

# Career-Switchers in Career and Teaching Education School System: What drives them to remain in Teaching?

<sup>1</sup>Muhd Khaizer Omar, <sup>2</sup>Mary Jo Self and <sup>3</sup>Ki Lynn Matlock Cole

<sup>1</sup>Faculty of Educational Studies, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor, Malaysia

<sup>2,3</sup>Oklahoma State University, USA

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## Abstract

Teacher attrition embarks seriousness in the teaching arena, whereby research reported a number of teachers leaving their profession in their early years of their profession. Often, this number does not represent CTE teachers' scarcity in depicting teachers' dropout. This realm contributes to a deeper understanding and reasons for us to carry out research pertaining to CTE teachers. The nature of the study was coming from a mixed-methods design, however, this article mainly presents findings from the qualitative section. Five hundred and eighty-one CTE teachers responded to the online survey and out of this number, only 272 were identified as career-switchers. Based upon constant comparative methods, there are three themes emerged from the study. The themes are passionate in making a difference of students, teaching as a compassionate job, and teaching as a chosen occupation. Implications of the results and future direction presented in this article contribute to a deeper understanding in cultivating the spirit and values behind the teaching profession among CTE teachers. Valuing the role of CTE teachers in the CTE educational system will ensure the continuity of supply of semi-skilled employee from the industry. For this reason, understanding their reasons of staying as teachers will assist them not only to survive in teaching, but also enjoying the profession altogether.

**Keywords:** Job Satisfaction, Retention, Career-Switcher, Career and Technical Education

## Introduction

Teachers have become a central role in academia. Teaching the generation for the landscape that shapes the future. However, pure values of teaching responsibility have been questioned due to existing issues of teachers leaving the teaching profession. In the United States, studies have reported that over half a million of teachers decided to give up teaching, and from this number, only 16 percent of the teachers were retiring (Boyd et. al., 2011). They also reported that 84 percent of the teachers are either transfer to a different school or left the school without a specific reason. The numbers of teachers leaving the teaching profession show a significant impact on the school climate and the development of students' teaching and learning procedures which hugely undertaking by the teachers' role.

Retaining teachers at school is an integral action to ensure a positive learning environment. However, to retain qualified and experienced teachers is a struggle in the field of education (Billingsley, 2004; Gomba, 2015; Ingersoll, 2001; Perrachione, Rosser, & Petersen, 2008). Quality teachers ensure the quality of education is served. Without quality and experienced teachers, schools may suffer from myriad problems that include a decline in students' academic performance and increment in students' discipline issues.

The topic of teacher attrition and retention are one of the most popular research in social science. Previous research reported myriad reasons contributed to teachers' leaving the teaching profession. The perception of teaching profession as a temporary profession, frustrations associated with trying to motivate apathetic students, disruptive student behavior, poor leadership and administration within schools, views of teaching opportunity for advancement, excessive workloads, high-stakes testing, long working hours, politics of schooling, time demanding, low salaries, few benefits, and little were found to be the practical reasons (Billingsley, 2004; Boe, Cook, & Sunderland, 2008; Brill & McCartney, 2008; Gomba, 2015; Kearney, 2008; Perrachione, Rosser, & Petersen, 2008; Reynolds & Wang, 2005) were reasons portraying teachers frustration and anxiety with the teaching profession.

This article presents reasons for career-switchers to remain in the profession and what drives them to enjoy the teaching environment. Efforts were made to understand career-switchers perception on teaching and factors that encourage them to speak up their salient points on conditions that they have experienced from school through an open-ended qualitative feedback. Understanding career-switchers' reasons to remain in teaching profession will embark consciousness on the importance of retaining them in teaching as well as assisting them to make the transition from industry-based worker to teachers.

### **Teacher Attrition**

Teachers' profession has been valued as noble professions among communities. However, this profession has been tested with a number of teachers leaving the teaching profession. Leaving students in the middle of knowledge seeking liquidates students' interest at schools. Teacher attrition number has increased over the past few decades, especially in the US (see Boyd et al., 2011; Reese, 2010). Research has been conducted to study the reasons and effects of a teacher leaving the teaching profession on diverse factors. One of the most pertinent effects was student performance and overall school system (Brill & McCartney, 2008; Strong 2005). Noting the importance of retaining teachers in ensuring the quality of education, research on teacher retention has been carried out over the time.

The scenario of teachers leaving teaching profession was closely studied by Sass, Claeys, and Pérez (2012). Teacher attrition leaves an encumbrance situation for school and communities. They left teaching service and did not experience any particular administrative positions at school and solely responsible in teaching (Sass, Claeys, & Pérez, 2012). Proceeding the premise of reasons for teacher attrition could be varied. A research has reported that 15.5 percent of

teachers depart schools yearly with seven percent of them did not work in any sectors and professions, and most of cases reported were among teachers posted in rural areas (Goldhaber & Cowan, 2014). Most previous studies (see Billingsley, 2004; Boe, Cook, & Sunderland, 2008; Brill & McCartney, 2008; Gomba, 2015; Kearney; 2008; Perrachione, Rosser, & Petersen, 2008; Reynolds & Wang, 2005) classified numerous reasons for teachers to leave the teaching profession that includes school locations, diversity and cultural differences, and acceptance of surrounding communities to new teachers posted in the selected area.

It should be noted from the above findings that, they did not represent specifically on career-switchers and this has motivated the present study. One pertinent finding could be derived from Boyd et al. (2011). A vast sample of 3,180 was drawn in urban states in the US found attrition rates among career-switchers. They discovered that 17 percent of some experienced teachers and 20 percent of significantly experienced teachers leave the teaching service. Experience in this context referred to the industrial experienced career-switchers that they bring into the classroom. It is interesting to note that, Boyd et al. (2011) found differences, suggesting that career-switchers who undergone structured teacher licensure program produced a slight difference in regards to teachers' transfer to different schools and leaving the teaching profession entirely compared to teachers who came from different teachers licensure pathways.

CTE teachers, on the other hand, suffer the loss of teachers in the CTE school system. The critical loss of CTE teachers, especially those who are coming from industry added to the severity of the teachers' workforce. Song, Martens, McCharen, and Ausburn (2011) claimed that the loss of CTE teachers hugely impact the teaching and learning of technical-based subjects because many of them come to classroom directly from industry which makes more difficult to replace them. As a consequence, the implementation of the CTE curriculum pertaining to teacher-student ratios affects the entire CTE educational environment (Dainty, Sandford, Su, & Belcher, 2011). The demand to increase retention is credential. Research by Cochran-Smith (2004) suggested that by increasing the retention rate among teachers, the maladjusted between teacher and student ratio will be balanced as to encounter the teachers' shortage problem.

CTE schools consist of multi-disciplinary teachers and most of them are coming from the industry. CTE teachers conduct the teaching and learning procedures based on a range of industrial experiences that enhance practicalities in a real-life employment setting. Since many of the CTE teachers are career-switchers, retaining them at schools is substantial to the longevity of the CTE educational system in schools. CTE schools put a stronghold in practical knowledge which is perspicacious for technical-based students. For this reason, it is vital to understand career-switchers' perspective on the teaching profession since many of them are lacking the pedagogical context of teaching.

### **Career-Switchers: From Practitioner to Teacher**

CTE teachers have been employed in secondary schools and studies have reported that almost 118,000 teachers were placed in CTE-based subjects (Morris, 2006). Although the number of CTE teachers was many, teachers' dropouts were significantly evident. Brill and McCartney (2008) indicated that 46 percent of the teachers leave their teaching profession after five years of service and 33 percent of them decided to resign. Interestingly, the high number of hired teachers by the system does not guarantee the number of teachers remain the same. For this reason, teacher's shortage and turnover are inevitable. Losing CTE teachers in the secondary school's system added to the serious issue of teachers leaving the teaching profession.

Career-switchers who transitioned to the teaching profession embarks serious impact in their life. Retaining them at schools means a continuity in providing quality CTE learning experiences to students. Understanding their reasons to remain in school is important to galvanize retention rates among CTE teachers. Career-switchers are individuals who chose to teach as a second career after spending their time in previous occupations (Johnson & Kardos, 2002; Spinella, 2003). Stimulating teaching and learning environment becomes a huge challenge for some CTE teachers due to their novice experience in the teaching arena.

Career-switchers are exceptionally capable when it comes to job practices, of which essential for a preliminary understanding of the real employment settings. In fact, career-switchers are experienced in multi-level employment skills such as effective communication, able to do multi-task, resilient of work ethic, analytical thinking (Morton, Williams, & Brindley, 2006); elements that are required in today's job market. Bringing such experiences flourish the students to receive early exposure to the employment skills that will increase the chances to get them into employment. Employment skills which commonly defined as "workforce skills" are huge assets of career-switchers and they are priceless when it comes to knowledge and experience sharing with students during the teaching and learning procedures (Morton, Williams, & Brindley, 2006).

While some literature reported the reasons for career transitions among employees were burnout, emotional exhaustion, depression (see Dunford, Shipp, Boss, Angermeier, & Boss, 2017), lack of support, income wise, and life satisfaction (see Robertson, 2013), on the contrary, career-switchers produced different reasons. D'Ascoli and Berger (2012) conducted an extensive analysis on the literature and found six factors that motivate career transition; job satisfaction, working environment, social substance, self-efficacy, area of specializations, and on-the-job training opportunities. Based on this evidence, they conducted a study on 483 CTE teachers and found that prior occupation that include treatment and motivational factors were the reason for them to enter the teaching profession.

Teacher certification program for career-switchers, especially in the CTE program, is plenty. They are welcome to enroll either traditional educational program or alternative certification program. Some states in the US provide special programs to fulfill the requirement of the

teacher licensing program. One of the examples is the Success via Apprentice Program (SVA) organized by the state department of New York City (Wilkin & Nwoke, 2011). This program not only employs and train career-switchers to become teachers, but also structurally conducting a special program to retain CTE teachers. By utilizing specific training according to the area of specializations among career-switchers, graduates from this program will become a highly-qualified high school CTE teachers, of whom able to accumulate both pedagogical practices and industrial experiences.

Specifically, the nature of community college that provides semi-skilled worker through the CTE-based program does encourage participation among career-switchers to venture into the teaching profession. For this reason, some community colleges provide a teacher certification program for elementary, middle and high school level (Bragg, 2007). The program aspires career-switchers to enroll in the program with less than a bachelor degree, just to satisfy the requirement of teachers' certification program who can teach K through 12 students. This program promotes CTE programs as early as elementary and middle school stage, which emphasize on the school to work program.

### **Methods**

This study employed a mixed-methods design, specifically the convergent parallel design. In this design, both quantitative and qualitative data are gathered within the same instrument using a web-based data collection called Qualtrics. Career-switchers' job satisfaction and reasons for them to remain in the teaching profession are investigated through qualitative data, based on the structured questions in the Qualtrics. All qualitative data in a typed-responses were then transferred to Microsoft Excel for coding.

Two phases were involved in analyzing the qualitative data. The first phase involves a software of words collection called "Wordle". Wordle illustrates the best word to represent the majority of career-switchers' answers by highlighting the number of repeated words. The higher the number of repeated words appears in the system, the bigger the size of the particular word. The example, as shown below was the question asked to the career-switchers on the reason for them to remain in teaching.

We paid close attention to the words that emerge from the Wordle. We locate the word in the data transcription consists of sentences that involve that particular word. The sentences that appeared in the Qualtrics interface were then transferred to Microsoft Excel for thematic analysis. The pattern and structure of the sentences were closely analyzed by using color-coded strategy before developing themes that accumulate consensus among participants of the study. The applications behind the two phases were to ensure transferability, credibility, dependability, and confirmability (Lincoln & Guba, 1985) of the qualitative findings.

### **Population and Sample**

The study was conducted at 613 CTE schools in the Midwestern states of the United States of America. The division of CTE school system comprises three different school settings: comprehensive school sites with career technology component, technology center campuses, and skill centers. The population of the study involved teachers who currently teach at CTE school system. However, primarily to this study, we only employed qualitative data that came from career-switchers who are currently teaching in the CTE school system, of whom previously had no teaching experience whatsoever. They may have a certain amount of years working in the industry or any related fields based on their academic qualification before venturing the teaching profession. As a basic prerequisite for a teaching position in the Midwestern state's CTE school system, all teachers should be certified and undergone teacher licensure program from accredited teacher training institutes. This regulation was not limited to only Midwestern state teachers' certification institutes. Some of the CTE teachers obtained their license nationwide, especially those who enrolled alternative teachers' certification program.

### **Data Collection**

The state department of CTE provided the sample consisting teachers in the CTE school system. The data for CTE teachers were accessible online through the state department of CTE. A purposive sampling strategy was employed to identify the CTE teachers who are currently in the CTE school system. We utilized all CTE teachers in the CTE school system from 613 CTE educational institutions. We gathered 2,620 teachers and made an official request to them to take part in the study through our university email. Out of that figure, 581 participants (22.18 percent) responded.

Two questions were asked in identifying career-switchers. Firstly, the participants need to respond two questions in the survey based on the definition of a career-switcher; an adult who chooses teaching as a second career after spending time in another career (Johnson & Kardos, 2002; Spinella, 2003). Yes and No answer were the options. If they entered Yes, they were brought to a second question asking either they choose teaching as my first career choice or did not choose teaching as my first career choice. The data collected from these two questions would identify CTE teachers, whether or not they fell under the category of career-switcher. All career-switchers who responded to the instrument had an equal chance to participate in the study, although the number was different in each CTE institution.

The data transcription was carried out discretely in the researchers' personal office. The open-ended type feedbacks from the participants were kept on researchers' personal computer with a security password. The paper-based form and printed version of the script were kept in a locked cabinet. Each participant's feedback and identification were coded to ensure anonymity of the participant.



### **Instrumentation**

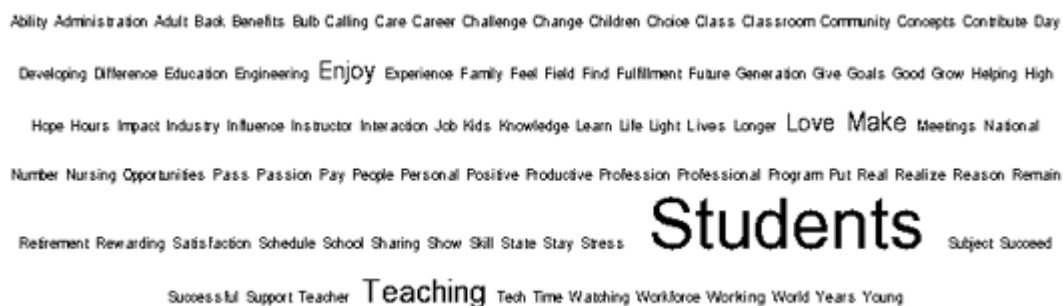
Two instruments were employed in the study. The instrumentations measured job satisfaction of two different populations. The elementary school teachers' job satisfaction was studied by Perrachione, Rosser, and Petersen (2008) at the Missouri public elementary schools. The study involved K-5 teachers and having five or more years of teaching experience. They replicated the lengthy national survey on measuring teachers' job satisfaction from School and Staffing Survey (SASS) 1993–94 and 2003–04 (U.S. Department of Education, 1993; 2003).

The second instrument was adapted from Johnsrud and Rosser (1999) who studied job satisfaction of college and university mid-level administrators. Permission was obtained before we conducted the actual study. Both instrumentations were combined into one survey form. The quantitative and qualitative sections were organized according to variables that are involved in the study: teachers' job satisfaction and retention factor. Minor wording changes were made (less than 3 corrections) on the primary instruments to ensure clarity and suitability of the targeted population. The participants were required to type their feedback through open-ended qualitative questions via Qualtrics. The instrumentation was set into a special coding in Qualtrics which lead the participants to complete the survey entirely. The survey would take approximately 30 minutes to complete and the participants were allowed to complete the survey just once at a chosen time.

### **Results**

We employed constant comparative method as the primary qualitative method of analysis. Wordle, as a supplementary qualitative method analysis assists in obtaining specific themes emerged from the qualitative findings. McNaught and Lam (2010) suggested the use of Wordle to highlight the words that are being occupied by the frequency of the repeated from the qualitative data retrieved from participants. This method gleans the prominence words which present in special visualization of text. In this study, the repeated words were visualized in size, the bigger the size, the prominent the words denotes participants' feedback.

The first question was asked to the participants was "what is your number one reason for remaining in teaching?" Of all 581 teachers who responded to this question, we identified 284 career-switchers responded to this question based on filtration on the teachers' profile of whether or not they fell under the category of career-switcher. According to the Wordle, five words appeared on the Qualtrics interface. The five words are "students", "teaching", "make", "enjoy", and "love". Figure 1 shows the Qualtrics interface involving the words as mentioned:



**Figure 1. Wordle themes’ emergence as reasons career-switchers remain in the teaching Profession**

### **Passionate About Making a Difference in Students**

Career-switchers pointed out students as their motivational factor to remain in the teaching profession. The word “student” appeared the biggest in the Qualtrics interface and was repeated 157 times in the script. The relationship between teacher and student synchronizes towards the positive indication of factors to retain teachers in the CTE school system. “I deeply enjoy sharing my passion and knowledge of my trade with my students” and “I find the interaction with students very rewarding. I feel as though I make an impact on their lives and futures,” portrays the bilateral relationship between teacher and student that give morals and values for teachers to remain in teaching. In addition, the word “enjoy” in the context, was repeated 54 times in the data transcription placing it at fourth among the highest repeated word convinces the purity of the feedback given by the career-switchers. “I love influencing the lives of my students! I want to be a part of my students’ lives and make a positive influence in their lives, anyway that I can... I feel I make a difference in the lives of my students.” As the word “love” mentioned 52 times in the data transcriptions, it shows the passionate of career-switchers to transmit positive impacts in their students’ lives. The nuance of the relationship between the students and the career-switchers lie in the close-knit relationship that beyond a teacher-student relationship, it is introspective of family relationship.

The supportive relationship benefits both entities: career-switchers and students. “The students are the only reason I stay!” “My students are the only reason I remain in teaching,” are phrases to describe the role of students in influencing career-switchers to stay in the teaching service. Teaching and learning environment describes the significance of teachers’ decision to remain in the teaching profession. Noting the realization of teachers’ responsibility elongate the positive outcome of the students they want. Career-switchers enjoy the teaching profession because they understand their responsibility in creating a constructive learning environment by enriching students’ learning experience through sharing their industrial experience, of which essential in the CTE system.



Career-switchers espoused the importance of teachers' role at the skill center. The gamut of success rate among skill-centered students is greatly dependent upon students' awareness and care to become productive members of the community. The pain they endured from disturbed experience caused them to drop out from school and become juvenile. Many of them do not have work experience and occupational skills. Some students involved in numerous social problems such as drugs, alcohol, major and minor crimes that left them gone astray. Career-switchers perceived the feelings of students who shared their stories, hence affect their motivation to make changes in their students' lives.

The gamut of emotions in a poignant situation of students at the skill center caused career-switchers to stay in the teaching profession. The motivation of career-switchers is not only focusing on delivering the knowledge and skills for employment, but also assisting students to develop positive attitudes and proper personality. Career-switchers were perspicacious in ensuring their student will help them after graduating from the CTE program at the skill center. Students' performance made a huge impact on career-switchers' motivation to remain in teaching. The self-satisfaction and delight from students' completion of the program and immediate feedback from teaching and learning activities impact career-switchers' perception on teaching profession. Career-switchers expressed the "moment of wow" and "students-seeing the light bulb go on...no other feeling like it" from students' expression confirmed their satisfaction as teachers. The positive element in the classroom is when the learning environments happen. Learning is a precious thing that happens when teachers and students play their role in classrooms. The fulfillment of satisfaction occurs when teachers and students fulfill their needs and objectives of that particular learning session.

Continuous relationship between career-switchers and students impacts both entities. Students' lives after graduation show how successful they are and tracking their lives after graduation depicts attentive action plays by the career-switchers. Student accomplishment in getting a job after graduation shows the satisfaction of career-switchers; "the joy I received when students succeed and get a job after graduation". Applying the knowledge that students perceived during learning into reality depicts the success of the career-switchers. One career-switcher described "joy of seeing students learn and overcome life issues to be successful...the students [sic] success is priceless!" Knowledge that students' learnt applies in various situations. Not only necessary during their jobs but also in their daily life. Career-switchers want to ensure the knowledge that they give did contribute to students' success and positive life pathways.

Career-switchers revealed their seriousness and passions towards teaching profession based on this statement "I know what I do does impact the lives of my students. I know that my curriculum and teaching methods make a big difference when a student transitions from high school to college." Some career-switchers experienced the same learning environment as students at the CTE center. For this reason, career-switchers demonstrated the successful route as to whether students wanted to pursue higher education or employment. A career-switcher

has “a definite passion for being able to teach young people a skill they can use in many different ways regardless of their chosen future profession,” pertaining to their previous educational experience. The impacts of knowledge from the CTE program show the future direction of life. The skills that they have learnt which transmit to their life skills ensure the success of students. Career-switchers illustrate their satisfactions by their effort in changing students’ lives. CTE school system is not about ensuring students’ success in academic but also fortuitous outcome from positive personality and attitudes creations through activities and examples shown by the entire community of the CTE center.

The bilateral relationship between career-switchers and students flourishes students’ maturity in terms of mental and physical wellbeing. Students from immature to individuals who have a bright potential to be success person were stated by career-switchers, “watching students grow into their potential” and “trying to lead students in a path of productive living,” are indicators to show their attentiveness towards their students’ growth.

Although they encounter numerous challenges to develop students’ knowledge and personality, they had personal beliefs that their students have limitless potential. One career-switcher responded “I believe in my kids! I believe I am making a lasting impact on lives and the future of my city, state, and nation.” Another career-switcher added, “Students with issues are the norm in this day and time and I feel as if I can relate and help them with their problems. I get to help students every day and that’s what makes my job worthwhile!” The premise of the rapport being developed between career-switchers and students is the ongoing progress made by the students. Career-switchers monitored students’ progress not only at the institutions but also after students graduated from the program. Career-switchers portrayed their teaching job satisfaction and remain in the teaching profession primarily due to seeing students’ success and accomplishment from the entire program.

### **Teaching as a Compassionate Job**

Many career-switchers consider “teaching” as the best career they have ever had. The word “teaching” was repeated 70 times in the Qualtrics interface. Interestingly, the similarities of the phrases were about the same; the career-switchers valued their teaching occupation as a joyful and rewarding career compared to their previous job. On top of that, career-switchers deemed to believe that teaching profession outfit with their career interest. Career-switchers discussed on the essential point that teaching profession is more comfortable in terms of compensation and opportunities as compared to their previous jobs.

Many of the career-switchers believe that teaching would be their final occupation when they close to retirement. As time flies, career-switcher seemed to be more contented with the teaching job. One career-switcher noted that “I love to teach, I once believed it was for the students, I now know I teach because I love it more than any other profession I have had”. The nature of teaching job in which contributes to students’ growth was not only the primary reason for career-switchers to remain in teaching. One of the career-switchers argument is

consistent with the related satisfaction of teaching profession; “I have worked many jobs, and this one happens to be my favorite job thus far. I love working with and teaching students.” This phrase congenial with the career-switchers’ reflection that teaching profession is more enjoyable and valued occupation as compared to other jobs that they have had.

One of the career-switchers posited the challenges of becoming a teacher in the CTE system. He portrayed that “Teaching is HARD! I worked in the industry for several years before becoming a teacher. This is by far the most stressful job I have ever had; however, it is also the most rewarding.” It is stimulating to describe the notion that career-switchers may feel stressful due to lack of experience in teaching and difficulty in understanding how does the school’s system work. However, the factors such as rewards in terms of the physical award, for instance, salary-wise and internal factors such as student’s motivation towards learning produced vibe that influence career-switchers to remain in teaching.

Another factor contributed towards career-switchers’ decision to remain in teaching was the synchronization of their industrial knowledge and experience with the subject assigned by the center. However, this situation is seldom happening to the career-switchers. This coincident decision by the center may benefit most of the career-switchers which indirectly assist career-switchers to blend with the teaching environment and curriculum needed. Few of the career-switchers were fortunate since the center gave them the freedom to teach according to their planned curriculum and methods of teaching. This could be described for the feedback of one career-switcher; “I know that my curriculum and teaching methods make a big difference when a student transition from high school to college.” Because career-switchers understand the reality once students graduated from the program, it is beneficial to strategize the learning content similar with the requirements needed by industry. This highlight the importance of synchronizing the curriculum and career-switchers’ specialization when learning occurs in the classroom.

The delightful from teaching environment was portrayed by the career-switchers from a situation where students succeed to put theoretical knowledge into hands-on practices. For instance, “I enjoy teaching in the pre-engineering program because students begin to put math, science, and physics together to solve problems... I enjoy discussing technical concepts with students, and the pre-engineering population is interested in technical concepts, and ... I love the subject I teach and I can’t think of another career that would allow me to share that passion for STEM like I can in this position.” Career-switchers felt the idyllic teaching position when they were given the freedom to teach. When this freedom applied to the class, the serendipitous moment of satisfaction from the teaching environment contributes to career-switchers’ motivation to remain in teaching. It was deplorable to see career-switchers struggling to suit themselves with the teaching profession. By giving this freedom, they would be able to adapt to the teaching environment as a whole towards their early years in the teaching profession.

### **Teaching as Enjoyment**

The satisfaction of choosing an occupation is when the interests and values of the job are fulfilled. In the teaching profession, flexibility of time, ideal work hours, and periodically time-off have always attracted career-switchers' transition into the teaching profession (Berry & Esposito-James, 2010). These benefits ascend the possibility of career-switchers to remain in teaching rather than applying for a different occupation. Several chunks of the data portrayed career-switchers' view on the benefits of the teaching career, "the combination of work hours, pay, benefits and time off....I like the work schedule and the flexibility of the subject I teach... The flexibility of the work schedule."

Working in the industry undoubtedly demands long working hours and adhere challenges and limited freedom in taking a day off. Due to the economic recession and sometimes working in distance in which career-switchers needs to be ubiquitous all the times contributes to depression and anxiety. Venturing into the teaching profession, although some of the career-switchers may earn less as compared to their previous occupations, they enjoyed teaching career due to the nature of the teaching job. They valued teaching job as a platform for them to share their working experience, field and practical knowledge that shows the students the real settings of employment.

Career-switchers were called to respond to such responsibility to "help students understand careers," often a complete alienated from classroom environment. Naturalization of previous work experience into a classroom would be much more difficult if teachers do not have real employment experience that they could share with their students. This stage is vital as to transform knowledge into practicalities and prepared students for employment. The preference to remain in the teaching profession has become the factors for career-switchers to become a forerunner as to share the reality of workforce environment which seems challenging and rapidly shifting.

Security of the job also plays a major role in the decision-making of whether or not the career-switchers will remain as teachers. One career-switcher espoused her notion that "most days, I enjoy coming in to work and love everything about my subject and my students. No other job has offered me that kind of feeling and security," which motivates her intention to remain in teaching. Another career-switcher reverberated "support and encouragement from the administration and able to work independently. Speak openly and ask for help freely without being made to look like I am not capable." Administrative and management support succumb the process in assisting the transition from previous job to a teaching position of career-switchers'. It is important for center management to ensure career-switchers to feel secure and confident. The practice of professionalism must be maintained at all time between administration officers and career-switchers to give a feeling of values.

## **Discussion and Conclusion**

In this paper, we have discussed the factors that contribute to career-switchers' decision to remain in the teaching profession. Career-switchers who have had experiences in the industry are assets to the CTE system and retaining them in schools is necessary. Portraying their narrative, based on qualitative questions through Qualtrics platform enhances our understanding on the reasons for them to remain in the teaching profession. Although some studies have reported numerous reasons that contribute to teachers' dropout (see Billingsley, 2004; Boe, Cook, & Sunderland, 2008; Brill & McCartney, 2008; Gomba, 2015; Kearney, 2008; Perrachione, Rosser, & Petersen, 2008; Reynolds & Wang, 2005), the results produced from this study were in contrary.

Career-switchers found students as a motivational factor that drives them to remain in teaching. The bilateral relationship between career-switchers and students primarily contribute to the factors that drive career-switchers to remain in teaching. Career-switchers were complacent about the positive relationship that occurred during their teaching and learning process in the classroom. Career-switchers regarded students as the most important individuals that create towards their job satisfaction as well as to ensure the success of students during the courses and after finishing the program. The results from this study were contradicted with a number of researchers who considered students as the primary reason that contribute to work-related stress among teachers (see Chang, 2009; Friedman, 2006; Spilt, Koomen, & Thijs, 2011).

A classroom is deteriorating when a teacher fails to control students' behavior which contributes to negative feeling and emotional exhaustion (Chang, 2009). Some career-switchers came to the field of teaching as a novice, and few of them may not have teaching experience at all. Teaching becomes a nightmare when they lack of pedagogical context and sense of humor to attract students' attention to what they teach in the classroom. On top of that, the constant teaching and learning method in which teachers take place as a mandatory position in front of the classroom, not as a mediator that connect students' involvement with learning content added to the bored and stagnant teaching environment.

In contrast to the above findings, career-switchers found teaching as an enjoyment which enhances their passion towards teaching profession. The flow of the overall career-switchers' decision to remain in teaching derived from positive relationships with students which then transferred to interests and passionate and finally enjoyment throughout the teaching and learning settings. The results of this study stimulate the findings by Grayson and Alvarez (2008) and Veldman, van Tartwijk, Brekelmans, Wubbels (2012) who claimed that teachers are more likely to enjoy their teaching career and remain motivated when they succeed to keep positive relationships with their students. This relationship can be described as a win-win situation to both teacher and student, which the symbiosis outcome of teaching and learning and ultimately flourishes in a way that benefits both entities.

The present finding also supports Veldman, van Tartwijk, Brekelmans, and Wubbels (2012) which concluded that the dynamic role between teachers and students occurred primarily in the classroom. The moment of students grasp knowledge and understanding subject matters describe the job satisfaction of career-switchers. This idyllic setting is vital in ensuring learning objectives are achievable and prosper positive attitude towards learning content. The imperious reaction of students by the moment of "ah-ha" shapes the excitement for both, teachers and students. This dynamic interaction produced job satisfaction that motivates career-switchers towards teaching profession and outburst their motivation to remain in the teaching career.

In line with the literature, the relational trust and complacency about the overall ambience of an institution did significantly contribute to the feeling of secureness, including administrative support in assisting career-switchers to encounter excessive teaching workload and other administrative tasks. Senechal et al. (2016) confirmed that the admittance towards teaching profession enhances commitment and engagement of teachers with different stakeholders (other teachers, students, administration officers, and parents), which is supposed to be easy for experienced career-switchers. However, dealing with a school system requires strategy and rapport to ensure the relationship occurred. It is clearly noted that positive relationship with students helps career-switchers to encounter overabundance feelings of stressful and depressed from diverse institutionalize tasks and pressure.

We acknowledge career-switchers' decision to remain in the teaching profession as a significant value towards understanding the overall teachers' satisfaction towards the CTE school system. In fact, the role of career-switchers who decided to leave their profession and join the teaching profession is an effort that needs to be appreciated. It advocates the effort to understand teachers' decision to remain in the teaching profession as well as ensuring the quality of education is served. Noting the role of career-switchers who have had precious employment experiences which then transferred to students at schools is undoubtedly priceless.

Furthermore, future research will be focusing on the relationship of veteran teachers with individual students and to learn more about the reasons underlying the students' perceptions of the teacher-student relationship. In that way, we might elaborate the differences we have found in one case between the perceptions of teachers and students, and the possible effects of those differences on the job satisfaction of the teachers involved.

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