

# **Predictors of Career Transition Success of Second-Career Novice Teachers in Selangor**

**Najmina Md Isa and Roziah Mohd Rasdi**

Department of Professional Development and Continuing Education,  
Faculty of Educational Studies, University Putra Malaysia.

DOI: 10.6007/IJARBSS/v5-i8/1780 URL: <http://dx.doi.org/10.6007/IJARBSS/v5-i8/1780>

## **Abstract**

The aim of this research was to examine the predictors of career transition success among second-career novice teachers. Specifically, the research examined the importance of the following variables; protean career, self-efficacy, perceived organizational support and organizational socialization. A self-report questionnaire was used to obtain data from a sample of Selangor novice teachers in secondary and primary schools ( $N = 150$ ). The findings showed that self-efficacy and organizational socialization were significant predictors of career transition success. Theoretical and practical implications of the research were discussed.

**Keywords:** Second-Career Novice Teachers, Career Transition Success, Career Satisfaction

## **Introduction**

Researchers have shown an increasing interest in examining successful career transition in various occupations such as military to teaching (Baruch & Quick, 2007; Vigoda-Gadot, Baruch & Grimland, 2010; Robertson, 2010), professional career to teaching (Jorissen, 2003; Mayotte, 2003; Tigchelaar, Brouwer & Vermunt, 2010; Williams, 2010; Lee, 2011) and practitioner to academia (Goodman & Pappas, 2000; Simendinger, Puia, Kraft & Jasperson, 2000). In line with these, Robertson (2010) had justified for measuring the successful transition using life satisfaction scale. In addition, Vigoda-Gadot et al. (2010) indicated success in second-career can be conceptualised as life satisfaction, career satisfaction, tenure in new job, turnover intentions and number of jobs.

In this research, we examine career satisfaction of second-career teacher. Heslin (2005) had pointed out that career satisfaction is the largely widespread operationalization of subjective career success. According to Webster's Dictionary (1986), job satisfaction mention of how fit a profession offer fulfilment of a demand or necessitate, or how fit it provide as a foundation or means of gratification. Moreover, subjective career success refers to sentiment of contentment and accomplishment regarding individual's career (Seibert, Crant & Kraimer, 2001).

In the past, there have been numerous research on career transition which mainly hub on Western region for instance the United State and other European nations (Sun & Wang, 2009). The trend of career transition is up till now to be sufficiently discovered in countries exterior (Sun & Wang, 2009). Studies on the changing stable traditional system to turbulent contemporary career systems also facing the scarce evidence but nevertheless of high importance (Baruch & Quick, 2007; Vigoda-Gadot et al., 2010). Moreover, individuals who change career to perform in the second-career need the support from the organization to make the transition successful, and this phenomenon is a novel and the implication for reinforcement for second career is fewer notorious (Vigoda-Gadot et al., 2010). Nevertheless, studies had focused on career transition among physicians (Thompson, 2002), psychologists (Carless, 2007), managers (Clarke, 2008), military retirees (Baruch & Quick, 2007, Vigoda-Gadot et al., 2010) but very few studies have concentrated on teachers (William, 2010; Taylor & Hallam, 2011). Changing careers among working professionals moving into teaching career is a relatively new phenomenon (Lee, 2010). Priyadharshini and Robinson-Pant (2003), Richardson and Watt (2005) view career transitions studies as relatively limited, and therefore Lee and Lamport (2011) and William (2010) highlight the need for more research to be conducted in the area.

The phenomenon involved second-career teacher, whereby they are new teacher who have been posting to school after fulfilled teacher training either in Teacher Education Institute or Higher Education Institute and had served for at least three years. According to the Malaysia statistic, there are at present in excess of over 175,000 candidates for the teaching profession in Malaysia each year with 20,000 fresh recruit teachers positioned into schools yearly (Malaysia, 2010). Hence, it is very important to study what are the factors influencing successful career transition among practitioners who chosen teaching as their second career.

In this study, successful career transition was conceptualised as career satisfaction. Understanding factors predicting individual career transition shall help in assisting individuals to achieve their goals. This issue is significant for theoretical evolution, policy development and practices. To theoretical evolution, this study enhances Schlossberg's model of analyzing human adaptation to transition by providing support from the non-western perspective. To policy development, the findings of this study may lead to significance of individual potential, organization prospectus and human capital reinforcement. To practitioners, the findings will hut lights for novice teachers as they enquire about to offer knowledge-based experience conceive to most excellent educate and these sole educationalist by highlight the worth of former job practices in the training progression. This research is also useful to school administrators in distinguishing the potential of this second-career teacher, which is obviously unlike from the customary entrant to the teaching career (Lee & Lamport, 2011).

The article is sort out as follows: we start with the meaning of career and career transition, followed by a review on the The Schlossberg's (1995) Transition Theory. The section continues with reviews on the relationships between all involving predictors and second-career teachers' successful career transition (career satisfaction). The next section describes the methodology,

followed by analysis and results. Then, discussion and implication of the study have been discussed. Lastly, the study provides some conclusion and study limitation and future studies.

### **The definition of career transition success**

The term career transition has been used to refer to the period during which an individual is either changing roles (taking on different role) or changing an orientation to a role already held (Louis, 1980, p. 202). Specifically, Heppner, Multon, and Johnston (1994) mention three types of career changers (career transition); task change, position change and occupational change. In this study, we choose the occupational change, referring to a transition from one set of duties to a different set which may include a new work setting (e.g., practitioner cum teacher).

Studies have shown that those with changing career patterns experienced more satisfaction in their present career than those with stable career pattern, which may indicate greater career satisfaction during post-transition (Jepsen & Choudhuri, 2001). Post-transition is also called moving-out (Schlossberg, 1981) and in this study is referring to practitioners already began teaching in school. Career satisfaction was use as an indicator for successful career transition.

The definition of career satisfaction varies, from simply the feeling an individual has about his or her job (Smith, Kendall & Hulin, 1969) to the following definition is essentially the psychological disposition of people toward their work (Schultz, 1982). The meaning has been evolved through the decades, but most of the theorist shares the belief that career satisfaction is a work-related positive affective reaction (Worrell, 2004).

In this section, we conclude that successful transition can be examined through career satisfaction and we attempt to explain the phenomenon of successful career transition using Schlossberg's model of human adaptation of transition. This will be discussed in the next section.

**Table 1: Synthesis of Career Transition Success Measures**

| Studies                                  | Context of employers                                       | of                  | Career Transition success Measures                              |
|--|--|---------------------|---|
| Baruch and Quick (2007)                  | Retired admirals to CEO                                    | Navy                | External career success<br>Internal career success              |
| Vigoda-Gadot, Baruch and Grimland (2010) | Retirees from military and civilian organization to public | from and defense to | Career Satisfaction<br>Life Satisfaction<br>Turnover Intentions |

---

|  |                                |    |   |
|--|--------------------------------|----|---|
|  |                                |    | Number of Jobs                                  |
|  |                                |    | Tenure in New Job                               |
| Robertson (2010)                             | Military teaching              | to | Life Satisfaction                               |
| Lee and Lamport (2011)                       | Professional teaching          | to | Job Satisfaction                                |
| Hudson (2005)                                | Nurse to nurse manager         |    | Job Satisfaction                                |
| Chudzikowski, Schiffinger & Mayrhofre (2009) | Business graduates to teaching |    | Objective career success (income)               |
|  |                                |    | Subjective career success (Career Satisfaction) |

---

### **The Schlossberg's (1995) Transition Theory**

This study employed Model of Human Adaptation of Transition (Schlossberg, 1981) to explain the phenomenon of second-career teachers' career transition. Career transition is viewed as a process that occurs over time which means pre-transition, during transition and post transition. This was indicated by the individual's approach to the transition, as well as his or her movement through the transition.

Schlossberg 4S transition model is a useful way to examine individual's personal and social dimensions of the transition. The 4S model posits that individuals with transitions based on evaluation of their unique situation (situation category), their personal qualities (self category), the support available (support category), and the strategies to plan the transition (strategies category). Specifically, the model includes a focus on resources of 4S including individual/self, the transition/situation, support and strategies. Schlossberg's model also emphasizes the importance of one's approach to the transition (including events and non-events), as well as the type of transition, context of the transition, and impact of the transition.

By using the 4S framework, we identified two sets of factors that have been frequently used as predictors of successful career transition. These factors are internal or psychological resources, such as readiness, confidence and personal control as a mechanism for adapting to the transition. For external resources, there are support and independence, which impacting a successful transition. This element can be integrated with 4S (Situation, Self, Support and

Strategies) to provide a useful model for understanding the phenomenon of second-career teachers' successful transition.

The 'situation' aspect refers to what is happening or what has happened at the time of the transition. This can be related to confidence which is perceived self efficacy. The 'self' aspect refers to who the transition is happening to because every person handles their transition differently depending on their demographic variables, characteristics of individual personality, or psychological resources such as optimism and altruism. It is related to readiness which is motivation to accomplish the task needed. The 'support' factor refers to different types of support such as social support from family, partner, friends, colleagues or the organisation support and the roles they play in helping individuals in their transition. This is associated with the level of fulfilment of perceived need for supports. The 'strategy' factor refers to how a person copes with the transition and may include such as modifying the meaning of the situation, seeking information, receiving additional training or not taking action. This action is similar to protean career attitude. There are essential components that are related, which are feelings of personal responsibility in the career transition process, and how much the person views the decision about career transition as autonomous (Heppner et al., 1998).

In this paper, we are taking a same approach in order to adopt from previous research in classifying predictors. Further, we entitle the predictors according two main factors; "individual-related factors" and "organizational-related factor". Individual-related factors include protean career and self-efficacy, meanwhile organizational-related factor indicate perceived organizational support. Previous researches have shown the variables are significantly correlated with career satisfaction which will explained more on next discussion.

To conclude, this model provides a framework from which to examine the issue of career satisfaction among career changers. This model provides a cogent and viable conceptualization for examining the post-transition of employees moving into teaching field.

### **Predictors of second-career novice teachers' career transition success**

#### **Linking predictors of teachers' success career transition to career satisfaction**

In the previous section, we concluded that the Schlossberg's model of analyzing human adaptation to transition which have 4S (Situation, Self, Support and Strategies) can be explained by the following predictors; protean career, self-efficacy and perceived organizational support. In this section, we discuss the effects of each of these predictors on teachers' career satisfaction and provide empirical support relating to the predictors. Finally we assume hypotheses on each of the predictors.

#### *Individual-related factors*

##### ***Protean Career***

Protean career refers to the individual's self-directed and values-driven career orientations who have own responsibility to choose the career and opportunities (Hall, 2004). The career orientation is for a person in charge, not the organization. Specifically, Briscoe, Hall and DeMuth (2006, p. 31) posited on 'achieving subjective career success through self-directed vocational behavior'. Furthermore, empirical studies show that protean career is associated with subjective career success which refers to career satisfaction (Verbruggen & Sels, 2008; Vos & Soens, 2008; Enache, Sallan, Simo & Fernandez, 2011).

Moreover, recent meta-analysis studied by Ng, Eby, Sorensen and Feldman (2005) revealed correlations between objective and subjective success not higher than .30 and stable individual difference predictors and organizational sponsorship are most strongly related to subjective career success. In the context in which a person need to have protean career attitude to achieve satisfying in his/her career shows successfulness in transition of the career itself.

### ***Self-Efficacy***

Another individual-related factor is self-efficacy. Self-efficacy refers to the way teachers are able to imaging not only what they want to achieve but also how to fullfil it. It is causally linked to the teacher's sense of competence built on personal past experiences in relation to goals and standards (Bandura, 2001; Day, Stobart & Sammons, 2006). Skaalvik and Skaalvik (2010); Moe, Pazzaglia and Ronceni (2010) and Oyewumi, Ibitoye and Sanni (2012) highlighted the significance of job satisfaction and teacher self-efficacy. Skaalvik and Skaalvik (2010) findings demonstrated that job satisfaction was positively related to teacher self-efficacy and negatively related to both dimensions of teacher burnout with emotional exhaustion as the strongest predictor.

Although self-efficacy significantly correlated with job satisfaction, it did not correlate with turnover intentions. In previous quantitative study using a sample of 150 teachers filled out self-report questionnaires regarding their job satisfaction, teaching self-efficacy, and their withdrawal intentions. Hierarchical moderated multiple regression analyses revealed that self-efficacy did not moderate the relationship between job satisfaction and turnover intentions, but did significantly moderate the relationship between job satisfaction and transfer intentions (Hess, 2007).

In contrast, Mau, Ellsworth and Hawley (2008) investigation of beginning teachers used longitudinal data allocated that by using overall model evaluation (Wald test) suggested a significant fit of the model,  $F(19, 200) = 52.93, p < 0.000$  and referring this model, demographic factors, school factors and family-social factors shows to be more potent in predicting job satisfaction than self-efficacy and motivational factors. They further suggested giving more attention to interpret self-efficacy variables using specific measurement. Logically, individuals who have higher level of self-efficacy will also experience career satisfaction and this indicate successful career transition along the process.

### *Organization-related factor*

Before this, individual-related factors explained individual attributes, but organization-related factors show the important of the role of perceived organizational support.

### ***Perceived Organizational Support (POS)***

POS refers to employees' perception concerning the extent to which the organization values their contribution and cares about their well being. POS has been found to have important consequences employee performance and well-being. In Schlossberg's model, one of the 4S element emphasizes 'support' associated with the level of fulfilment of perceived need for supports (Heppner, Fuller & Multon, 1998). The types of support include organizational involvement which is very significant with the POS factor. In this paper, we hypothesize that second-career teachers' career satisfaction will be achieve the dream goal in teaching field with the perceived of worthwhile environmental climate such as organizational support.

Recently, research supports the positive relationship between perceived organizational support and career satisfaction (Burke, Burgess & Fallon, 2006; Joo & Ready, 2012; Karatepe, 2012). Bogler and Nir (2011) revealed that perceived organizational support showed a significant contributed to both intrinsic and extrinsic teacher satisfaction. This study expand the knowledge of job satisfaction and POS with additional of teacher empowerment as mediating effect. The result found that more than 30 percent to the explained variance of the each satisfaction types. It is important to note that in order to fulfil the satisfying in work, second-career teachers as potential employees need administration support.

### **Organizational socialization**

Organizational socialization refers to the process that second-career novice teachers get from the organizational propose which are having training, application of the knowledge, also mentoring and their future vision to make them successful teacher. Individual who had 'smooth transition' can be reflected by the level of job satisfaction, organizational commitment and expected organizational tenure (Chow, 2002, p. 720).

The importance of organizational socialization can be seen at many levels. Employees are changing jobs more than ever before, and studies show that a quarter of employees are currently in the process of acclimating to a new organization or position (Rollag, Parise, & Rob, 2005). As the number of newcomers in an organization increases, so does the need to integrate them into the system and enable them to become contributing members of the organization. Failure to adequately socialize employees has been linked to outcomes such as counterproductive work behaviors, unmet expectations and higher levels of turnover (Wanous & Colella, 1989). In contrast, successful socialization has shown to relate to job satisfaction, organizational commitment, and decreased turnover intentions (Allen & Meyer, 1990; Ashforth & Saks, 1996). As recruitment and selection are expensive undertakings for an organization (Bauer, Morrison, & Callister, 1998), the importance of socialization may have never been greater.



Chow (2002) examined the relationship between OS and career success among 374 line manager and human resource managers in five Asia countries. The findings revealed that effective organization can result in productive and committed employees. Additionally, with collegial support and warm interaction appear can influence teacher job satisfaction and retention among teachers (Hughes, 2006).

In conjunction with the significant relationship among the variable, therefore, we propose:

*H2*: Organizational-related factor (perceived organizational support and organizational socialization) has positively related with career satisfaction.

### Research Framework

Based on reviews of related literature, we propose a research framework of second-career novice teachers in Selangor State. Figure 1 depicts the research framework.

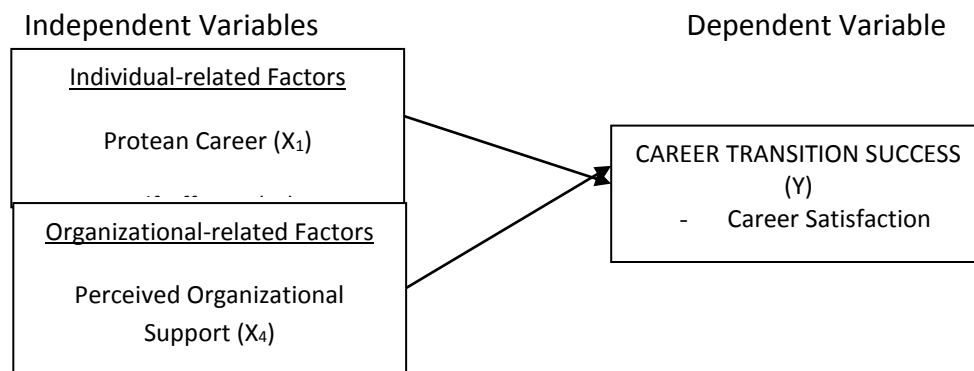


Figure 1: A Research Framework for predicting second-career novice teachers.

### Methodology

#### Sample and procedure

For this study, the accessible population is defined as those who experienced previous job before becoming teacher. These second-career teachers are actually novice teachers in National Primary School and Regular Secondary Schools in the state of Selangor. Researcher make the decision to choose these two national primary and regular secondary schools because of the total of schools and teachers are larger than national type (C), national type (T), fully-residential, religious, technical and vocational schools. This group of teachers represent the individual who have going through the post-transition to their second career. This study focused on second-career teacher who have prior experience in previous job and they are non-traditional entrants. The selected of population is same with previous study by Erlandson (2009) which have been also choose career-switcher teachers in middle school and secondary in Winconsin and had been teaching for at least three years.



The characteristics of the target population are as follows:

- i) Novice teacher which have been posting to school from year 2010 until 2012 and had served at least three years in schools.
- ii) They have fulfilled teacher training either in Teacher Education Institute or Higher Education Institute.
- iii) Having previous working experiences in the industries or other professions and made teaching as their second career.

Researcher make justification by choosing this population because they are non-traditional entrants and have reach post-transition (Schlossberg, 1995), the stage of transition which they already begun working at school. Other than that, the criteria of novice teachers had served in school at least three years because they still go through the transition. Apart from that, novice teacher had experience working in school within three years compare to pre-service teacher who just have three month practicum in school. So, they are capable to provide their view about some matters related to the research. This is very important for researcher to obtain precise result. According to Ary et al. (2010), the purpose to clarify the research population is vital for identifying the significant subjects to select for the study as well as for exhibit the group to whom the finding can be generalized.

### **Instrumentation**

**Career satisfaction:** Subsequently, researcher examines career satisfaction of second-career teacher. As mention before, this study focuses on employees' successful career transition, which was conceptualised as career satisfaction. Successful Career transition will be measured using Career Satisfaction Scale with 5-items developed by Greenhaus et al. (1990). The internal consistency for this construct is .88. The answers provide the Likert scale of 1-5 (from highly disagree to highly agree). This instrument is designed to assess the employees' satisfaction in terms of their career perspective. This instrument has been used by other researchers, for example Baruch and Quick (2007) and Vigoda-Gadot et al. (2010). The correspondent Cronbach's  $\alpha$  was .89. Sample items are, "I am satisfied with the success I have achieved in my career".

**Protean career:** This construct is measured using Protean Career Attitude Scale which was developed by Briscoe et al. (2006). The scale has two subscales construct which are Self-Directed Career Management (SDCM) and Value-Driven (VD). The SDCM consists of eight Likert-type items and five-point interval scale (1 = To little or no extent, 2 = To a limited extent, 3 = To some extent, 4 = To a considerable extent, 5 = To a great extent). The VD scale consists of six Likert-type items with five-point response scale. The reliability for this scale is Cronbach's  $\alpha$  = .83. the same instrument has also been used by Von and Soens (2008). Sample items are "I am responsible for my success or failure in my career".

**Self-efficacy:** In this study, researcher intends to use short version scale of Occupational Self-Efficacy Scale (OCCSEFF) (Schyns & Von Collani, 2002) which are 8 items and this instrument has

good internal consistency which is .88. The full version of the OCCSEFF consists 19 items. This scale has one-dimensional construct to gauge work value, employees' confident and commitment. Other study also has been used this instrument by Felfe & Schyns (2002). Sample items are "I can remain calm when facing difficulties in my job because I can rely on my abilities". Each item is rated on a six-point Likert scale ranging from 1 "strongly disagree" to 6 "strongly agree".

**Perceived organizational support:** This construct is measured using an instrument of Perceived Organizational Support Scale by Eisenberger et al. (1986). The same instrument has been used by Johlke et al. (2002) and the reported Cronbach Alpha is .89 which has four items for one-dimensional construct. Sample items are "This organization really cares about my well-being". Each item is rated on a seven-point Likert scale ranging from 1 "strongly disagree" to 7 "strongly agree".

**Organizational support:** In this study, researcher use Organizational Socialization Inventory (OSI) set up by Toarmina (1994). There are four socialization domains; training (TR), understanding (UN), coworker support (CS) and future prospects (FP). Each subscale has five items and used a seven-point Likert scale ranging from 1 "strongly disagree" to 7 "strongly agree". The overall Cronbach's Alpha reliability scores was .90 (Bigliardi et al., 2005). Sample items are "The training in this organization has enabled me to do my job very well". Cronbach's  $\alpha$  at the ranging from .76 to .81 (Toarmina, 1994).

## **Analysis and Results**

This section provides the research results for each hypothesis. All independent variables had significant correlations with career satisfaction ranging from  $r=.27$  to  $r=.57$  ( $p<.01$ ) as shown in table 2.

Table 2: Pearson Correlation Coefficients of Relationships between the Independent Variables and Career Satisfaction

| Variables                           | Y      | X1     | X2     | X3     | X4     |
|-------------------------------------|--------|--------|--------|--------|--------|
| Y Career Satisfaction               |        |        |        |        |        |
| X1 Protean Career                   | .270** |        |        |        |        |
| X2 Self-Efficacy                    | .353** | .425** |        |        |        |
| X3 Perceived Organizational Support | .345** | .038   | .335** | .345** |        |
| X4 Organizational Socialization     | .567** | .220** | .539** | .394** | .634** |

Note: \*\* Correlation is significant at the 0.01 level (1-tailed)

To test the hypotheses, Table 3 presents the results of the four postulated hypotheses. The  $R^2$  value suggests that 12.5% of the variance in the career satisfaction is explained by self-efficacy ( $X_2$ ) ( $t = 4.596$ ,  $p = 0.000$ ). Other variables i.e., protean career ( $X_1$ ), perceived organizational support ( $X_3$ ) and organizational socialization ( $X_4$ ) were excluded because they did not contribute significantly to the variation in career satisfaction. The findings suggest that the data did not fully support the proposed multiple linear regression model for career satisfaction.

Table 3: Estimates of Coefficients for the Model of Career Satisfaction

| Dimension                  | B<br>(Unstandardized<br>Coefficients) | Std.<br>Error | Beta<br>(Standardized<br>Coefficients) | t     | p-<br>value |
|----------------------------|---------------------------------------|---------------|--|-------|-------------|
| Constant                   | 2.314                                 | 0.583         |  | 3.969 | 0.000       |
| Self-Efficacy<br>( $X_2$ ) | 0.561                                 | 0.122         | 0.353                                  | 4.596 | 0.000       |

Notes:  $R = 0.353$ ;  $R^2 = 0.125$ ; Adj.  $R^2 = 0.119$ ;  $F = 21.127$ ;  $p = 0.000$ ; Durbin-Watson = 1.567

## **Discussion and Implication**

In this study, self-efficacy from individual-related variables was identified as the best variables that explained career satisfaction. Previous research has shown that self-efficacy directly effects career satisfaction Skaalvik and Skaalvik (2010), Moe et al. (2010) and Adebomi et al. (2012). Second-career novice teachers' career satisfaction was positive explained by self-efficacy; hence, second-career novice teachers who were high on self-efficacy reported higher levels of career satisfaction.

However, this study did not support the notion of previous research about the predictive roles of protean career from individual-related variables and perceived organizational support and organizational socialization from organizational-related variables. Specifically, this study's findings contradict Briscoe et al., 2006; Vos and Soens, 2008; Enache, et al., (2011) findings on protean career. It was probably due to lack of personal motivation to grab challenge of teaching and unable to confront dispute in school surroundings. In addition, the finding of this study also did not support Burke et al., (2006), Bogler and Nir (2011), Joo and Ready (2012) and Karatepe (2012) result regarding the relationship between perceived organizational support and career satisfaction. It might be because of the school administration did not pay more attention on second-career teachers' well-being which affect from communication break-down, lack of recognition and support. Moreover, organizational socialization was not significantly contributed towards career satisfaction, and these findings were contra to previous studies (Chow, 2002; Cooper-Thomas & Anderson, 2005; King, Xia, Quick & Sethi, 2005).

Overall, the proposed regression model fitted the data at .05 level of confidence. In other words, there were significant contributions of individual-related variables and organizational-related variables towards career satisfaction. Based on the value of  $R^2$ , a total of 12.5% of the career satisfaction's variations were predicted by the proposed regression model. These findings have given support for the Transition Theory (Schlossberg, 1989) by providing evidence on the significant contributions of the proposed predictors towards career satisfaction.

## **Study Limitation and Future Research**

This study has some limitation and suggestions for future research. First of all, the population-specific nature of the study also presented a limitation. It is because the study considered only non-traditional entrant from prior professional background and those who have been experienced second-career to be the samples in primary and secondary schools in Selangor. Further studies can be done by including other states in Malaysia. Second of all, future studies could be done qualitatively to explore the career satisfaction in more detail from different cohorts to discover career transition success among Malaysia multi-racial context. Thirdly, as the study is cross-sectional in nature, thus, it was not justifiable to draw causal inferences about the relationship between the selected independent variables and career transition success. By

using this type of research design, the researcher is also aware that the findings vary according to circumstances. It is recommended to consider longitudinal studies as future research.

## Conclusion

The article concludes that individual-related factors (i.e. protean career and self-efficacy) and organizational-related factor (i.e. perceived organizational support) have predictive second-career teachers' career satisfaction. Although this study was not aimed at contributing to the counselling field, the findings of this study could be applied to the career counselling teachers who are concerned with successful transition. Schlossberg's 4S could be used to inform counsellors or therapist of coping resources utilised by individual in dealing with specific career resources and barriers.

## References

- Adebomi, O., Ibitoye, H. O., & Sanni, O. B. (2012) Job satisfaction and self-efficacy as correlates of job commitment of special education teachers in Oyo State. *Journal of Education and Practice*, 3(9), 95-103.
- Allen, N. J. & Meyer, J. P. (1990). The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization. *Journal of Occupational Psychology*, 63, 1-18.
- Ashforth, B. E., & Saks, A. M. (1996). Socialization tactics: Longitudinal effects on newcomer adjustment. *Academy of Management Journal*, 39, 149–178.
- Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2010). *Introduction to Research in Education (8<sup>th</sup> edition)*. Belmont, CA, USA: Wadsworth/Thompson Learning.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.
- Baruch, Y., & Quick, J. C. (2007). Understanding second career: lesson from a study of U.S. Navy Admirals. *Human Resource Management*, 46(4), 471-491.
- Bauer, T. N., Morrison, E. W., & Callister, R. R. (1998). Organizational socialization: A review and directions for future research. In G. R. Ferris (Ed.), *Research in personnel and human resource management*, 16, 149 –214.
- Bigliardi, B., Petroni, A., & Dormio, A. I. (2005). Organizational socialization, career aspirations and turnover intentions among design engineers. *Leadership & Organization Development Journal*, 26(6), 424-441.
- Bogler, R., & Nir, A. E. (2011). The importance of teachers' perceived organizational support to job satisfaction: What's empowerment got to do with it? *Journal of Educational Administration*, 50(3), 287-306.
- Burke, R. J., Burgess, Z., & Fallon, B. (2006). Organizational practices supporting women and their satisfaction and well being. *Women in Management Review*, 21(5), 416-425.
- Briscoe, J. P., Hall, D. T., & DeMuth, R. L. F. (2006). Protean and boundaryless careers: An empirical exploration. *Journal of Vocational Behavior*, 69, 30-47.

- Carless, S. A. (2007). Antecedents of intent to change careers among psychologists. *Journal of Career Development*, 33(3), 183-200.
- Chow, I. (2002). Organizational socialization and career success of Asian managers. The *International Journal of Human Resource Management*, 13(4), 720-737.
- Chudzikowski, K, Demel, B., Mayrhofre, W., Briscoe, J. P., Unite, J., Milikic, B. B., Hall, D. T., Heras, M. L., Shen, Y., & Zikic, J. (2009). Career Transition and their causes: A country-comparative perspective. *Journal of Occupation and Organizational Psychology*, 82, 825-849.
- Clarke, M. (2008). Understanding and managing employability in changing career contexts. *Journal of European Industrial Training*, 32(4), 258 – 284.
- Cooper-Thomas, H. D. & Anderson, N. (2005). Organizational Socialization: A Field Study into Socialization Success and Rate. *International Journal of Selection and Assessment*, 13(2), 116–128.
- Day, C., Kington, A., Stobart, G. & Sammons, P. (2006). The personal and professional selves of teachers: Stable and unstable identities. *British Educational Research Journal*, 32(94), 601-616.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71, 500–507.
- Enache, M., Sallan, J. M., Simo, P., & Fernandez, V. (2011). Examining the impact of protean and boundaryless caree attitudes upon subjective career success. *Journal of Management and Organization*, 17, 459-473.
- Erlandson, R. S. (2009). Success Factors...Teaching: A Case Study of Five Career Switchers. Published PhD dissertation, Edgewood College, Madison.
- Felfe, J., & Schyns, B. (2002). The relationship between employees' occupational self-efficacy and perceived transformational leadership-replication and extension of recent results. *Current Research in Social Psychology*, 7(9), 137-163.
- Goodman, J., & Pappas, J. G. (2000). Applying the Schlossberg 4S transition model to retired university faculty: Does It Fit? *Adulthood Journal*, 2(1), 15-28.
- Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. *Academy of Management Journal*, 33, 64–86.
- Hall, D. T. (2004). The protean career: A quarter-century journey. *Journal of Vocational Behavior*, 65, 1-13.
- Heppner, M. J., Fuller, B. E., & Multon, K. D. (1998). Adult in involuntary career transition: An analysis of the relationship between the psychological and career domains. *Journal of Career Assessment*, 6, 329-346.
- Heppner, M. J., Multon, K. D., & Johnston, J. A. (1994). Assessing psychological resources during career change: development of the Career Transition Inventory. *Journal of Vocational Behavior*, 44, 54-74.
- Heslin, P. A. (2005). Conceptualizing and evaluating career success. *Journal of Organizational Behavior*, 26, 113-136.



- Hess, C. E. (2007). The Moderating Effects of Teacher Self-Efficacy on the Relationship between Job Satisfaction and Intent to Turnover. Published Master dissertation, North Carolina State University, North Carolina.
- Hughes, V. M. (2006). Teacher Evaluation Practices And Teacher Job Satisfaction. Published PhD dissertation. University of Missouri-Columbia, Columbia.
- Jepsen, D., & Choudhuri, E. (2001). Stability and change in 25-year occupation career patterns. *Career Development Quarterly*, 50, 3-19.
- Johlke, M. C., Stamper, C. L., & Shoemaker, M. E. (2002). Antecedents to boundaryspanner perceived organizational support. *Journal of Managerial Psychology*, 17(1/2), 116–128.
- Joo, B. K. B. & Ready, K. J. (2012). Career satisfaction: The influences of proactive personality, performance goal orientation, organizational learning culture, and leader-member exchange quality. *Career Development International*, 17(3), 276-295.
- Joo, B. K. B. & Ready, K. J. (2012). Career satisfaction: The influences of proactive personality, performance goal orientation, organizational learning culture, and leader-member exchange quality. *Career Development International*, 17(3), 276-295.
- Jorissen, K. T. (2003). Successful career transition: Lesson from urban alternate route teachers who stayed. *High School Journal*, 86(3), 41-52.
- Judge, T. A., Cable, D. M., Boudreau, J. W., & Bretz, R. D. (1995). An empirical investigation of the predictors of executive career success. *Personnel Psychology*, 48, 485–519.
- Karatepe, O. M. (2012). Perceived organizational support, career satisfaction, and performance outcomes: A study of hotel employees in Cameroon. *International Journal of Contemporary Hospitality Management*, 24(5), 735-752.
- King, R. C. Xia, W., Quick, J. C. & Sethi, V. (2005). Socialization and organizational outcomes of information technology professionals. *Career Development International*, 10(1), 26-51.
- Lee, D. (2011). Changing Course: Reflection of second career teacher. *Current Issues in Education*, 14(2), 1-18.
- Lee, D., & Lamport, M. A. (2011). Non-traditional entrant to the profession of teaching: motivations and experiences of second-career educators. *Cristian Perspectives in Education*, 4(2), 1-39.
- Louis, M. R. (1980). Career transitions: varieties and commonalities. *The Academy of Management Review*, 5, 329-340.
- Malaysia. (2010). *Tenth Malaysia Plan, 2011-2015*. Putrajaya: The Economic Planning Unit, Prime Minister's Department.
- Mau, W. C. J., Ellsworth, R., & Hawley, D. (2008). Job satisfaction and career persistence of beginning teachers. *International Journal of Educational Management*, 22(1), 48-61.
- Mayotte, G.A. (2003). Stepping stones to success: Previously developed career competencies and their benefits to career switchers transitioning to teaching. *Teaching and Teacher Education: An International Journal of Research and Studies*, 19, 681-695.
- Moe, A., Pazzaglia, F., & Ronceni, L. (2010). When being able is not enough. The combined value of positive affect and self-efficacy for job satisfaction in teaching. *Teaching and Teacher Education*, 26, 1145-1153.



- Ng, T. W. H., Eby, L. T., Sorensen, K. L., & Feldman, D. C. (2005). Predictors of objective and subjective career success. A meta-analysis. *Personnel Psychology*, 58, 367–408.
- Oyewumi, A., Ibitoye, H. D. & Sanni, O. B. (2012). Job satisfaction and self-efficacy as correlates of job commitment of special education teachers in Oyo State, *Journal of Education and Practice*, 3(9), 95-103.
- Priyadharshini, E., & Robinson-Pant, A. (2003). The attractions of teaching: an investigation into why people change careers to teach. *Journal of Education for Teaching: International research and pedagogy*, 29(2), 95-112.
- Richardson, P. W., & Watt, H. M. G. (2005). I've decided to become a teacher': influences on career change. *Teaching and Teacher Education*, 21, 475-489.
- Robertson, H. C. (2010). Life Satisfaction among Midlife Career Changers: A Study of Military Members Transitioning to Teaching. Published PhD dissertation, Virginia Polytechnic Institute and State University, Virginia.
- Rollag, Parise, & Rob, 2005).
- Schlossberg, N. K. (1981). A model for analysing human adaptation to transition. *Counseling Psychologist*, 9, 2-18.
- Seibert, S. E., Crant, J. M., & Kraimer, M. L. (2001). What do proactive people do? A longitudinal model linking proactive personality and career success. *Personnel Psychology*, 54(4), 845-874.
- Schultz, D. (1982). *Psychology and Industry Today*. New York: MacMillan Company.
- Schyns, B., & Collani, G. V. (2002). A new occupational self-efficacy scale and its relation to personality constructs and organisational variables. *European Journal of Work and Organizational Psychology*, 11, 219-241.
- Simendinger, E., Puia, G. M., Kraft, K., & Jaspersen, M. (2000). The career transition from practitioner to academic. *Career Development International*, 5(2), 106 – 111.
- Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26, 1059-1069.
- Smith, p. C., Kendall, L. M. & Hulin, C. L. (1969). *The Measurement of, in Work and Retirement*, Rand McNally, Chicago. IL.
- Sun, J. Y., & Wang, G. G. (2009). Career transition in the Chinese context: a case study. *Human Resource Development International*, 12(5), 511-528.
- Taormina, R. J. (1994). The Organizational Socialization Inventory. *International Journal of Selection and Assessment*, 2(3), 133-145.
- Taylor, A., & Hallam, S. (2011). From leisure to work: amateur musicians taking up instrumental or vocal teaching as a second career. *Music Education Research*, 13(3), 307-325.
- Thompson, D. (1996). *The Concise Oxford Dictionary of Current English (9<sup>th</sup> edition)*. USA: Oxford University Press.
- Tigchelaar, A., Brouwer, N., & Vermunt, J. (2010). Tailor-made: Towards a pedagogy for educating second-career teachers. *Educational Research Review* 5, 164–183.
- Verbruggen, M., & Sels, L. (2008). Can career self-directedness be improved through counselling? *Journal of Vocational Behavior*, 73, 318-327.

- Vigoda-Gadot, E., Baruch, Y., & Grimland, S. (2010). Career transition: An empirical examination of second career of military retirees. *Public Personnel Management*, 39(4), 379-404.
- Vos, A. D. & Soens, N. (2008). Protean attitude and career success: The mediating role of self-management. *Journal of Vocational Behavior*, 73, 449-456.
- Wanous, J. P., & Colella, A. (1989). Organizational entry research: Current status and future directions. In G. R. Ferris & K. M. Rowland (Eds.). *Research in personnel and human resources management*, 7, 59-120.
- William, J. (2010). Constructing a new professional identity: career changer into teaching. *Teaching and Teacher Education*, 26, 639-647.
- Worrell, T. G. (2004). School Psychologists' Job Satisfaction: Ten Years Later. Published PhD dissertation, Virginia Polytechnic Institute and State University, Virginia.

### **Acknowledgement**

First and foremost, I want to acknowledge my supervisor, Dr. Roziah Mohd Rasdi. I am grateful for choosing you as my advisor and mentor for this kind of tough years. This research would be meaningless without great supports from the Educational Planning and Research Department (EPRD) and Sponsorship of Education Department, Ministry of Education, whom did offer full time paid leave for me to pursue this work. I am deeply grateful and honored. Special thanks also go to the Selangor State Education Department for giving me full permission to conduct the data collection in schools. Finally, it is with great pride and joy that I offer my humble thanks to those closest to me. My lovely husband, Shahrul Idham bin Masri and our sweet daughters, Nur Alya Sabrina and Nur Aimi Sofeya to have consistently been my side in whatever circumstances. I owe your valuable time while struggling to achieve my goal. And lastly my best friend forever, Wan Hazlina Wan Hitam always with magical words, "don't start something you're not going to finish", makes me keep motivated to move forward. To all my colleagues in schools and UPM, I dedicated this hard work that will be beneficial to all.

### **Corresponding Author**

Dr. Roziah Mohd Rasdi  
Senior Lecturer,  
Department of Professional Development and Continuing Education,  
Faculty of Educational Studies,  
University Putra Malaysia  
roziah\_m@putra.upm.edu.my