicts within the individual leading to job change encompass transition in addition to a that is near approach middle ends of work i.e. work that is better fit between work and aspirations and mid-career life, dissatisfaction (Roberts, 1966) "an increasingly educated generation" (p. 166)

Societal norms and factors external forces of the change playing a major role in mid-career professions and fields have the content of current fields. Adequacy for a life-time is (6). "The generally sound building provides some people for a short time in order to the needs of low-income families using economic deprivation of about de concerning two history has eliminated the

Reasons for career change vary with occupation, socio-economic status, gender and age. Most of the research in career development centers upon the male careerist, hence, this discussion will be based upon that group. Changing careers in mid-life can be separated into internal conflicts within the individual and external considerations. Internal conflicts leading to job change encompass all of the uncertainties experienced in mid-life transition in addition to a number of other factors. Robbins (1978) suggested that as men approach middle age they are more interested in the intrinsic rewards of work, i.e. work that is more meaningful; they are also concerned with a better fit between work and values. The discrepancy between original aspirations and mid-career achievement may cause job alienation and, hence, dissatisfaction (Roberts, 1973; Sheppard, 1971). Sarason (1977) noted that "an increasingly educated workforce has heightened expectations from a career" (p. 166).

Changes in technology, personal finances, societal norms and factors concerned with the current job, identify the external forces of the change process. Professional obsolescence is increasingly playing a major role in mid-career change. Hiestand (1971) observed that new professions and fields have emerged, in addition to a rapid rate of change in the content of current fields. "The assumption that initial professional education is adequate for a life-time is increasingly in question" (Heistand, 1971, p. 166). The generally sound economic structure upon which the United States is built provides some people desiring change the option to risk unemployment for a short time in order to find a satisfying career. In addition, the prevalence of two-income families allows one partner to remain unemployed without causing economic deprivation for the family (Rottenberg, 1970). Society's change of attitude concerning two or more careers within an individual's employment history has eliminated the

onus formerly attached to a career-changer. With societal acceptance of the viability of multiple careers in a lifetime, educational institutions which are increasingly aware of the needs of the career-changer are providing counseling and training. Options for training are available that previously did not exist.

Perhaps the most overriding reason for change is an individual's current job status. Employment situations that provide the basis for change including layoffs, limited advancement opportunity, avocational interests surperceding vocational ones, low autonomy on the job, early retirement from a first profession, physical and psychological impairment in the current job, poor salary and low status or security (Hiestand, 1971; Robbins, 1978; Roberts, 1973; Sheppard, 1971). Whether the career changes are voluntarily or involuntarily, career options are open to people who desire another job. However, those new careers must be searched out and carefully explored.

Constraints on entering a new career can discourage even the most stout-hearted individual. Montana and Higginson (1978) suggested that most people do not switch jobs until they have another lined up or some money in the bank. Parker (1981) found as a result of her survey sample of Rochester, New York, suburban schoolteachers that two main deterrents to change were financial considerations and loss of benefits. Considerations of seniroity and the lack of portability of pension programs when transferring from one company to another can be a deciding consideration for the career-changer. Aharoni (1981) described modern culture as a no-risk society where individuals increasingly seek to take risks out of their lives by acquiring more benefits and job tenure. Roberts (1973) posited that "for those who change careers, we would find that they are people attuned to taking risks and are high achievers" (p. 50). The push-pull factors involved in changing careers at mid-life limit the number of career changes. More people contemplate change than take action.

Female Career Development

Men have been the focus in the formulation of adult developmental theory and career guidance programs. The occupational development of women has not been treated comprehensively in the literature, mainly because women's occupational role has historically been viewed as transient and insignificant. Since World War II the number of women in the labor force, both married and single, has grown at a steady rate each year. Van Dusen and Sheldon (1978) found that demographic trends have indicated a shift occurring in the female labor force from young, unmarried women to middle-aged married ones. Reasons for increased participation include better education, career availability, economic need and greater societal acceptance of working mothers. The career patterns for women may be significantly different from that of men because of the role that women assume as childbearers and homemakers. Although women have increasingly greater options for career development because of more training, career openings and society's changing view of career women, they continue to deal with their traditional role as perceived by themselves and their spouse.

From childhood a female assimilates from the culture her role as a dependent being. Radloff and Monroe (1978) concluded from their study of female children in the family that there was "some direct evidence of sex difference in helplessness training" (pp. 203-4). They observed that "boys were treated in ways which are likely to lead to competence, self-reliance and the ability to cope effectively with the world. Girls are more likely to depend on other people and fail to develop important skills" (Radloff & Monroe, 1978, p. 204). Rubin (1979) in her account of her psychosocial growth into middle age, wrote that "from earliest childhood a girl child's earliest struggles toward

independence are met with greater ambivalence and more constraints than boys" (pp. 153-4). She asserted that "these early experiences consign women to a lifetime of conflict around dependence-independence issues, of struggle to develop firm, separate personal boundaries, of primary involvement with relationships and rational issues" (Rubin, 1979, 154). Sundby (1978) found that in dual-career families children seemed to be more self-reliant and self-assured. This observation seemed especially true for female children who apparently benefitted from a working mother as a role model. She concluded that girls whose mothers were involved in professional careers were less likely to stereotype a female in the role of homemaker.

A possible explanation of career choices for women lies in exchange theory which attempts to explain outcomes (careers) by reference to the individual's perception of the costs and rewards attached to these choices (Homans, 1974). The key concept in exchange theory is profit, which is defined as rewards minus costs. The assumption is made that individuals try to make their rewards greater than their costs. Costs include punishments incurred (such as fatigue, anxiety) as well as rewards foregone because alternative actions were not performed. The person's comparison level for alternatives is influenced by past experiences, judgments of what others in similar positions are receiving, and perceptions of outcomes available in alternative situations. According to this approach, the assumption can be made that an individual's choice of a career field has to do with the perceived reward-cost outcomes, the availability of alternatives, and the level of expectation of what these outcomes should be.

Using exchange theory Carney and Morgan (1981) posited that females who choose nontraditional fields have the most available options. These options are:

- (a) their academic ability (high school grades and ACT scores) is high; (b) they are well prepared in verbal, written, and mathematical skills; (c) their families and communities have presented alternatives to them; and (d) they do not feel marriage should restrict women's activities. (p. 419)

They also suggested that women with more available options might be expected to choose nontraditional field where the rewards are higher. In fact, they did find in their four-year, longitudinal study of women's choice of an academic major that women in nontraditional fields have higher ACT scores and degree expectations, feel better prepared in math, have higher high school grades in math, come from higher family income levels, and view women's roles outside the home as less restrictive than women in traditional fields of study.

Morgan and Walker (1983) listed variables significantly linked with the rejection of the traditional role. These variables listed in descending order of importance include "(1) low age; (2) high educational level; (3) high personal competence; (4) high family income; (5) current employment; (6) high occupational ranking; and (7) single marital status" (p. 151).

Exchange theory seems useful as a framework in analyzing the career decision-making process. For those women who opt for nontraditional careers, such as medicine or law, the variables listed above play a decisive role in determining the reward-cost decision. For middle aged women who are changing careers or entering the labor force for the first time, the cost in training and in personal adjustments, given a more limited worklife, might outweigh the benefits found in more atypical careers.

In the traditionally female career of teaching the reward-cost outcome can be increasingly weighed with expanded opportunity for women in

nontraditional fields. According to data reported by Lazarus and Tobin (1981), women account for 72% of the teaching profession except for college. For women who enter and remain in teaching, the costs involved (e.g. low pay, relatively low status) may be taken into account by evaluating the rewards of working with children, having summers off for the family responsibilities and ease of return after several years of absence.

While men in America are socialized to seek outlets for their intelligence and self-esteem through work, the work role is less important to women (Walker, Tausky and Oliver, (1982). Lazarus and Tobin (1981) acknowledged that women do not think of a job in the context of the lifelong career. Childbearing and childrearing may reduce work involvement among working women and induce them to reevaluate the importance they attach to their job as a whole; and, thus, be a significant factor in explaining career choices for women.

Mid-Career Change for Teachers

The cycle of adult development which includes mid-life transition cuts across career lines. The points concerning the reasons for change and risks of changing are generalizations that can be utilized for any occupational group. Each profession has problems unique to its field which give additional impetus for changing careers. The exodus of career teachers from public education can be accounted for by the unsettling aspects of mid-life transition but also by problems incorporated into the profession.

The teacher moves through his/her career pattern on a horizontal line from entry into the profession to retirement. Throughout the teaching experience subjective factors, such as self-esteem, and objective factors, including working conditions and financial considerations, confront the teacher

in any decision to remain or leave the profession. The occupational pressures of teaching seem to accentuate the career reappraisals that occur in mid-life transition. Although the great exodus from the profession seems to occur during the first five years, subjective and objective career forces continue to push teachers out of education and into other professions. "The occupational irony of teaching, because the career line is truncated, is that teachers must renounce their occupation in order to advance" (Dreeben, 1970, p. 172).

Within the teaching profession, problems of preparation, employment and working conditions provide the milieu for dissatisfaction. Lortie's (1975) study of the socialization of the teacher detailed the problems faced by the profession and the difficulty of instituting a change in a static occupation. Easy entry into the profession can induce people with low commitment to enter. This limited commitment often results in rapid attrition or low interest in teaching by those who remain. In other professions, Lortie observed the following:

Shared ordeals seem to mold the members of the profession together. Such ordeals differentiate members of the field from nonmembers; they also strengthen the self-esteem of those who persist and, in the aggregate, the self-esteem of members of the occupation. Teachers on the other hand, do not see their training as conveying something special—as setting them apart from the others. (pp. 160-61)

Super (1957) characterized teaching as a normal entry occupation which is entered after completion of formal education; in contrast to late entry with the longest training programs and the highest incomes. Teachers and nurses, both with four years of training, are the lowest paid professionals. Both careers lack the hierarchial array of positions forming the basis of career stages and the

opportunities for substantial gains in financial and status awards. Lortie (1975) hypothesized that "the lack of stages in the teaching career results in (1) the dominance of present versus future orientation among teachers and (2) a sense of relative deprivation among those who persist in teaching and work at above-average levels of effort" (p. 36). Salaries which are relatively high in the beginning do not grow appreciably the longer teachers stay in teaching. According to Lortie (1975), "earnings are front-loaded in the sense that one begins at a high level relative to one's ultimate earning potential" (p. 84). Unstaged careers, frontloaded salaries, easy entry and lack of shared ordeals are inherent in the system and institutionalized in the practices of the colleges of education and the views of the public, the administrators and the teachers.

Stressful on the job problems have caused teachers to "burnout" in their profession. Freudenberger (1974) originated this term to describe the emotional and physical exhaustion of staff members of alternative health care institutions. Burnout seems to be more prevalent in professions that provide services for people than in other occupations. "The symptomatic manifestation of teacher burnout," described by Farber and Miller (1981), "are anger, anxiety, irritability, depression, fatigue, boredom, cynicism, guilt, substance abuse (alcohol or drugs), psychomatic symptomatology and in extreme cases, paranoid ideation" (p. 237). A feeling of low self-esteem, a negative perception of the value of their teaching, and their uneasiness of society's evaluation of their performance added to the burnout syndrome. The consequences of these symptoms include poor teacher performance, the use of excessive sick leave and premature retirement (Margolin, 1982; Scrivens, 1979). The feeling of being used by the public, by self-centered students, by an underpaying school system creates a professional disillusionment which accentuates with the

length of service. Teachers who have served for more than a decade are the most prone to burnout (Scrivens).

Willard McGuire (1979), former president of the National Education Association (NEA), called burnout the "mallady that had struck the profession" (p. 5). Reasons for burnout include violence and vandalism, disruptive students, inadequate salaries, involuntary transfers, interfering parents, oversized classrooms, excessive paperwork, lack of administrative support and public criticism of teachers (Farber & Miller, 1981; McGuire). Most researchers claimed that a major factor leading to the dissatisfaction of the teachers was lack of confidence in and a lack of support from the administrators. Saunders and Watkins (1980) disagreed with these assumptions using results from the "Teacher Occupational Stress Factor Questionnaire" administered to 573 Huntsville, Alabama, teachers to reinforce their statement. The result of the questionnaire indicated that financial concerns, discipline problems, student motivation and too little time to catch up with work or rest formed the major stress areas. In the Huntsville system, the administrator-teacher relationship was not preceived as a source of stress. School discipline was another recognized factor responsible for burnout. Farber and Miller cited a NEA poll where "nearly three-fourths of all the respondents felt that discipline problems impaired their teaching effectiveness at least to some extent; moreover, 45 percent of teachers polled believed that the school had not done enough to help them with their discipline problems" (p. 237).

High levels of dissatisfaction within the professional ranks can cause attrition from teaching or a low morale level for those that remain. McGuire (1979) cited a NEA Teacher Opinion Poll which revealed that "one-third of those teaching now would not go into teaching if they could go back and start

again. Only six out of ten said they would remain in teaching until retirement-early or mandatory" (p. 5). The poll revealed that "the number of teachers with twenty years or more experience has dropped by nearly half in the past 15 years" (McGuire, 1979, p. 5). The results of the data gathered from the Missouri Public School system by Counts (1978) indicated that "60 percent of the secondary school teachers were below 35 years of age" (p. 2). He noted that "since 1966 there has been a 45 percent reduction in the number of senior teachers. At the same time the current percentage of Missouri teachers below 35 is at a point which is higher than any year except 1937" (p. 9). Surveying 7150 first year teachers, Mason (1961) asked how many would be leaving within the next five years. Eighteen percent stated that they would definitely leave within that time and 33 percent indicated they probably would. Approximately one-half of these first year teachers could not view themselves as staying in the profession for more than five years. While the majority of the teachers leave teaching within the first five years of service, an increasing number of career teachers with ten or more years of service were contemplating change.

Reassessment for the career teachers, according to Newman (1981), occurred around the tenth year when questions concerning their future in teaching began to surface. The chronological age of the teacher during the process of reassessment coincided with the age of crisis and doubt mentioned by adult development theorists. Ten middle-aged school teachers' perception of their career development were studied by Newman (1978). The results showed fluctuations in career satisfaction between the late twenties and the late thirties, a drop of satisfaction in the early forties which remained low or moderate in the mid-forties and early fifties. Of the ten in this study, only four were currently satisfied with teaching. Those that indicated satisfaction with

teaching were nearing retirement. However, five of the six who indicated low satisfaction with teaching could not financially afford to retire soon.

Ambivalence and low career saliency described many career teachers' relationship to their profession. Horrocks and Mussman (1970), studying the attitude of Columbus, Ohio, teachers in relation to a number of variables, reported that the trend for the respondents was to register increased ambivalence from their early thirties to a low point in their early forties. A general ambivalence was, also, found among Huntsville, Alabama, teachers, mainly tenured, concerning their commitment to education as a career (Saunders & Watkins, 1980). Kuhlen (1963) posited that low career saliency, that is the view that the career does not serve as a major source of need gratification, is more prevalent among teachers than other occupational groups. An additional illustration of unrest of teachers was brought out in a survey of 1400 St. Paul teachers, median age 37.5, by Willie and Kummerow (1978). The purpose of the survey was to develop in-service workshops. In response to the question, "What areas of interest-both career professional and personal development-do teachers identify as important to them?" (Willie & Kummerow, 1978, p. 11), the two interests most frequently checked were to examine personal goals and to learn about alternative careers. Those teachers that remain in teaching experience push-pull factors consistently during their careers. Their commitment to their profession is constantly being challenged by the factors of professional stress as well as internal conflicts generated as a result of the aging process.

As second and third careers among professionals gain societal acceptance, egress from the profession may become more commonplace. Demographic predictors may give a picture of the highly mobile teacher. Mueller (1976)

found a significant relationship between job alienation and the urbanization of the schools. The larger the school system and the more varied the students were racially from the teacher, the greater the chance of teacher drop-out. Bridge, Cunningham and Forsbach (1978) and Gosnell (1977) found the higher the socio-economic status of the teacher while in college and of the teacher's parents, the more likely the teacher was to leave teaching. Gosnell (1977), however, modified his statement by writing

that work experience prior to graduation from college would be a better indicator of the staying power of teachers because it reflects the values of the teacher himself rather than his parents. Since those with only blue-collar experience tended more often to stay in teaching it would appear that those from lower socio-economic backgrounds are satisfied with the status which teaching offers them. (p. 179)

Mueller (1976), also, reported that men were more apt to leave than women and when gender was combined with marital status, the following information was obtained: single males, most mobile; married males were second in mobility; single women, third; and married women, least mobile. Using the results of the National Teachers Examination in North Carolina, Schlecty and Vance (1981) found a "strong negative relationship between measured academic ability and retention in teaching" (p. 110). They reported that regardless of age or gender, black teachers were more stable in their careers than white teachers. Using the preceding information, the profile of the mobile teacher is white, male, unmarried, employed in a large urban system, born of middle class to upper class parents, and more intelligent than his peers.

The desire to change careers may be modified by factors that keep dissatisfied and ineffective teachers in the classroom. The pull factors in education can be applied universally to most careers. Corrigan (1981) speculated that the teacher would have to make substantial adjustments when employed in a career outside of education. These changes could create other sources of frustration not experienced by the teacher currently. He listed job ambiguity, competition for promotions, merit salaries, more internal politics, no professional organization to bargain salaries and more risks. Parker (1981) identified deterrents to attrition as investment of time, training, education and experience in one career field; salary levels that may be lowered if the career was changed; benefit loss, retirement loss or adjustment; geographic relocation and family stability. Greenberg and McCall (1973) speculated that teachers with a relatively high number of college semester hours should be less likely to leave teaching than those that have the minimum necessary hours. They reasoned that the highest return can only be obtained from this investment of human capital by remaining in teaching.

Beam (1981) identified more subliminal forces for remaining in teaching. These forces included low self-confidence, perceived limited alternatives, psychological insecurity, fear of parental disapproval and guilt in abandoning a helping profession. Many teachers have realized that within several years of service that teaching is the wrong profession and leave. Others, because of a multitude of reasons have remained in a profession they enjoy or continue to teach while their level of frustration grows. The teachers at the ten-year or more mark often question his role in the profession. This questioning process is exacerbated by the developmental process which includes a possible mid-life crisis period.

The nature of the profession imposes upon those entering a built-in set of problems which may eventually lead to disillusionment and dissatisfaction. The relative ease of getting a teaching certificate with only four years training; low academic standards in schools of education; lack of shared ordeals with peers perpetuates the perception that "if you can't do anything else, you can teach" are problematic situations inherent in the profession. Low career commitment by many people already in or entering the profession affects prestige and pay. The feminization of an occupation has traditionally meant low salaries. Education has been a female occupation where easy entry, the ping-pong effect of easily moving in or out of classroom positions appears to reinforce the idea of low career saliency. Little is done by school systems to address the problem of retaining teachers. Not until the structure of teacher education changes, not until the salaries of teachers compare with those of occupations with the same training, and not until conditions under which the teachers work are modified will some of the dissatisfaction dissipate. However, the inevitability of career change remains. Mid-career transition has become a viable part of the career development picture.

The Process of Change

The average person will change careers two or three times in a lifetime; some career counseling experts have predicted three to five times in a lifespan (Crump, 1977). Hence, a knowledge and understanding of the career development process may enable the individual to change careers without undue fear of risk-taking. According to Pietrofesa and Splete (1975), career development is a lifelong decision-making process which can be defined as:

The making of many decisions by a person through the various stages of one's total career development. A decision can be made in a rational

manner by a person who understands the process of decision making and who makes a decision based on self-knowledge, relevant occupational or career knowledge, and a comprehension of their many alternatives and their possible consequences. (p. 166)

Awareness and knowledge of the occupational and vocational requirements needed for the new careers and training involved in meeting these requirements smooths out the problems encountered in career change. After gaining an understanding of an individual's values, attitudes and aspirations and gathering as much information as possible about careers and alternatives, a decision about change can intelligently be made. If change is in order, a plan of action must be devised to carry it out. An example of one plan by Farmer and Williams (1971), proposed a Career Change Educational Model for a Professional. Their model leaned heavily upon counseling and career-changer support groups as a means of dealing not only with career redefinition but also the problems that come with career change at mid-life.

Guidance for the individual planning a career change is increasingly becoming available through institutions of higher learning, private organization and current literature. Hesburgh, Miller and Wharton (1973) stated that "in the learning society, colleges and universities will have a leading responsibility for providing continuous educational opportunities" (p. 20). They presented a model for the involvement of higher education in the continuing education programs. They expressed concern over the tendency to weaken continuing education programs by making them appendages to the existing university structure rather than integrating the concept of lifelong learning in the curriculum. Harrison and Entine (1976) described the Mid-Career Counseling and Information Program implemented by the State University of New York at Stony Brook.

This program drew people from a number of categories; those wishing to learn about career options which would bring a less pressured and/or more satisfying work experience or more job security; those that were unemployed; and homemakers re-entering the labor force. The course's design consisted of a

series of non-credit classes which were led by persons from a variety of vocational and professional fields where work options existed for persons in mid-life. Individual counseling sessions with paraprofessionals helped the participants to identify personal goals with the manpower requirements of the economy. (Harrison & Entine, 1976, p. 48)

Another higher education approach to career guidance counseling is the computer assisted programs, called INQUIRY, being developed at the University of Illinois at Urbana-Champaign. This computer system provides comprehensive information on educational, leisure time and occupational opportunities by teaching problem solving processes and the awareness of self as a decision maker. The approach has proven so successful the INQUIRY centers are being opened up at other adult guidance centers (Farmer, 1976).

Privately owned career counseling firms operating under different guidelines abound. One of the most unique is Crystal Management Services, Inc. Crystal "operates on the theory that we control our lives; not completely, but more than most of us are doing" (Chew, 1976, p. 163). The first task required of a participant is to write an extensive autobiography and, then, to determine the kinds of living and working environments most congenial to that person. This particular process of changing jobs can take up to nine months or more (Chew, 1976).

One of the most popular career planning books, What Color is Your Parachute?, provides a "nuts and bolts" method of acquiring a job. Bolles'

(1973) book puts forth a step-by-step basis for making a mid-career change. Several myths of career life-planning were given attention by Bolles. The myth of unlimited options which assumes that Americans have an infinite variety of choices regarding what they do and the myth that the more education an individual has obtained, the more capable they are have proven to be invalid assumptions. Bolles helped strip away false conceptions in order to provide the job-changer with a straight forward look at the process.

Mid-career change without career life planning can have less than satisfactory results. The media report stories of the radical career changes: the broker turned farmer; the insurance salesman becoming an innkeeper; the salesman moving to northern Alaska to work for the Bureau of Indian Affairs (Bayer, 1970; Rottenberg, 1970). Such radical changes represent a very small portion of the total number. The more prevalent change, producing a minimum of trauma, usually occurs in a field related to the first career. The mid-career changer using traditional methods of job hunting, without planning, often finds dissillusionment instead of success. Sheppard and Belitsky (1966) reported in their interview of laid off white collar workers that newspaper ads and government employment services were the main sources in their search for reemployment. These methods generally have about a 20% success rate (Bolles, 1973; Robbins, 1978). Roe and Baruch (1967) interviewed 30 people between the ages of 30 and 50 who had made significant occupational changes. They found that lack of knowledge of career options and the lack of self-evaluation in terms of matching what the subjects had to offer to the requirements of job alternatives limited the freedom of choice of the career-changers.

Many career-changers operate in a haphazard manner in determining their future occupations. As already noted, some institutions of higher learning are

increasingly aware that career development is an on-going process. Hesburgh, Miller and Wharton (1973) pointed out the importance of the public sector, the local, state and federal governments, in aiding institutions of higher learning with the task of providing non-traditional programs for continuing learners. Lifelong learning, they asserted, should be "guided by public policies that encourage the systematic integration of learning opportunities with the needs of people at different stages of life" (Hesburgh et al, 1973, p. 14). The mid-career changer can seek the sources for help in planning the career changes. However, many individuals are unaware that these sources exist. Particularly vulnerable are those individuals who involuntarily are thrust upon the job market at mid-life. For many career oriented individuals a career is a means of self-identification and gratification. Without the knowledge of the process or career development, dissatisfaction and depression can result in the process of career change.

Conclusion

Adult development theory serves as a guideline for evaluating the process of growth of the individual adult. Controversy exists amongst two schools of adult development theory as to the appropriate method of describing adult development. Erikson's (1980) epigenetic principle which stated that "anything that grows has a ground plan, and that out of this ground plan the parts arise, each part having its time of special ascendancy, until all parts have arisen to form a functioning whole" (p. 53), provided the developmental guidelines used by life-stage theorists. Gould, Levinson and Vaillant adhered to Erikson's theory of an orderly process of growth and development regardless of culture or gender. The social stage theorists, Neugarten, Brim, and Lowenthal and her associates emphasized the difficulty of locking a person's developmental

processes into chronological age stages. They asserted that societal and individual expectations determine the growth process of the adult. The advocacy by the life-stage theorists of Erikson's eight stage model constrained their interpretation of the developmental process in its application to other cultures and to women. The social stage theorists, on the other hand, can deal with adult development on a global scale because of the flexibility of their approach.

Both life stage and social stage theorists recognize that career satisfaction can determine a successful adjustment to mid-life. Mid-career change has become a recognized phenomenon since the 1960's as evidenced by the extensive research and popular literature in that area. However, the career developmental process of women has basically been ignored by investigators.

Career reevaluation, part of the adult growth process, can be experienced by any individual in any occupation. Because of the conditions of employment, teaching seems to accentuate the process of career reevaluation. Whereas most professions seem to follow a verticle career line, teaching involves a horizontal movement. Dreeben (1970) defined the career line as consisting "not so much in advancement through positions but through gains occuring to one position over time" (pp. 20-21). The upward slope of Dreeben's career line concept is reflected in both the business world and in professions, such as medicine and law. Teaching, however, provides a static or horizontal pattern with little salary gradation, lack of advancement opportunities and substantially no change in responsibility from the first day in the classroom to the last. The literature extensively discusses the reasons for dissatisfaction in teaching and the symptoms of teacher stress or burnout. The researchers have yet to formulate ideas to remedy the problems that seem to be inherent in the teaching profession.

In reviewing the literature on mid-career change with the primary emphasis on the teaching profession, extensive research has been provided on the reasons for teacher attrition. No evidence was found in reviewing the articles to indicate that any follow-up research has been conducted on those who had left the profession. Bloland and Selby (1980) pointed out that investigators should learn more about veteran teachers who leave teaching after they have had a genuine career commitment.

Teachers, as well as other career changers, could benefit from a knowledge of the process of career change. The lack of information concerning the process of career change and also, the perceived success of the changer may keep potential career changers in the classroom. Neuman's research provided insights into the satisfaction-dissatisfaction of the career teacher. Evidence has suggested that dissatisfied teachers remain in the classroom because of the risk-taking involved in changing careers. Additional research may provide some useful guidelines for those potential career changers to begin a new career.

The literature suggests that teachers, as well as other career changers, may benefit from a well-defined plan of career guidance offered as a service from institutions of higher learning or from private sources. The recognition by middle-aged adults that the desire for change is a normal part of their developmental process and knowledge of the procedures involved in career change can alleviate problems associated with mid-life transition.

CHAPTER III

METHODOLOGY

Population

In order to investigate the adaptation of former career teachers to careers in non-educational fields, former certified public school employees who had been in the profession for at least ten years were selected for study. Specifically, the population studied consisted of Oklahoma public school teachers with ten years or more of service who left education in the school years 1978-1979 and 1979-1980. The population is limited to those employees who withdrew their accumulated deposits plus interest from the Oklahoma Teachers Retirement System (OTRS). Membership in OTRS is a requirement for certified employment in the public schools. These people have not been reemployed as classified employees in Oklahoma as of August 11, 1983, the date that the computer data were gathered.

Although the OTRS includes classified and non-classified optional employees, for the purpose of this study only classified employees, i. e. teachers and administrators, holding a Standard Teaching Certificate were identified. On the "Enrollment Blank" filed with OTRS at the onset of employment, a designation was made as to the type of position held.

Of the 338 employees who withdrew their money in the two years that were surveyed, 23 were determined to be uncertified employees. Nineteen people, listed as classified employees, held positions at institutions of higher learning. The files of three people were missing. Hence of the 338 people

withdrawing their money from the OTRS after ten years or more of service, the population was reduced to 288 people.

Population Limitations

The study of mid-career changes for the career teacher is limited in the size of the population surveyed. Explained below is the proportional relationship of the survey population to the total number who withdrew their funds and to the total of the people who are actively participating in OTRS.

The OTRS furnished the following figures on the total number of people that withdrew money in 1978-1979 and 1979-1980. The total number of people withdrawing their money in those years was 5,347. The number of people with ten years or more of service who withdrew their money in the two year span was 338. Thus, the population of the survey is approximately 6.3% of the original population that withdrew their money in 1978-1979 and 1979-1980.

The OTRS furnished the following information concerning the total number of people that actively participated. In 1978-1979 the number was 52,838. The percentage of people withdrawing their money in 1978-1979 after ten years or more in the retirement system was .003 of those participating. The total number of people that actively participated in OTRS in 1979-1980 was 55,591. The percentage of those people withdrawing their money in 1979-1980 after ten years or more in the retirement system was .004 of those participating.

Figures were not available from OTRS for those teachers who left teaching after ten years of service but chose to leave their money in the retirement system. The only information available for teachers with ten years or more of service concerned those teachers who had withdrawn their money.

Procedure

The Oklahoma Teachers' Retirement System provided a computer print-out of the following information: (1) name of classified and non-classified employees covered under the OTRS who had filled out a "Waiver of Benefits" form; (2) the number of years of coverage under OTRS; (3) the date when the payment of withdrawal would be effective; (4) the code that listed reasons for withdrawal; and (5) the number that was assigned to the individual when he/she became a member of OTRS. In addition, addresses, birthdates, and type of employment upon entry into the system were obtained from individual records.

This study solicited data by sending questionnaires to the population's addresses last given to the OTRS. On the "Application for Membership Withdrawal," applicants were asked to indicate their reason for leaving the profession. The choices were: (1) Domestic duties; (2) Change of work; (3) Leaving state; (4) Illness; (5) Dismissal; (6) Armed Services; and (7) Other. All teachers were included in the survey, even those who listed alternatives other than number two, "Change of Work." The reason for this decision was the possibility that former teachers may have sought employment during the four or five year interval. It was also possible that the reason given at the time of termination was either a temporary or only a partially stated explanation.

To gather additional data ten interviews of persons who had completed the questionnaire, "Employment Survey of Former Career Teachers," were undertaken.

Questionnaire

A letter was sent to the participants introducing the researcher, describing the nature and purpose of the research project, assuring the participants of confidentiality, and asking for their cooperation (see Appendix

A). Since the addresses were gathered from the 1978-1979 and 1979-1980 forms of "Application of Member Withdrawal," it was anticipated that some letters would be returned with no forwarding address.

Two different types of questionnaires were sent to the teachers with a cover letter reintroducing the researcher, summarizing the information, and explaining the nature of the two questionnaires (see Appendix B). The questionnaires were printed in two colors: green for those currently employed and gold for those not employed at the time of the study. The respondents were asked to complete the green questionnaire, "Employment Survey of Former Career Teachers," if they were currently employed (see Appendix C). If they were not currently employed, they were asked to complete the gold questionnaire, "Survey of Former Career Teachers" (see Appendix D). According to Bailey (1978), the expected response rate to the questionnaires would be 50 to 60 percent.

Both open-ended and fixed alternative questions were included in the questionnaires. Each type offered advantages. Advantages of open-ended questions were: (1) they were used when all possible answer categories were not known; (2) they allowed the respondent to add additional details; (3) they allowed more opportunity for self-expression by the respondent. Open-ended questions were helpful in the preliminary investigation where all potentially relevant characteristics were not known. The fixed-alternative questions were simple to answer and relatively easy to analyze. Where feasible, the alternative "other" was inserted in the fixed-alternative questions to allow for responses not listed.

In order to raise the response rate a second mailing of the questionnaire to non-respondents was made after a one month interval. Bailey (1978)

contended that a follow-up mailing to the non-respondents could raise the rate to 70 to 80 percent.

A pretest of the questionnaire was given to ten former teachers. These former teachers lived in the Norman, Oklahoma, area and were selected randomly from acquaintances of the researcher. Although not all of the former teachers had 10 years or more of service as does the population, they did generally approximate the group. Changes were made in the document to correct difficulties experienced in interpretation by this group.

Interviews

Ten people were selected to be interviewed from those completing the green form, "Employment Survey of Former Teachers." A purposive or judgmental sampling procedure was used for the selection of the interviewees. The researcher endeavored to use the following variables to determine the people to be interviewed: gender, type of current employment, marital status and geographic location. The choice of the ten interviewees was determined by the percentage of the variables that were reflected in the returned, usable questionnaires.

Males comprised 62.1% of the respondents; females 37.9%. Thus, six males and four females were interviewed.

The questionnaires showed 44% self-employed and 55% in paid employment. The interviewees were comprised of five people who were self-employed and five in paid employment.

Eighty-nine percent of the respondents were married, whereas 10.6 % were either single or divorced. Eight of the interviewees were married; one was single; and one was divorced.

For this study, the Oklahoma City area, the Tulsa area and the Lawton area were considered metropolitan. Suburbs were included in the metropolitan area, but the entire Standard Metropolitan Statistical Area (SMSA) was not because the broad scope of the SMSA brought in rural areas that this researcher concluded did not reflect the rural-urban dichotomy of the study. The questionnaires indicated that 45.4% (44) of the respondents came from the metropolitan areas; 24.7% (24) of the respondents came from areas not metropolitan but with over 5,000 population; 29.9% (29) came from areas under 5,000 population. Six of the interviewees lived in the metropolitan areas, two lived in towns under 35,000 but more than 5,000 population and two lived in towns of less than 5,000 population. One interviewee who lived in a rural area commuted to a metropolitan area for work purposes.

Analysis of the Data

This is a descriptive study that investigated mid-career changes for teachers who enter non-educational fields. This study has investigated teachers who found employment outside public education after ten years or more of service in teaching. Key variables that appear to explain the reasons for the change have also been identified.

Two questionnaires were used to gather data. The green-colored questionnaires, "Employment Survey of Former Teachers," were answered by those currently employed. Those people who have not been employed since leaving teaching and those who were not currently employed have answered the gold-colored questionnaires, "Survey of Former Career Teachers."

Of the 109 respondents currently employed, 12 had returned to teaching either out of state or in private institutions. The number completing the questionnaire, "Employment Survey of Former Teachers," was, thus, reduced to

97. Thirty-eight people responded to the "Survey of Former Career Teachers." Ten people had indicated that they had been employed since leaving teaching but were currently unemployed. The remaining respondents had no employment since leaving teaching. Three questionnaires were returned not completed. On two questionnaires, relatives indicated that the potential respondents were dead. One person indicated that she did not want to participate. Not all questions were completed by respondents, therefore the number may vary from question to question. Ninety-eight percent of the questionnaires returned were used in this study.

Eleven research questions have been analyzed with the information provided by the questionnaires.

Coding

All questions that were fixed-alternative questions were post coded for computer analysis. The variation in responses to open-ended questions was extensive, therefore no attempt was made to code the responses. The Statistical Analysis System (SAS) computer program was used to generate frequency distributions and correlations. In addition, Student's t tests and chi-square tests were conducted for data analysis.

CHAPTER IV

RESULTS OF THE QUESTIONNAIRE

To investigate the adaptation of former career teachers in non-educational fields, eleven research questions guided this study. Questionnaires were mailed to public school teachers with ten years or more of service who left education in the school years 1978-1979 and 1979-80. The population is limited to those employees who withdrew their accumulated deposits plus interest from the Oklahoma Teachers Retirement System (OTRS).

A letter was sent to the participants which introduced the researcher, described the nature and the purpose of the research project, assured the participants of confidentiality, and asked for their cooperation (see Appendix A). Of the 288 letters mailed, 69 were returned by the post office because of no forwarding address. Questionnaires were sent to 219 people. Twelve additional questionnaires were returned by the post office, thus the number who actually received the questionnaire was reduced to 207. In the first mailing, 126 of the 219 questionnaires sent were returned. The response rate was 56.7%. A second mailing to the 81 non-respondents netted 24 additional responses. Respondents to the first and second mailing totaled 150, increasing the response rate to 68.5%.

Two instrument were used to gather the information for the research questions. The questionnaire, "Employment Survey of Former Career Teachers," was returned by 109 respondents who were currently employed. Twelve of the respondents had returned to teaching either out of state or in private institutions, thus the number in the study was reduced to 97. This

questionnaire was used as the primary source of data for this study. A second questionnaire, "Survey of Former Career Teachers," was returned by 41 teachers who were not currently employed. Because these data were not directly related to the study which investigated the adaptation of former career teachers to careers in non-education fields, the results were reported in Appendix F.

Questions from the "Employment Survey of Former Career Teachers" (see Appendix C) which directly related to research questions in this study were reported in Table 1.

The responses directed to research question one indicated that the greatest number of respondents (32%) were employed in sales. Office work at both the clerical and administrative level ranked second with 11.3% of the respondents employed in this area. Positions sharing third place with 8.2% of the respondents were farming/ranching and employment in educationally related fields. Table 2 detailed the career fields of the 97 respondents.

The results for research question two indicated that "information provided by a friend" was the major method of obtaining jobs in the new career field. Five choices available to the respondent on the questionnaire, in addition to the open-ended "other" category, were reported in Table 3. The "other" category, chosen mainly by self-employed persons, received the same number of designations as "information provided by a friend."

The results for research question three indicated that 90% of the respondents did not take additional training prior to changing career fields. Those respondents indicating "Yes" were asked to describe this training. Four people attended sales skills training; one took computer courses; one, oil-management training; one, real estate school; one, welding school; one, the

Table 1

Alignment of Research Question to Questionnaire

Research Question	Questionnaire Item No.
1. What types of career fields employ former educators?	1
2. How was employment obtained in the new career?	6
3. What type of additional education or training, if any, is necessary in order to change career fields?	9
4. What aspects of classroom or administrative experience enabled the former teacher to make the transition to a career field not related to education?	7
5. How does job satisfaction in the new field compare with job satisfaction in the teaching field?	12
6. How do former teachers rate their current job satisfaction?	11
7. What is the percentage of former teachers who wish to reenter teaching after making a career change?	15

(table continues)

Alignment of Research Question to Questionnaire (cont.)

Research Question	Questionnaire Item No.
8. What job related factors influenced the decision to leave teaching?	17
9. What personal variables influenced the decision to leave teaching?	20, 21
10. What demographic variables appear to characterize persons leaving the teaching profession for non-teaching positions, i.e., age, gender, and marital status?	18, 19
11. What are the salary differentials between teaching and the new career fields?	22, 23

Table 2

Current Career Fields for Former Teachers

<u>Career Fields</u>	<u>No.</u>	<u>Percent</u>
Sales		
Retail	13	
Insurance	6	
Educational Supplies	5	
Real Estate	3	
Medical Supplies	2	
Employee Car Purchase Plan	1	
Telephone Equipment Sales	1	
Total	31	32.0
Office Work		
Secretarial and Clerical	5	
Accounting	4	
Administrative	2	
Total	11	11.3
Education Related Fields		
Adult Education	2	
Youth and Guidance Counselor	2	
Education Coordinator for State Dept.	1	
Children's Librarian	1	
Piano Teacher	1	
Bible School Teacher	1	
Total	8	8.2
Farming and Ranching	8	8.2
Health Care Fields		
Nursing	2	
Recreational Therapist	2	
Massage Therapist	1	
Speech Therapist	1	
Total	6	6.2
Construction	4	4.0
Oil and Gas Leasing	4	4.0

(table continues)

Current Career Fields for Former Teachers (Cont.)

<u>Career Fields</u>	<u>No.</u>	<u>Percent</u>
Computer Programmer	3	3.1
Restaurant or Club Owner	3	3.1
Banking	3	3.1
Heavy Industry	3	3.1
Property Management	3	3.1
Personnel Services	2	2.1
Insurance Adjuster	1	1.0
Bail Bonds	1	1.0
Law Enforcement	1	1.0
U. S. Army Recruiter	1	1.0
Technical Writer	1	1.0
Supervisor of Geophysical Research	1	1.0
Mechanic	1	1.0
Independent Trucker	1	1.0

Table 3

Methods of Obtaining Employment

Methods	No.	Percent
Information provided by a friend	24	25.0
Other ^a	24	25.0
Word of mouth	20	20.8
Part-time or summer job that became full-time	12	12.5
Newspaper ad	5	5.2
Employment agency	3	3.1

^a This group is comprised of 16 teachers who started their own business or worked in a family business, 5 were recruited by business and 3 applied for their job.

police academy; and one, nursing school. Most of the additional training was of short term duration except for nursing school which lasted for two years.

Data for research question four indicated that 68% of the respondents felt that previous experience in public schools enabled them to make the transition to a career field not related to education. Previous experience was not helpful to 29% and 3% were unsure. Those respondents who thought it was helpful were directed to complete the open-ended portion of the question to determine which aspect of the public school career was most helpful in the current field. Respondents listed ability to work with people, organization and communication skills, and contacts with schools which helped in the current job as experiences from public schools that were helpful.

Research question five compared job satisfaction in the new field with job satisfaction in the teaching field. The questionnaire listed two categories, "Teaching" and "Current Job," with instruction to check high, medium or low for seven variables under each category. In order to compare their magnitudes, variables were weighted in the following manner: low received a weight of one; medium, two; and high, three. The means shown in Table 4 were computed using these weighted results.

Table 4 reported the results of a two tailed t test which compared job satisfaction in teaching with job satisfaction in the current job. According to the t test, a significant difference existed between teaching and current job satisfaction in three variables, "salary," "opportunity for advancement" and "decision making opportunities." No significant difference was demonstrated between teaching and current job satisfaction in four variables, "stimulating colleagues," "feeling of self-esteem," "pressures on the job" and "satisfaction of completing tasks."

Table 4

Student's t Test between Job Satisfaction in Teaching and Job Satisfaction in Current Job

Variable	Mean		t value
	Teaching	Current Job	
Salary	1.3	2.4	3.05*
Opportunity for advancement	1.3	2.3	2.78*
Stimulating colleagues	2.0	2.3	.75
Decision making opportunities	1.8	2.8	3.03*
Feeling of self-esteem	2.0	2.7	1.46
Pressure on job	2.4	2.2	.44
Satisfaction of completing tasks	2.3	2.7	.65

*p < .01, two tailed.

Table 5
Correlations between the Variables and with Job Satisfaction

Variables	2	3	4	5	6	7	8
1. Salary	.26	.10	.20	.13	-.26	.08	-.25
2. Opportunity for advancement	—	.33	.42	.34	-.10	.25	-.39
3. Stimulating colleagues		—	.33	.45	-.05	.38	-.32
4. Decision making opportunities			—	.45	-.19	.36	-.38
5. Feeling of self-esteem				—	.04	.52	-.44
6. Pressures on job					—	.05	-.15
7. Satisfaction of completing tasks						—	-.45
8. Job satisfaction							—

The Statistical Analysis System (SAS) was utilized to determine the degree of relationship among the variables. A correlation matrix (Table 5) reported the results of this analysis. Moderate correlations occurred with the following variables: (1) "Opportunity for advancement" correlated with "decision making opportunities" at .42. (2) "Stimulating colleagues" correlated with "feeling of self-esteem" at .45. (3) "Decision making opportunities" correlated with "feeling of self-esteem" at .45. (4) "Feeling of self-esteem" correlated with "satisfaction of completing tasks" at .52. The remaining variables indicated a low correlation at .30 or below.

Additionally, Table 5 reported data which correlated seven variables with job satisfaction. A moderate relationship existed between two of the variables, "feeling of self-esteem" ($r=.44$) and "satisfaction of completing tasks" ($r=.45$), and "job satisfaction."

The results of the sixth research question reported how former teachers rate their current job satisfaction. The responses listed in Table 6 indicated a high level of satisfaction with the current jobs. A chi-square test analyzed the relationship between current job satisfaction and the desire to return to public school teaching. The chi-square test indicated that these two variables are independent of one another. The results indicated that although the majority of the respondents would not return to public school teaching, current job satisfaction did not play a part in this decision. The majority of the respondents also indicated high job satisfaction. The test revealed that job satisfaction was influenced by current job conditions and not by dislike of teaching.

In research question seven the percentage of former teachers who wished to reenter teaching after making a career change was reported. The

Table 6

Satisfaction with Current Job

Level of Satisfaction	No.	Percent
High	59	60.8
Moderately high	22	22.7
Adequate	13	13.4
Moderately low	3	3.1

information indicated that 8.4% did want to return to teaching; 64.2% indicated that they did not wish to return to teaching; and 27.4% indicated that they were unsure about returning to teaching.

Research question eight reported the job related factors which influenced the decision to leave teaching. On the questionnaires the respondents were asked to rank order their three most compelling reasons for leaving teaching. The number one reason was given a weight of three; the second reason was weighted two; the third reason was weighted one in order to give a numerical account for each category. Information in Table 7 ranked the reasons given in the questionnaire for teachers leaving teaching. Inadequate salary and lack of administrative support which could include any administrator-teacher problem placed first and second as the major reasons.

Research question nine sought to determine personal variables which influenced the decision to leave. Marital reasons and personal reasons for leaving were examined. Sixty-nine percent of those responding reported that their marital status has no effect on their decision to stay in teaching. The remaining 31% acknowledged that marital status did make a difference. The variety of explanations given appear to be gender related. For example, nine males left because of their families' need for additional money. Four females terminated their teaching career because their husbands' could support them, and an additional four females left to work in a family business.

Sixty-seven percent responded that there were no personal factors that caused them to leave teaching. The remaining 33% indicated a number of personal reasons with burnout for both male and female as the major one.

Research question ten reported the demographic variables which appeared to characterize persons leaving the teaching profession for non-teaching

Table 7

Reasons for Leaving Teaching

Reasons	Weighted Responses
Inadequate salary	168
Lack of administrative support	96
Other ^a	64
Discipline problems	51
Demanding or unsupportive parents	50
Student apathy	36
Overcrowded classrooms	26
Excessive paperwork	25
Public criticism of teachers	20
Excessive testing	12
Involuntary transfers	5

Note .N=97. ^a Burnout and domestic reasons lead the reasons for leaving in this category.

positions, i.e., age, gender and marital status. Information concerning the age of the population was obtained from the "Enrollment Blank" of the OTRS completed at the beginning of the respondents' public school careers. Data concerning marital status and gender were compiled from the questionnaire.

The age distribution of males and females when they left the profession differed. The information in Table 8 reported that in the mid-to-late thirties more males left their profession than in any other age groupings. Females leaving the profession, were not concentrated in one particular age grouping.

Information concerning marital status indicated that 89% of the respondents were married, 7% were single and 4% were divorced.

Research question eleven reports salary differentials between teaching and the new career field. Current salary and teaching salary cannot be directly compared because public school salaries increased between the time period the respondents left teaching and 1984. Adjustments to reflect current teachers' salaries were necessary in order to make a valid comparison.

To arrive at the adjusted figure, the following steps were taken. (1) The average of the approximate contract salary (\$14,016.84) when teaching ended was computed from the total teaching salaries reported in the questionnaire. (2) Oklahoma Education Association Research Bureau (see Appendix E) reported the increase in salaries of the instructional staff and classroom teachers from 1977 to 1984. Yearly average figures (see Appendix E) for instructional staff, defined as all certified personnel, were used in this study. (3) To determine the adjusted salary, the difference between the average instructional salary for the year of termination (1977-1978 or 1978-1979) and the current average salary (1983-84) was added to the salary when teaching was terminated. The difference between the 1977-1978 average instructional staff salary and the

Table 8

Age at Which Former Teachers Left Profession

Age	Male		Female	
	No.	Percent	No.	Percent
32-35	17	18	10	10
36-39	24	25	10	10
40-43	10	10	4	4
44-47	4	4	9	9
48 and over	5	5	4	4

current average salary of each of the 42 teachers who terminated employment in their districts in that school year was \$7,270. The difference between the 1978-1979 average instructional salary and the current average salary of each of the 53 teachers who terminated employment in their districts in that school year was \$6,525. (4) Using the following adjustments, the Salary Comparison Table in Appendix E compared the estimated adjusted salary with current income for each teacher.

The adjusted average salary was computed by adding the totals of the last contract of all respondents to the adjustment for each individual and then dividing by the number of respondents. The estimate of the adjusted respondents salary, \$20,871.21, was low because career teachers in some districts were on a career salary pay schedule which accelerated the salary of career teachers.

The distribution of current earnings of the respondents was reported in Table 9. The median salary fell between \$25,001 and 30,000. Direct comparison of current salary with adjusted average salary could not be accomplished because of the range of response for current salary given in the questionnaire. Since the median current salary was within the range of \$25,001 and \$30,000 and the average of the adjusted teacher's salary was \$20,871.21, the assumption could be made that the average of the current annual salary was at least \$5,000 more than the average current teaching salary.

Data gathered from the questionnaire, "Employment Survey of Former Career Teachers," provided the basis for the analysis of the research questions presented in this study. Additional information was provided by in-depth interviews of a sample of the respondents who answered the questionnaire.

Table 9

Current Earnings

Current Earnings	No.	Percent
<hr/>		
Below \$15,000	15	16
\$15,001-\$20,000	7	7
\$20,001-\$25,000	12	13
\$25,001-\$30,000	14	15
\$30,001-\$35,000	12	13
\$35,001-\$40,000	9	10
Over-\$40,000	25	26

CHAPTER V

INTERVIEWS

Ten people who completed the "Employment Survey of Former Career Teachers" questionnaire were selected for interviews using a purposive or judgmental sampling procedure. The following variables were used to determine the people to be interviewed: gender, type of current employment, marital status, and geographic location. An attempt was made to replicate the ratio of these variables as they existed in the total population. The interviewees possessed the following characteristics: four females and six males; five self-employed and five in paid employment; eight married, one single and one divorced; six from metropolitan areas, two from cities of between 5,000 and 35,000 population and two from cities under 5,000 population.

The "Employment Survey of Former Career Teachers" questionnaire was used to guide the interviews. These questionnaires were completed by respondents in December, 1983 and in January, 1984. The interviews were conducted in June, 1984. Any apparent deviation between the interview and the interviewee's questionnaire is noted in the analysis. Additional comments that were not directly related to the questions but appeared relevant to their decision to change careers were also included.

Each interview analysis is divided into three segments. The first portion gave a brief history of the individual's past employment and current job status. The second section dealt with factors involved with job satisfaction. The last

segment detailed their reasons for leaving teaching. In order to preserve the confidentiality of the interviewees, the people were identified by a letter.

Interviewee "A"

"A" grew up in a town of under 5,000 population where he and his wife, a schoolteacher, currently reside. When he left classroom teaching after 18 years service, he was 43 years old. While employed as a teacher, he also farmed 350 acres of a family owned farm. After leaving teaching, he increased the amount of land that he farmed to 1,000 acres and also opened an oil and gas leasing business.

Because farming and the gas and oil leasing business were subject to fluctuations in the economy, government policy and the weather, "A" had difficulty comparing job satisfaction variables in his current job with job satisfaction in teaching. He noted that salary and opportunity for advancement in his current occupation are uncertain and varied from year to year. On the questionnaire he rated his current job satisfaction as adequate, whereas in the interview he rated it high.

The interview delved into more personal motivations for leaving teaching. In both the interview and the questionnaire, he indicated that lack of administrative support was the primary factor in his decision to leave teaching. A disagreement with the administration about three months before he terminated employment finalized his decision to leave. In the interview he also indicated that the confining nature of teaching, as well as the feeling that it was time for a change in his life were underlying considerations in his decision to seek another career field.

Interviewee "B"

"B" worked as a teaching principal in a town of 3,000 population in western Oklahoma. In that school system he was responsible for the administration of thirteen grade levels, kindergarten through grade twelve. In addition, he taught four classes and drove a school bus. He left teaching at age 49 after 21 years of service. Currently, he and his wife live in a town of approximately 1,500 population about 25 miles from Oklahoma City where he felt job opportunities would be greater. "B" had no clear plan formulated when he left teaching. After moving to his current address, he spent three months looking for a job before using a private employment agency. After working a short time as a cabinet maker, he was hired by General Motors in their assembly plant. He indicated that a high degree of risk-taking was involved in his decision to leave teaching because he had no job plans and no additional family income.

"B" indicated that although his satisfaction in his current job was moderately high, he would return to a classroom teaching position. His current job paid significantly higher than teaching but other factors such as opportunities for advancement, stimulating colleagues, decision making opportunities and the feeling of self-esteem were much greater in teaching.

The year prior to terminating employment, "B" experienced a sense of depression caused by poor health. He never seemed to adequately recover from gall-bladder surgery which he had undergone the year before he left teaching. The pressures of his teaching-administrative position, he concluded, contributed to the deterioration of his health.

Interviewee "C"

"C" taught math and sponsored the yearbook at a high school in south central Oklahoma for 14 years. While she was teaching in a public school she ran a small accounting business and taught courses in communications at a college nearby. After leaving teaching at age 50, she operated an accounting business which she expanded into the writing of construction and bail bonds. The town in which she operates her own company has a population of about 15,000.

High current job satisfacton was apparent in the interview as well as on the questionnaire. She indicated that all aspects of her current position (salary, opportunity for advancement, decision making opportunities, stimulating colleagues) provided much more satisfaction that teaching. Although the opportunity to work with students and vacation time were appealing, she concluded that her current position as one of the two bail bondspersons in the county offered unlimited advantages.

She had considered leaving teaching for about ten years. Problems with the school administration concerning extra-curricular assignments provided the motivation to leave. Very little risk-taking was involved in the career change because her husband, a builder, had a substantial income and at no time did she take a chance of lowering her life style.

Interviewee "D"

"D" taught science for 14 years, most of this time in a town of 35,000 population in northeastern Oklahoma. While he was teaching, a friend who worked as a supervisor for one of the major oil companies in this town contacted him about a job opening for a person with writing skills and a scientific background. At age 38, he resigned his teaching position after he had an employment commitment from the oil company.

On the questionnaire he rated his job satisfaction as high, but in his interview he indicated that it was moderately high. The change was due, in part, to additional duties that had been added since his questionnaire was returned. In comparing his current job satisfaction with job satisfaction in teaching, he concluded that salary, opportunity for advancement, decision-making opportunities, feeling of self-esteem, stimulating colleagues, and satisfaction of completing tasks were much greater in industry.

He had been thinking about leaving teaching three years prior to his departure. In the questionnaire response and in the interview, inadequate salary was indicated as the primary reason for his decision to leave. In the interview, however, he added that he felt burned out and could not imagine teaching for the rest of his life. Even if teaching salaries were equitable with industry, he stated that he would not go back to teaching if given the opportunity.

Interview "E"

"E" owns a residential construction company in suburban Oklahoma City. He also serves on the Board of Education of the school district in which he had been employed. During his employment as a educator, the last five years as an administrator, he worked in construction after school hours and in the summer. He was 38 years old when he left teaching after 14 years of service.

He rated his satisfaction with his current job as high despite the fact that he received less money in construction this year than he would have received in teaching. "E" acknowledged that the housing market must improve before there could be any opportunity for advancement. Decision making opportunities and the feeling of self-esteem were much greater in business because he had more control over his life.

He indicated that he had been thinking about leaving teaching for five or six years because he no longer enjoyed it. On the questionnaire the primary reason he gave for leaving teaching was lack of support from the local Board of Education. In the interview, he elaborated upon this response. The local board fired the principal in the school where he taught. Since he and the principal thought alike, he felt that any actions that he might have taken would not be backed by the Board of Education. He also stated that he had a feeling of powerlessness; every year he fought the same battles but never won. He indicated that his age was a deciding factor. He concluded that he had always wanted to go into the construction industry and that he had to do it at this time of life, or not at all.

Interviewee "F"

For eight years "F" taught physical education in Oklahoma City and suburban area schools. Prior to that time, she was in charge of the physical education program at Tecumseh State Reformatory for Girls. In her last year of teaching she and her partner, also a teacher, opened a health club and massage therapy business. When the business grew large enough to offer some measure of support, she gave up teaching. At that time she was 34 years old.

She rated her current job satisfaction as high. She stated that in her business she could determine her own goals and philosophies and then practice them. In teaching, in contrast, the philosophy of the school system concerning sports participation differed from her views. She indicated that the freedom to determine the use of her own time was important. In the areas of salary, opportunity for advancement, stimulating people to meet, decision making opportunities and the feeling of self-esteem, she concluded that her current job provided high satisfaction.

"F" indicated that she had been thinking about leaving teaching for about six months before doing so. On the questionnaire, she indicated that the three most compelling reasons for leaving were discipline problems, overcrowded classrooms and lack of administrative support. Her answers in the interview differed from those on the questionnaire. In the interview she indicated that her age and the prospect of aging in the profession caused her to leave. She said that teachers that she knew who were in the profession for a long time were burned out and she did not want to become as they were. She concluded that if she started her business at 34 years of age, she would be able to work at it for 30 years.

Interviewee "G"

"G" left teaching in suburban Oklahoma City at the age of 35 after ten years of service, four as a classroom teacher and six as an administrator. Because "G" had no plans for employment after leaving teaching, he worked with his brother in the construction industry. During this time he was sought out by the director of the educational center at a private college in suburban Oklahoma City. For the past four years, he has been vice-president for off campus education at the college.

Current job satisfaction for "G" was moderately high. He cited the following reasons for preferring his current job over his public school one: a slightly higher salary, greater opportunities for advancement, decision making opportunities, more stimulating colleagues, and fewer day to day pressures. Self-esteem was not lacking in either his current job or his former one. He noted several contrasts between his job in public schools and his current job. In his administrative position, he had problems with teachers and parents whereas in his current job the pressure of adverse interaction with people was negligible.

In his current position he raises funds for the college and, therefore, associates with people who have a significant impact in politics and business in Oklahoma; while in his school administrative position, he was the only male with a faculty he perceived as incompetent.

"G" considered leaving teaching as early as his second year but when he became an administrator, he stayed. On both the questionnaire and the interview, he cited an incompetent faculty as his primary reason for leaving teaching. The action that finally caused him to leave was a lawsuit by parents over the paddling of their child. The suit never came to trial, but after this incident he began to look in earnest for another job. In consideration of his own health, he concluded that he had to leave the public schools.

Interviewee "H"

"H" had been teaching English in the Oklahoma City area for eleven years. Since leaving teaching at age 49, she has worked in Oklahoma City as an accountant for her husband's business. On the questionnaire she indicated that she was not self-employed; however, in the interview she stated that she was. She also noted on the questionnaire that she found out about her position by word-of-mouth; but in the interview she acknowledged that she had been keeping books for her husband while she was teaching and expanded this job to full-time after she quit teaching.

Job satisfaction for "H" was high. She acknowledged that in her current position she had control over all aspects of her life. Because she worked alone, she missed her colleagues. Her feeling of self-esteem was equally high in teaching as in her current job.

"H" had thought about leaving education for about a year and a half before she did. On the questionnaire she cited discipline problems, inadequate

salary and lack of administrative support as reasons for leaving teaching. She stated that she no longer enjoyed teaching: she felt stale. No final factor pushed her out of education. She concluded that a gradual build-up of frustration was the cause.

Interviewee "I"

"I" is employed as a sales representative for General Foods in the Oklahoma City area. In pursuit of a job she answered a blind ad in the newspaper and was hired in the summer. She was then able, to resign her teaching position before school began. At age 33 she left the elementary school where she had taught art for ten years.

"I" rated her job satisfaction moderately low. She stated that her job satisfaction had been high but in order to be promoted she had to leave the Oklahoma City area which she did not care to do. Despite the fact that she was dissatisfied with her current job, she indicated that she would not go back to teaching where she felt salaries and the opportunity for advancement were poor.

She had been thinking about leaving teaching for about two years before she actually did so. "I" indicated on the questionnaire that her major reason for leaving teaching was inadequate salary. She acknowledged that after her divorce she had difficulty maintaining her life-style on her teaching salary. A second job at an art gallery only paid her slightly above minimum wage. In the interview she also noted that she had observed teachers who had been in the profession a long time and were soured on teaching. She did not want that situation to happen to her.

Interviewee "J"

At 33 years of age, "J" left the position that he had held for 10 years as a high school physics teacher in Oklahoma City. He left teaching on a Friday and began his new job as a computer specialist with American Telegraph and Telephone Company (AT&T) the next Monday. He is still employed as a quality engineer with the company.

"J" indicated that his job satisfaction was high. He concluded that teaching could not compare with the advantages that he was experiencing at AT&T. He noted that in his current position he received more money, had authority to make decisions, enjoyed more independence and received up-to-date equipment with which to work.

"J" acknowledged that he had thought about leaving teaching for a year before he actually did so. On the questionnaire he listed two major reasons, inadequate salary and lack of administrative support, for giving up teaching. In the interview he expressed his frustration with the school administration's lack of support for the science program. He also stated that he did not want to burnout like his department chairman.

Summary of the Interview Data

Ten interviews were conducted with former teachers who filled out the questionnaire, "Employment Survey of Former Career Teachers." Although the situations were diverse, common elements were apparent in the interviews.

Five of the interviewees were self-employed. All five of the self-employed had worked at their positions in some form prior to leaving teaching. Of the five not self-employed, two had worked in two completely different fields after leaving teaching. Three of these salaried people had their new jobs established before terminating their teaching careers. Three of the salaried

interviewees had acquired their jobs through recommendations of a friend of through recruitment; two had answered ads. Eight of the ten interviewees moved into a job which they had established or were employed prior to leaving.

Among the ten interviewees, preparation for their current job included both previous experience in education and post-employment training. Eight interviewees felt that their experiences in public schools were helpful to them in their new career fields. None of the interviewees took additional training prior to employment in their current jobs. However, the five people who were not self-employed all went through a training program when they were hired. Only one self-employed individual took additional training.

Job satisfaction was rated high by seven people, moderately high by two people and moderately low by one person. In comparing their current position with teaching using seven variables, the following results were noted. In their current jobs, eight people had higher salaries; nine felt that their opportunities for advancement were greater; six indicated that their colleagues were more stimulating; eight noted that their decision making opportunities were greater; six experienced a greater feeling of self-esteem; four acknowledged greater pressure; and seven felt a greater satisfaction of completing tasks.

Nine of the interviewees stated that they would not return to teaching if given the opportunity. Discrepancies were apparent between the answers on the questionnaire and in the interview to the question dealing with causes of leaving. Inadequate salaries, lack of administrative support and discipline problems were the major reasons given on the questionnaire for leaving teaching. The interviews elicited responses such as monotony, frustration with the system, stress, the desire to change "before it was too late," as causes for leaving teaching. Several interviewees also stated that they did not want to

become like older teachers they had observed who had become burned out in teaching.

Marital status of the interviewees played a varied role in new career adjustment. Three of the self-employed interviewees concluded that their risk-taking was at a minimum because their spouses could support them in the event that they did not succeed. Divorce and consequently a decreased income was the motivation for one interviewee to seek a career change. Marital status, however, did not appear to be a significant factor in changing careers or adjusting to new careers.

Information from the interviews closely paralleled the data provided in the questionnaires. The interviewees replicated demographic variables and types of employment as they existed in the total population. Hence, comparable elements were built into the questionnaire and the interview. In the only apparent deviation between interview and questionnaire results, the interviews provided a different assessment of the reasons for leaving teaching than did the population of the study. Because fixed alternative questions limited the choice of responses, the interviews provided the opportunity for the interviewees to incorporate their ideas into their responses.

CHAPTER VI

SUMMARY AND DISCUSSION

This study was designed to investigate the adaptation of former career teachers to careers in non-educational fields. The research focused on two sub-areas: (1) the personal and professional factors responsible for the decision of teachers to leave teaching, and (2) the assimilation of former teachers into a new career field.

These data were gathered primarily through questionnaires filled out and returned by former teachers. In order to study further the reactions of these career changers, a sample of ten teachers was drawn from the population. A six month interval occurred between completion of the questionnaires and the interviews. This time lapse could explain slight deviations between the questionnaire results and the interview responses. Generally, information from the interviews closely parallels data provided in the questionnaires. This finding may lend additional creditability to the questionnaires usefulness in eliciting data. In the only major discrepancy between interview responses and questionnaire results, the interviews provided a different assessment of the reasons for leaving teaching than did the population. Because fixed alternative questions limited the choices of responses or the respondents did not care to answer the "other" portion of the question, the interviews provided the opportunity for the interviewees to incorporate their ideas into their responses. If this research had been conducted solely with an enlarged sample of the population, it is the opinion of the researcher that these data would have remained essentially the same except for the exceptions already noted.

To facilitate the study, eleven research questions were analyzed from information provided from the questionnaires. In the discussion of the research data, information from both questionnaires and interviews was reported. These data were summarized and interpreted in the context of the eleven research questions that guided the study.

Summary of Findings

Research Question One

Career diversity seems to be the rule among the former educators. Sales work, office work, farming and ranching, and work in educationally related fields employed the majority of the population. Contrary to Hiestand's (1977) assumption that professionals were more likely to acquire new skills in their field or related fields rather than abandon their career fields, this study indicated that only 8.2% of the former teachers moved into educationally related fields.

The percentage of former teachers who identified themselves as self-employed was 44.3%. This percentage far exceeded the percent of self-employed individuals in Oklahoma. However, there is reason to question this discrepancy. The 1980 Census of the Civilian Labor Force indicated that 9.7 percent of labor was self-employed in the state (U. S. Department of Commerce, Bureau of the Census, 1983, p. 9). The definition of self-employment offered by the Bureau of the Census (1983) is stated below:

Self-employed workers are persons who work for profit or fee in their own unincorporated business, profession or trade, or who operate a farm. Included here are the owner-operators of large stores and manufacturing establishments, as well as small merchants, independent craftspersons and

professionals, farmers, peddlers, and other persons who conducts enterprises on their own. (p. xxxv)

Although the respondents may have designated themselves as self-employed, they may not be considered self-employed according to the definition of the Bureau of the Census. Thus, comparison of the study's self-employed former teachers and the Bureau of the Census' figures may not be valid.

Research Question Two

"Information provided by a friend" and "word of mouth" were the most popular methods of obtaining a job. Responses obtained from the interviews indicated a lack of research by the respondents concerning possible career options. Roe and Baruch (1967) found that lack of knowledge of career options and the lack of self-evaluation in terms of matching what the subjects had to offer to the requirements of job alternatives limited the freedom of choice of the career changers.

A "part-time or summer job that became full-time" was indicated as the third most prevalent method of obtaining employment. Respondents in both paid employment and self-employment indicated this option. Wisniewski and Kleine (1984) reported that "educators appear to lead all other occupational groups in holding second jobs" (p. 553). They found that in their survey sample of Oklahoma teachers, 5.5% were pursuing a secondary work interest and 5.1% were preparing to leave teaching. The percentage of former teachers (12.5%) in this study who used part-time or summer jobs as a springboard for launching their new career supported these data. More specific examples were available from the interviewees. All five of the self-employed interviewees held part-time or summer jobs that became full time jobs after they terminated their teaching position.

"Newspaper ads" and "employment agencies" proved to be the least popular avenues for obtaining employment. Bolles (1973) and Robbins (1978) posited that these methods have about a 20% success rate. This study indicated the success rate for this method of obtaining employment was much lower.

Research Question Three

Only 9.7% of the respondents received additional training after leaving education and prior to employment. One person in the survey took additional training that could be considered a long term commitment. The factors that may have impacted the decision for most career changers not to seek additional training are discussed below.

The absence of income while training for another job could be a limitation to more formal training. Even though Roberts (1973) described career changers as people attuned to taking risks, this research indicated that 73% of the respondents had been unemployed for less than a month after leaving teaching. Montana and Higginson (1978) suggested that most people do not switch jobs until they have another job lined up or some money in the bank. These data suggested that the majority of the career changers did not experience a cessation of income during the job change.

Another reason that former teachers may not have sought additional training could be the lack of knowledge or awareness of the occupational and vocational requirements needed for new careers. None of the interviewees indicated that formal career guidance had been sought.

Finally, age might have limited the desire for more formal education. As Gould (1978) pointed out, individuals in their mid-thirties to early forties exhibited concern over "time left." The accelerating awareness of the time squeeze might have precluded any interest in spending extensive time in formal

education prior to employment in a new career. Additionally, exchange theory may provide an explanation of the decision not to seek formal training. Exchanged theory attempts to explain individual perceptions of the costs and rewards attached to such choices (Homans, 1974). Because of the perceived limited time of their working life, the respondents might have opted for immediate career gratification.

Research Question Four

The majority of teachers agreed that their public school experience, in particular working with all types of people, proved helpful in their new career. The interviewees elaborated upon this response by indicating that their contract with different socio-economic groups of parents and children enlarged their scope of understanding of various people. Their preception can be challenged in as much as the referent community of school teachers is usually limited to people associated with the schools. Other groups such as senior citizens, people without children and the diverse population living outside of the immediate school environment are not included.

Research Question Five

In comparing job satisfaction in the new job with job satisfaction in teaching, seven variables were examined: salary, opportunity for advancement, stimulating colleagues, decision making opportunities, feeling of self-esteem, pressures on the job and satisfaction of completing tasks. Six ranked much higher in the current job category than in the teaching category. Using Student's t test, salary, opportunity for advancement and decision making opportunities were variables that provided a significant difference between the two categories. A vertical career path, often associated with high job satisfaction, incorporated these factors.

Statistical Analysis System (SAS) data indicated that self-esteem is the one variable that exhibited the highest correlation with the other variables. (Lortie, 1979) claimed that self-esteem was jeopardized in teaching because of the lack of staging in the profession. One component of teacher burnout was the lack of self-esteem. According to Scrivens (1979), teachers who have served for more than a decade were the most prone to burnout. Information from the survey population, all of whom were at least ten-year veterans in the classroom, indicated that a feeling of self-esteem was linked closely to the vertical career pattern found in their current jobs. Decision making opportunities and opportunity for advancement also have a close relationship to the feeling of self-esteem.

Analysis of the data determined the correlation between seven variables and job satisfaction. "Feeling of self-esteem" and "satisfaction of completing tasks" were moderately correlated with job satisfaction. Although inadequate income was designated as the major reason for leaving teaching and salary satisfaction in the current job also rated high, the correlation of salary and job satisfaction was low. This information reinforced the position of Hall and Kran (1981) in their view of the importance of the subjective career as related to a person's perception of his/her own career pattern. They suggested that subjective growth was necessary or the factors surrounding mid-career stress were likely to occur. The objective career pattern which equated salaries with success was perceived as being the basis for job satisfaction. Data derived for this study revealed that more subjective feelings such as esteem and aspirations played a dominant role in career satisfaction.

Research Question Six

A high degree of current job satisfaction was reported by the respondents. When former teachers were asked to describe aspects of their current position that they found more attractive than teaching, they indicated more money, less pressure and more flexibility. The reasearch of Farber and Miller (1981) and McGuire's (1979) analysis of teacher burnout supported the questionnaire results. Their studies indicated that lack of money, rigidity of schedule and stressful classroom situations were among the many factors causing dissatisfaction with teaching and attrition from teaching.

Research Question Seven

The data indicated that a majority of former teachers in this study would not wish to reenter teaching. A chi-square test determined that two variables, current job satisfaction and the desire to return to teaching, were independent of one another. One conclusion which can be drawn is that those people not wishing to return to teaching were not necessarily influenced by their like or dislike of their current job. The forces that pushed teachers out of education and into a new career field may have proven a deterrent to reentry. Corrigan's (1981) supposition that teachers might have difficulty making adjustments in careers outside of education was not substantiated by the results of the questionnaires or the interviews.

Research Question Eight

Employed former teachers listed inadequate salaries, lack of administrative support and discipline problems as their major reasons for leaving teaching. These results agreed with the information provided by Farber and Miller (1981) and McGuire (1979) that low salaries, lack of administrative support and discipline problems were some reasons for burnout. To the career

teacher, front-loaded salaries which were relatively high in the beginning but did not grow appreciably the longer the teacher stayed in teaching created a pull from teaching (Lortie, 1975). The research of Saunders and Watkins (1980) confirmed that financial concerns and discipline problems formed the major areas of stress.

The information acquired from the interviewees suggested possible root causes for leaving teaching. In the interviews, monotony, frustration with the system, stress and the desire to change "before it was too late" were emphasized as causes for leaving teaching. The questionnaires did not list these items as possible choices. Holland and Gottfredson (1981) stressed that people who were not in an environment congruent with their personal characteristics were expected to be uninvolved and dissatisfied. Job alienation could result from mid-life transitional factors or from external and internal job related factors. The static career of the school teacher, as Lortie pointed out, can provide this monotonous and stressful situation. Literature concerning mid-life transition abounds with the sense of urgency in mid-life. Gould (1978) suggested that the concern over "time-left" motivated the individual to action. The actions and attitudes of the interview sample supported research in adult development concerning the accelerated need in the mid-to-late thirties to begin another career.

Research Question Nine

The majority of former teachers who are currently employed indicated that neither their marital status nor personal factors caused them to leave teaching. Colarusso and Nemiroff (1981) claimed that marriage could be a casualty of mid-life transition. However, those people who indicated that marital reasons caused them to leave teaching did not indicate a dissatisfaction with their marriage or a need to evaluate their commitment to marriage.

Fifty-four percent of the unemployed former teachers (see Appendix F) indicated that marital status did not influence their decision to leave teaching. Forty-six percent, sixteen women and two men, suggested that career considerations were secondary to marital considerations in their decision to leave. The number of currently unemployed female former teachers indicating marital reasons for leaving lent credence to Lazarus and Tobins's (1981) thesis that women did not think of a job in the context of a lifelong career.

Burnout was the factor heading the list of personal reasons that former teachers, both currently employed and unemployed, and the interview sample gave for leaving teaching. McGuire (1979) contended that the symptoms of burnout permeate the profession.

Research Question Ten

Males comprise 62% of the employed population in this study. These data contrasted with the teaching population where, according to Lazarus and Tobin (1981), women accounted for 72% of the profession except at the college level. The high proportion of males supported Mueller's (1976) contention that men were more apt to leave teaching than women. Homens' (1974) exchange theory might explain the low proportion of women leaving the profession. For women who enter and remain in teaching, the costs involved may be taken into account by evaluating the rewards of working with children, having summers off, and the ease of returning to teaching.

The concentration of teachers leaving the profession in their thirties in this research supported the theory of Gould (1975) who stated that as the mid-thirties approached individuals questioned if life held more for them than they were currently experiencing. D. Levinson, Darrow, Klein, M. Levinson and McKee (1976) posited that people in their late thirties reevaluated their life

structure and made choices that provided the basis for a new life structure. A theme expressed by most of the interviewees was the concern over "time left." The sense of urgency was a compelling reason for change (Gould, 1972, 1975, 1978).

For the employed man or woman, marital status did not seem to be a significant factor in the decision to leave teaching. Marital status played a significant part in the decision to leave teaching by women who were unemployed (see Appendix F). The heavy concentration of married females over 48 years old indicated that domestic considerations took precedence over the need for a career. These data support the contentions of Walker, Tausky and Oliver (1982) that men were socialized to seek outlets for their intelligence and self-esteem through work while the work role was less important to women.

Research Question Eleven

When salary differentials between teaching and the new career field were compared the data showed that 73% of the population increased their income when they moved from teaching to their current job. According to Lortie (1979), the earning potential of career teachers was hampered by "front-loading" of salaries. The institutionalization of this type of salary structure in the profession was one component of burnout and, hence, generates dissatisfaction which could lead to attrition. Significantly, these data did not support the assumption that a relationship existed between high salary and high current job satisfaction.

Discussion

Adult development theory provides the conceptual framework for the study of mid-career changes among persons assumed to be career teachers. This research has indicated that the major exodus of career teachers to other

jobs occurred from thirty to forty years of age, the period when adult development theorists claimed a transition occurs. Career reevaluation and perhaps a desire for change played a dominant role in the process of transition. The ten interviews allowed more latitude for the discussion of the transitional process than did the questionnaires completed by the population. All ten interviewees acknowledged that they had contemplated change for some time before they actually left teaching. For some, a specification action took place to hasten their determination to leave; for others an accumulation of problems forced them to make a final decision. In their discussion of the forces that pushed them out of teaching instead of merely reaffirming the results from the questionnaire, the interviewees indicated concern over stress, monotony, frustration with the system and the desire to change while they were young enough to begin another career. Evidence that the interviewees engaged in a reassessment of their life structure, part of mid-life transition, was apparent from the actions they took to ameliorate their situation. This study of mid-career changes for teachers suggests additional questions for further investigation. Continued investigation in adult development theory and teacher attrition, as well as new studies in mid-career change are needed given the expansion of options available for the middle-aged adult.

An examination of the objective and subjective career patterns may give a possible explanation of the attrition from teaching of the survey population. In most occupations, the objective career patterns follow a vertical path where individuals move along a course through recognized stages with a beginning and an end. Characteristic of the teaching profession is the horizontal career path with minimum salary increases and little or no change in the classroom situation from the day of entry to the time of retirement. This research

showed that a significant difference existed between teaching and current job satisfaction in three areas: salary, opportunity for advancement and decision making opportunities. These factors were responsible for job satisfaction in the current job. Teaching tends to ignore the elements essential to high job satisfaction, hence some attrition is to be anticipated as jobs outside of education become available.

In conjunction with the objective pattern is one more subjective. The subjective career concept included particular experiences such as satisfaction, self-conception and aspirations that a person has had in his career (Stebbins, 1970). Analysis of the degree of relationship among seven variables and among these variables and job satisfaction concluded that feelings of self-esteem showed a consistently higher correlation with the other variables and with job satisfaction than any other variable. The low correlation of salary with current job satisfaction indicated that salary did not account for the high current job satisfaction of the participants in this study. These data strongly suggested that a feeling of self-esteem, part of the subjective pattern in career development, is the one essential ingredient necessary for job satisfaction. Additional research into subjective career patterns is needed. An investigation of self-conceptions and aspirations of teachers could create a further understanding of the forces that pull teachers away from their profession.

Higher salaries, greater opportunities for advancement and more decision making opportunities were aspects of the current job that the majority of the respondents concluded were better than teaching. Closely correlated with opportunity for advancement and decision making opportunities was a feeling of self-esteem. Concerns in education circles regarding the retention of career teachers can not be met unless opportunities for advancement and decision

making are provided on a large scale in school systems. Such a change will require major changes in school organization and staffing. Attempts to implement change through the use of merit pay and career ladder plans have been initiated by some states. The intent of these plans is to provide the teachers with a financial incentive to excel in their profession. These plans are essentially untested at this writing. Some groups argue that such plans are politically motivated and do not address the basic question of creating more autonomy for teachers within the educational process. A drastic restructuring of public school education appears to be the only method of achieving the combined goals of higher salary and more teacher autonomy. A related question is the potential role of colleges of education in helping to create such a shift.

Indicating inadequate salaries, lack of administrative support and discipline problems as the primary reasons for leaving teaching, the respondents generally found jobs within a month of terminating public school employment. Few took additional training prior to working at their new positions. Approximately 44% indicated that they were self-employed, a much greater proportion in this survey than the percentage of self-employed in Oklahoma. Most of the individuals have remained in the same career field since leaving teaching. Respondents rated job satisfaction high. Most of the participants have made the decision not to return to teaching.

Although each questionnaire respondent was unique in his or her circumstances, generalizations can be drawn concerning the typical mid-career changer in this study. Taking into account both males and females, the typical career changer was in his or her thirties, an acknowledged period of transition in the adult life cycle. Married men comprised the greater portion of the

population. Given the high percentage of women in teaching, the attrition from teaching was much less for women than for men. The teaching profession appears to be attractive for women because of its compatibility with marriage and family responsibilities. However, little investigation has been conducted into female career development. Additional research to determine if male and female career patterns are comparable would help to determine the forces that keep one gender in a profession while driving out the other.

Another question for additional study has to do with the possible assumption that the teachers studied were relatively successful in their teaching careers. This was not an assumption undergirding this study. Nonetheless such an assumption can be posited because of the fact that these teachers were in teaching for a minimum of ten years. One procedure to establish the relative success of these teachers, beyond their self-reported perceptions, would be to gather data from peers and administrators with whom these individuals had worked. Such a procedure was beyond the scope of this study.

The population of this study consisted of determined career changers as evidenced by the fact that, although vested in retirement, the teachers withdrew funds from the Oklahoma Teacher Retirement System. The high job satisfaction rate could be influenced by the decision of these individuals to disassociate themselves with all aspects of the teaching profession and to achieve success in their new career field. A study of all teachers who left the profession for non-educational careers, regardless of years of experience, could provide a more complete assessment of this phenomenon.

A major objective of the study was to determine if former career teachers can make a successful transition to a career outside of public

education. Evidence has been presented throughout this study to indicate that the career change has been successful. The population in this study are part of a growing number of adults who are seeking second or even third careers in their lifetime. However, a disturbing element, brought out by the survey of the literature, concerns the number of teachers expressing dissatisfaction with their teaching role who remain in the classroom. Evidence has suggested that dissatisfied teachers remain in the classroom because of the risk-taking involved in changing careers. This study strongly suggested that teachers who decided to leave have a strong probability of making a successful job change. To enhance the limited information concerning adjustment to a new career, a longitudinal study of a selected group of teachers beginning at termination of the teaching career and continuing through the job hunting process and job adjustment is recommended.

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APPENDIX A

October 24, 1983

Dear Colleague:

During my past ten years as a classroom teacher, I have noticed that more and more career educators are leaving the teaching profession. This exodus so intrigued me that I chose as the topic for my dissertation, "Mid-Career Changes for Teachers."

In two weeks you will receive a questionnaire that was developed as part of my Doctoral Dissertation in Adult Education at the University of Oklahoma. The questionnaire will be mailed to all former teachers who taught ten years or more in Oklahoma and who left the profession in 1978-79 or 1979-80.

The purpose of the study is to investigate your transition from education to a non-education field. Thus far, little data is available about the process of mid-career change. Your experiences may provide the information that a career teacher or another professional needs to have in order to make a second career choice.

Your cooperation in this study will render a valuable service in helping to build a body of knowledge about career-change. The names of all participants will be held in confidence. Only group analyses will appear in the completed research.

Sincerely,

Barbara Schindler
2000 Morgan Drive
Norman, OK 73069

Home Phone: (405) 321-1354
School Phone: (405) 321-5411

APPENDIX B

November 7, 1983

Dear Respondent:

Two weeks ago I wrote to you about the research that I am engaged in for my Doctoral Dissertation in Adult Education. The purpose of the project is to investigate mid-career changes for former career teachers.

Enclosed you will find two questionnaires. The green-coded questionnaire, "Employment Survey of Former Career Teachers," is directed toward the person who is currently employed. The gold-coded questionnaire, "Survey of Former Career Teachers," is to be filled out by those people who have not been employed after leaving teaching or who are not currently employed. Please discard the questionnaire that will not be used. A stamped, self-addressed envelope is enclosed for your convenience.

Thank you for taking your time to complete the questionnaire. As I stated in the first letter, your participation will help build a body of knowledge in this area. The names of the participants will be held in confidence. Only group analyses will appear in the published data.

Sincerely,

Barbara Schindler

APPENDIX C

Employment Survey of Former Career Teachers
Please answer the following questionnaire if you are currently employed.

Are you currently teaching in a public or a private elementary school? Circle One:

Yes No

If your answer is "Yes," please do not continue.

Place this questionnaire in the enclosed self-addressed envelope. Thank you for your participation in this survey.

Employment

1. What kind of work are you doing now? _____

What is your job title? _____

2. Are you self-employed? Circle One: Yes No

3. How long have you been working at your current position? Circle One:

Less Than One Year One Year Two Years

Three Years Four Years Five Years or More

4. How many different full-time jobs have you held since leaving teaching? Circle One:

One Two Three Four Five

5. After leaving teaching, how long were you unemployed before taking another job? Circle One:

Less Than a Month One to Six Months

Six to Twelve Months Over a Year

6. How did you find out about your current position? Circle One:

Word-of-mouth Newspaper Ad

Employment Agency

Information Provided by a Friend

Part-time or Summer Job that Became Full-Time

Other: _____

Preparation

7. Do you feel that your previous experience in the public schools was helpful to you in your new career field? Circle One:

Yes No Unsure

If your answer is "Yes," describe the aspect of your public school career that you found most helpful in your current field. _____

8. Do you feel that your formal training in education was helpful to you in your new career fields? Circle One:

Yes No Unsure

If you answer is "Yes," describe the aspect of your formal training in education that you found most helpful in your current field. _____

9. After leaving teaching, did you take any formal training prior to employment? Circle One:

Yes No

If your answer is "Yes," please describe this training. _____

10. Did you take any additional training after entering your new career field? Circle One:

Yes No

If your answer is "Yes," please describe this training. _____

Current Job Satisfaction

11. How would you rate your satisfaction with your current job? Circle One:

High Moderately High Adequate

Moderately Low Low

12. How would you compare job satisfaction factors in teaching with job satisfaction in your new career?

Check one in each teaching category and one in each current job category.

TEACHING			CURRENT JOB		
High	Medium	Low	High	Medium	Low
_____	_____	_____	_____	_____	_____
Salary					
_____	_____	_____	_____	_____	_____
Opportunity for Advancement					
_____	_____	_____	_____	_____	_____
Stimulating Colleagues					
_____	_____	_____	_____	_____	_____
Decision Making Opportunities					
_____	_____	_____	_____	_____	_____
Feeling of Self-Esteem					
_____	_____	_____	_____	_____	_____
Pressures on the Job					
_____	_____	_____	_____	_____	_____
Satisfaction of Completing Tasks					
_____	_____	_____	_____	_____	_____

14. Describe aspects of teaching that you found more attractive than your current position. _____

15. If given the opportunity, would you return to public school teaching? Circle One:

Yes No Unsure

Reasons for Leaving Teaching

16. What positions did you hold when you left teaching? Circle One:

Classroom Teacher Administrator

Other: Please specify: _____

17. Listed below are some reasons why teachers leave teaching. Rank order your three most compelling reasons. (No. 1 will be the most compelling reason.)

____ Discipline Problems

____ Student Apathy

____ Overcrowded Classrooms

____ Involuntary Transfers

____ Excessive Paperwork

____ Public Criticism of Teachers

____ Excessive Testing

____ Inadequate Salaries

____ Demanding or Unsupportive Parents

____ Lack of Administrative Support

____ Other: Please Specify: _____

19. Marital Status at the time of leaving teaching:

Circle One:

Married Single Widowed Divorced

Separated

20. Did your marital status influence your decision to leave teaching? Circle One:

Yes No

If "Yes," please comment: _____

21. Were there other personal factors that caused you to leave teaching? Circle One:

Yes No

If "Yes," please comment: _____

22. Current Annual Salary: Check One:

____ Below \$15,000

____ \$15,001 to \$20,000

____ \$20,001 to \$25,000

____ \$25,001 to \$30,000

____ \$30,001 to \$35,000

____ \$35,001 to \$40,000

____ over \$40,000

23. Approximate contract salary when teaching career ended: \$ _____

Please enclose this questionnaire in the enclosed stamped, self-addressed envelope.

Thank you for your participation in this survey.

APPENDIX D

Survey of Former Career Teachers

Please answer the following questionnaire if you are not employed at this time.

Reasons for Leaving Teaching

1. What position did you hold when you left teaching?
Circle One:

Classroom Teacher Administrator

Other: Please Specify: _____

2. Listed below are some reasons that teachers leave teaching. Rank order your three most compelling reasons. (No. 1 would be the most compelling).

_____ Discipline Problems

_____ Student Apathy

_____ Overcrowded Classrooms

_____ Involuntary Transfers

_____ Excessive Paperwork

_____ Public Criticism of Teachers

_____ Excessive Testing

_____ Inadequate Salaries

_____ Demanding or Unsupportive Parents

_____ Lack of Administrative Support

_____ Other: Please Specify: _____

Personal Information

3. Gender: Circle One: Male Female

4. Marital Status at the time of leaving teaching:
Circle One:

Married Single Widowed Divorced

Separated

5. Did your marital status influence your decision to leave teaching? Circle One:

Yes No

If "Yes," please comment: _____

6. Were there other personal factors that caused you to leave teaching? Circle One:

Yes No

If "Yes," please comment: _____

7. Current annual income: (Your income only, not the total family income)

_____ Below \$5,000

_____ \$ 5,001 to \$10,000

_____ \$10,001 to \$15,000

_____ \$15,001 to \$20,000

_____ \$20,001 to \$25,000

_____ Over \$25,000

8. Approximate contract salary when teaching career ended. \$ _____

9. If given the opportunity, would you return to public school teaching? Circle One:

Yes No Unsure

Employment History

10. Have you been employed since leaving teaching?
Circle One:

Yes No

If your answer is "No," please do not continue. Place this questionnaire in the self-enclosed envelope. Thank you for your participation in this survey.

11. How long did you work at your former position?
Circle One:

Less Than One Year One Year Two Years

Three Years Five Years or More

12. How many different full-time jobs have you held since leaving teaching? Circle One:

One Two Three Four Five

13. After leaving teaching, how long were you unemployed before taking another job? Circle One:

Walked Right Into Another Job

Less Than a Month One to Six Months

Six to Twelve Months Over a Year

14. Did you feel that your previous experience in the public schools was helpful to you in your former job? Circle One:

Yes No Unsure

If your answer is "Yes," describe the aspect of your public school career that you found most helpful in your former field. _____

15. Did you feel that your formal training in education was helpful to you in your former job? Circle One:

Yes No Unsure

If your answer is "Yes," please describe the aspect of your formal training in education that you found most helpful in your former job. _____

16. After leaving teaching did you take any formal training prior to employment. Circle One:

If your answer is "Yes," please describe this training. _____

17. Did you take additional training after entering your former job?

Yes No

If your answer is "Yes," please describe this training. _____

Job Survey

18. What are the reason or reasons you left your last position? _____

19. How would you rate your satisfaction with your last job? Circle One:

High Moderately High

Adequate Moderately Low Low

20. How would you compare job satisfaction factors in teaching with job satisfaction in your former job: Check one in each teaching category and one in each former job category.

TEACHING			FORMER JOB		
High	Medium	Low	High	Medium	Low
_____	_____	_____	_____	_____	_____
Salary					

Opportunity for Advancement					

Stimulating Colleagues					

Decision Making Opportunities					

Feeling of Self-Esteem					

Pressures on the Job					

Satisfaction of Completing Tasks					

21. Describe aspects of your former job that you found more attractive than teaching. _____

22. Describe the aspects of teaching that you found more attractive than your former job. _____

Please enclose this questionnaire in the enclosed stamped, self-addressed envelope.

Thank you for your participation in this survey.

APPENDIX E

APPENDIX E

SALARY COMPARISON

N 95

Contract Salary Last Year of Teaching	Adjustment	Estimated Adjusted Salary	Current Income Range
\$ 6,800	\$7,270	\$14,070	\$15,001-\$20,000
\$ 7,000	\$6,525	\$13,525	No Current Salary Given
\$ 8,500	\$7,270	\$15,770	Below \$15,000
\$ 9,600	\$7,270	\$16,870	Over \$40,000
\$10,000	\$6,525	\$16,525	Below \$15,000
\$10,000	\$6,525	\$16,525	\$30,001-\$35,000
\$10,000	\$7,270	\$17,270	Below \$15,000
\$10,000	\$7,270	\$17,270	Below \$15,000
\$10,500	\$6,525	\$17,025	Below \$15,000
\$11,000	\$6,525	\$17,525	\$20,001-\$25,000
\$11,000	\$6,525	\$17,525	\$15,001-\$20,000
\$11,000	\$7,270	\$18,270	\$35,001-\$40,000
\$11,000	\$6,525	\$17,525	Over \$40,000
\$11,000	\$7,270	\$18,270	\$15,001-\$20,000
\$11,200	\$6,525	\$17,725	\$25,001-\$30,000
\$11,500	\$6,525	\$18,025	Over \$40,000
\$11,800	\$6,525	\$18,325	\$25,001-\$30,000
\$12,000	\$6,525	\$18,525	\$20,001-\$25,000
\$12,000	\$6,525	\$18,525	\$15,001-\$20,000
\$12,000	\$7,270	\$19,270	Over \$40,000

(Table Continued)

Salary Comparison (con't.)

Contract Salary Last Year of Teaching	Adjustment	Estimated Adjusted Salary	Current Income Range
\$12,000	\$6,525	\$18,525	Over \$40,000
\$12,000	\$6,525	\$18,525	\$25,001-\$30,000
\$12,000	\$7,270	\$19,270	\$30,001-\$35,000
\$12,000	\$7,270	\$19,270	\$35,001-\$40,000
\$12,000	\$7,270	\$19,270	\$20,001-\$25,000
\$12,000	\$7,270	\$19,270	\$15,001-\$20,000
\$12,000	\$7,270	\$19,270	Below \$15,000
\$12,000	\$7,270	\$19,270	\$25,001-\$30,000
\$12,000	\$7,270	\$19,270	Below \$15,000
\$12,000	\$6,525	\$18,525	Over \$40,000
\$12,000	\$6,525	\$18,525	Over \$40,000
\$12,000	\$6,525	\$18,525	\$20,001-\$25,000
\$12,000	\$7,270	\$19,270	Below \$15,000
\$12,000	\$6,525	\$18,525	Over \$40,000
\$12,050	\$6,525	\$18,525	\$20,001-\$25,000
\$12,400	\$6,525	\$18,925	Over \$40,000
\$12,500	\$6,525	\$19,025	\$35,001-\$40,000
\$12,500	\$7,270	\$19,770	Over \$40,000
\$12,500	\$7,270	\$19,770	\$20,001-\$25,000
\$12,800	\$6,525	\$19,325	\$20,001-\$25,000
\$13,000	\$7,270	\$20,270	\$20,001-\$25,000
\$13,000	\$7,270	\$20,270	\$25,001-\$30,000
\$13,000	\$6,525	\$19,525	Over \$40,000

(Table Continued)

Salary Comparison (con't.)

Contract Salary Last Year of Teaching	Adjustment	Estimated Adjusted Salary	Current Income Range
\$13,000	\$6,525	\$19,525	\$20,001-\$25,000
\$13,000	\$6,525	\$19,525	Over \$40,000
\$13,000	\$6,525	\$19,525	Over \$40,000
\$13,000	\$6,525	\$19,525	\$30,001-\$35,000
\$13,000	\$6,525	\$19,525	\$25,001-\$30,000
\$13,000	\$6,525	\$19,525	\$25,001-\$30,000
\$13,500	\$7,270	\$20,770	Over \$40,000
\$13,500	\$6,525	\$20,025	\$30,001-\$35,000
\$14,000	\$6,525	\$20,525	\$30,001-\$35,000
\$14,000	\$7,270	\$21,270	\$35,001-\$40,000
\$14,000	\$7,270	\$21,270	Below \$15,000
\$14,000	\$7,270	\$21,270	Below \$15,000
\$14,000	\$7,270	\$21,270	Below \$15,000
\$14,000	\$6,525	\$20,525	\$15,001-\$20,000
\$14,000	\$6,525	\$20,525	\$20,001-\$25,000
\$14,500	\$6,525	\$21,025	\$30,001-\$35,000
\$14,500	\$6,525	\$21,025	Over \$40,000
\$14,500	\$7,270	\$21,770	Over \$40,000
\$14,500	\$6,525	\$21,025	\$30,001-\$35,000
\$14,600	\$6,525	\$21,125	\$35,001-\$40,000
\$14,800	\$7,270	\$22,070	Over \$40,000
\$15,000	\$7,270	\$22,270	Over \$40,000
\$15,000	\$6,525	\$21,525	\$25,001-\$30,000

(Table Continued)

Salary Comparison (con't.)

Contract Salary Last Year of Teaching	Adjustment	Estimated Adjusted Salary	Current Income Range
\$15,000	\$6,525	\$21,525	\$25,001-\$30,000
\$15,300	\$6,525	\$21,825	Over \$40,000
\$15,500	\$6,525	\$22,025	\$30,001-\$35,000
\$15,850	\$6,525	\$22,375	\$25,001-\$30,000
\$16,000	\$6,525	\$22,525	\$25,001-\$30,000
\$16,000	\$7,270	\$23,270	No Figure Given
\$16,000	\$7,270	\$23,270	Over \$40,000
\$16,000	\$6,525	\$22,525	\$35,001-\$40,000
\$16,000	\$7,270	\$23,270	\$15,001-\$20,000
\$16,500	\$6,525	\$23,025	\$30,001-\$35,000
\$16,500	\$7,270	\$23,270	\$20,001-\$25,000
\$16,500	\$7,270	\$23,770	Over \$40,000
\$17,000	\$6,525	\$23,525	\$35,001-\$40,000
\$17,000	\$7,270	\$24,270	\$25,001-\$30,000
\$18,000	\$6,525	\$24,525	Below \$15,000
\$18,000	\$7,270	\$25,270	\$30,001-\$35,000
\$18,000	\$7,270	\$25,270	\$20,001-\$25,000
\$18,000	\$6,525	\$24,525	\$25,001-\$30,000
\$18,000	\$7,270	\$25,270	Over \$40,000
\$18,000	\$7,270	\$25,270	\$35,001-\$40,000
\$18,000	\$6,525	\$24,525	Over \$40,000
\$19,000	\$7,270	\$26,270	Over \$40,000
\$20,000	\$7,270	@27,270	Below \$15,000

(Table Continued)

Salary Comparison (con't.)

Contract Salary Last Year of Teaching	Adjustment	Estimated Adjusted Salary	Current Income Range
\$20,000	\$6,525	\$26,525	\$25,001-\$30,000
\$20,000	\$6,525	\$26,525	Below \$15,000
\$20,000	\$6,525	\$26,525	\$35,001-\$40,000
\$22,400	\$6,525	\$28,925	\$30,001-\$35,000
\$24,000	\$7,270	\$31,270	\$30,001-\$35,000
\$25,000	\$7,270	\$32,270	Over \$40,000

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19	
19	11,82.
197	12,01
198	13,107
198	15,181
1982	16,210
1983	18,241 (est)
	16,490 (st)

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OK 73154

AVERAGE TEACHERS SALARY

<u>YEAR</u>	<u>INSTRUCTIONAL STAFF</u>	<u>CLASSROOM TEACHERS</u>
1977 - 1978	11,830	11,520
1978 - 1979	12,575	12,235
1979 - 1980	13,500	13,107
1980 - 1981	15,662	15,182
1981 - 1982	16,770	16,210
1982 - 1983	18,870 (est)	18,240 (est)
1983 - 1984	19,100 (est)	18,490 (est)

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APPENDIX F

Results of "Survey of Former Career Teachers"

Two questionnaires were used to gather the information for the research questions. The results of the questionnaire, "Employment Survey of Former Career Teachers," which was completed by currently employed former teachers was reported in the body of this study. The questionnaire, "Survey of Former Career Teachers" was completed by 38 teachers who were not currently employed. Because these data were not directly related to the study which investigated the adaptation of former career teachers to career in non-educational fields, the results are reported in this section.

Questions from "Survey of Former Career Teachers" (see Appendix D) which relate directly to research questions in this study are reported in the following table. Data relating to research questions seven, eight, nine, and ten were reported below.

Research question seven reported the percentage of unemployed former teachers who wish to reenter teaching after making a career change. The study indicated that 19% would like to return to teaching, 54% would not like to return and 27% are unsure if they would like to return.

The results of research question eight indicated that approximately 34% of the unemployed teachers left teaching for non-job related reasons centering upon domestic duties. The major job related reasons for leaving teaching are ranked in the following frequency order: inadequate salaries, discipline problems, demanding or unsupportive parents and lack of administrative support.

Table

Alignment of Research Question to Questionnaire

Research Question	Questionnaire Item No.
7. What is the percentage of former teachers who wish to reenter teaching after making a career change?	9
8. What job related factors influenced the decision to leave teaching?	2
9. What personal variables influenced the decision to leave teaching?	5, 6
10. What demographic variables appear to characterize persons leaving the teaching profession for non-teaching positions, i.e., age, gender, and marital status?	3, 4

Research question nine reported the personal variables that influenced the decision to leave teaching. Their marital status influenced 47% of the unemployed teachers to leave; 53% reported that it had no effect. The group where marital status did influence their decision indicated that more time needed to be devoted to domestic concerns. Other personal factors influenced the decision of 53% of the former teachers to leave. Burnout, personal problems with the administration, poor health, and child care were the most frequently cited reasons.

Research question ten identified the demographic variables characterizing persons leaving the teaching profession. The study indicated that this group of unemployed teachers consists of 76% married and female; 3% divorced and female; 18% married and male and 3% single and male. Age distribution of former teachers was divided in a consistently even pattern in all ranges with the largest concentration (34%) in the age group 48 and over.

Information provided from the questionnaire answered by those teachers who were not currently employed contrasted with data from former teachers who were currently employed. The percentage of currently unemployed former teachers who wished to reenter teaching is 19%, while 8.4% of the employed former teachers wished to reenter teaching. Non job-related reasons centering upon domestic considerations led the reasons for leaving teaching given by married women who formed the majority of the unemployed former teachers. In contrast, inadequate salaries and other job-related factors caused employed former teachers, the majority of whom were married men, to leave teaching.