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TEACHERS' PERCEPTIONS OF TEACHING CONCERNS, CAREER, AND ADULT DEVELOPMENT: A COMPARATIVE, FOLLOW-UP STUDY OF FIFTH YEAR TEACHERS AND FORMER TEACHERS

The Ohio State University

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TEACHERS' PERCEPTIONS OF TEACHING CONCERNS, CAREER,
AND ADULT DEVELOPMENT: A COMPARATIVE, FOLLOW-UP STUDY OF
FIFTH YEAR TEACHERS AND FORMER TEACHERS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Jane Ellen Hange, B.A., M.A.

* * * * *

The Ohio State University
1982

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Kevin Ryan
James K. Duncan
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College of Education
ACKNOWLEDGMENTS

A number of friends, colleagues, advisers, and empathizers helped to see this project to fruition. Without them the journey would have been long and painful. Many thanks go to the following supporters: my dissertation committee members, Kelly Duncan, Bob Rodgers, both encouraging and supportive of my personal and professional growth, and Kevin Ryan who fostered the study before and during my involvement with it; Debbie Phillips and Zelda Holcomb-Jones for their guidance and continuing assistance with myriad details; Sheila Jonassen, for her encouragement to persist and rough draft typing; and Marty Marlatt for able and rapid typing of the final copy; the fifteen participants who graciously described their careers and life events; my parents for the refreshing Sunday breaks; and Larry Dye for listening and lasting throughout the doctoral process.
VITA

**Education**

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<td>Education, Supervision, and Adult Development.</td>
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<td>1976-79</td>
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<td>1967-70</td>
<td>Kent State University</td>
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<td>Bachelor of Arts in Biological Sciences</td>
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**Professional Experiences**

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<td>1981-82</td>
<td>Curriulum/Staff Development Consultant, Middle Georgia</td>
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<td>Cooperative Educational Service Agency, Fort Valley, Georgia</td>
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<td></td>
<td>Inservice educational, instructional, and consultive assistant</td>
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<td></td>
<td>to teachers and administrators in a five county area.</td>
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<tr>
<td>1980-81</td>
<td>Graduate Research Assistant, The Franklin County Teacher Center</td>
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<td></td>
<td>Columbus, Ohio</td>
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<td>Direct service coordination for inservice education for 17</td>
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<tr>
<td>1979-80</td>
<td>Graduate Teaching Associate, The Ohio State University,</td>
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<td>Instructor for &quot;Theory and Practice in Secondary Education,&quot;</td>
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<td>Faculty of Educational Foundations and Research.</td>
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<tr>
<td>1972-79</td>
<td>Teacher of high school sciences, Manasquan Public Schools,</td>
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<td>1971-72</td>
<td>Teacher of life science, Lakewood Middle School, Lakewood,</td>
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<td>New Jersey.</td>
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Professional Experience Continued

January 1971 - Teacher of life science, Ford Junior High School, Brook Park, Ohio.
June 1971

Professional Activities

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CHAPTER 1
THE PROBLEM

Introduction to the Problem

The way one views one's career is often a collage of tasks, concerns, colleagues, and self-concept interwoven with one's background and continually changing hue as one accrues experience in the field. While a handbook on how to achieve success in one's chosen occupation may be what each of us longs for, it is rarely if ever available. We are educated in elementary, secondary and post secondary programs and then set about learning on the job. Teachers are also educated by socialization into the school setting beginning with their first day of teaching (Lortie, 1975). Careful job selection or change placement may cause the teacher's first year to be highly successful or extremely disheartening regardless of the teacher's undergraduate preparation.

Teacher persistence and performance of craft may be influenced by change of assignment; assistance or sabotage by students, colleagues, or administrators; or self reflection and evaluation. The changes teachers undergo and undertake during their early years of experience are best revealed through teacher statements of perceptions. Views of teaching strengths, weaknesses, concerns, goals and self as a teacher may change over time but most studies have captured these views only for a particular level of experience or moment (Cruickshank, 1979; Kuhlen, 1959; Kuhlen and Dipboye, 1959). While the owner of the life
is left with general impressions of selected years of teaching, the
concerns, view of self in situation, encouraging and discouraging
incidents fade with successive teaching years. What are the perceptions
of teaching concerns, strengths, weaknesses, career goals, and self
as teacher held by teachers with five years of experience? How do
the perceptions of teachers at five years of experience compare with
their first year perceptions of teaching concerns and beliefs? The
purposes of this study are to describe perceptions of teaching con­
cerns and to compare these to the perceptions stated by the participants
when first year teachers. The longitudinal nature of the study will
be facilitated by comparing interview data recorded during the
teachers' first year of teaching with interview data acquired four
years later using and extending the original research questions and
interview guides.

This comparison of fifth year teachers and former teachers with
their first year perceptions is grounded in the literature of teacher
career development, teaching concerns, and adult developmental issues
of the age range in which most of the participants find themselves,
age 22-28.

Teacher Career Development

While studies of first year teachers abound (Fuchs, 1969; Ryan,
1970; Ryan et. al., 1980; Eddy, 1969; Stout, 1952; Whitman, 1966),
few researchers have examined the teacher's view of career with
increasing years of experience. Existing studies of experienced
teachers have tended to describe personal characteristics perceived by the teachers or to discuss the career of teaching against a background of marker events; such as marriage, children, and retirement from an adult developmental perspective (Newman, 1978, A. Peterson, 1979). Few have examined perceptions across time to question whether concerns of career actually change or are merely changing or static in recollection some years hence.

But then is the occupation of teaching in fact a "career"? The teaching profession is dissimilar to a true career if one is defined as "... a sequence of defined steps which offer an individual progressively more responsibility, authority, challenge and financial reward within some sort of occupational structure" or "... a sequence of job statuses or job titles which reflect an upward mobility pattern" (p. 4, A. Peterson, 1979). Teachers assume full responsibility for all tasks with their first day of paid experience. In most school districts, teachers will advance along the salary guide with increasing years of experience and graduate training but their title, status, authority, and challenges remain relatively unchanged.

While leaving the classroom to pursue a position as guidance counselor, librarian or media specialist, department chairperson or building or district administrator may be seen as an advancement within education, if chosen, each path requires abandoning the practice of teaching to a great extent.

Teaching may more appropriately be viewed as exploration and subsequent mastery of a cluster of teaching concerns or tasks followed in some cases by a rejuvenation through greater attention to that
which changes in the classroom regardless of the teacher characteristics, the student. Fuller and Bown (in Ryan, ed., 1975) delineate a model similar to this incorporating phases through which teachers pass in their preoccupation with concerns of Survival (pre-service and induction), Craft (early years) and Impact (middle and later years for some teachers).

A description of the careers of fifth year teachers and former teachers with an accompanying comparison to first year situations and career expectations of the first year teacher would aid learning if there is a typical teacher career path. The interaction between teaching concerns and career decisions may contribute to an understanding of the reasons some teachers persist while others leave the profession.

Teaching Concerns

The problem, issues, tasks and concerns of teaching have been studied by direct observation, teacher checklists, problem statements as well as interviewing (Ayers, 1975; Cruickshank, 1977; R. M. Peterson, 1978; Sandefur and Adams, 1978). However, most of these research efforts have employed a cross sectional or "one shot" approach rather than a longitudinal design. The emphasis in the past has been on identifying the variety of teaching concerns and obtaining a priority listing based upon frequency of responses. While studies have sampled both beginning and experienced teachers, few have charted the changes in teacher perceptions of concerns over time and with increasing years of experience. The
few studies which have examined teacher perceptions of concerns over
time have reported quantitatively aggregated results indicating
trends; (i.e., decrease in overall level of teaching concerns,
decrease in classroom management concerns) but making it nearly
impossible to determine the ways in which the professional concerns
of an individual teacher vary over years of experience (Adams and
Martray, 1980).

A qualitative study of teaching concerns as they change over time
from the perspective of the individual would provide a more grounded
view of professional concerns against career development. Do concerns
change regardless of persistence or change of school, change of subject
or level, or personal life commitments and responsibilities as teachers
accrue years of experience? The literature about teaching concerns
at present draws no conclusions on these questions.

**Adult Developmental Stages of Teachers**

Until very recently, no studies examining the development of
teachers against the growing body of theory of psychosocial adult
development (Levinson, Sheehy, Gould, Vaillant) had been reported.
At present researchers are studying stage characteristics of teachers
as adults and describing the interrelatedness of developmental
dimensions such as life dream, mentor, significant other relationships,
importance of work and of friends with the perceptions teachers at
particular ages and levels of teaching experience (Burden, 1979;

The majority of these most recent research efforts explore
teachers' lives demographically (dates and ages at marriage, birth of
children, entrance and exit and reentry into teaching) and the teachers' perceptions of periods of strengths, weaknesses, happiest times, lowest and highest levels of commitment, etc.

The problem with studies asking teachers to recall successes, problems, satisfactions, or influences which were significant in past years is the tendency of the memory to smooth the edges, to make the mistakes seem less painful, the road not taken less desirable, and actions and decisions more positive (Vaillant, 1977). A comparison study utilizing the perceptions expressed and career and life style choices described in first and fifth years of career would provide a check on the intentions and expectations of beginning teachers. This comparative follow-up study of fifth year teachers and former teachers should contribute to a more definitive description of the adult development in the areas of career, relationships, self-concept and expectations of teacher and former teachers.

Adult developmental literature dealing with the early adult years such as Levinson's Entering the Adult World, approximately ages 22-28 or Sheehy's The Trying Twenties can be used as the framework of developmental tasks with which the teachers in their fifth year should be dealing. Fifth year perceptions of self as teacher and importance of career and relationships may be compared to the framework and to perceptions expressed by the sample during their first year of teaching. Have their problems or concerns about career, family, life style changed as predicted by theory? To what extent have teachers successfully accomplished developmental tasks of the Entering the Adult World period? Do teachers experience stages
in personal development while practicing a profession some call "unstaged" (Lortie, 1975)? Does early mastery of career tasks lead to a period of career stagnation not found in careers with greater progression? To what extent do the characteristics of the job of teaching promote or retard successful developmental task accomplishment?

The longitudinal approach of this study comparing the self-perceptions of teachers' strengths, weaknesses, problems, relationships, changes, and expectations during their first and fifth years enables the researcher to work from baseline data rather than asking participants to recollect the status of the same issues five years earlier. Utilizing the research questions and interview guides of The First Year Teacher Study (Applegate, et. al., 1977) for the fifth year study permits one to draw conclusions about the adult development, career development, and changes in teaching concerns with a validity not possible from cross-sectional, slice-in-time studies.

Research Design, The Longitudinal Study

While studies of teaching concerns and teacher career development are not uncommon, heretofore, the majority have not provided an evolving tracing of the predominant issues of profession and personal life throughout the career. While twenty problems may be identified by a subgroup of first year teachers and fifteen different problems by a subgroup of tenth year teachers in the same study, who can state conclusively that the problems of the two subgroups were not and will not continue to be dissimilar regardless of years of
teaching experience? Ascertaining whether the problems of teaching do or do not remain the same across a teaching career is possible only through longitudinal research. Determining whether or not teaching as a career offers little development or growth or describing what teachers identify as career growth is best viewed with an extended time perspective. Describing the adult development of a sample of the three million job holders called teachers requires recording their self reports of successes, problems, view of career, life style, and relationships with parents, friends, spouse, and children as the sample of teachers live their lives. This study attempts to examine the teaching concerns, careers, and adult developmental issues of teachers with a longitudinal approach not previously utilized to investigate these variables.

What one teacher identifies as a problem area or personal success in the classroom may not appear as one to another; however, the teacher affectively reacts to the problem or success based on his/her own perceptions and may consciously or unconsciously alter his or her behavior because of the perception. While classroom observations by the researcher may identify more, fewer, or different problems or strengths than does the teacher in the situation, the teacher is troubled or pleased only by one he/she perceives and deems significant. For this reason, intensive interviewing reveals the perceptions and values of the teacher with an accuracy and depth not possible through the use of checklists, attitudinal inventories, informant interviewing, or classroom observations. Intensive interviewing with teachers over time remains the method with greatest validity and abundance of data for
describing the perceptions of teaching concerns and significant events in career and adult development (Levinson, 1978; Sheehy, 1976; Vaillant, 1977).

Questioning over time the issues of teaching and developmental tasks provides a rich resource of information and, when flexibility within a guided interview is tolerated, the data can be further enriched. A fifth year study of teacher career and adult development will provide data regarding the perceptions of a group perhaps at the midpoint of a teaching career, typically ten years in duration, and approaching the first developmental transition period in which the participants may be questioning their initial life structure choices of career and life style. While building on the data of The First Year Teacher Study, this study provides a benchmark for later follow-up studies of the sample.

Statement of the Problem

What are the perceptions of fifth year teachers regarding teaching concerns and personal effectiveness? How do these compare with those expressed by the same teachers during their first year of experience? How do the life events of these fifth year teachers and former teachers compare/contrast with the recent work on stages of adult development across career types? How do perceptions of professional and personal relationships of the sample differ from perceptions expressed in their initial teaching year? Have first year teacher career expectations been actualized and what career and life style expectations are held by fifth year teachers and former teachers?
The proposed study is an exploration of the perceptions and life events such as job change, marriage, and children of a group of fifth year teachers and former teachers and a comparison of these with early perceptions of the same individuals and with theories of adult development with reference to the early adult years. This study is based on the assumption that longitudinal, comparison study of teachers could aid in clarifying the existence and nature of issues of teacher career pattern, adult development of teachers, and changes in the perceptions of self and teaching issues and concerns. Among the questions addressed are a number of defined areas of investigation; these include: identification and examination of career patterns of teachers, identification and clarification of changes in perceptions of self and teaching issues, exploration of the quality and importance of professional and personal relationships, identification and exploration of the degree to which teachers' lives and careers are congruent with adult development stages, and description of reasons why some of the original group of teachers investigated, participants in The First Year Teacher Study conducted by Ohio State University researchers during 1976 and 1977 (Applegate, et. al., 1977) have left the profession. Since longitudinal studies of teachers are uncommon, the study also aims to add to the body of knowledge of teachers as persons changing over time.

Component Research Questions

The proposed study is longitudinal and comparative in design and must therefore incorporate research questions of a prior study in which the sample of teachers was involved, The First Year Teacher Study (Applegate, et. al., 1977). These are stated below with additional questions related to the purpose of the study:
First Year Teacher Study

1. What are the first (fifth) year teacher's perceptions of himself/herself?
2. What are the first (fifth) year teacher's perceptions of himself/herself as a teacher?
3. What happens in the classroom and elsewhere in the school that the teacher perceives as successes and as failures?
4. What are the new (fifth year) teacher's perceptions of students, administrators, fellow teachers, their teacher educators and parents?

Teachers in Their Fifth Year

1. How do teacher perceptions of problem areas and their own strengths and weaknesses change over time?
2. In what respects, if any, do teachers perceive they have changed their teaching-related beliefs, behaviors, and attitudes throughout their years of service?
3. In what respects, if any, do the professional and personal relationships of teachers change over time?
4. What level of commitment to teaching have teachers with five years of experience reached as indicated by decision to persist?
5. What factors contributed to the decision to leave teaching for former teachers?
6. Are the developmental tasks of the early adult stages as identified by Levinson and Sheehy descriptive of teachers and former teachers?
Limitations

Restrictions Associated With Comparison Study

This comparative follow-up study of fifth year teachers and former teachers focuses on the changes in perceptions of teaching concerns through the early career development of the teacher as described in previous sections. The comparative, qualitative, follow-up nature of the study necessitates using the specific concerns examined in The First Year Teacher Study. Validity of the comparisons were established by using The First Year Teacher Study research questions and interview schedules for this comparative study. Other dimensions such as the adult developmental issues and career development choices with which the participants have dealt during the past five years were added to teaching concerns questions in fifth year interviews with the participants (see Appendix A).

However, since The First Year Teacher Study did not examine adult developmental issues and involved subjects in their first full time teaching year but not in the same age or point in paid work experiences, no comparisons can be made in these areas. Information on adult development will be reported since the perceptions of day to day teaching concerns are data for one dimension of adult development.

Restrictions Associated With Interviewing

The primary restrictions associated with the data gathering in this study was a delimiting of data gathering techniques used in the original study. In The First Year Teacher Study field observations of the beginning teachers and interviews were conducted at regular intervals throughout the year. Additionally, supervisors and
administrators of the teachers were questioned regarding the effectiveness of the teachers and interactions of the teachers with colleagues were observed. A reduction in the number of researchers from seven to one made the field observations and conversations with others in the school setting with whom the teachers interact too time consuming to be practical. However, intensive interviewing on two occasions with each of the participants proved to be a manageable and efficient method of gathering data from teachers and participants who have left teaching.

Significance of the Problem

The proposed study of teachers and former teachers in their fifth year could contribute to the literature in five different areas: (a) increased knowledge of the career development of teachers, (b) elucidation of some of the causes of teacher disenchantment if related to reasons some of the sample have left teaching, (c) clarification of teacher concerns at particular stages of experience with possible implications for improvement of preservice and in service teacher education programs, (d) increased information on issues of adult development of teachers in their fifth year and former teachers, and (e) information on the changes in professional and personal relationships of teachers and former teachers. These areas are derived from the bases of this study: career patterns and perceptions and concerns of teachers in their first and fifth years of experience. The review of the literature in the areas of teacher career development, teaching concerns, and adult developmental concerns of the early adult years discussed in Chapter 2 substantiates the need for such a study.
CHAPTER 2
RELATED LITERATURE

The literature upon which this study builds is found in the areas of teacher career development and adult development. This Chapter will consider research related to the teacher and his or her concerns through the early phase of adult development and career.

Teacher Career Development

The career development of teachers has been viewed by some as nonexistent. Lortie (1975) called teaching an unstaged or career-less occupation (p. 82, 84). Rather than developing through assumption of increasing responsibilities, job titles, and promotions; teachers often are characterized as "advancing" by moving laterally to other schools or school districts or moving out of teaching into educational administration, guidance counseling, or library media specialization (Becker 1952, Pedersen 1973).

Raymond Kuhlen (1959) interviewed secondary teachers in early, middle, and late teaching career phases to determine job changes that might characterize the teaching career and to identify "... aspects of the teaching situation which gave most personal satisfaction as well as the conditions which cause greatest frustration" (p. 4). After identifying few significant differences between satisfied and dissatisfied teachers, Kuhlen concludes that occupation holds low saliency for teachers. In other words, teachers do not think in
terms of career development (advancement) nor expect such upon entering teaching. Marital and sex differences among teachers were the foci of Kuhlen's analysis more frequently than were age and related task concerns.

Warren A. Peterson (1964) described four phases of middle class career development including an induction phase characterized as

a learning-oriented-exploration phase in young adulthood accompanied by apprenticeship status and involving progressive acceptance or rejection by older, established members. (p. 266)

His research based upon interviews with fifty-six urban female high school teachers focused primarily on differences in perceptions of most satisfying periods of teaching, relationships with students, relationships with older and younger colleagues, and commitment to teaching. Peterson's study spoke of teachers of thirty-eight, forty and fifty-three years of age as "young" and, in fact, no teacher under age thirty was interviewed.

Person identified a critical point in a teacher's career occurring between ages thirty and forty during which she loses some intimacy in dealing with students and assumes greater interest in professional activities. In contrast to Kuhlen's 1959 study, Peterson found the majority of teachers, the middle-aged and older group, to be dedicated totally to teaching to the exclusion of other outside interests, such as family, friends, or leisure pursuits.

David G. Ryans (1960) utilizing the Classroom Observation Record with 6000 teachers, a design based upon the Teacher Characteristics Study Critical Incidents Blanks completed by 500 participants,
identified and compared characteristics of various groups of teachers. Younger teachers (under 50 years of age) were found to be more understanding or friendly and stimulating and imaginative in classroom behavior, more emotionally stable, and to have more permissive, child-centered viewpoints than older teachers. Teachers from 50 to over 60 years of age were generally more responsible, systematic and businesslike in classroom behavior, hold more favorable attitudes toward administrative and other school personnel, and emphasized learning centered educational viewpoints (p. 291-292).

In terms of teaching experience, teachers with twenty or more years in teaching scored lower than less experienced teachers in all categories (cited previously) except responsible, businesslike behavior in the classroom in which older teachers obtained significantly higher mean scores (p. 263). Ryans concluded that experience is a significant contributor to businesslike classroom behavior.

Louis Smith (1972) theorized that the teaching career encompasses five distinct periods: Prepracticum, Apprenticeship, First Year Teaching, Probationary Teaching, and Professional Career (p. 159-160). While the years included in each period are not specified, the kind and amount of emphasis placed on career concerns is charted along each of the five periods. Smith postulated changes in the career emphasis: (1) general liberal arts education and academic specialization; (2) concrete perceptual images of teaching; (3) core interpersonal survival skills; (4) idiosyncratic style of teaching; (5) analysis, conceptualization, and inquiry about teaching (p. 160).
Frances F. Fuller and Oliver H. Bown (1975) described four stages of teacher development based upon research by Fuller and associates in the area of teacher concerns. The phases and concerns pre-occupying teachers within each were (pp. 38-39):

1. Preteaching Concerns - identification with students rather than teachers.

2. Early Concerns About Survival - class control, mastery of content to be taught, and evaluation by superiors.

3. Teaching Situation Concerns - methods and materials, limitations and frustrations in the teaching situation, own teaching performance.

4. Concerns About Pupils - social and emotional needs of pupils, being fair to students, tailoring content to individual students.

Specific relation to age or years of experience of teachers in each phase have not been discussed by Fuller or others building on her research (George, 1978).

In more recent research examining teacher career development as related to teaching concerns, Burden, Farrah, Gehrke, Newman, and A. R. Peterson utilized teacher self report techniques, survey or interviewing, to more clearly elucidate phases or stages apparent to teachers.

Paul Burden (1979) interviewed elementary teachers with between four and twenty-eight years of experience to determine perceptions of personal and professional development. His analysis of professional characteristics finds first year teachers conforming to
traditional images they hold of teachers, feeling uncertain and insecure, possessing limited knowledge of teaching activities and the teaching environment, being subject centered in their approach to instruction and unwilling to try new methods. The second, third, and fourth years were viewed as time for gaining knowledge of teaching environment, activities; abandoning the need to conform to their mental images of teacher; gaining confidence, security, maturity and professional insight and perception; and becoming more child-centered and willing to try new teaching techniques (pp. 264-266).

Burden reported that teachers viewed the fifth year as a turning point following which they had abandoned the mental image they had held of teachers, mastered initial teaching skills, were open to new teaching methods, and were concerned with meeting student needs and with relationships with students. Teachers in their fifth year and beyond were increasingly concerned with keeping teaching interesting for themselves by switching grade levels, schools or changing instructional methods (pp. 269-271). Burden found that teachers reported few changes in the fifth year and beyond as compared to the first four years of teaching.

George Farrah (1977) administered the Self Concept and Motivation Inventory for Teachers (SCAMINT) to 572 teachers in urban and rural communities to determine if relationships existed between selected teacher characteristics (sex, age, level, experience) and self concept and motivation dimensions. Teachers of 13-18 years of experience had the lowest total mean scores on all ten dimensions of the inventory perhaps signaling "... a time of uncertainty, of certain
pressures, or of conflicting values converging on the individual" (p. 11), Farrah surmised. Teachers with 18 or more years of experience had highest subcluster scores for Self Adequacy, Goal Needs, and Academic Climate. Related findings were highest Role Expectations and Other Teachers (relations with) reported by teachers 39 years and older. Personal Investment was the only dimension in which Farrah found teachers with one to six years of experience had the highest mean scores perhaps reflecting the adjustment necessary to compensate for limited knowledge of teaching activities and environment as reported by Burden.

Nathalie Gehrke (1978) in a longitudinal study of teachers' role personalization utilized interviews, observations, and written concerns statements gathered during the participants' (ten secondary teachers) first, third, and fourth years of teaching. Personal and professional roles of teachers were reported to cause increasing conflict in demands for the teacher's time and allegiance with additional years of experience. Changes in personal role, addition of a new role, changes in the teaching role, and changes in personal needs were the sources of conflict identified by Gehrke (p. 12). Teachers adjusted to the conflicting demands by accepting temporary stress ("new teacher myth"), accepting the primacy of either personal or teaching life, abandoning one role, or flexibly balancing time and allegiance (pp. 17-18). The overlap of personal and teaching concerns has implications for the type and intensity of task concerns perceived by teachers.
Katharine Newman (1978) interviewed ten middle aged (ages 43-59) teachers with over twenty years of teaching experience each to determine their perceptions of career development. She described the first ten years in teaching as a time for "... moving from school to school, and/or grade to grade, and/or subject to subject before finally settling" (p. 275). The early twenties to early thirties was also a time for reconsideration of other career choices, beginning of graduate studies, and reaching maturity as a teacher. Teachers were characterized during the first decade in career as highly energetic, more strict and more formal in rapport with students. While no specific references are made to the initial five years of teaching, the sample of career teachers generally regarded the period as one in which they experienced highest satisfaction, projected problems onto particular school settings, and did not experience self doubts (p. 276-278).

Anne R. Peterson (1979) interviewed fifty retired teachers and found that "... teacher attitudes and outlooks change in fairly predictable sequences that are in turn related to changes associated with the processes of adult development" (p. 1). Changes with persistence in a teaching career were noted in the areas of level of commitment to teaching, level of job morale, changes associated with the physical processes of aging, and levels of tolerance, and in perceptions of students, parents, colleagues, the school community and administrators (p. 1).

Peterson identified characteristics of the less experienced teacher as including initially high job morale which declines in
early years, high commitment to teaching which declines in late twenties and feelings of success and carefree satisfaction in teaching but not the professional productivity of later years (p. 18-36). Participants recollected feeling close in age and experience to their students and developing critical views of students as lacking seriousness and respect and disinterested in school work (p. 38). The teachers reported less involvement with parents of students as they accrued experience and becoming less respectful and more critical and manipulative of administrators as they aged in teaching.

A review of existing literature in teacher career development and the results of her own research lead Peterson to the description of three interlocking sequences of development: 1) a sequence of job events ...", 2) a sequence of learnings of necessary job skills and behaviors", and 3) a sequence of changing attitudes and outlooks toward self and others ..." (p. 4).

Finally in the discussion of teacher career development, conclusions from research most pertinent to this study. "The Second Year of Teaching, a Follow-Up Study" (1979) conducted by Applegate and Lasley reported the results of a questionnaire completed by twelve teachers who also participated in The First Year Teacher Study and this study of fifth year teachers and former teachers. The questionnaire was designed

"to reveal changes in attitudes toward 1) discipline, 2) relationship to school principal, 3) relationship with fellow teachers, 4) own effectiveness as a teacher, 5) feelings about teacher education program, 6) interest in teaching, 7) quality of their classroom instruction,
8) ability to respond to problems, 9) feelings about teaching as a career, and 10) feelings about themselves and satisfactions in their work" (p. 1).

The questionnaire responses were analyzed for similarities to and differences from attitudes concerning the same areas expressed by the sample of teachers at the end of their first year of teaching.

Results of questionnaire analysis indicated that as in their initial year of teaching, participants were still preoccupied with self concerns such as being a better teacher, losing their jobs, balancing teaching responsibilities with family obligations and managing and evaluating students (p. 12-13). The participants were described as having "more of the necessary competencies required of a teacher" such as organization, budgeting time, structuring flexible lessons to meet student needs, and "handling students better" (p. 14). While many of the second year teachers reported being more intolerant and less positive toward students, students were cited as a source of satisfaction as well as concern (p. 14-17).

Applegate and Lasley reported that "nearly half the sample described their teaching career as only satisfactory or poor" and when asked to project how long they expected to continue teaching, two were looking for other careers, two expected to teach for five more years, two for ten years, and two for the rest of their working careers (p. 10). "The Second Year of Teaching: a Follow-Up Study" characterized the teacher participants as lacking commitment to teaching as they had also been described in The First Year Teacher Study.
Teacher characteristics, changes in perceptions of teaching concerns, and teaching as a career were perspectives utilized in the majority of the studies of this section on Teacher Career Development. Many of the changes in perceptions of occupation, self concept and efficacy in occupation, professional and personal relationships, and career expectations are linked not only to career experience but also to developmental changes the participants may be undergoing. Characteristics of the early adult period of development with changes in the dimensions discussed above is the focus of the next section of Chapter 2.

**Adult Development**

Significant components of development in the adult years are career choice and occupational history. Donald Super (1957) characterized vocational development as following a series of vocational life stages similar to Charlotte Buehler's life stages concept. Super described vocational development as continuous, patterned, generally irreversible, dynamic, and influenced by role factors (expected actions of the job holder), personal factors (intelligence, aptitudes, interests, values, attitudes, personality, and self concept), and situational factors (parental attitudes, economic conditions, and others external to the individual) (p. 46-53).

The early adult period in which teachers of between one and five years of experience generally could be categorized is called the Trial phase of the late Exploration Life Stage by Super. The Trial vocational phase (age 22-24) is typically characterized by "great mobility, residentially as well as vocationally" (p. 74) as
the workers attempt a number of occupations or jobs. This stage is followed by the Establishment Stage (age 25–44) in which the Trial phase (age 25–30) contains the possibility of unsuitability of initial vocational choice followed by "one or two changes before the life work is found or before it becomes clear that the life work will be a succession of unrelated jobs" (p. 41).

Super described the importance of harmony among the three factor sets: role, personal, and situational factors. He posited, "The degree of satisfaction the individual attains from his work is related to the degree to which he has been able to implement his self-concept in his work." Super discussed career as a development of self concept and self concept implementation or "finding a way of taking the role to which one aspires" (p. 95-96).

Douglas Heath (1979) focused on the maturing and immaturing effects of occupation on the self concept in a follow-up study of 68 men originally tested in college and categorized in groups as mature, immature, and middle level examplars. Interview data when the participants were in their early thirties identified spouse and occupation as "primary socializing forces that caused the continued maturing of the men during their twenties and early thirties" (p. 271). The selection of these two most powerful determinants occurs most frequently in the early adult period of development. Two conclusions advanced by Heath have bearing upon the early adult development of the sample of teachers; namely, "The critical variable is not membership in an occupation but its subjective psychological importance to a person" and "Finally, the centrality that vocation may have for a
person's identity when he is in the early phases of establishing his professional competence may change as he becomes older" (p. 279-280).

Adult psychosocial theory as described by several theorists in recent years (Gould, 1978; Levinson, 1978; Sheehy, 1974; and Vaillant, 1977) builds on the work of early adult psychology theorists including Erik Erikson, Bernice Neugarten, and Robert White. The concept of developmental stage is characterized by psychosocial theory as a "developmentally appropriate set of time when certain issues have to be settled" (Rodgers, 1980). Adequate or inadequate resolution of the issues of developmental tasks of each sequential stage through the use of coping skills portends similar resolution of future developmental tasks.

Developmental tasks of the early adult period have a marked similarity among recent psychosocial writings and include making initial decisions in the areas of vocation, intimacy, life style, avocation, values, and friends. The theories of two psychosocial authors, Levinson (1978) and Sheehy (1976) have particular utility in outlining the characteristics of the initial life structure, the stage characteristic of the majority of teachers in years one through five of teaching.

Daniel Levinson (1978) in an interview study with forty men aged 35-45 in four occupations described three major eras and four transitions in staged adult development with variations on five themes occurring throughout all stages. The major themes included forming and living out a dream or vision of self in the adult word, forming
mentor relationships, forming and living out an occupation, forming love relationships - marriage and family, and forming friendships and elements of life style.

The stage in Levinson's theory which is most applicable to the initial teaching years of the participants is Early Adulthood. Levinson further differentiated the Novice Phase of Early Adulthood as consisting of Early Adult Transition (age 17-22), Entering the Adult World (age 22-28), and the Age Thirty Transition (age 28-33).

Levinson described the Entering the Adult World period as more stable than the Early Adult Transition, requiring the individual to explore options and make firm choices in the areas of marriage, occupation, life style, and values. Occupation and marriage - family were cited as of central importance to the period and, if choices are well made, these components lead to satisfactory, well-integrated structure (p. 78-83). However, in a rating of "satisfactoriness of the life structure," at the end of Entering the Adult World, 57 percent of Levinson's sample "experienced their lives as incomplete, oppressive, not going anywhere or heading in the wrong direction" (p. 83). Levinson described the majority of men as viewing life as "unstable, incomplete, and fragmented" prior to Age Thirty Transition regardless of choices in occupation and marriage-family areas (p. 83). The Age Thirty Transition, as described by Levinson, became a period of rethinking and in some cases restructuring a second life structure.

Gail Sheehy (1976) described The Trying Twenties (age 22-28) as "one of the longer and more stable periods" (p. 85) when compared
to the preceding and succeeding periods. The tasks she identified include shaping a dream, preparing for a lifework, finding a mentor if possible, and forming "the capacity for intimacy without losing in the process whatever constancy of self we have thus far assembled" (p. 85). Unfortunately complicating the period are two continually present impulses — the urge to build a safe, firm structure for the future based on strong commitments and the urge to explain and experiment. The balance of these impulses leads to the diversity of life patterns followed by men and women during the twenties (p. 86-87). Sheehy identified a strong illusion which sustains most persons during their struggle with the impulses, the belief that "Willpower will overcome all" (p. 88).

Further delineation of life patterns for men and women by Sheehy helped to describe the balance of impulses. The seven patterns for men develop during the twenties and evolve through successive stages with adequate or inadequate resolution of stage-appropriate tasks. The patterns for men in American society include:

**Transients** — Unwilling or unable to make any firm commitments in their twenties, they prolong the experiments of youth.

**Locked In** — They made solid commitments in their twenties but without crisis or much self-examination.

**Wunderkind** — They create risks and play to win, often believing that once they reach the top, their personal insecurities will vanish.

**Integrators** — Try to balance their ambitions with a genuine commitment to their families, ... consciously work toward combining economic comfort with being ethical and beneficial to society.
Never Married Men - (no description)

Paranurturers - Elect by occupational commitment to care for the family of man (clergy, medical, missionaries) or devote the kind of nurturing to a mate customarily provided by wives.

Latency Boys - Avoid the process of adolescence altogether and remain bound to their mothers through the adult years. (p. 177)

Sheehy also described emerging life patterns for women while emphasizing the choice aspect and encouraging women to avoid stereotyping themselves into a pattern they have outgrown. The six patterns for women include:

Caregiver - Marries in her early twenties or before and who at that time is of no mind to go beyond the domestic role.

Either-Or - Women who feel required in their twenties to choose between love and children or work and accomplishment. There are two types:

Nurturer Who Defers Achievement - postpones career to marry and start a family; intends to pick up an extrafamilial pursuit at a later point.

Achiever Who Defers Nurturing - Postpones motherhood and often marriage, too, in order to spend at least six or seven years completing her professional preparation.

Integrators - Integrate marriage, career, and motherhood.

Never Married Women - Include paranurturers and office wives.

Transients - Choose impermanence in their twenties and wander sexually, occupationally, geographically. (p. 206)

Sheehy and Levinson provide analysis of life patterns with particular emphasis upon occupation and marriage-family events, Levinson's "marker events" (p. 54). The tasks identified by these theorists
for early adulthood involve developing competence in the roles of worker and husband/wife and later father/mother.

While endeavoring to achieve these explicit goals, persons in the early adult period are also working to leave behind illusions from their childhood which no longer protect them or solve the problems of adulthood. Roger Gould (1978) discussed the process of maturing as involving the abandoning of false assumptions progressively throughout the life span much as developmental tasks rise to primacy and are resolved during life phases.

Gould termed the early adult period "I'm Nobody's Baby Now" (age 22-28) and stated one major false assumption which is abandoned with adequate resolution of this period as, "Doing things my parents way, with willpower and perseverance will bring results. But if I become too frustrated, confused or tired or am simply unable to cope, they will step in and show me the right way" (p. 71). Component assumptions include: "1) Results will come automatically if we do what we're supposed to do., 2) There is only one way to do things., 3) My loved ones can do for me what I haven't been able to do for myself., 4) Rationality, commitment and effort will always prevail over all other forces." (p. 71)

The young adult optimism and simplicity of solving specific problems with a limited number of solutions makes the tasks of the period seem deceptively simple. Gould advised, "To live truly adult lives, we must work to challenge the role formulas that we accepted initially with enthusiasm but subsequently have outgrown." (p. 91) The adequacy of the initial life structure may be re-examined
in the next phase, Age Thirty Transition, but the young adult (age 22-28) is too busy carving an adult facade to question initial choices according to the theories of Gould, Sheehy, and Levinson.

George Vaillant (1977) noted the lengthy life span period, age 22-40, not addressed by one of the pioneers in adult psychosocial developmental theory, Erik Erikson (p. 202). The Erikson vectors of Basic Trust, Autonomy, Initiative, Industry, Identity, and Intimacy were presumed to be mastered before early adulthood. The period of Generativity in which the person of forty or older finds renewal through altruism and the mentoring of younger colleagues closes a span of approximately 18 years not discussed by Erikson. Vaillant deemed further clarification of this active period of adulthood was essential.

Basing theory upon the Grant Study, a research effort exploring the life events and perceptions of a group of 268 men, Vaillant termed the 18 year period Career Consolidation when he analyzed the life events and adaptive ego mechanisms of 95 of the participants thirty years after the beginning of the Study.

Achieving intimacy was identified by Vaillant to be the critical developmental task of the participants between the ages of 20 and 30. He concluded, "To fail at intimacy, however, was to forfeit mastery in the next stages of the adult lifecycle" (p. 215).

Having achieved intimate relationships through marriage between ages 23 and 29, the participants described as Best Outcomes based on adaptation skills, strived "... to work hard, to consolidate their careers, and to devote themselves to the nuclear family between the
ages of 25 and 35" (p. 216). Personality and self-awareness seemed
to be cloaked in behaviors enacted to conform to occupational role
norms as, "Self-deception about the adequacy of both marital and
career choices was common" (p. 216-217).

The third and final major task of Vaillant's Career Consolidation
period was 'the acquisition, assimilation, and finally the casting
aside of nonparental role models or mentors' which facilitated
participants' development of solid career identities. One aspect
of the Grant Study that may have particular bearing on the teaching
career in which the individual does not advance through promotions
and works daily in relative isolation from colleagues was Vaillant's
finding that participants with relatively unsuccessful careers had
not found mentors during the critical period of age 25 to 33 (p. 219).

Contribution of This Study

As indicated by a review of the literature, few studies have
examined teacher career development along with adult development;
even fewer have utilized longitudinal investigation of these variables.
This study will contribute to the understanding of the interaction
between teacher career development and adult developmental stage
characteristics. The study will provide a description of fifth year
teachers and add to the knowledge about the reasons some teachers
leave the profession. It is hoped that this study will contribute
to confirmation of teaching concerns linked with particular phases of
teacher career development. Finally, this longitudinal, follow-up
study will permit conclusions regarding the change of teacher percep-
tions over time.
Summary

The review of the literature included in this study was designed to focus upon the early years in adult and career development. After a discussion of early research which indicated the possibility of phases or stages in a teaching career, more recent studies were reviewed which added to what is known about teachers in the first decade of teaching. The literature in the area of teacher career development encompassed perspectives of changes in teaching concerns and in teacher characteristics.

Important to a richer description of teachers and former teachers is a discussion of adult developmental issues which influence life choices. Selected research related to the early adult period were described. The literature review provides a framework of teacher career and adult developmental characteristics to which the findings of this should contribute clarification of the initial five years.
CHAPTER 3
RESEARCH PROCEDURES AND ANALYSIS OF DATA

As stated in Chapter 1, the purpose of this study was to describe the perceptions of teaching concerns and adult developmental issues held by teachers of five years of experiences and former teachers and to compare these perceptions to those expressed by the sample as first year teachers. Chapter 2 reviewed selected literature pertinent to the beginning years of teacher career development and the early adult period of development.

The purposes of Chapter 3 are to explain the research and data analysis methodologies. Two intensive interviews were held with each of the fifteen participants, ten teachers and five former teachers, who had all participated in The First Year Teacher Study (1976-77). Development of the interview guide, the sample, contact to request participation in the follow-up study, interview procedures, data analysis, and issues of reliability, validity, generalizability and sources of bias are discussed in this chapter.

Development of the Interview Guide

The comparison of first year teacher and fifth year teacher and former teacher perceptions of teaching concerns and adult developmental tasks mandated the use of The First Year Teacher Study research questions and interview guide questions in the fifth year study.
Interview guide questions for The First Year Teacher Study were based upon issues in related literature, the background experiences of the researchers, and concerns which were expressed by participants as the year of observations and interviews progressed (Applegate, et. al., 1977). Revisions to the original guides eliminated questions which were unrelated to the fifth year study and added questions concerning the following adult developmental factors: 1) relationships with mentor, spouse, parents, and friends, 2) perceived changes in these relationships during the past five years, 3) perceptions of ideal self in career and ideal life style, and 4) degree of congruency with ideal version of self in career and life style. Psychosocial research studies of staged adult development were sources of the added interview questions.

The focused interview (Merton, Fiske, and Kendall, 1956), allowing participants all known to have been involved in a particular situation (teaching) to subjectively describe their definitions of the situation, was employed in this study to more fully elicit the perceptions and awareness of changes held by the participants (p. 3-5). The interview approach permits spontaneity and flexibility which enriches the data in a manner not possible through questionnaire data collection.

Unstructured questions such as, "Describe your present situation, career and life style."; coupled with semistructured questions such as, "What types of contacts do/did you have with parents (of students)?"; and structured questions such as, "On a scale of one (very pleasant) to ten (very unpleasant) how would you rate your school as a pleasant place to spend nine hours a day?" encouraged elaboration by participants while permitting a myriad of teaching concerns and adult developmental issues to be addressed in the two interviews with each
participant. However, the majority of questions in both interviews were unstructured or semi-structured since the focus of the study was an exploration of participant perceptions.

Merton, Fiske, and Kendall (1956) emphasize four criteria significant to the focused interview: range, specificity, depth, and personal content (p. 11-13). The questions utilized in both first and fifth year interview guides incorporated all four criteria. Range was assured by the liberal use of unstructured questions permitting participants free responses to the stimuli (see Appendix A). Specificity was incorporated through delving and rephrasing when participants appeared not to understand or misunderstand the question. Questions focusing on the rationale behind decisions to enter or leave teaching (first interview #1,3-5; second interview #26-29,33); inquiring as to the satisfactions and frustrations of the position (first interview #2,23) or exploring the participants' evaluation of self as teacher (first interview #11,14,15,33,34; second interview #3-5,25,27,28) encouraged depth of responses. Personal context grounded the entire study of teachers' and former teachers' perceptions of their own teaching concerns and adult development.

Both interview guides were administered as field tests to an experienced teacher to determine length, clarity of questions, and richness of data. Minor revisions such as, elimination of repetitious questions and improved clarity in wording, were made and valuable information as to interview administration was obtained. The length of the interview and personal content of interview questions aided in establishing rapport between researcher and participants. Also important to participant self disclosure was the familiarity of participants with the nature of the study and interview questions. The interview guide appears in Appendix A.
Data Collection

Participant Contact

The initial step in data collection of the fifth year study was the contacting of all researchers of The First Year Teacher Study to describe the proposed study and solicit access to the original first year data.

Once support for the follow-up study was secured from The First Year Teacher Study researchers, the process of locating the original sample and requesting their participation in the fifth year study began. Of the seven researchers of The First Year Teacher Study, six preferred to make the initial contact with the teachers and former teachers to protect the anonymity of the participants until their interest in fifth year study participation was secured. Participants interviewed during their first year of teaching by the remaining researcher were contacted by the fifth year researcher. In total, seventeen of the original eighteen participants (one teacher-participant resigned after a few weeks of teaching and did not continue in the study) were contacted and fifteen agreed to participate in the fifth year study.

The Sample

The follow-up design of the study predetermined the sample. As explained above, fifteen of the original seventeen participants agreed to participate in the two interviews.

The First Year Teacher Study sample had been selected from six school districts surrounding a major midwestern university. Urban,
suburban, and rural; public, private, and parochial schools were represented. Elementary and secondary levels, special education, and a career center high school further extended the variety of the sample. The final sample of 18 teachers, 12 women and 6 men with the majority age group of 23-25, resulted from phone contacts made to 36 teachers (Applegate, et. al., 1977, p. 6).

As described in Participant Contact, initial follow-up contact to all except two of the participants was made by The First Year Teacher Study researchers in order to preserve the participant's anonymity until her/she agreed to participate in the fifth year study. This contact by the original researcher may have helped to secure participation; only two participants declined.

The fifteen teacher and for teacher participants maintained the diversity that had been sought in The First Year Teacher Study (see Table 1 in First and Fifth Year Situations, Career and Life Style). Based upon their initial teaching assignments, teachers and former teachers from fourteen different schools in six different systems were included. There were eight participants who had started teaching in suburban settings, five in urban locations, and two in rural schools. There were five teachers or former teachers who represented high school level, four were or had been middle school teachers, and six represented elementary teaching. Of the fifteen teachers and former teachers, twelve began teaching in public schools, two in parochial schools, and one in a private school. The subjects and grade levels of the participants during The First Year Teacher Study ranged from Physical Education to French at the secondary level and kindergarten to fifth grade at the elementary
level. A teacher of the educable mentally retarded (EMR) and a distributive education teacher at a public school career center further increased the diversity of teaching situations represented. A more complete description of career during and since the initial year of teaching is found in Table 1, Chapter 4, Career Situations, Years 1-5.

During the fifth year study, ten of the fifteen participants were teachers and one was resigning from substitute teaching due to an impending birth. The remaining four of five former teachers included a restaurant waiter, a greenhouse assistant, a real estate agent, and a geophysics undergraduate student.

In lifestyle situations, of the seven married teachers in the original sample, two had been divorced and one of these had remarried. There were two teachers who had been married since the first year and five remained unmarried. Only one participant was a parent at the time of the first year study. In the five years since that time, four more participants had children and two had two children at the time of the interviews. Finally, the participants ranged in age from twenty-seven to thirty-two, with the majority in the 28-30 age group.

Data Collection Procedures

Following contact by the original researcher requesting the teacher's or former teacher's participation, each participant was telephoned by this researcher to explain further details of the fifth year study and arrange date, time, and location for the first interview. Questions regarding total time commitment, type of information needed, and other details of the study were answered in these follow-up phone contacts for several participants.
Two interviews with each participant were conducted between April 20 and June 22, 1981. Prior to initial interview questioning, a description of the purposes and specific requirements of the study was read to each participant and each signed a consent to participate form. The description stated the following:

Oral Instructions to Participants

The study you're invited to participate in is a study of teacher concerns, adult, and career development. Changes in your perceptions of teaching concerns should be evident from your answers to interview questions, many of which were asked in the interviews you had as a participant in The First Year Teacher Study. I am concerned in this interview with your views at this point in time so reflect only on this past year of teaching, your fifth or your last year of teaching. Your involvement in the study would require two interviews of approximately two hours each to be completed prior to the end of this school year (1980-81). Some of the interview time will be devoted to the completion of three instruments; the Teacher Concerns Questionnaire, the Teacher Preparation Attitude Inventory, and the Strong-Campbell Interest Inventory. (Show participant instruments.) Please feel free to ask questions at any point. You may discontinue participation at any time during the study.

Do you have any objections to my taping the interviews? The tapes and transcripts will be used only by myself and Dr. Kevin Ryan. Tapes and transcripts from The First Year Teacher Study will be used, also, with the permission of The First Year Teacher Study researchers. Following the completion of this study all tapes and transcripts will be placed in locked storage. Any reporting of information from interviews or questionnaires will be used in such a way that all identities will be masked. Much of the instrument data will be aggregated, also.

Do you have any questions before we begin? Please describe your teaching situation. (During the second interview participants were requested to focus on their entire teaching experience which ranged between one and five years.)

Interviews were held in the location of the participants' choice: in the participant's school in twelve cases, in the participant's
home in seven cases, in restaurants in two cases, at a library of a major university in two cases, and by telephone in seven instances when distance made on-site interviews impossible, for a total of thirty interviews, two with each participant. Participants were asked to arrange a two hour block of time in which they would not be interrupted if possible. However, approximately ten interruptions of five minutes or less did occur. Although the phone interviews lacked the opportunity to perceive nonverbal responses, they were least often interrupted and were not monitored for time constraints.

The length of the interviews ranged from 1-1/2 to 3 hours with an average of two hours, depending upon elaboration by the participant. Participants were asked to provide written numerical ratings of various variables (see Appendix A) during the second interviews. A total of between 3-1/2 and 6 hours in the two interviews were spent with each participant. Each interview was tape recorded with the permission of the participants.

Factors that may have interfered with the collection of accurate perceptual data include: time of the interviews, most often at the close of the school day or in two cases during free conference periods, settings in which the participant was subject to frequent interruptions; or an intentional deception of the researcher by the participant; this, however, was not detected and all participants seemed very self-disclosing in responses.

The interviewer encouraged self-disclosure and in-depth responses with personal context by initially explaining her own teaching background and responding in a nondirective/non-judgmental manner to
participants' questions or responses. Participants frequently asked questions of the interviewer during the interviews and these were answered in a straightforward manner. All participants understood how the information was to be used and that they would be provided with reports containing the data. At the conclusion of each interview, the participants were thanked for their participation and encouraged to contact the research if questions or reservations about the study occurred to them. The last question of the second interview asked participants to describe the reaction to involvement in research. The unanimously positive responses are discussed in Chapter 5. Follow-up contact to each participant has included a copy of a presentation of the study's findings and the results of his/her Strong-Campbell Interest Inventory.

Data Analysis

Constant comparative analysis (Glaser, B. in G. J. McCall and J. L. Simmons, eds., 1969) has been described as a method of data analysis which by permitting the emergence of hypotheses from the data leads to the formation of theory from the careful review and combining of data until categories are delineated and saturated and theory refined (p. 218, 224). The steps of this analysis method are: "1) comparing incidents applicable to each category, 2) integrating categories and their properties, 3) delimiting the theory, and 4) writing the theory" (p. 220). Interview data of The First Year Teacher Study was analyzed during that study using Glaser's constant comparative analysis resulting in a total of thirty-five categories. The comparison of first and fifth year responses necessitated the use of the original interview questions with
minor modifications. Therefore, constant comparative analysis using and extending the original thirty-five categories was essential. Incorporation of questions concerning adult developmental issues derived from psychosocial theories resulted in the addition of five analysis categories which were: 1) changes in relations with the spouse, 2) perceptions of career high and low periods of the past five years, 3) importance of friends, 4) changes in relations with own parents, and 5) ideal vision of self in career and life style, congruency in fifth year. The interview guides and analysis categories form Appendices A and B, respectively.

Following transcriptions of tape recorded fifth year interviews, responses were written on separate cards and compared to the thirty-five categories of The First Year Teacher Study, clarified through a review of first year comparative analysis response cards. The procedure was used in compliance with Glaser's initial procedure, "comparing incidents applicable to each category" (p. 220). Responses were easily categorized using the thirty-five categories and the additional adult developmental categories. Modification of The First Year Teacher Study interview guides resulted in the elimination of five categories: fears, faculty meetings and organizations, student problems and time spent counseling students, description of worst day, and description of the first year teacher's biggest surprise. These categories were immaterial to the research questions of the fifth year study or unproductive in first year data.

Continued comparison of the remaining thirty first year study categories and the additional five adult developmental categories, permitted the combination of several related variables until twenty-four
categories in five related areas (teaching concerns; relationships, professional; relationships, personal; teaching related beliefs; and self in career and life style) were apparent in addition to descriptions of first and fifth year career and life style situations. The situation descriptions, five related areas, and component twenty-four categories are presented in Chapter 4, Results. The five related areas were developed based upon similarity of categories resulting from constant comparative analysis of interview responses, therefore, from related interview questions. As described, this portion of the analysis followed Glaser's step two "integrating categories and their properties" (p. 220).

Comparison of existing first year study data with fifth year data required the utilization of various forms of first year data including constant comparative analysis cards coded within the original thirty-five categories, transcripts which were coded with appropriate category labels, and tapes of first year interviews. The First Year Teacher Study data had been obtained from the original seven researchers. Constant comparative analysis cards of first year responses were used when available with transcripts coded for categories as a secondary source and interview tapes a third substantiating source. Responses by each participant for each of the original categories were located. The association of specific interview questions with categories was obtained from first year study documents to that effect. Fifth year responses to interview questions were then categorized similarly with the exception of the additional five adult development categories.
Following comparison of incidents within categories and inte-
gration of categories, Glaser's (1969, p. 225) constant comparative
analysis requires delineation of and finally writing the theory.
The continuous review of categories involved in step two, inte-
gration of categories, lead to the formation of the five areas
containing between three and five categories each of the total of
twenty-four. As an exploratory study comparing first and fifth
year perceptions of a limited sample, theory formation is unwarranted.
Chapter 4 describes comparisons of first and fifth year data delimited
to situation descriptions, years 1-5 and the five areas: teaching
concerns; relationships, professional; relationships, personal;
teaching related beliefs; and self in career and lifestyle.

The final step of Glaser's method, writing the theory with the
continual review of categories and inclusion of substantiating
incidents, leads frequently to the formation of a developmental theory
having separate categories but with a series of relations among
categories (p. 226). The development of the areas of comparison and
categories in Chapter 4 made the emergence of the characteristics of
the first year teacher and those of the fifth year teacher and former
teacher increasingly apparent as the analysis progressed. While the
particular variables are best considered in a review of the results
presented in Chapter 4, summarizations of the life events and per-
ceptions typical of the first year teacher and the fifth year teacher
are presented in Chapter 5. Also described are synopses of the life
courses of the five former teachers.
Two additional areas of investigation that resulted from direct questioning as well as an examination of the data across categories are also discussed in Chapter 5. The participants' views of participation in research are summarized from results of the last interview questions (Appendix A). Additionally, an analysis of the life events of the participants against theories of teacher career development and early adult development is included to facilitate comparison of the sample of teachers and former teachers to developmental task resolution patterns common to their age peers. A discussion of the major findings of the study follows. The chapter is closed with implications for future research in teacher career development, early adult development, and longitudinal research and recommendations for improvements in inservice education and supervision and administration of teachers in their early years of experience.

Problems in Methodology

Methodological issues which enhance or detract from the utility and generalizability of the fifth year study include issues of bias, validity, and reliability.

Bias

Three sources of bias warrant attention in this section: experimental bias, subject bias, and researcher bias. Participation in The First Year Teacher Study rewarded participants with the therapeutic effects of nonjudgmental listener during the trials and tribulations of initial experience in teaching and with the anonymous "fame" of papers, presentations, and a book published from accounts
of their experiences. Thus, the initial contacting of each participant (with two exceptions) by his/her original study researcher may have predisposed the participant toward perceptions of the fifth year study as a favorable experience.

The necessity of telephone interviews with four participants (two interviewed entirely by phone, two had one of two interviews by phone) complicates comparability of data. However, other than the absence of visual cues, the interviews were conducted identically. Participants in all cases were self-disclosing, elaborated at their or the interviewer's initiative, and requested clarification when necessary. Participants arranged two hour blocks of interview time and no telephone interview was interrupted, in contrast to the personal interviews.

The follow-up nature of the study required the inclusion of only original sample participants of whom fifteen of eighteen agreed to be interviewed. The size and scope of the sample while crossing grade levels, subjects taught, school types - public, private, and parochial, and school settings and controlling for years of experience, did not examine all possibilities in these areas. Geographic limitation of the sample to Central Ohio also hampered representativeness. Qualitative interview research while providing depth of responses cannot include representatives of all teaching situations.

Recollection with its problems of mental restructuring of incidents and memory fading cannot be avoided in a study of perceptions of career and adult development. Vaillant (1977) characterized the problem when he stated, "It is all too common for caterpillars to become
butterflies and then to maintain that in their youth they had been little butterflies" (p. 197). However, the follow-up nature of the fifth year study in contrast with many studies of teacher perceptions (Burden, 1979; Newman, 1978; A. Peterson, 1978), permitted a verification or check of perceptions expressed in the fifth year against those of the participants during their first year of teaching.

Vaillant in reporting the Grant Study men's life courses concluded of this approach in which "time passed for the observed but not for the observer" (p. 200) that "The secret of discovering these rhythms (of the lifecycle) lies in our capacity to circumvent the distorting effect of time upon our vision" (p. 199). Use of first and fifth year data lessened the effects of recollection bias and strengthened the validity of reported perceptions.

Subject bias has to some extent been discussed in the preceding section. An additional biasing factor of the first and fifth year studies was the use of only volunteer subjects. It is assumed here that interview responses from an unwilling participant would be neither valid nor complete descriptions of perceptions and events.

Lastly, interviewer bias must be considered. The fifth year researcher was not a member of The First Year Teacher research team and therefore brings new perspectives to the interview process and data analysis. The interviewer, a graduate student in education at the time of the interviews, possessed a frame of reference similar to the participants' having taught in public secondary schools for eight and one-half years. The researcher was female as were eleven of fifteen participants, and aged 31 during the interviews, a contemporary
of the participants, aged 27-32. She had received prior training in
qualitative research methods and maintained what she judged to be an
empathic, nonjudgmental, and responsive manner during all interviews.
Participants and interviewer developed a pleasant rapport during the
time period of the interviews and all participants viewed their
participation in the study as a worthwhile experience (see Chapter 5,
Perceptions of Involvement in Research).

Validity

With the lessening of the biasing factor of participant recollection
through the use of interview responses from the first and fifth year
studies, the apparent persistence of teaching concerns and resolution
of developmental tasks are given added credibility. The perceptions
of participants during both studies were accepted as accurate since
the studies are explorations of the participants' views of their own
career and adult development. The comparison of these perceptions of
self to teacher career developmental models in the literature in Chapter
5 does not make the statements of participants more or less valid
but contributes to confirmation or disconfirmation of the theories.

Reliability

Data collection and analysis procedures used in this qualitative
study are replicable. However, as would be true of any study involving
interviewing and constant comparative analysis, the personality and
perceptions of the interviewer involved in both gathering and analyzing
the data could not be replicated. It is impossible to determine the
degree to which these researcher qualities interfered with the
collection of valid data. Factors which increased reliability of the fifth year study were the reading of all reportings of The First Year Teacher Study data by the fifth year researcher; consultations with her major adviser, a member of the original research team; and information on interview format and interviewer skills provided by the teacher participant in the field test of the interview guides.

Generalizability

The initial design of The First Year Teacher Study incorporated elements to enhance generalizability including sample characteristics of range of grades and subjects taught, school type - public, private, and parochial, school setting - rural, urban, and suburban, sex, and teacher education program attended. Additionally, the interview guides used during the study examined a broad range of teaching concerns and self-concept facets and permitted range of responses through the use of unstructured and semi-structured questions. However, two factors involved in both first and fifth year studies which would tend to undermine generalizability are limited sample size and geographic representation of only a sixty mile radius of a midwestern university.

As The First Year Teacher Study more clearly delineated the perceptions of first year teachers, this study was designed to describe the perceptions of teaching concerns, career development, and adult developmental issues of the sample of fifth year teachers and former teachers and to compare these perceptions to those described by the sample as first year teachers. The increased validity of perceptions permitted by comparative research should more accurately describe the sample teachers and former teachers five years following their induction.
Although generalizability of the results are limited by the original geographic nature of the study, an attempt at representativeness of first and fifth year teaching situations was undertaken through sample selection. Further validation of fifth year teacher and former teacher perceptions through additional research is required for theory development on this period of teacher career and adult development.

Summary

Using a qualitative methodology of longitudinal research, the researcher interviewed fifteen teachers and former teachers who had been participants in a study of the perceptions of teaching concerns and career development of first year teachers five years earlier. At the time of this study, the participants, males and females, had between one and five years of teaching experience in elementary and secondary, urban, suburban, and rural, public, private, and parochial schools. Two intensive interviews using a structured guide with unstructured and some structured questions which focused on perceptions of teaching concerns, career development, and adult development were conducted with each participant.

The data consisted of transcripts of the fifth year interviews and data of the first year study in the forms of constant comparative analysis cards, interview transcripts and interview tape recordings. The constant comparative method of analysis was used to categorize related responses from fifth year interviews which were presented and contrasted with first year responses in the same categories. Portraits of the first year teacher, the fifth year teacher, and the former teacher were developed from data of both studies. A number of
methodological issues were involved in the study. A comparison of first year and fifth year perceptions is the content of Chapter 4. Portraits of the first year, fifth year, and former teacher are presented in Chapter 5.
The purpose of this study as stated in Chapter 1, was to report the perceptions of teacher career development, teaching concerns, and adult developmental issues of a group of fifth year teachers and former teachers and to compare these perceptions to those held by the participants as first year teachers. Selected areas of the professional literature concerning teacher career development, teaching concerns, and adult development were reviewed in Chapter 2. The procedures for qualitative interview research and comparative analysis of the data were discussed in Chapter 3. The results of the research will be reported in Chapter 4.

The comparative nature of the study demands a grouping of interview responses into clusters or subsections including first and fifth year data facilitating comparison. As explained in Chapter 3, constant comparative analysis reduced the 71 interview question response categories to 40 categories of related concepts. The forty categories as well as the interview questions from which they arose were formulated during The First Year Teacher Study (Applegate, et. al., 1977) and utilized as the basis of comparative analysis in the fifth year study.

Further analysis of the categories results in the formation of six subsections of categories: (1) First and Fifth Year Situations, Career and Life Style, (2) Teaching Concerns, (3) Relationships,
Professional, (4) Relationships, Personal, (5) Teaching Related Beliefs, and (6) Self in Career and Life Style. Group summaries of first and fifth year data are presented in each subsection excepting categories within subsections which arose from additional fifth year interview questions concerning adult developmental issues. The three subsections containing only fifth year data are: Relationships with Own Parent, Reflections on Career High and Low Periods of the Past Five Years, and Ideal Vision of Self in Career and Life Style, Congruency in Fifth Year.

Interview questions from which the categories within the six subsections arose begin each category of results. Responses from the participants during their first year of teaching follow the questions followed in turn by fifth year response data. Group comparisons were expressed with exceptions noted. The statements of the participants were frequently utilized to more clearly convey perceptions and substantiate conclusions.

Deletion of a small number of first year interview questions which were irrelevant to a study of fifth year teachers resulted in the elimination of the following first year categories: Fears; Expectations; Faculty Meetings, Organizations; and Describe Your Biggest Surprise. One first year study category which yielded no data when addressed in fifth year interviews was Describe Your Worst Day. Participants were unable to identify a single worst day thus eliminating the category. The remaining six sections with related categories comparing first and fifth year data compose Chapter 4.
First and Fifth Year Situations, Career and Life Style

In their initial teaching assignments the fifteen participants were in diverse settings, public and private education, and three levels of schools. Five teachers were in each of the levels of schools, elementary, middle or junior high school, and high school. Seven of the teachers taught in suburban schools, six in urban schools, and two in rural schools. Twelve of the fifteen taught in public education and three traded off the higher salaries of public education for the students and atmosphere of parochial schools, two teachers, and private schools, one teacher.

Table 1 represents the career histories of the fifteen participants throughout the five years since their induction into teaching. Career expectations for between two and ten years beyond the fifth year study are charted in the Chapter 4 subsection Career Expectations.

The teachers and former teachers while exploring options in career paths were also examining choices of life styles. Five participants had changed their marital status between the first and fifth year studies. Four participants had added children to their responsibilities. Table 2 displays the life style decisions in the areas of marriage and family of the participants during and between the first and fifth year studies.

Reasons behind the changes in career and life style indicated on the tables are explained in Chapter 4 subsections: Person Closest to the Teacher, Evaluation of Self as Teacher, Self Changes, and Ideal Vision of Self in Career and Life Style, Congruency in Fifth Year.
Table 1. Career Situations, Years 1-5

<table>
<thead>
<tr>
<th>Situations</th>
<th>Teacher</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
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<tbody>
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<td>Same School, Same Assignment</td>
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<td>e.s. 4th grade</td>
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<tr>
<td>Same School, New Assignment</td>
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<td>G</td>
<td>Parochial urban</td>
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<td>e.s. 3rd and 5th grades</td>
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<td>New School, New Assignment</td>
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<td></td>
<td></td>
<td>e.s. 5th-8th grade social</td>
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Notes:
- *L.D.*: Learning Disabled
Table 1. (Continued)

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<td>Geophysics undergraduate</td>
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<td>Restaurant waiter</td>
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<td>4th grade</td>
<td>Public suburban</td>
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<td></td>
<td>e.s. Kindergarten</td>
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<td>m.s. 7th grade</td>
<td>e.s. substitute teaching</td>
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*L.D. - Learning Disabilities  
**EMR - Educable Mentally Retarded
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<tr>
<th>Teacher</th>
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<th>Unmarried</th>
<th>Married From First Year on</th>
<th>Married Since First Year</th>
<th>Divorced</th>
<th>Remarried</th>
<th>Children Prior to First Year</th>
<th>Children Since First Year</th>
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<td>1-after 5th year</td>
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</table>
Analysis of group data has revealed some additional details not included in the subsections named. All five of the former teachers resigned voluntarily from the profession having been offered contracts for the succeeding year. Persistence in the initial teaching position or transfers to new positions were made as frequently by teachers of all levels. Of the five teachers who remained single during the first and fifth year studies, four expressed dissatisfaction with their present marital-significant other status. Two of this group hoped to form a single lasting relationship within the next five years.

The degree of congruency of future career and life style actions with responses to Career Expectations and Life Style Congruency interview questions will more clearly elucidate career paths and life style preferences of teachers should a follow-up study with the participants be forthcoming.

Teaching Concerns

Perceived Satisfactions and Frustrations

The satisfactions of first year teachers focused on response from students and their own feelings of efficacy in career. The participants stated more frequently that their major satisfactions from teaching were a high level of student involvement with the lesson being taught and the rewards of working with children. Responses related to students given to the interview question, "What satisfactions do you have in teaching?" included positive student-student and teacher-student interactions, student success, and seeing kids grow academically.
Other expressions of satisfactions by the first year teachers related more closely to personal efficacy. These included giving of yourself or feeling needed, working with the Catholic school values of discipline and accomplishment, successful classroom presentations, relationships with student employers (career education teacher), successful relationships with parents of students, collegial relationships with other teachers and in one teacher's chaotic classroom setting, "getting to teach a lesson!".

Satisfaction outnumbered frustrations that first year for the teachers and former teachers who chose to participate in the first and fifth year studies; at least in frequency of responses. The actual level of frustration may have exceeded satisfactions for some of the first year teachers. Organization or "getting things done on time" and discipline were mentioned more frequently than any other frustrations by the first year teachers. Responses related to organizational concerns included a lack of time to prepare, lack of contact time with students, and lack of direction about school information. Other frustrations connected with students included difficulties in evaluating students, getting students to be serious about their work, and insufficient student background in the subject. A craft-related concern mentioned by one participant was difficulty in selecting appropriate subject matter for a level of student new to him. Finally, two frustrations which may have been experienced by many of the first year teachers but mentioned by only two, were "not being relaxed" and mental fatigue.
Eleven of the fifteen participants in the fifth year study cited interactions with students as their predominant source of satisfaction. Statements relating to interactions with students included: "knowing that the kids enjoy what they're doing", "seeing kids get it", "type of student who takes French", "the different personalities of kids", "these kids learning", "developing student friendships", "student excitement about learning", and "When a student I had been working with got it!". All participants who cited student interaction as a source of satisfaction mentioned this prior to any other satisfaction source.

Satisfaction mentioned by the remaining four participants, three of whom are no longer teaching, included the independence and variety involved in teaching, teaching as a respected position, absence of problems with administration, the "give and take of teaching", vacations and school hours. One of the four participants when asked to name satisfactions from her teaching experience stated only, "There weren't many. There would have been more in the second year (of teaching)."

Lack of time for planning, lack of contact time with students due to band, dance, or other subjects, or due to teacher committee work, and lack of school time to complete paper grading and school related paperwork were mentioned more frequently than any other sources of frustration in the fifth year study and were mentioned only by reaching participants. Other frustrations for teacher participants included: "knowing a student has a problem and not knowing how to solve it or not being able to get or find the right
help", "getting students motivated", "study hall, student laziness and complaints about work, and discipline before holidays and at the end of the year", "not doing enough for the bright kids", "lack of equipment", "too many students and behavior problems", "discipline, chaotic classroom, the noise level", and lack of enforcement of department rules by colleagues.

Former teachers cited, "getting control of the class, establishing myself as a teacher", "maintaining discipline in class and organizing", "students not understanding concepts, student drug use, students not doing homework, and Looming Doom (supervisor)", and "inner pressures, dissatisfaction and unhappiness in teaching". Missing from this list of frustrations of former teachers are statements of frustrations related to helping students as were cited by some of the teachers.

**Discipline, Classroom Management**

"What do you consider to be good discipline?", "What problems do you have in teaching?" and "How would you describe your ability as a classroom manager or disciplinarian?" prompted a collection of responses relating to desired student behaviors, undesirable problematic behaviors, and techniques to prevent and control disciplinary problems during first and fifth year interviews.

Only one teacher reported having no discipline or classroom management problems during his first year as a middle school teacher. The most frequently reported problem behavior was students distracting other students during class. Also frequently mentioned were student disrespect for other students, student disrespect or belligerence
toward the teacher, students not listening in class, and, a problem for
teachers, too high a classroom noise level. Students hurting others
or hurting the teacher were reported by a kindergarten teacher and
an EMR teacher.

The list of desired student behaviors or situations described as
good discipline was headed by a high degree of student responsibility
or self-discipline followed by students listening to the teacher,
student respect for others, and quiet students.

To achieve good discipline or classroom management, the first
year teachers relied upon two practices most frequently: preventing
problems by structuring activities well and handling problems
individually. Several teachers stated that it was important to vary
one's responses depending upon the situation. Specific discipline
techniques used by the participants during their first year of
teaching included: reprimands, positive reinforcement, behavior
modification, taking away of privileges, written punishment, changing
the seating plan, detentions, and removal from the class or "Shut
up or get out" as one teacher stated. Echoes of education classes or
words of wisdom from experienced teachers were reflected in statements
such as "Be firm, fair, and consistent.", "Keep students on task.",
"Have good classroom order.", and "Don't threaten and not follow
through.". Only two teachers added that they would not use physical
punishment but it was not mentioned as a disciplinary measure used by
any teacher.

When asked to evaluate their ability as classroom managers or
disciplinarians, the teachers mentioned most frequently that they
were not strict enough. For two teachers discipline was self-identified as their number one problem with one of the two adding that consistency was a factor. Five teachers described their abilities as good or improving, two as fair, and one teacher who had not experienced discipline problems reported that he was able to become more lenient as time marched on in the first year. (Statements regarding self evaluations as disciplinarians were not available for all participants in the study.)

**Discipline and Five Year Teachers**

Disciplinary problems described by teachers with five years of experience included: problem or destructive kids, lack of student self discipline, students swearing, classroom noise, elementary students not knowing what bad behavior is, students distracting others, and the effects of student use of alcohol and drugs. Two teachers reported no discipline problems in their fifth year of teaching.

Three of the five participants who had left teaching after one, three, and four years of experience described discipline as a continual problem. Both participants who in the first year study stated that discipline was their number one problem in teaching stated the same opinion five years later. One of the two had left teaching after her first year and the second was in his their year of experience, filling a part year vacancy, after leaving teaching for one and one-half years in sales. The teacher who had left after one year reported learning to control a difficult-to-discipline EMR class "in her own mind" and now described her ability as, "I was doing the best I could
in that situation.". The teacher who returned to teaching after sales experience when asked "What is good discipline?" stated, "I really wish I knew .... I think it would be great if I could call someone and say, 'Here, get my class under control so I can teach.'". The participant who resigned after four years of teaching described her classroom control as "my downfall", but as improving each year. She believed it would have been at her ideal level had she stayed in teaching a fifth year.

For teachers who had persisted through five years, discipline or classroom management had progressed from a collection of consequences to an even stronger emphasis upon prevention of problems. Informing students of classroom rules and consequences and reviewing them with students were keys to fewer problems and challenges from students. Organization, setting a routine of classroom activities, and getting students actively involved aided in preventing problems at elementary and secondary levels. Consistently enforcing rules as problems occur but keeping consequences a variable, private transaction between teacher and student seemed to work for the majority.

One participant with experience at three grade levels described an important tool of the experienced teacher as, "You sort of get a sixth sense as you go along." The teachers during fifth year interview cited using more low key disciplinary measures such as eye contact, "giving them a look and saying, Okay, let's settle down,'
rather than becoming the ugly witch", "throwing in a little guilt", group pressure "Respecting the learning situation and rights of others", or "If you can't do what the rest of us are doing I don't want you in
class.". Teachers also believed their reputations as disciplinarians were assets.

Reflecting on their abilities as classroom managers or disciplinarians, the teachers were more critical of their early teaching years than had been apparent in the first year interviews, stating, "I needed to be stricter in junior high" (now a high school teacher), "I'm not the best but I'm better than I used to be ...", "First year discipline was bad, second year was worse. My discipline has gotten better.", and "I think I've gotten better in terms of when to be more strict and when to be less. I used to be less efficient -- yelling too much.". Of the teachers who had five years of experience, only one was somewhat dissatisfied with her ability as a disciplinarian but believed she managed the classroom well. All others thought they had conquered the discipline dilemma or believed they were in control of classroom interactions.

Noninstructional Duties

During the first and fifth year studies, participants were asked, "Do you have an "extra duty" or other nonteaching responsibilities?, Do you take on a different role in those activities?, and How much time do you devote to managerial chores or administrative requirements?". Responses to these questions along with some responses in the category of Disadvantages of Teaching were grouped as Noninstructional Activities responses.

The types of activities that teachers were asked to assume or volunteered to assist with during their first year of teaching included: study hall, homeroom, learning center monitoring, lunch duty,
playground duty, math department chairmanship, advisory committee and coaching gymnastics, basketball and intramural sports. Prior to the beginning of the year the majority of the participants expected to be assigned a duty and did not object to sharing building responsibilities.

Paperwork in the form of paper grading and completion of administrative forms was a frustration that many of the participants had not expected to interfere with their nonteaching hours. Most teachers found one to four hours of school work nightly and on weekends essential to keeping ahead of the students.

Two reports were given of changed roles in noninstructional duties. Two teachers mentioned study hall duty as a source of frustration where they needed "to exert authority over too many students" and were forced to ignore behavior they would not in their own classrooms.

During the fifth year interviews participants described extra duties similar to those of the first year including: study hall, recess duty, bus duty and prebus duty, parking lot supervision, student adviser, morning duty, lunch duty, checking restrooms or "potty patrol", office detention, hall duty, and coaching softball, gymnastics, soccer, basketball and "In the Know", an academic quiz team competition. All teachers cited additional limited amounts of time taking attendance, signing absentee forms, developing "cut" lists or lunch counts, collecting money for Weekly Readers, workbooks, etc., and related managerial chores. All participants believed they spent less time on managerial chores such as those cited above than earlier in their teaching experience.
"Police person" was one teacher's description of her role during recess duty and a "stricter" disciplinarian role was mentioned as necessary in the duties of six other participants, also. Teachers who viewed their behavior in the duties in this manner described feeling very negative about the duties and two had assumed an additional teaching period to avoid having a duty. Paperwork continued to require out of school time for most participants, but it was not the surprise frustration it had been in the first year of teaching.

Coaching during both first and fifth year studies was an added responsibility that consumed many out of school hours for which little salary compensation was awarded. Yet each coach in both studies enjoyed the experience and cited the rewards of knowing children in ways other than the classroom's teacher-student role and fostering skill improvement and team spirit. The only participant to give up coaching did so reluctantly upon the birth of her son.

While the participants fully expected to serve in noninstructional duties, they did so reluctantly during their first and later years of teaching. The major complaint dealt with monitoring the behavior of too many children in relatively uncontrolled settings such as outside play, lunchroom duty, or in the halls or study hall.

**Satisfactory Day**

"What is a really good day of teaching for you?, What happens to make it good?" were amongst interview questions of the first and fifth year studies. Responses given in both studies focused on two variables: accomplishment of planned activities and positive student behavior.
Responses during the first year ranged in feeling from, "Who has a perfect day? My students are never going to give me a perfect day!" to "That's kind of a hard question -- they're all sort of rewarding in their own ways." Accomplishment of planned activities responses included comments such as, "When things go as planned with smooth transitions.", "No interruptions, everything goes as planned", and "I taught what was planned".

The degree to which students influenced the teachers' perceptions of a good day was evident from comments such as, "When the girls take learning out of the classroom.", "I see more happy faces than sad ones", "Several students accomplish something new, a withdrawn student speaks up, an unruly kid was good, or everybody is happy and interested in school", "The kids are in a good mood or get really excited", "When the kids are fun to be around", "When I had their attention and they actually understood what I was saying", "When the kids learn something and I'm able to help them do that", "Students volunteering for new tasks", "When the kids minded me", "When discussion when great, the kids really contributed."

The day to day struggles for the first year teacher and the surprise of the "really good day" were evident in the comments of two teachers who said a good day is "At the end of the day, I don't have a headache." and "One where at the end of the day you feel bushed but you feel good, something good happened."

During the fifth year study, differences between participant level of satisfaction with teaching were revealed in small bits through their descriptions of a really good day. Four teachers stated
that a really good day or best day if they had one had probably taken
place in their fifth year of teaching which they stated had been their
best. A participant with one difficult year of teaching experience
stated a good day was, "When I had control of the class and was able
to follow the lesson plan; when half the class wasn't there and I was
able to teach." A participant who left teaching after four years
concluded, "Good days didn't happen often enough."

Positive student-teacher interactions were again the most signifi­
cant aspect of a really good day. The teachers described good days in
terms such as, "The kids are involved in class activities and we
laugh a little bit, have a little fun.", "little friction between
students or students and teacher", "I'm enjoying the kids and
communicating well.", "When there aren't any major conflicts or
problems.", "positive student feedback", "lots of personal sharing",
"When the kids are really well behaved", "when some students wouldn't
be there", "when you don't have 7th period study hall or no one comes",
"when the students were cooperative", and "when the students are alert
and asking pertinent questions".

Accomplishing planned activities was mentioned often as a component
of a good day during fifth year interviews. Related statements from
interviews included "everything is well organized; I've gotten a
lots of teaching done. I'm getting a lot accomplished.", "lesson
plans are accomplished, goals set up are met", "peace of mind from
good plans", "when we've gotten everything accomplished that I
wanted to get done", "when I had a plan and everything went really well",
and "when lessons go as I have planned?"
A secondary parochial school teacher conveyed the educational and emotional satisfaction that coupled to make good days for many participants when he described a good day as "... when you combine a learning activity with the life giving, "Up with People" type of attitude!".

School Facilities and Atmosphere

Three questions, components of the first and fifth year studies, yielded related responses thus grouped as school facilities and atmosphere. The questions were: "What facilities are important to you in teaching? What things/materials do you think really make a difference in the kind of job you do?", and "How do you feel about the school atmosphere, that is, the building, the rooms, the way people generally treat each other, the noise level, and so forth?". The first year teachers were favorably impressed with the facilities including the physical plant, equipment, media, and supplies in the majority of school settings. Only one teacher indicated that she would have preferred her own classroom rather than sharing an open classroom and that she needed new materials. Ratings of the school as a pleasant place to spend nine hours were given by some of the participants and no school received lower than a rating of 7 on a 1 (very unpleasant) to 10 (very pleasant) scale and the most common ratings were 9-10.

The atmosphere responses were also generally favorable. The teachers seemed to focus on the way people treat each other as the atmosphere of the building as reflected in statements such as, "The atmosphere is really good -- everyone is so happy, excited to be here,"
"atmosphere is relaxed," "... really good, free atmosphere," "very pleasant atmosphere," "I like the school; it's colorful, cheerful, and the staff is nice," "The atmosphere is pretty good; kids are working together on projects," and "I really enjoy being in the building. We have a cheerful, caring staff."

Improvements the first year teachers would like to have seen implemented were "The kids need a little more respect for each other and property," "The kids could treat the school better," and the action to curb smoking and litter problems. However, the majority of participants felt comfortable in their initial career settings, at least from a facilities/atmosphere perspective.

The majority of participants in the fifth year study stated that the facilities of the school in which they were teaching or last taught were good. However, with added experience many participants could identify a number of improvements that were needed or would enrich the program. Their suggestions included: physical education - more fields, more storage, more equipment, better maintenance; foreign languages - language lab, tape recorder; learning disabilities - more visual stimuli, tapes; elementary education - new books, core text for reading and math; and secondary education - math manipulatives, more storage, and "a pencil sharpener that worked!"

Longer experience in the same setting and, for some participants, experience in more than one setting, enabled fifth year participants to elaborate when asked to characterize the atmosphere of the school. Participants who had remained in the same school for five years described the atmosphere as: "excellent, nice people, kids are
pleasant;" "wonderful, ideal, you always see activity."; "enjoyable;" "quiet learning going on, we try to set high goals for the kids academically and socially. We try to set a model for the kids, we always model, everywhere;" "Other than administration, it has been fine; everybody gets along well, I really enjoy teaching here."; "No problems with classes, good atmosphere;" and "It's a 10. Students and teachers enjoy the atmosphere, it's comfortable."

Participants who had left teaching evaluated the atmosphere of their schools in these ways: "Discipline was the atmosphere; I got tired of fighting. The atmosphere wasn't uplifting but not depressing."; "very good atmosphere, teachers seemed to get along well, like home (first school)," "didn't feel at home, didn't know everyone well,"; "some teacher-administrator and teacher-student hostility;" "I didn't like the school atmosphere -- too much emphasis on petty things (union activities) and not enough emphasis on the educational"; and "It was alright but I wouldn't want to spend my life there, even my working life."

**Relationships, Professional**

**Relationships with Students**

During their first year, when asked "How would you describe your interactions with students?" the participants emphasized generally positive dealings with students within their classes and in other settings. Many wanted very much to be liked by their students. Several mentioned an interest in counseling students and sharing experiences with them as coaches or club advisers or in some way
knowing students outside of the more formal teacher-student classroom relationship. However, three felt it was more important to maintain distance between teacher and student and one of these expressed an apprehension that he was becoming too friendly with the students, leading to some discipline problems.

Few of the first year teachers had given much thought to the reputation they would like to have with students. When expressed, the teacher's desired reputation included being known as able to get the subject across, demanding academically but interested in students as individuals and willing to counsel students with problems, and firm but fair in classroom discipline.

The preconceptions of students held by this group of teachers differed from what they noticed in their classes. The teachers were surprised by the variety of student personalities, student "sneakiness", student lack of respect for teachers and others, student maturity or worldliness, student friendliness, abundance or dearth of student creativity and intelligence, and student lack of self-discipline in some situations.

Only one teacher reported no difficulty with student discipline. The others had one or two classes or students about whom they were uncertain in their discipline approach. The first year teachers seemed to be caught in the bind of wanting all the students to like them and their teaching very much and being disappointed with and unsure of methods of dealing with those who did not hold this notion.

As time passed in the first year, the teachers seemed to gain confidence in their interactions with students and to express more
realistic expectations of student characteristics and behaviors. The first year would seem to be a process of adjusting expectations by both students and teachers.

When asked, "How would you characterize your interactions with students?" during the fifth year study, the participants responded in more detail and with a wider range of responses than they had during The First Year Teacher Study. Teachers in their fifth year generally saw themselves as being more human, with fewer teacher-student role behaviors with students, in their classes, extracurricular activities, and other out-of-classroom settings. Increased experience seemed to lessen their dependence on student approval and free the teachers to react to individuals rather than groups. Both secondary and elementary level fifth year teachers described themselves as more open to interactions with students as individuals.

Participants who had left teaching did not differ appreciably from teachers in characterizations of their interactions with students. As with fifth year teachers, some described businesslike classroom relations with little contact outside of the classroom while the majority described open, friendly contacts with students inside and outside the classroom.

One change apparent with increasing years of teaching experience was a decrease in reliance on student approval of teaching methods and teacher's personality. As one former teacher with 4-1/2 teaching years stated, "At the very beginning I wanted everybody to like me, I think I progressed knowing that you can't have that. It's not always that important because you know sometimes you're going to get it."
When asked, "How do you think students want you to behave?" the most frequent response was "with fairness:, a relationship characterized by mutual respect from student and teacher. Three participants stated that this fairness was on student terms involving a demand for respect without a willingness to give respect and a preference for treatment as adults at times and as adolescents at other times. Four participants who were or had been secondary teachers described some students as wanting a teacher to "be their buddy, come down to their level," "give them a break," "be easy going and not give much homework or many tests," and "be more fun". Two elementary teacher participants stated that students wanted a "framework to work in" and clear expectations from the teacher for class work and behavior above all other student expectations for teachers.

A secondary foreign language teacher's statement best summarizes the teachers' perceptions of student expectations. He stated, "In general, I think kids want you to teach them what they're there to learn. I think they want you to respect them as individuals and not treat them as little kids or worse yet, as objects to be manipulated."

The participants were asked in the fifth year interview to describe the reputation they would most like to have with students. Responses most frequently noted included teacher characteristics of fairness, strictness regarding the challenge of classroom instruction and behavior standards ("She knows what she's doing, but don't horse around.") and understanding ("They can come to me any time. Whatever their interest is, I'm ready to help them."). The participants wanted to be taken seriously as "good" teachers or as one secondary teacher
stated, "I want the kids to respect me for what I am and what I teach."
The occupational satisfaction of the majority of fifth year teachers may be evident in the similarity between statements of desired reputation and perceptions of student expectations of teacher behavior. The teachers want to be perceived in ways similar to what they believed students expected of teachers.

Relationships with Administrators

Initially many of the first year teachers were uncertain as to the types of teacher behaviors valued by the administrator or expected of teachers in the building. Many participants felt they had not been thoroughly informed of school policies. Later, as they had more contact with the principal (cited more often than any other administrator), the teachers stated that their values were similar to those of the school and administration.

All of the first year teachers were evaluated by their administrators and most were observed teaching on two or three occasions during the year. None resented or feared evaluations which they took to be a matter of course. Only one teacher reported being intimidated in some interactions with the principal. Few administrators other than the principal were mentioned but in larger schools contact with an administrator was less frequent and more formal; brief greetings in the hall or prearranged conferences. Fourteen of 15 reported positive feedback in conferences or what they took to be positive signs — not being observed when all first year teachers were supposed to be, no problems brought to their attention by the principal, a lack of interference in classroom proceedings by administrators. All were very
attentive to administrative feedback in any form. Casual conversations were recalled vividly as were evaluation conferences. Most did not question administrator's views or decisions and felt the persons were competent.

While most were anxious to please, they preferred that administrators not interrupt teaching, nor too stringently control what was taught or how they dealt with students. The new teachers expected to be supported by their administration in their decisions and were pleased when this occurred. Only one reported a close relationship with his principal with whom he strongly identified (common interests in sports coaching, elementary teaching) and who was very responsive to the numerous questions and problems that occurred to this teacher. No teacher wanted less contact with principals than they had experienced; some would have welcomed more.

At this point in their teaching careers, relationships with administrators was not a source of difficulty or frustration in comparison to relationships with students. Most saw the principal, especially, as a source of authority and added support for their solutions to problems.

During the fifth year study interviews, participants were asked to describe the frequency of their contacts with administrators, their perceptions of the values held by administrators regarding teaching, the qualities and behaviors they believed administrators were evaluating in them, and their perceptions of the administrator's evaluation of them.
The larger the school, less frequent was the teacher's contact with any building administrator and more uncertainty existed for the teacher regarding the teaching behaviors and teacher qualities valued by administration. Contact ranged from daily to very rarely with the majority of the contacts composed of casual greeting upon meeting or conferences following evaluation. Evaluation was required in all schools except one private school and the follow-up conference with the evaluating administrator provided a useful performance check as described by participants.

In response to "What is important to your principal or administration?", participants most frequently cited building level concerns such as student standardized test scores, quiet classrooms, good public relations with parents and student accomplishment of curricular objectives. Four participants (two teachers, two former teachers) described conflicts between personal values and those of administration over frequent observations to monitor daily progress on lesson plans, adherence to objectives at the expense of student understanding, attention to public relations and student recruitment while ignoring teacher-administration communication, placement of a number of students in a special education setting above the state maximum capacity, and administration's advocacy and frequent use of corporal punishment.

With their preoccupation with building problems, the building principals were perceived as having little time for teachers' questions of an instructional and in some cases disciplinary nature. Contacts between teacher and principal were more frequent at the elementary
level and elementary teachers could more clearly delineate what their administration valued. Teachers and former teachers at the secondary level were less certain of the principal's values for the school or preference for particular teaching methods. The majority of teachers stated they received generally positive evaluations from the administrator/observer but few had been explicitly informed of administrator's school philosophy or expectations for teacher performance. As might be expected, the longer a teacher remained in the same school, the more he/she could describe an administrator's values; knowledge the first year teacher would have welcomed as early guidelines. Two teachers of five years experience in parochial schools provided more complete descriptions of school and administrator values. Each stated they shared the same moral convictions as were those that explicitly taught and had selected parochial teaching positions for this reason.

All of the participants were evaluated by administrators, most often the principal and in some larger schools an assistant principal. Fourteen of the fifteen were observed teaching on several occasions throughout their teaching years, more frequently during the first two years. Observations were most often formal, consisting of the administrator's observing the participant's teaching for a period of thirty minutes or longer. However, the participants perceived they were also being evaluated through parent contact with administrators, feedback to the administrator from students and teachers, and informal interactions with administrators.

When asked on what factors they believed they were evaluated participants cited student achievement; relations with students,
teachers, and administrators; control of the classroom; and in a few instances the type of activities the teacher organized for the students. Six of the eight participants who were teaching during the fifth year study reported evaluations by administrators ranging from good to "super". One participant who had recently returned to teaching by substituting and assuming a mid year vacancy was uncertain as to how the principal viewed his teaching. One fifth year teacher experiencing increasing conflicts with administration had seen her evaluations by the principal go from excellent to good in five years. She believed she was being harrassed with observations judging her adherence to lesson plans and that evaluation in the school was primarily based upon the principal's view of the teacher's personality.

Four of the five participants who had left teaching reported favorable evaluations from administrators. One secondary teacher with three years of experience reported receiving fair evaluations but described his supervisor as thinking he was disorganized, undisciplined, and not developing rapport with students. All of the nonteaching participants had left teaching by choice having been offered contracts for succeeding years.

Nonteaching participants were generally less supportive of administrators than were teacher participants. Three were critical of the principal's values or interaction principals had with teachers, one was uncertain of what building administrators wanted, and only one reported that her first principal had been a major positive influence upon her teaching during her three years in the
school. Nine of the ten teachers believed they were supported in their decisions by administrators and were generally thought of as good teachers and expected to continue in the same settings. The tenth teacher had several conflicts in her fifth year as previously described and feared that she might be transferred to another elementary school in the same district.

Summarized views of administrators held by teacher participants may be best expressed by a secondary teacher who stated, "The administration are nice people but are like gods you have to placate every now and then with some forms." The "best case" would be reflected in this statement from an elementary teacher about her principal, "She really takes pride in us (teachers) and she lets us know that."

**Relationship With Other Teachers**

The participants as first year teachers reported positive interactions with colleagues in all cases with only two conflicts cited during the first year interviews. The majority of first year teachers described working with building colleagues as a team, supportive of each other. The new teachers believed the values they held were similar to those of other teachers and administrators and to students and school community to a lesser degree.

During the first year interactions with colleagues occurred primarily at school over lunch, during free periods in the teacher's lounge, or in team or department meetings. Casual conversation was most often the rule but most of the first year teachers described colleagues as offering and providing assistance with their questions or problems. The nature of questions for which the first year
teachers turned to colleagues most often focused on instructional areas. Solutions to discipline problems were most often sought from administrators.

Equality was the foundation of relationships the first year teacher formed with colleagues. Only one teacher described a mentor or model teacher with whom she team taught. Most of the teachers believed their colleagues had confirmed their previously held impressions of teachers. Only one participant described her surprise in a lack of professionalism characterized by extensive, "immature" gossiping. She preferred to "keep to herself" throughout her three years of teaching stating, "This is my job, not a place to socialize." Five years later this teacher described her relationships with colleagues during her three years of teaching as "more or less on a professional basis," as she preferred.

During the fifth year study, eight of the participants reported close friends who were teachers and six of the eight described these friends as building colleagues. The eight teachers enjoyed frequent communication with teacher friends who shared similar values and problems.

An increase in the time spent at the school appeared to contribute to the development of colleague friendships. Most of the teachers described little time to socialize during the school day and teachers who reported the greatest number of close friendships amongst colleagues frequently worked hours before or after the school day, attended and supervised numerous school functions or served as building teachers' association representative. Also
conducive to the development of close friendships was socializing with colleagues after school in impromptu or arranged social gatherings. The importance of knowing others had similar problems and of sharing one's own concerns and successes with persons with a common frame of reference were frequently described.

As participants severed themselves from the teaching profession they also drifted away from colleague relationships as they began to adopt new roles. Only one of the participants who left teaching had maintained a friendship with a teacher and this participant anticipated returning to education in future years. Some former participants explained that teacher colleagues found their leaving difficult to comprehend. Four of these former teachers described an avoidance, lack of development, or waning of friendships with colleagues during their teaching years which may have contributed to alienation and decision to leave teaching.

When asked, "Were your initial impressions of teachers confirmed or disconfirmed?", participants who in the majority had stated they held views and values similar to those of other teachers, cited surprises they noted in teacher behaviors, primarily negative. Lack of teacher dedication; teacher incompetence; narrow, conservative views; lack of strict discipline; abundance of gossip; lack of involvement in after school student activities; lack of enforcement of school or department rules; and teacher naivete were among the disillusioning conclusions the participants had reached about colleagues.
Three of the fifteen participants were very favorably surprised with colleagues. One teacher had expected teachers to be the "epitome of good conduct and was relieved to find that they are human and that I fit right in!". Another teacher was favorably impressed by colleagues she felt were quite similar to her initial impressions of teacher as persons who saw real value in working with kids and who recognized and tried to help individuals. The third teacher had expected a range of personalities and levels of dedication but was surprised by a building faculty that was very close and friendly, "like a family".

**Relationships With Parents of Students**

Initially many of the first year teachers were apprehensive about interacting with parents, a little uncertain as to how their programs and decisions would be perceived by noneducators and questioning their own ability to deal with parents in the teacher role. Relationships with parents differed in expectation and actuality between elementary and secondary teachers. Elementary teachers were much more concerned about communicating with parents, interacting rationally in conferences over student difficulties, and securing parent cooperation in assisting students with subjects as home. They also were more sensitive to parental values and believed their own were generally similar.

Secondary teachers did not expect a great deal of contact with parents and received little during the first year outside of the handful of parents of good students who attended arranged conferences
or back-to-school nights. Only two initiated phone or written contact with parents and both of these teachers felt it enhanced their interactions with students.

The majority of the teachers reported minor conflicts with parents at some point during the first year but none cited relationships with parents as a major source of frustration. Most felt they had handled the conflicts well and helped to resolve differences. Many cited support from administrators as significant to them during interactions with parents. Three teachers described very positive incidents that had occurred during the year which centered on parental praise of teaching performance or concern for students and assistance in reinforcing the teacher's instruction.

During the fifth year study the teachers were asked to respond to two questions regarding parents, "Do you believe any of your values are in conflict with those of the parents of students?" and "How do the parents of students respond to you?". Responses differed along two dimensions, elementary versus secondary teaching and socioeconomic status of the family.

Elementary teachers had a great deal more contact with parents than did secondary teachers as was true in the first year study. The present and former elementary teachers were also more concerned about parent interactions than were secondary teachers although they had learned with experience not to expect universal approval. Parents were seen regularly in conferences and chance meetings, assisted as room mothers, and contacted and were contacted by teachers by telephone and letter. Response of parents to the teachers was most frequently characterized as respectful and approving.
The amount of contact and nature of the parents' attitude toward the teacher also varied with the socioeconomic status of the parent. Lower SES parents initiated fewer contacts with elementary teachers and were either respectful of the teacher's opinions or were unconcerned about the child's education. One private and one parochial elementary teacher had the highest frequency of parental contact and perceived a greater degree of pressure on their performance from parents than did public school teachers. The parochial elementary teacher had seen 75% of the parents in conference, interacted with others at the church, and had a Parent Volunteer Program in which parents assisted with paper grading, in the classroom, and on field trips. Both of these teachers expressed strong support for their decisions from administrators which aided in dealing with parents. Three of the five participants with elementary teaching experience had remained in the same school setting and stated that their reputation aided them in parent interactions. One teacher related a parent's comment to her, "My own son, Bobby, has already selected you for his teacher for next year."

"Little direct contact" was how parent interaction was described by one former secondary teacher and this was true for all ten of the secondary teachers and former teachers in the fifth year study. Other than a formal conference night in which most of the participants described the course requirements to a very small number of parents of the better students; contacts were generally teacher initiated letters, formal progress reports, or, less frequently, phone contacts. Written or phone contacts were generally negative in nature to indicate
academic problems or bring a behavioral problem to the attention of
his/her parent or guardian.

Secondary teachers received little feedback from parents. The
majority reported that parents thought they were doing a good job
but this opinion was based more often on the absence of serious con­
flict with parents than on praise or other signs of approval. The
most positive interactions were characterized between two teacher-
coaches and the parents of team members. One teacher and two former
teachers believed most parents were unconcerned about their child's
academic progress and that factor lead to motivational and
behavioral problems at school.

The fifth year participants were from middle to upper middle-
class backgrounds and were teaching students in lower to upper middle-
class school settings. The difference in values between the teacher
and the parents in lower socioeconomic settings lead to frustration
for two participants who were disappointed that education was not
valued by parents who failed to reinforce instruction at home or
require children to attend school regularly. However, one former
secondary teacher of an urban career center where enrollment was
selective reported that parents were respectful, looked up to him,
and realized attendance was a step upward for their children. At
the other end of the continuum, teachers in upper middle class
private and parochial settings did not report values conflicts with
parents but did describe more parent questioning of teaching methods
than teachers or former teachers from other settings.
As in the first year study, parents were the source of minor conflicts over the years of teaching experience but were not a major source of frustration to participants.

Relationships, Personal - First and Fifth Year

Friends

While relationships with other teachers was a focus of The First Year Teacher Study, friends of the first year teacher was not. Therefore, comparisons between first and fifth year data were complicated. Several teachers initially mentioned uncertainty about the extent to which close relationships with building colleagues would develop. As the year progressed five teachers described socializing with colleagues whom they viewed as very supportive friends. Many teachers mentioned speaking to friends in other reference groups about teaching throughout the first year interviews and receiving varying degrees of empathy from them.

Teachers who remained in the same situation for five years in most cases developed a few close associations with colleagues. The teachers seemed more willing to be self-disclosing with colleagues after the first year and frequently cited instances during fifth year interviews of calling on teachers for help with problems or sharing humorous mistakes. A few stated during the first year their apprehension that colleague teachers "were watching them" to measure their success. As teachers with experience developed more self-confidence in their own teaching they seemed to be more willing to let down their guard and socialize with colleagues.
Eight of the fifteen fifth year study participants stated that friends were less important now than they had been in the past. Time with spouse and children increasingly supplanted time with friends for three of the eight, and part-time job, college courses, and developing self-awareness occupied more of the time than the other five would have previously spent with friends. Two of the fifteen stated that friends were presently more important to them than they had been earlier; both of these participants have been teaching in their original school for five years and confided frequently in colleagues. One of the two remained single and the husband of the second preferred that she not discuss school problems at home. For five participants, friends had retained a high degree of importance throughout the past five years.

The participants talked about work and nonwork activities with friends who were teachers but found nonteaching friends somewhat unable to relate to teaching problems and successes. Teacher participants had learned to rely on colleagues or teacher friends to listen and perhaps share insights regarding problems relating primarily to students and administrators.

Marriage and children in some cases opened up a new series of friendships that single teachers did not have. While time to spend with friends should have increased as organizational skills developed, for the five participants who had remained single, four of the five stated that friends were not as important to them as they previously had been. The trend toward decreasing importance of friends was characteristic of both teacher and nonteacher participants.
Relationship with Own Parents

The relationship the participants had with their parents was not a variable of interest in The First Year Teacher Study. Parents were cited as influences on the participant's choice to enter teaching in two cases in the first year.

Since adult developmental issues form a major perspective utilized in the fifth year study, the relationship the participants had with immediate family is a major concern. Participants were asked to describe if and how their relationships with their own parents had changed over the last five years.

Nine of the fifteen participants stated that they spent increasingly less time with their parents over the last five years. Six women of the nine had married or formed a live-in relationship with a significant other which caused them to transfer their allegiance in terms of time and intimacy. The seventh, an unmarried teacher, of this group of nine needed to make appointments to see her parents because teaching and friendships demanded most of her time. The eighth, an unmarried teacher, described herself as needing their support less than she had in her earlier years of teaching when she found them unimpressed with her situation. The ninth, an unmarried male participant, was more distant from his parents than previously due to his life style of which they disapproved.

Parent interactions remained constant in frequency over the last five years for five participants and four of the five stated that the nature of the parental relationship had not changed, remaining supportive throughout the period. One of these five believed her
parents were now somewhat more supportive since she had left teaching and entered college studies in geophysics and experienced dissolution of her marriage. Finally, one male participant who had left teaching, been divorced, and returned to teaching in his home town after a sales position described his relations with his family as closer in the fifth year in both frequency of visitations and intimacy.

Relationships with Person Closest to Participant

During the five year period in which the participants were forming their initial adult identities — career choice, marriage, residence, and style of living (Levinson, 1978, p. 22), the person closest to the participant shifted in some cases from parent(s) to spouse. For participants married prior to their first year of teaching the career brought new stresses to the relationships as teachers brought home problems and paperwork met by varying support from spouses. Those participants who remained single during the five year period searched for other listeners to their problems during the time whether they remained in teaching or left the classroom and experienced more difficulty in finding empathy than the early married or newly-wed groups.

The participants during the first year and fifth year studies described more supportive relationships than nonsupportive relationships amongst persons closest to them. However, the nature of support changed over the five year period if the source of support or person closest to the participant remained the same. Participants who in the first year of teaching named a spouse or parent closest to them
(named in 66% of the first year responses and 87% of the fifth year
responses) described more workable compromises evolving over the years
in many instances.

For example, during the first year study one female teacher
described her frustration because her fiance, also a teacher, did not
ask her about her teaching nor seemed interested in her school problems.
By her fifth year of teaching, she characterized their relationship in
marriage as having grown closer and teaching problems discussion was no
longer an issue stating, "We don't talk about teaching much."

Another female teacher whose husband was openly critical of her
teaching at the expense of housekeeping during her first year stated
in her fifth year that her husband, while still refusing to listen to
teaching frustrations, realized the necessity of her second income
and assisted with housework.

Spouses who were characterized as very supportive during the first
year did not waver, continuing to offer paper grading assistance, an
empathic ear, and help with home chores. Parents who were cited as
persons closest to some of the participants also remained supportive
to some extent throughout the five year period and parents were never
described as nonsupportive if mentioned as persons closest to the
participant.

Teaching demands on participants was a contributing but not sole
factor leading to the divorce or dissolution of three participants'
marriages during the five year period. The first husband of the only
participant married twice during this time period characterized her
teaching in the first year as "playing with kids". She later viewed
his continuing criticism as part of a feeling of inferiority over not having a college education. The wife of the only participant to leave and later return to teaching was supportive initially and then felt the profession didn't pay enough. After their divorce, the participant returned to teaching and living near his first year source of support, his parents. The third participant characterized her former husband as supportive during their marriage and following their dissolution and mentioned paper grading, housework, and child care activities he performed during the marriage. Her desired change in self-image from a teacher working to support her husband through medical school to a career person, her life dream, prompted her to leave teaching and her marriage after four years experience.

For participants who remained unmarried, support was more elusive. Single participants cited roommates, a boy friend, and parents during the first year study and friends outside the work setting, a boy­friend, parents, a sister, and colleague teacher during the fifth year study as persons closest to them. The degree of support offered to the participants seemed insufficient to four of the five participants who remained unmarried during the five year period. These four expressed the need for a more permanent significant other relationship such as marriage; most strongly perceived by the two females among the four. While the support offered to these participants by the persons closest to them was perceived as adequate to assist them in processing career problems, the longing for a deeper relationship with another surfaced in responses to interview question regarding persons closest to the participants and career and life style congruency with
ideal visions. The fifth unmarried participant had grown dissatisfied with teaching after three "lonely" years and moved to another state to live with her boyfriend, and may have been more similar to married participants having cited him as the person closest to her.

During their first year of teaching, nine of the fifteen participants were unmarried. Five years later five of these remained unmarried and two teachers were divorced. The developmental task of coupling had been accomplished with varying degree of success by the majority and through marriage eight participants had found supportive listeners.

**Teaching Related Beliefs**

*Opinions of Teaching and Subject Matter*

A number of interview responses were grouped into categories which concerned broad teaching related beliefs or goals. The categories: teaching and opinion of subject matter included the participants' estimates of what they had learned about teaching from teaching, statements of what they were trying to achieve as teachers, their views of their subject area or grade, and changes in the profession they observed over the five year period.

During the first year, the participants were watching themselves as actors in new roles and cataloging their successful behaviors for future reference. Statements such as, "Always expect the unexpected, except you have to always pretend you know what you're doing." or "I'm learning more how to listen." were common. The optimism of the early twenties age group carried the teachers through many low periods characterized by statements such as, "It's a lot harder than everyone thinks. But it's really good."
The first year teachers seemed anxious to thoroughly understand all aspects of teaching and to clarify their teaching styles. One new teacher expressed this anxiety as, "It's difficult because there is really nobody to tell you everything and you have to learn it and sometimes it's too late." The time and energy demands of teaching seemed surprising to all the participants. One male elementary teacher described the fatigue of hundreds of daily interactions with children as "You are there like a water stand the cattle are coming in to water ... and they just kind of take it all in until you're just dry. And it takes a while to get it revitalized." In terms of what they were trying to achieve, the beginning teachers focused on survival concerns (Fuller, 1975) such as being able to establish rapport with the students, speak in front of a whole class of students, prepare lesson plans, and especially handle discipline problems convincingly and consistently.

The teachers in their first year hoped to "get the material across to the students." They also were attempting to develop comfortable teacher-student relationships and in most cases expected to evaluate their teaching by student reaction and achievement. A few teachers were slightly dissatisfied with their teaching assignments including aspects such as misfits in grade level preference or absence of curriculum guides but all seemed optimistic toward their own capability to succeed in the given settings.

Five years later, the participants' views of teaching were more diverse but generally less optimistic. The teaching beliefs of those participants who remained teachers had grown into personal teaching
philosophies concerned primarily with the goals the teacher was attempting to achieve. The goals broadened as teachers found greater success in the basics of presentation skills and discipline. Participants with increased classroom experience when asked what they were trying to achieve mentioned more frequently student growth in terms of developing a sense of responsibility for things they do, sense of independence, "know more about the world than when they first came into my class," "become aware that there is a world outside," "become more aware of what is around them," "be able to think on their own," "take control of his learning process," or "pick up values that are life giving".

Teacher achievements relating to particular content or skill development were secondary in importance to experienced teachers but included student acquisition of "facts and concepts that they can apply later on in life, skills they can use later," "language and respect for another culture," "concepts they learn and apply on a practical level," "enjoyment of being physically active," "something about the game and a feeling in class where nobody's embarrassed to try things," and "knowing to the best of their ability what it is that I'm trying to teach".

Three teachers expressed desired achievements in terms of their interactions with the class indicating perhaps a concern with survival skills (Fuller and Bown, 1975). A learning disabilities teacher with five years experience was striving for "complete organization ... things so well laid out that it would make things easy and I could leave it all at school." When asked to describe more specifically what she hoped to achieve with students she stated, "Always to
maintain good discipline and always to have good communication and relationships with the kids. I want them to like me." A former EMR teacher with one year of experience was working with her students primarily to achieve "social acceptance. I wanted to have a good class, a class I could be proud of and work with and I guess I always wanted to be able to have the whole class with me." The special student populations that these two teachers worked with may be a contributing factor to difficulty in mastery of survival skills. One female Spanish teacher with three years of experience focused on "proving myself as a good teacher, as a serious teacher." and believed being a female made it difficult for others to develop this impression of her.

The participants' estimates of what they had learned about the profession as practitioners was a category rich in data in the fifth year study. "A lot!" one teacher responded to the question "What did you learn about teaching from teaching?" and that would certainly be echoed by the majority of the participants. The teachers and former teachers responded primarily with survival and craft ideas rather than impact or concern with individual students (Fuller and Bown, 1975).

The question seemed to call up a physical remembrance for a number of teachers whose initial responses, delivered with sighs of fatigue, included, "It's hard and it takes a lot out of you," "It's a demanding job," "There is a lot more stress and problems than you would ever realize," "Teaching is hard work!", "It is a very hard job to do well," and "It's a demanding field, constant pressure".
Mastering the craft of teaching was central to the learning from teaching that the majority of the teachers had experienced. Participants cited some common elements to good teaching such as, "If done well, it (teaching) requires a lot of preparation ... there is much value in building bridges from day to day, laying goals and objectives that students can envision"; "I've learned different ways of disciplining, ideas for the classroom, and learned to be creative"; "I've developed my own style of teaching. It took a long time to develop."; "Compared to the first year when you come in so organized because you want to survive, later you let lose of some of the authority. You learn as you go along that you can do that."; "It is important to be organized ... you don't have to be a subject matter expert but you need to like kids."; and "Really the best teaching comes from something you like to do and if you're enthusiastic about it you can think of clever ways to get it across, that's what they'll remember."

Teaching had left some negative impressions on two participants, former teachers, who revealed some disillusion with the occupation in responses which indicated, "It's something I don't like to do ... The challenge is to stay about ten paces ahead of the students to out-think and predict their reactions, to devise methods to avoid cheating.", and "It doesn't pay enough! It's a very, very difficult job. You must find the rewards for teaching within yourself. I didn't do that, though."

The participants were asked in the fifth year interviews to report the extent to which they believed teaching as an occupation had changed during their years of experience and to describe changes in
their own teaching if any had occurred. Few changes in teaching as an occupation were cited by teachers. Two observed that the emphasis had swung from the open classroom approach toward the "back to basics" movement and one felt teaching was becoming more individualized but the majority had not observed changes in the profession or students in the past five years.

Participants believed their own teaching methods had changed in minor ways throughout their years of experience. Increased flexibility and improved organization were the changes cited most frequently by teachers with increasing years of experience. Teachers felt they became better lesson planners with added classroom experience and more consistent in discipline patterns. Few specific changes in methods were described and many stated they taught in their fifth year much as they had in the past.

Improved knowledge of student behavior seemed the basis of increased teacher confidence in methods and classroom management/discipline behaviors. When asked if they had altered their standards for student achievement or behavior, no consensus of responses resulted. As many teachers described raising standards for student achievement as described lowering standards.

In the area of student discipline or classroom management, many participants stated they had changed expectations. Again as many participants felt they had lowered expectations or demands as those who described raising expectations or demands. However, the participant's opinion of the changes in behavioral standards was related to his/her self-confidence as a teacher. Those who believed they managed the
classroom well and handled discipline problems correctly and consistently described becoming more flexible in dealing with students and less strict than they had been upon entering teaching. Those who believed they were not successful in this area described being forced to lower standards of classroom management/discipline in response to student lack of compliance with rules. The latter perspective was held by three of the five participants who have left the teaching profession.

In terms of subject matter or level taught, the participants who had remained in teaching had negotiated teaching assignments which they preferred. This process over the years included dropping a study hall to acquire a sixth class, switching grade levels or subjects, or developing the program by differentiating assignments with a team teacher or increasing student participation sufficiently to warrant advanced level courses.

The participants did not focus statements on achievements in or opinions of their subject matter in most cases. Elementary teachers and special education teachers without exception made no mention of student knowledge acquisition in particular subjects, characterizing student development in values, social interactions or work habits as of greater importance. Secondary teachers with five years of experience were striving to increase student skills in and positive attitudes toward physical education and French but affective goals of student responsibility and cooperating took precedence in their statements regarding desired achievements.
Ideals - Teacher, Class, Student

When asked to describe the qualities of an ideal teacher, the first year teachers focused on interaction with students more frequently than subject matter knowledge, often stated as the prime factor in a good teacher. The characteristics the first year teachers had observed in ideal teachers they had known or had as teachers in school or that they imagined would be components of a perfect teacher included (in order of highest to lowest frequency of response): gets along with students, interested in students, understanding, has control of the classroom, has a good knowledge of his/her subject matter, demanding in subject area, fair, (the following were mentioned by one participant each) friendly, open, gets along with administration, gets along with other teachers, enthusiastic, flexible, creative, has good presentation skills, hard worker, mature, and makes learning fun.

Three characteristics of an ideal teacher predominated in fifth year responses. Teachers and former teachers with elementary or secondary experience described the ideal teacher as being understanding, possessing a good knowledge of his/her subject area, and having control of the classroom. Other qualities of an ideal teacher in the opinions of the participants and in decreasing response frequencies were: demonstrates good presentation skills, makes learning fun, responsible, happy or pleasant, creative, enjoys working with students, willing to spend extra time with students, humorous, dedicated, communicates well with students, learns from students, cares about the whole school and attends activities of students,
motivates students, organized and ten additional characteristics mentioned by one participant each.

Participants in the fifth year study cited many of the same ideal teacher characteristics as had been cited in their first year but fifth year responses seem to indicate a richer knowledge of the facets of the position as well as the differences between teaching and being an ideal teacher. Two statements from participants may reveal the occupational satisfaction that differentiated teachers from former teachers. When asked to describe qualities of an ideal teacher both participants stated that this was a hard task because, "I don't think that there is an ideal teacher," said the former teacher and because, "There isn't just one type!" said the teacher.

The one characteristic that was desired by participants in the fifth year study in an ideal class above all others was that the class be motivated, eager to learn. A class of between 15 and 20 students was the second most desirable characteristic and a variety of students in terms of abilities and personalities was third. Above average intelligence, mixture of girls and boys or an all girls class, and good self-discipline were tied in receiving the fourth highest frequency of responses. Other characteristics receiving more than one response included: well disciplined, cooperative with teacher and peers, and responsible.

First year teachers described their ideal class as including a variety of students, "some mature, some growing, some enthusiastic, some quiet," well disciplined, eager to learn and without serious problems such as hyperactive children or behavioral problem students.
The ideal student of the first year teachers would have had the following characteristics (in order of highest to lowest response frequency): motivation, interest in the subject, intelligent and able to ask questions, imaginative, considerate, serious minded about school work and "willing to fight a little" or the possessor of "spunk", a mind of his/her own.

Several qualities listed for the ideal class were also applied by fifth year study participants to the ideal student description. Teachers and former teachers preferred students who were interested in the subject, cooperative, intelligent, and responsible. Two or more participants also described ideal student qualities as including each of the following: willing to try new things, willing to help other students, performs activities well, imaginative, curious, mature, motivated, communicates, is not a discipline problem, and has a mind of his/her own.

Increased knowledge of student characteristics was evident in the responses of ideal class and student characteristics in the fifth year study. While many of the same qualities were mentioned in both studies, experienced participants had learned what they appreciated in students as well as what they disliked, as indicated by descriptions of an ideal class including "few know-it-alls," "more girls than boys," and "willing to help others."

**Necessary Teacher Knowledge, Skills and Attitudes**

"What kind of knowledge or skills do you think a teacher must possess? What does a teacher need to know to be able to do a good job of teaching?" was asked of participants in both studies.
opinion of the first year teachers, the most important aspect of good
teaching was knowledge of subject matter. When participants mentioned
knowledge of subject matter and other skills or knowledge variables,
knowledge of subject matter was always cited first.

Other areas of knowledge or skills that two or more new teachers
believed were important included: knowledge of child development
and student behavior, skill of communicating, organization skills,
motivational skills, skill in lesson planning, skills in class control
or in discipline, questioning skills, skill in identifying student
problems. Additional areas of knowledge or skills mentioned by one
teacher each were: knowledge of how to meet individual student needs,
knowledge of available materials, and the skill of being able to "come
up with things on the spur of the moment." Two additional responses
were given by one participant each. These participants felt that
teachers should be patient and know how to emphasize the positive.

Knowledge of subject matter was the most frequent response when
the same questions were asked of fifth year study participants. However,
only one elementary teacher or former teacher named this area whereas
when secondary teachers found knowledge of subject matter an important
teacher skill it was mentioned first in response to the question.

Secondary teachers also cited communication skills, organiza-
tional skill, flexibility, tolerance or patience, understanding and
caring about kids, having a good sense of humor, ability to challenge
students to think and be responsible, and ability to "handle a lot of
things at once" or as the participant added, "Sometimes you need ten
of you (teachers) in there at once!".
Elementary teachers focused more on the student rather than knowledge of subject matter which was named as necessary teacher knowledge only once by an elementary teacher. Two elementary teachers or former teachers stated that this knowledge could be acquired as you taught the material and being a "subject matter expert" was not crucial.

Fifth year participants who were or had been elementary teachers named the following as necessary teacher knowledge or skill areas: good interpersonal skills, knowledge of child development or student behavior, planning skill, organization skills, skills in classroom control or discipline, knowledge gained from "lots of experiences -- job, travel, etc.," skill of being able to think on your own, creativity skill, counseling skills, and once again the ability to manage many simultaneous activities in the classroom.

Opinions of Teacher Training Program

Researchers of The First Year Teacher Study through interview responses and The Teacher Preparation Attitude Inventory (Ryan, 1978) completed by all participants, identified two common themes in the beginning teachers' views of their teacher preparation programs: "a realization of the limits of such programs, and a valuing of firsthand experiences." (Ryan, et. al., 1978).

A review of interview data from the first year study revealed particular plaudits and criticisms of the ten different teacher education programs completed by the participants. The most frequently mentioned statements were: need for more real experiences, need for more preparation dealing with behavior problems, and an evaluation
of the programs as "some of it was valuable and some garbage."

Praise of the diverse programs included: "loved student teaching," "The program was pretty good, as good as anywhere else," good preparation in lesson planning, good preparation in developing curriculum, good preparation in behavioral goals and objectives, and good experience in the schools. Areas in which the first year teachers felt they lacked preparation in addition to the two mentioned above included: adolescent psychology, "practical information", and foreign language methods. Some of the participants were more critical of their preparation programs than others but less specific on weaknesses. The evaluations made by this subgroup included: "No one can prepare you for this, it's learning on the job," "Teacher education courses in most cases hindered more than helped," "A lot of it was a waste," and "The difficulty is in making the program relevant to any predicted teaching position."

The Teacher Preparation Attitude Inventory was again administered during the fifth year study. One component of the Inventory is a ranking of 1, best prepared, to 4, least prepared, of four components of typical teacher education programs. Summing participant responses lead to a ranking of the components as: 1 - knowledge of subject matter, 2 - (tie) knowledge of the learner and the learning process and methods and skills of teaching, and 3 - experiences with the realities of classroom teaching. One ranking which differentiated between secondary and elementary teachers and former teachers was knowledge of subject matter which was the area in which all secondary participants stated they were best prepared.
To the question "In general, which part of your teacher education program was the most beneficial to you? (check one) Student teacher __ Education courses __ Classroom observation __ Other __ (Please specify), __," twelve of the fifteen participants ranked their student teaching experience as of most benefit.

Participants were asked to state on the Inventory "What parts of your teacher preparation program would you like to have had more of? Less of?". Six or more years since the completion of their teacher education programs, the participants still retained vivid impressions of helpful versus ineffectual components of the programs. Heading the list of courses the teachers and former teachers would have preferred fewer of were philosophy of education and history of education, mentioned with equal frequency. Other least preferred courses included biology, methods, psychology, instruction by graduate students who had never been teachers, paperwork, and "esoteric theories" of an unspecified nature.

Discipline and classroom management and classroom observations and teaching were the two areas mentioned most frequently by participants as needing additional instruction or in which they would have preferred more courses. Other areas in which the participants would have preferred more courses included: psychology of children and adolescents, development of learning activity packages, individualization, techniques in foreign language teaching, teaching methods, coaching practices, physical fitness, exercise physiology, hands-on experiences with children, any in the school activities, stresses and problems a teacher deals with daily, and "the realities of working with students in a classroom."
Advice to New Teachers

During the first and fifth year studies, participants were asked, "What advice would you give to new teachers?". The similarities in responses in both studies were pronounced. The suggestions made by two or more participants in both studies advised teachers to be very organized, prepared, flexible and imaginative, and strict or in the words of participants, "Don't smile until after Christmas," "Start out tough ... be firm but fair," "Always stick with your rules," and "Don't be too kind at first."

First year teachers were more concerned with the here and now, today in the classroom, while fifth year teachers and former teachers had broader statements of advice for beginning teachers. Some examples of concern with the immediacy of the classroom from first year participant responses are: "Get to know student names.", "Don't let papers pile up.", "Have objectives," "Keep records of what you're doing and student progress" and "Tell yourself you're allowed to make mistakes."

During the fifth year study, the participants assumed a wider view and advised teachers to, amongst other things, realize that "It's not all going to be good times. ... It's not easy to become a good teacher, you really have to put yourself into it.", "Be really honest and teach what you like. You'll do it better.", and "You have to be very devoted, willing to put in all kinds of hours, and sacrifice your personal life."

The voice of experience echoed in the advice given by the participants, especially that given by participants who were less
than pleased with their present situations or had left teaching. Some cases in point include, "Don't set any great expectations because they'll just get blown up!", "Be very careful and consistent about how much you reveal of personal information, not avoiding it totally but allowing a well known definition ... which won't be misinterpreted.", "You're going to be embarrassed, upset, hurt, frustrated but don't let that get you down. It will get better.", "Be prepared to stand firm on things without having to explain them.", "Don't feel you have to be liked by everyone ... Don't let the kids pull the wool over your eyes.", and "Take time to try various grades and schools."

Two teachers who in their fifth year were mulling over the idea of switching professions when asked, "What advice do you have for new teachers?" immediately responded, "Go into something else! It's not worth the hassles." and "Are you sure you really want to do this? Don't you want to get paid?". Both added helpful hints but stated their initial responses were made only half jokingly. Over half of the statements of advice made reference to the extensive demands of teaching.

Self in Career and Life Style

Importance of Teaching

During the first and fifth year studies participants were asked "How important is it to you to teach?" Analysis of the responses lead to the development of three categories of importance of teaching as a career including Highly Important, Moderately Important or Minimally Important. From first year responses, six of the fifteen were classified as perceiving a teaching career as Highly Important
for them. No first year teachers were classified as viewing teaching as a Minimally Important career for them.

The remaining nine of the fifteen were grouped as viewing teaching as a Moderately Important career for them. Many of the Moderately Important group had initially held or examined other career opportunities before becoming teachers. When asked what they would have done had they not found a teaching position, many had alternatives such as graduate school, social work, clerical work or retail store selling and only two would have begun or continued to substitute teach. The group for whom teaching held moderate importance also were uncertain as to whether they would be classroom teachers within five or ten years when asked "What do you hope to be careerwise in 5 years? in 10 years?". While the first year teachers all believed teaching was an important profession in terms of contributions to society, the majority, the perceivers of teaching as Moderately Important, did not hold a high degree of personal commitment for teaching.

Those six teachers who were classified as holding perceptions of teaching as a Highly Important career for them had also examined other careers but had freely chosen teaching over positions in other areas. Another characteristic common to members of the group rating teaching as Highly Important was the intention to remain in teaching longer than five years.

Experiences in the first and successive years of teaching aided in clarifying the participants' opinions of the importance of teaching as a career choice. Fifth year responses to the question,
"How important is it to you to teach?" yielded seven participants for whom teaching was Highly Important, five for whom it was Moderately Important, and three for whom it was Minimally Important or Unimportant as a career.

Five of the seven participants rating teaching as Highly Important had also been categorized as such based upon first year data. Six of the seven had remained as teachers in the same school for the previous five years and four had continued at the same grade level. The seventh had left teaching to become a salesperson for one-and-one-half years and returned to substitute teaching and a mid-year full time vacancy. His reaction to the question was expressed as, "The biggest mistake I made was leaving (teaching) rather than changing grade levels." Specific responses of the group for whom teaching was Highly Important included, "I like where I am; I like teaching," "I would hate to give it up. I'd really miss it.", "It's made me happier than anything I could have expected.", "I'm really comfortable; there's nothing I dislike.", "I really like to teach. It's important to me to feel I've been a good influence.", and "It's a part of my professional life but also a part of my personal life."

The group of five participants for whom teaching held Moderate Importance based upon their fifth year responses included three teachers and two former teachers. Four of the five had also been grouped as perceiving teaching as a Moderately Important career as a result of their first year responses to the same question. Two of the three had changed schools and grade levels. However, specific
responses to the question more clearly explain the classification of this group. When asked to describe "How important is it to you to teach?" they stated: "It's not necessary. I could live without it.", "I really like the kids but I just have too many.", "I enjoy it very much but it's almost too much work when I have a kid.", "It makes the house payment! I would go nuts sitting around the house. I'd want to be doing something with my French.", "I'd really like to be teaching even though after three years I was kind of tired of it and wanted a break." Two of the three teacher participants in this group planned to leave classroom teaching within the next five years. The third teacher had searched for positions using her foreign language training prior to becoming a teacher and failed to find any.

The responses of three former teachers lead to their classification as participants for whom teaching held Minimal or No Importance. At the time of the fifth year interviews the participants were a real estate agent, a waiter, and an undergraduate geophysics student and had left teaching after one, three, and four years experience respectively. None of the three participants planned to return to classroom teaching as revealed in their responses: "It's very important, but not to me or I guess I'd be doing it.", "It was a good experience but I would only teach again in a restaurant situation.", and "It's not at all important. I intend to go into the industrial world."

With time and exposure to a range of experiences within a classroom, the participants became more certain about wanting or not wanting to teach as a career. Yet the description of teaching as
not personally important or of moderate importance by one trained for
the occupation is a difficult statement to make after five or fewer
years in the classroom. Knowledge of the facets of being a teacher
seem to be learned quickly and remain the same.

Reasons for Becoming a Teacher, Influences Upon the Decision to Teach
and Teaching Methods

"Why did you pick teaching?" was asked of participants during the
first and fifth year studies. Responses to this question and to others
asking participants to name any influences upon their teaching and
persons from whom they would seek assistance were grouped following
comparative analysis which indicated similarity of responses across
categories.

The experience of schooling influenced many of the participants
to remain in the setting. Always wanting to teach, liking school,
and the influence of a high school teacher or college teacher were
mentioned in ten responses to "Why did you pick teaching?". (Some
participants named more than one influence.) Other influences upon
the decision to teach were mentioned with the following frequencies:
parents (2); other relatives (3); boyfriend, fiancé, or spouse (3);
and friends who are teachers (6).

Influences upon the way the first year teachers instructed
included the following: team teachers (1); student teaching cooperating
teacher (1); high school teacher (1); college teacher (1); friends who
are teachers (2); and parents who are teachers (2). However, the
majority of participants did not identify any significant mentor, model,
or influence upon their teaching methods during the first year study.
Participants were asked in both studies to name to whom they would turn for assistance with instructional, behavioral, and administrative questions or problems. In The First Year Teacher Study, colleague teachers and the building principal were mentioned more frequently (8 responses each) than were other sources of assistance (listed in order of response frequency): department head or instructional supervisor (3), friends who are teachers (3), parents who are teachers (2), and assistant principal (1), counselor (1), and former cooperating teacher (1).

When queried with the same three questions during the fifth year study, participants had changed some of their opinions of the influences upon their decision to teach and upon their teaching methods. Those participants who had cited a strong influence of another individual as significant to their decision to teach retained that opinion giving credit to a high school teacher of the participant (3), parents who are teachers (2), and a roommate friend of one participant who served as a model. Three participants recalled always wanting to teach and two cited that they had always liked school, both influences mentioned with the same frequency during the first year study. Also cited as influences upon one or more participant's decision to enter teaching were personal experiences with children (recreation department employment, babysitting, swimming lessons, etc.), influence of the participant's undergraduate school, and, for two participants trained in foreign languages, the absence of regional job opportunities in their field.
Six of the fifteen participants in the fifth year study did not cite influences upon their teaching methods stating instead that their teaching was primarily from their own imaginations blending ideas they had seen, read or heard from many different sources. No one influence was mentioned as frequently as the absence of an influence. Other persons cited as having some impact on the way the participant taught or had taught were: colleague teacher (4), team teacher (3), student teaching cooperating teacher (2), The First Year Teacher Study researcher (2), spouse (2), and parents, county supervisor, students, friends who are teachers, and graduate school instructors (1 each).

Colleague teachers became the predominant source of assistance as the participants gained experience. When asked who the teacher or former teacher would turn to for help with an instructional problem, participants cited colleagues in seventeen responses across the three areas. The building principal was the second source of assistance mentioned in seven responses, primarily for aid with behavior problems. Other persons turned to in times of educational needs included the assistant principal (4), principal's secretary (3), department chairperson (2), and college teachers (2).

A comparison of the first and fifth year responses in the areas of reasons for becoming a teacher, influences upon teaching, and sources of assistance indicated two changes. The most obvious is the shift of influence from outside the job setting during the first year of teaching, friends who are teachers, to within the school during later years, colleague teachers. The second change is the dimming of
participant perceptions of the influences upon their decisions to teach and choice of teaching methods; most stating in the fifth year study that both factors stemmed from within them.

Career Expectations

"Where do you expect to be careerwise in two years, in five years, and in ten years?" was asked of participants during both first and fifth year studies. One conclusion cited about the participants in The First Year Teacher Study (Ryan, et. al., 1977) was their entrance into the profession with "... a very tentative professional commitment" (p. 24). An examination of the first year data revealed only one participant who projected career expectations for longer than five years and that was a math teacher who planned to teach until her husband completed a medical internship, some eight years hence.

Six of the first year teachers stated that they planned to remain in the same position for five years and perhaps longer, they hesitated to predict. Of the six, four had carried out that plan and two had changed settings, one relocating as her husband’s law career dictated, and one returning to teaching in a new setting after sales experience. Four teachers stated they would remain in their first teaching position for two years and would then begin graduate school, another career, travel, or a family. The participants did not specify what careers or education areas they would pursue. One female elementary teacher was uncertain as to what her career plans would be for two, five, or ten years hence. She has remained in her initial position for five years but was unwilling to predict
career expectations for future years. Graduate school in education was planned concurrently with future teaching by six of the eleven participants. No information regarding career expectations was available in first year data for the remaining four participants.

The participants in the fifth year study were again asked to project where they would be careerwise in two, five, and ten years. Only two participants would prefer to be full time teachers for the next ten years or longer. Participants expect to be in education-related positions, such as learning disabilities tutor, school psychologist, or guidance counselor.

Of the eleven women participants, seven mentioned child rearing as a concern for the near future and described the problems of trying to remain in the job market while at the same time taking leaves of absence. Of the seven, six hoped to bounce in and out or return to education after their children were in school or adolescence.

Only one participant of those who had left teaching saw herself returning to the classroom if she could find a position. One teacher participant anticipated resigning from the profession within two years, one within five years, and one within ten years.

Teaching may not be viewed as a career by the participants if a career is defined as a series of steps within a field with increasing responsibilities and rewards. No participant anticipated moving into educational administration, the route most similar to a true career in education. Many of the participants mentioned at some point in the interviews the attractiveness of teaching as a vehicle to blend job and family. Of the four males in the study, only
one planned to remain a classroom teacher. One hoped to enter guidance counseling, one hoped to use foreign languages in business, and one had left teaching earlier for jobs in the restaurant field. Although salary was mentioned as a dissatisfaction by more of the participants than any other, only one participant planned to leave for greater financial rewards and none of those who had left teaching cited low salary as a major factor in the decision.

**Evaluation of Self as Teacher**

The teacher's perception of how he/she was doing as a teacher was a focal point of the first and fifth year studies. Participants were asked, "How can you tell how you are doing as a teacher?", "What are the major ways that tell you whether you are doing the kind of job you want to do?", "What do you think are your greatest strengths as a teacher?", "How do you feel about yourself as a teacher now?" and, in the fifth year study, "In reflecting on your last year of teaching, what would you identify as personal successes?" However, not all of The First Year Teacher Study researchers utilized all of the above questions so generalizations made of the group are done so with caution.

In response to queries as to the ways in which they could tell how they were doing as teachers, the participants as first year teachers cited evaluation by students more frequently than any other source. This student feedback came from student achievement and reaction to lessons. None of the participants in their first year of teaching had asked students to complete a formal evaluation of their teaching but some had asked for verbal evaluations. Two
participants stated they believed students evaluated them based upon appearance and classroom management qualities. Two other sources of evaluation for the beginning teachers were feedback from other teachers in terms of praise for lessons, bulletin boards or interactions with particular students and self evaluation, most frequently described as based upon student gains, classroom management, and amount of planned lesson content that was covered. Secondary evaluative measures for the first year teachers were evaluations from the building principal and department chairperson and written or verbal feedback from parents of their students.

Self evaluative statements from nine of the first year teachers were gleaned from the data. Seven of the nine teachers were generally satisfied with themselves as teachers while at the same time realizing the existence of room for improvements. Statements of evaluation included: "I feel good about what I'm doing.", "I think what I am doing is fulfilling the job as I see 'teacher'.", "I'm satisfied with the way things are going so far but I'm always open for change.", and "I don't think I'm doing as good a job as I want to do, but I don't think I ever will, and that's good."

Two former teachers who participated in the first and fifth year studies had serious reservations about their first year teaching performances. A teacher who left teaching after the first year stated in November of that year, "I still don't feel like I'm teaching ... I was planning a little bit better discipline that this. Any teacher would." Another former teacher with three years of experience expressed during the first year a number of
reservations about his ability to teach including, "I know what I've
got to do and I don't feel I'm doing it as well as I can."

Fifth year participants identified with greatest frequency the
ability to relate well with students as a personal strength with
patience and organization receiving second greatest frequencies
of response. These three strengths were named equally often by
elementary and secondary participants. Other qualities described as
strengths by teachers and former teachers of both levels included
flexibility, willingness to work, the ability to "cope emotionally",
and wise use of time.

Elementary teachers also cited characteristic strengths such as
listening skills, understanding or compassion, personality,
cooperativeness, creativity, and commitment. Secondary teachers
named communication skills, knowledge of subject matter, openness
with students, and consistency as strengths. While qualities
important to teaching elementary students may differ from those
needed by secondary teachers, the similarity in personal strengths
cited by all participants would support grouping them as people
centered managers differentiated from nonteachers.

When asked to describe personal successes, five of the ten
responses focused on positive student-teacher interaction or student
academic or personal growth. Examples of this type of personal
success include: dramatic improvement in social adaptation by two
students, "I like to be known as their teacher. It's a real honor
for me to say, 'Oh, yes, those are my kids.'", "I've been able
to help them (second graders) think about what they're doing
and be better people", and "I can honestly say this year I like all my kids. That's probably the most satisfying thing."

Other successes cited were more personal and highlighted another teacher characteristic, endurance. Some samples of this half of the personal success responses are: "... managing to keep my cool and be tactful with the administration", "surviving first period study hall", "finally achieving almost the type of discipline I wanted in the classroom and even getting through to my 'druggies'", and "control of the class for the day".

The participants, whether teachers or former teachers, were more reliant upon their own judgments of their abilities as teachers in fifth year responses and did not cite the opinions of evaluators in response to "How do you feel about yourself as a teacher now?". The confidence in their abilities as teachers and the extent of satisfaction found within teaching are most evident in responses to this interview question. The participants' own evaluations tend to briefly summarize their self-concepts as teachers. The diversity of the encapsulated conclusions warrant listing each teacher's self evaluation as follows:

I guess I've come to accept the fact that I'm an understander rather than an instructor. I've changed my own expectations for myself.

I would like to change my discipline.

Commiting myself to the school community is one of my greatest strengths. I really feel good. I think I've come a long way.

I guess I feel pretty good about myself as a teacher. I've done a pretty good job, been able to handle situations I wouldn't have been able to handle two or three years ago.
I know what I'm doing and I can get it across to the kids and I think I'm fulfilling my responsibilities as a teacher.

I'm proud of ... things like kids coming back and telling me things, and letters from parents, and calls from parents and comments from administration, and all the positive things that help to get people involved.

I finally feel like I'm a good teacher. I never felt like I was before, primarily because I didn't have enough time. But now I've worked things out and feel like I'm a pretty good teacher.

I think I do a good job. I feel confident. My students seem to be learning, the ones that want to learn.

I can see my downfall, mainly discipline. I was getting stronger. I think if I had stayed in I would have been extremely strict but the kind of strictness the kids respect.

I didn't have any problems with the principal and didn't have any real problems with any of the students or with actually teaching ... I was just kind of tired of the job and that probably reflected in my teaching ... I was teaching them alright but I wasn't too exciting.

As I progressed, I became more confident ... I was able to become a little more efficient workwise and emotionwise. I knew what was important and what wasn't.

I feel like I failed in teaching, I really do. I feel like I was in a position in my own life personally and emotionally where I was not willing to put as much as I knew I had to put into teaching ... I don't feel like a teacher. I think I could be a good teacher if put in that position but I don't feel like I want to pursue that.

Well, I left of my own choice not because anyone wanted me to. My discipline wasn't all that good but then again you get a different group every year. (successes?) I guess I never thought of it that way. I just tried to get by day by day.

My first year I really wanted to excell; I did all kinds of spectacular things. I needed to have the praise and I got it then ... I've become a better teacher each year since then.
A real success is my relationship with the kids as I teach another year and get to know them a little better. I think the kids respect me. I've gotten a reputation as maybe a little strange but he knows what he's talking about if you want to learn something.

Self Changes

New facets of and changes in their own personalities and self-image during the first year of teaching, and in the five past years were described in response to "What do you think you have learned about yourself as a result of teaching?" and "Have there been changes in the way you think or feel about yourself in the last (five) year(s)?".

As first year teachers pushed into a new set of role behaviors, the participants cited more negative than positive self-changes they had perceived as the year progressed. The pressures of the classroom seemed at times to bring out the worst in the students and the teachers. Examples of the teachers' disappointments include: "I always think that I could plan or research more," "as more and more little things pop up ... it makes me more nervous. I tend to worry about it more," "I'm so boring socially ... I have spurts of wildness, but now you just don't have the time. I think about teaching all week long.," "I'm tighter.", "I've been feeling really insecure lately ... it started because they won't work individually, independently without me telling them what to do," and "My husband, he's becoming very impatient with me bringing all the work home and then with my schooling (two college courses) ... it just sort of created a lot of tension.", "I realize that I haven't developed
self-discipline as well as I thought that I had," and "I don't have as much patience as I thought I had. I don't have as much understanding as I thought I did. I lose my cool occasionally." No first year teacher cited positive self-changes as a result of teaching.

By marked contrast, the majority of participants in the fifth year study noted the development of qualities that pleased them.

Examples of characteristics that were noted include:

I can do a lot of things on my own. I can get things organized and in a concise form kids can understand. I've got more common sense than I thought I had. I've become more verbal and I speak out for myself.

I can b.s. better than I thought I could! Maybe I'm more patient than I thought I could be.

I guess I learned to take a look at myself and think about what I'm doing. I've become more flexible. I'm feeling great. I love the interaction with people.

Confidence, boldness. I'm stronger in ways, more stubborn. I take initiative more.

My personality hardened. I have more potential than I thought I had which I should use rather than letting it stagnate. Now I'm extremely happy but I had a lot of inner turmoil while teaching.

I'm exceptional in my ability to relate to children.

I'm friendlier. I realized how much fun kids are.

I feel more together; I feel like I'm taking on adult responsibilities whereas before (first two years of teaching) I viewed myself as a college kid.

I never wanted to offend anyone. Now I know I can do and say what I want and people will still respect me, maybe even more for it.

I had to question what's important for me - it's working with kids. I've become more patient, more organized. I understand myself better now.
I've learned more about who I am; I'm more stable. I used to be really worried about how others thought I was doing but after that first year, I felt pretty comfortable about doing my best. I feel I've succeeded with what I've done. That's a good feeling because really once you start working you're an adult and I feel like "Well, I made it!".

For a few fifth year teachers and former teachers, the self-change noted indicated increased awareness but greater disappointment than pleasure with the passing years. Their statements in the fifth year include:

When I'm teaching I'm more down to earth. I thought "This is a good profession and I am doing something important." Now that I quit teaching I think I have kind of let myself down. I don't feel I'm doing anything important anymore. You're really needed (in teaching). I'm not doing anybody any good. Now that I'm not teaching I'm not fulfilling what I wanted to do. Sometimes I feel kind of worthless.

I do believe in teacher burn-out. I need rest. I'm not very happy, feel overworked and financially un.rewarded. I want time for myself and friends.

I like to be known as their teacher. I know I need a change. I don't know if I want to break away from that security (teaching) or try something else if I don't stay.

I now have the ability to be my ownself and am not obliged to hide parts of myself because of professional status; teaching allowed me to check myself out. In teaching I became more cynical, guarded.

At the entrance to the profession and adult life as first year teachers, the participants were generally uncertain as to ways they might change in teaching or in their personal outlooks on life. The responses during the first year interviews were reported as having an aura of questioning, searching the interviewer for approval or guidance. By contrast, fifth year responses were stated with
more certainty, decisiveness, or more as conclusions than as questions. The participants in the fifth year study seemed more in control of career and life options and less conforming to fit the mold of a teacher.

Perception of Career High and Low Periods of the Past Five Years

As the participants gained experiences in teaching and personal life style explorations, adult developmental issues such as achieving competence in occupation and marriage-family rose to prominence for them. These adult developmental issues are additional areas of investigation appropriate to a study of the participants five years following their induction into teaching. Unfortunately, no comparison to first year perceptions can be developed due to the absence of data.

A number of interview questions captured a variety of participant perceptions of career changes over time, senses of career competence, influences present and past, and changes in relationships with spouse/significant other, parents, and friends. These perceptions while heavily involved with one's identity as a teacher or former teacher, were formed with reflection upon the mesh of occupation with self concept and life style preferences. Responses to four questions in particular seemed to encapsulate this mesh; namely "As you reflect on your year(s) in teaching can you tell me how you felt about your teaching experience, from the beginning year to the present (or end)?", "Did you have an ideal vision of you in career and life style? How close have you come to that
ideal at this point?", and "Are you congruent with your ideal at this point, on the right track and on time?".

In responding to the question, "As you reflect on your years in teaching, can you tell me how you felt about your teaching experience from the beginning year to the present?", participants were encouraged to describe a line graph of the past five years with any peaks or valleys they perceived. The line graphs on the following page (Figure 1) were grouped by career subcategories -- Teaching, Same Situation; Teaching, New Situation; and Not Teaching. Situational changes refers to changes in grade, level, subject, and/or school.

The comparison of graphed perceptions of career high and low periods indicates a continual improvement in teaching situation was reported more frequently by teachers who remained in the same teaching situation. The least positive perceptions of career were reported by two of the participants who are no longer teaching. Overall results of this category seem to indicate improved career satisfaction with experience with the fifth year described as best to date by nine of the fifteen participants. However, comparisons of this type are made cautiously due to the lack of a common characterization of "best" of "worst" year.

**Ideal Vision of Self in Career and Life Style, Congruency in Fifth Year**

Results in the category of Ideal Vision of Self in Career and Life Style were discerned from responses to: "Did you have an ideal vision of you in career and life style? How close have you come to that ideal at this point?". Also contributing to the analysis were
Teaching, Same Situation

Figure 1. Perceptions of Career High and Low Periods of the Past Five Years - Career Satisfaction Against Years

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Figure 1 (Continued)

Teaching, New Situation

Teacher #6

Teacher #7

Teacher #8

Teacher #9

Teacher #10

Teacher #11
Perception of Periods of Career
Satisfaction (+) or Dissatisfaction (-)
responses from the category Reasons for Becoming a Teacher; specifically, responses to the questions, "If you had not entered teaching, what do you think you would have done?" and "When and why did you pick teaching?"

Three subcategories emerged upon analysis of responses: Life Dream Teachers, Second Choice Teachers, and Forced Choice Teachers. Seven teachers described themselves as "always wanting to teach" and two of those could not remember ever considering other careers. The other five teachers in this Life Dream Teacher group had all made the firm decision to enter teaching during high school.

Second Choice Teachers were thus grouped because all six had originally aspired to different life roles and had pursued teaching after the occurrence of circumstances such as marriage or absence of marriage or dissatisfaction in the first choice occupation. Four of the six majored in education in college.

The two Forced Choice Teachers were both foreign language teachers who had initially majored in the languages, acquired teaching certificates "just in case", and turned to teaching only after finding no employment opportunities in the region in their fields. Both remained interested in finding careers using languages outside of education.

Differences in levels taught and sex were equally represented in the three groups. One variable of interest amongst groups is persistence in teaching. Six of the seven Life Dream Teachers are still teaching (one re-entered profession) whereas only three of six Second Choice Teachers and one of two Forced Choice
Teachers are still in the profession. Age or point of time of decision to enter teaching increased with decreased priority of teaching as a career, ranging from high school or earlier for all Life Dream Teachers to after college for both Forced Choice and one Second Choice Teacher.

Congruency with Ideal at Present

Approximately half of the participants described themselves as having an ideal vision of self in career and life style or "the Dream" Levinson (1978) describes as "a vague sense of self-in-adult world" formed in the novice phase of Early Adulthood and given greater definition throughout the period (p. 91). Of the 15 teachers and former teachers, eight described themselves as congruent with what they had envisioned for this point in time in their lives. This view stemmed from satisfaction with present occupation and life style for two of the eight who stated they had had no vision and added comments such as "Whatever I'm doing, if I'm enjoying it, is right and on time."

Five of the eight expressing congruency with ideal vision had imagined themselves as teachers, married, and with certain material items such as a house, nice car, or boat. All women, three of the five were mentally grappling with reconciliation of children and a teaching career uncertain as to the fit of that puzzle piece. The fourth was leaving full time teaching at least temporarily to raise a family. The fifth teacher had made the decision to have two children and preferred balancing home life and teaching.
The eighth congruent teacher had left teaching to enter sales for a one and one-half year period, gone through a divorce, and returned to teaching as a substitute teacher to fill a leave of absence vacancy. He described his career and life style as "on the right track but behind schedule."

Seven participants described themselves as incongruent with the career and life style they had imagined or unhappy with present circumstances but lacking an ideal vision. Four of the seven had left teaching after from one to four years of experience and one anticipated resigning within two years.

Dissatisfaction with present occupation and/or life style was mentioned by five of the seven. For two women amongst the five this represented absence of marriage and children. One male and one female of the five were attempting to identify occupational and life style roles for themselves. The fifth, a male, felt unable to resolve life style wants with financial woes of working in a parochial school and a part-time job.

Two of the self-described incongruent participants had left teaching and the marriages they were part of during The First Year Teacher Study. Both originally held visions or portions of visions of career that they were now enacting or preparing for (one as an undergraduate geophysicist in the making). Both women; they described the personal meaning of teaching differently. One had used it as a vehicle to gain the confidence and courage to leave an unhappy marriage. The other had been a Second Choice Teacher, resigned to supporting her husband through medical school and
internship. Following four years of that lifestyle, she had initiated a dissolution and redirected on her early vision of herself as a career person. She described herself as happier than she had been in years and added that she "went off on a side track, took a wrong turn," but was now on the right track but behind schedule.

Comparison of the career and lifestyle patterns of those participants who described themselves as congruent with an ideal vision or lacking a vision but satisfied with those who indicated incongruence, one conclusion emerges. Marriage and teaching was evidently the image that many of the participants held initially. Those who are most congruent and to some extent more satisfied with present circumstances are those who have persisted in teaching and married. Those who describe themselves as incongruent are more often not teaching and/or divorced or never married.

Summary

The preceding subsections have contrasted first year and fifth year perceptions and life events of fifteen participants who were subjects of The First Year Teacher Study. Each subsection outlined the variables examined through grouped responses and expressions of individual teachers. The subsections permitted analysis of discrete variables relating to career development, adult development and teaching concerns. A composite picture of the fifth year teacher will be produced in Chapter 5 and contrasted with a first year teacher characterization. Reasons behind the resignation of the five former teachers will be analyzed for similarities utilizing interview responses discussed in Chapter 4.
CHAPTER 5
SUMMARY AND DISCUSSION

As stated in Chapter 1, the purpose of this study is to describe the perceptions of teaching concerns, career development, and adult developmental issues held by fifth year teachers and former teachers and to compare those perceptions to those held by the participants as first year teachers. Selected literature related to teacher career development and early adult development were reviewed in Chapter 2. The research and data analysis procedures were described in Chapter 3. Chapter 4 presented the perceptions held by fifth year teachers and former teachers and contrasted these with perceptions expressed in the same categories of teaching concerns; relationships, professional; relationships, personal; teaching related beliefs; and self in career and life style by the participants as first year teachers. While the results presented in Chapter 4 fulfill the purpose of the study, a more concise description of the participants as revealed through aggregated perceptions should contribute to what is known of teachers and former teachers in the early adult stage. Chapter 5 presents portraits of the first year teacher, the fifth year teacher, and the former teacher. Additional sections include comparisons of the results to selected research in teacher career development and adult development, reporting of the participants' views of research involvement, and discussion of the major findings. The final section will discuss recommendations for research in teacher career and adult development.
The First Year Teacher Portrait

The first year teacher has received increasing attention in recent teacher career development and teaching concerns literature (Applegate, et. al., 1977; Berliner and Tikunoff, 1976; Diamond, 1948; Eddy, 1969; Fuchs, 1969; Johnston, 1978; Ligana, 1970; Muskowitz and Hayman, 1974; Ryan, 1970; Ryan et. al., 1980; and Wright and Tuska, 1968). Both experimental studies and qualitative descriptions based on teacher perceptions have contributed to a more complete picture of the novice teacher. The description presented herein is not aimed solely at adding to what is known about the first year teacher but at providing a template of a "combination" first year teacher participant involved in the initial study against which comparisons of fifth year teacher characteristics will be discussed. This portrait of the first year teacher is compiled from fifth year analysis of original data sources of The First Year Teacher Study (1977).

Teaching Concerns

The first year teacher reported receiving his/her greatest sense of satisfaction in teaching from working with students and seeing students highly involved in the lesson. At the same time, students were also perceived as a source of frustration to the teacher due to uncertainty in discipline practices. More frustrating than discipline as reported by the new teacher was the extensive amount of out-of-class time required to prepare lessons and grade papers. Probably
contributing to this demand on the teacher's time was the teacher's awareness of his/her lack of organizational skills in teaching.

In the area of discipline, the first year teacher described him/herself as probably not strict enough with the students. The teacher preferred prevention to intervention but stated he/she believed in flexibly handling discipline problems by speaking to individuals rather than the class as a whole. The discipline practices the new teacher most commonly described using included reprimands, behavior modification including positive reinforcement, taking away privileges, changing the student's seat, detention, and removing the student from the room.

Outside of classroom teaching time, the first year teacher was responsible for one noninstructional duty such as lunch duty or study hall which was generally perceived as a source of frustration due to the disciplinarian role required by the situation. The first year teacher characterized a best day as one in which he/she was able to accomplish all planned activities and experienced positive student-teacher interactions. In general, the first year teacher was not critical of the school facilities and believed the school atmosphere to be a pleasant one.

Relationships, Professional

The first year teacher reported initial surprise at the students' lack of respect for others, lack of self-discipline, and "sneakiness" but later described students as being more mature or worldly and friendlier than expected. The first year teacher appeared to want students to like him/her and approve of his/her teaching methods. The
teacher perceived that students expect him/her to be fair, strict or demanding in instruction and enforcement of appropriate behavior in the classroom. While perceiving that he/she was developing skills in dealing with students, the teacher expressed feeling somewhat uncertain in the first year of how to handle difficult students.

During the first year of teaching, the teacher reported learning through informal contacts with and formal evaluations by administrators just what was expected teacher behavior. The teacher's actions could be described as very attentive to the building principal for feedback on his/her teaching. At the same time, the teacher explained that he/she expected little interference and a good deal of administrative support for instructional and disciplinary decisions. Administrators were viewed as competent by the first year teacher and relations with them were not sources of problems.

The first year teacher described socializing well at school with colleague teachers he/she viewed as equals. At times colleagues were named as a source of assistance with instructional or discipline problems but more often engaged in casual conversation with the first year teacher over lunch or during a conference period in the teachers' lounge. For the most part, colleagues of the first year teacher were described as confirming his/her initial impressions of teachers and were viewed as holding similar values and beliefs about teaching.

Parents of students had initially been described with apprehension by the elementary level first year teacher but as the year progressed he/she reported achieving competence in dealing with parents in conference or phone contacts and was occasionally pleased to receive
(parental praise or assistance with student deficiencies. The secondary first year teacher reported expecting and initiating little contact with parents.

Relationship, Personal

The first year teacher complained of the greatly reduced time to spend with friends in comparison with preteaching days. When he/she discussed teaching with non-teaching friends, varying degrees of support are reported as forthcoming. The first year teacher, therefore, began to build friendships within the school and identified confidants as friends who are teachers in other settings.

Parents of the first year teacher may have influenced his/her decision to teach but were described as less of a source of support or concern during the year. As parents gradually subsided in importance for the novice teacher, forming a satisfactory intimate relationship was perceived as predominating; one of two developmental tasks of the early adult developmental period (Levinson 1978, Sheehy 1976). The married first year teacher described experiencing stress in the relationship as the time demands and internal pressures of teaching interfered with home life. However, the unmarried first year teacher usually reported finding little empathy or assistance in dealing with teaching demands and a fluctuating sense of competence, which may have intensified the internal press to find a spouse, someone to listen.

Teaching Related Beliefs

Mastery of survival concerns (Fuller and Bown, 1975) such as speaking in front of a group, developing rapport with students, or
convincingly handling discipline problems is what the first year teacher named as anticipated achievements. The first year teacher appeared to be attempting to become established in teaching style and discipline reputation as quickly as possible thus achieving competence in occupation, the second developmental task of the early adult developmental stage.

The first year teacher's perceived image of the ideal teacher centered upon his/her relationships with students. The ideal teacher was seen as a person who had good rapport with students and good control of the classroom, two areas in which the first year teacher reported struggling for improvement. Other characteristics which the first year teacher names as ideal teacher characteristics included enthusiasm, creativity, flexibility, maturity, good presentation skills, and a good knowledge of subject matter. The described visions often included areas perceived as personal strengths and weaknesses.

The ideal class of the first year teacher would include a variety of personalities of well-disciplined children who were eager to learn and lacked physical, mental, or behavioral problems. The ideal student in this picture of perfection was portrayed as intelligent, cooperative, and possessing a mind of his/her own.

Knowledge of subject matter was most often identified as the key to good teaching by the first year teacher. Other areas in which the first year teacher perceived the successful teacher should excell include the skills of communication, organization, motivation, class control, questioning, and knowledge of child development, student behavior, and diagnosis of student problems.
The first year teacher explained that he/she was adequately or well prepared through his/her teacher education program but stated that he/she could have used more training in dealing with discipline problems and would have preferred more field experiences in the schools. Developing curriculum and lesson planning are two areas of the teacher education program praised by the first year teacher. Not overly critical of teacher education, the teacher expressed a belief that such programs, however, cannot completely train teachers for the demands of all situations they will encounter.

If the first year teacher were advising new entrants to the profession, he/she might compose a list of rules such as these stated by the sample: "Get to know the students' names," "Don't let papers pile up," "Have objectives," or "Tell yourself you're allowed to make mistakes".

Self in Career and Life Style

The first year teacher reported considering other career options either prior to deciding to teach or as an alternative should a teaching position not have been available. He or she may have entered social or clerical work or retail selling but did not envision becoming a substitute teacher. Positive experiences in schools were cited as influencing the teacher to enter the profession. The teacher occasionally described a particular subject in which he/she excelled or a high school or junior high school teacher whom he/she admired as influencing career choice. Other strong influences upon the initial decision to teach were listed as teachers as parents, other
relatives, or friends. Parents, relatives, and friends in particular influenced the first year teacher's methods of teaching to some extent but the teacher generally stated that no one person or book had had an influence on the way he/she taught.

The first year teacher did not perceive a professional mentor in the true sense of the word but turned to the principal for assistance with discipline problems and colleagues for help with instructional problems.

The first year teacher hesitated when asked how long he/she may continue to teach and tentatively predicted five years and perhaps longer but planned to begin graduate school and/or a family in the coming two or three years. At this time, the beginning teacher reported not perceiving himself or herself as an administrator but planned graduate study in some area of education.

Apparent low commitment to teaching as a career was not related to the teacher's evaluation of himself or herself as teacher. The first year teacher described being generally satisfied with his/her teaching ability and relying upon self-evaluation and student achievement and the reaction of students to lessons to measure personal effectiveness. Secondary sources of determining teaching competence were feedback from colleagues, administrators, and parents of students. While explaining that he or she was keeping up with the demands of the job, the first year teacher allowed that he or she had much room for improvement in skills, especially in the areas of organization and discipline.
During the course of the first year of teaching, the teacher described himself/herself as less positive, as experiencing a decline in self-concept. Attempting to cope daily with the demands of a job they thought they were well trained for yet found little personal success in, combined with the interference of work with home or social life to make the beginning teacher feel less secure, more nervous, or less able to enjoy life inside or outside school. The beginning teacher was unable to describe one positive self-change and at times wished someone would offer reassurance and praise. Further experience in teaching may be necessary before this decline in self-concept is reversed.

The Fifth Year Teacher Portrait

Changes in professional and personal roles during the teaching career were sources of conflict in the early years of teacher career development identified by Gehrke in a longitudinal study of teachers in their first, third and fourth years (1978). Balancing time and allegiance required adjustments throughout career including accepting temporary stress, accepting the primacy of either personal or teaching life, abandoning one role, or flexibly balancing both (p. 17-18).

As participants in The First Year Teacher Study gained teaching experience, the majority began to perceive achieving competence in the major developmental tasks of the early adult period, occupation and marriage-family. Early adequate resolution of both of these tasks was generally linked to a more positive self-concept as revealed by the responses of the ten participants who were teachers throughout the
five year period of the two studies. The portrait of the fifth year
teacher which follows explores the changes in the life course and
perceptions most typical of participants who remained in teaching.

Most typical was the teacher who remained in his/her initial
teaching position and marriage throughout the five year period. The
second most frequent career path for teachers was to move to a new
school and teach a new grade or subject. The least frequent path
chosen was to remain in the same school and teach a new grade. However,
as common as retaining one's original position was resigning from
teaching at some point in the five year period. Four teachers married
after their first year of teaching. Three participants, each of whom
resigned from teaching during the five years, were divorced, one has
since remarried and another reentered teaching. The perceptions
expressed by the participants during the fifth year study appeared to
be markedly influenced by the choices made in occupation and marriage-
family during the early adult period of development.

Teaching Concerns

The fifth year teacher described greater satisfaction in interactions
with students than in any other aspect of teaching. He or she would
most frequently cite "seeing kids get it" as the most satisfying
experience as was true during the first year of teaching. Lack of time
was frustrating to first and fifth year teachers. The fifth year
teacher most often lack of time for planning, lack of contact
time with students, and lack of school time for paper grading as
greatest frustrations. Two frustrations related to the impact level
of concerns described by Fuller and (1975) were concerns reported
two fifth year teachers; namely, being unable to solve student problems and not doing enough for high achievers or gifted students. Minor annoyances with noninstructional duties and discipline problems were described as continuing frustrations for the fifth year teacher but lacking the intensity of each in the first year.

The disciplinary problems named by the fifth year teacher were very similar to those of first year teachers and included lack of student self-discipline, students distracting others, and general classroom noise. The fifth year teacher approached the same problems with a perceived greater emphasis upon prevention than he/she used during the first year. Teaching and consistently enforcing rules coupled with highly structured classroom activities were said to lessen the discipline problems of the fifth year teacher. The fifth year teacher described continual improvement in classroom management or discipline.

The fifth year teacher still had at least one noninstructional duty per day unless he/she has added an additional class preparation (high school) to avoid study hall, "potty patrol", hall duty or others. The teacher in his/her fifth year generally spent less time on managerial functions such as taking attendance or duties than he/she did during the first year, but reported resenting the noninstructional duties as much as he/she did five years earlier.

Satisfactory days were reported as more frequent during the fifth year of teaching than in any previous year. The fifth year teacher's "really good day" included a high degree of positive student-teacher interaction and student involvement. By the fifth year the
teacher perceives him/herself as a part of the school/community of professionals and enjoys being in the school atmosphere.

Relationships, Professional

The fifth year teacher could be characterized as no longer practicing behaving like a teacher or fitting the role behaviors he/she perceived in other teachers. "Teacher" had become part of his/her identity by the fifth year and appropriate behaviors appear to be natural, thus freeing him/her to respond more openly with students, colleagues and administrators. The fifth year teacher reported having a better understanding of student behavior and perceiving and responding more quickly and appropriately to differences between students and changes within individual students. It is important for the students to respect him or her as teacher the fifth year teacher described, but he/she no longer relied as heavily on student approval as in the first year of experience.

Administrators were generally not cited as major influences on the fifth year teacher who had fewer questions or problems needing their attention and was less dependent upon formal evaluation as feedback on his/her teaching. The fifth year teacher reported holding values and educational views similar to the building principal and he/she reported receiving satisfactory or better evaluations two or three times per year following classroom observations. The teacher stated he/she would appreciate more praise and expressed support from the principal but realized he/she must spend a great deal of time in the world of paperwork.
During the past few years, the fifth year teacher described spending more time at school after and before school hours advising or coaching students, attending school functions, and working and socializing with other teachers. Talking to someone with a similar frame of reference about a student or the most recent paperwork mandate was described as an important part of most days and made it possible for many participants to separate work and home life by relieving the spouse of the chore of sounding-board. By his/her fifth year of experience the teacher reports being very much like colleagues and comfortable in their company in frequent social events.

The fifth year teacher reported he/she would welcome more support and reinforcement of instruction by parents of students. If an elementary teacher, he/she described actively seeking parent contact, handling conferences well, and valuing positive feedback from parents. If a secondary teacher, he/she reported little contact with parents and characterized most as uninterested in their child's academic progress or school behavior. The coach-fifth year teacher, an exception, was pleased at the development of warm parent contacts.

Relationships, Personal

Friends, the fifth year teacher described, included a few colleagues and perhaps teachers from other buildings. With teacher friends, the conversation usually was described as beginning with a rehashing of the problems or humorous anecdotes of the day or week before moving to nonwork topics. However, the fifth year teacher found he/she had less time for socializing with friends now as time
with spouse and family was reported as gaining importance. The fifth year had also involved more time demands in graduate courses, part-time work, or community involvement than earlier for many teachers.

The parents of the fifth year teacher are visited less frequently if the teacher is unmarried or married with no children. If the teacher was a parent and his/her own parents lived in the same geographic region, the teacher described no decrease in visits and influence of parents. The fifth year teacher reported that his/her parents have always supported his/her choice to teach and may be or have been teachers. However, fifth year teachers and teacher parents held different perspectives about teaching and students; the younger teacher viewed both more positively.

The fifth year teacher in this sample was most often married to a non-teacher who may have resented the intrusion of school paperwork into home life but who was described as having learned to listen, perhaps to help with household chores, and who appreciated the second income. The never married fifth year teacher reported being disappointed and confused about his/her marital status; things were not supposed to work out this way. He/she reported meeting no marriage prospects at school and often had few social contacts with persons in other occupations.

**Teaching Related Beliefs**

If asked what he or she was trying to achieve as a teacher, the fifth year teacher often described goals in terms of student growth in responsibility and knowledge of the world. Having mastered the
basic of the profession, the teacher reported being concerned with the impact he or she was having on the student in ways which extended beyond acquisition of the facts or skills. The fifth year teacher perceived he/she had learned to relax in teaching; to be effective and efficient yet more personable with students. Specifically he/she cited increased flexibility, organization, and more consistent discipline as resulting from on the job training. The teacher felt he/she had raised standards of academic performance with increased understanding of student capabilities.

Understanding, possessing thorough knowledge of subject matter, and in control of the classroom composed the picture of the ideal teacher as painted by the fifth year teacher. The ideal class had not changed in the perspective of teachers from first to fifth year. It would contain between 15 and 20 highly motivated students with a variety of capabilities and personalities. If asked to select an ideal student from that class, the fifth year teacher would identify a cooperative, responsible, intelligent child who had a mind of his/her own and interest in the subject area the teacher instructs.

The fifth year teacher reported he/she believes knowledge of subject matter is essential for secondary teachers and having good interpersonal skills and knowledge of child development is most necessary for elementary teachers. The teacher retained a good impression of his/her teacher education program but described preferring many more field experiences and stated that his/her student teaching was the most beneficial aspect of the program. The teacher of five years of experience cautioned new teachers not to set their expectations
too high and to be ready for many, many extra hours of work and numerous disappointments but reassured them of improvement with experience.

Self in Career and Life Style

Teaching was described as remaining moderately to highly important as a career choice for the fifth year teacher. While the teacher perceived himself/herself as taking a great deal of identity from occupational choice, he/she also wondered in what other areas he/she might find career success. The fifth year teacher reported finding competence in occupation and a strengthened self-concept as a result. He/she in the fifth year was beginning to consider other avenues as challenges.

The teacher in his/her fifth year of experience recalled few influences upon decision to become a teacher stating that teaching had been a personal preference and also that his/her own teaching had not been influenced by others to any great extent. Colleague teachers were asked for assistance with specific minor problems but were not reported as influencing teaching style.

The fifth year teacher did not anticipate remaining in teaching throughout his/her working years. Most married female teachers planned to leave to begin families and hoped to return to teaching. Others reported interest in educationally related positions -- learning disabilities tutor, guidance counselor, or school psychologist after graduate training. The teacher, especially if unmarried, perceived himself/herself as seeking something new but was uncertain as to what direction career would take after a few more years in the classroom.
Lack of a sense of competence in career was not a factor in the fifth year teacher's interest in exploring new fields. The teacher reported believing he/she was doing a good job of fulfilling the job requirements of teacher and cited particular strengths including the ability to relate well with students, organization, and patience. The fifth year teacher had had to be willing to work and through teaching reported learning flexibility and how to "cope emotionally". Just as interactions with students were most often his/her greatest satisfaction, they were also cited as sources of greatest personal success. In other words, the teacher enjoyed and took pride in his/her own accomplishment when students achieved well and enjoyed being in his/her class.

In a profession that initially contributed to a decline in his/her self-concept, the fifth year teacher described changing in a number of ways that now pleased him/her. Teaching or the early adult period of acquiring competence in occupation had helped the individual perceive him/herself as more organized, flexible, confident, assertive, friendly, patient and responsible. He/she reported understanding himself/herself better, being more stable, and genuinely liking his/her personality. With five years of experience, the teacher seemed more in command of his/her life course and less anxious to conform to a mental image of teacher. The fifth year of teaching was described as the most rewarding to date which also caused many of the teachers to pause only briefly when signing the sixth year teaching contract to consider other career options. The teacher readily described himself/herself as congruent with his/her ideal vision if he/she had remained in teaching
for five years and had married; thus establishing an initial life structure and resolving the developmental tasks of occupation and marriage-family. The adequacy of the initial structure to meet future internal presses and external pressures awaits further testing.

The Former Teacher Portrait

The former teachers of the sample had resigned after between one and four years of teaching. Personal dissatisfactions in teaching, relocation, or child rearing were reasons cited for leaving the profession. The willingness of the former teacher to participate in this study to some extent may indicate the remnant of identity with the teacher role that the participant still recognized in himself/herself. The perceptions of self as teacher held by these participants and their rationales for resigning are explained in this section.

Perceptions of Self as Teacher and Rationale for Leaving Teaching

The difficulty of developing a portrait of the former teacher is most apparent upon examination of the participants, varied careers and perceptions of themselves as teachers. No typical pattern emerges. Former teacher perceptions of self as teacher and rationales for leaving will be discussed in brief case study form to illustrate the diversity of beliefs.

Of the five former teachers in this study, one had recently resigned to raise a family after four years of full time teaching and one-half year of substitute teaching. She had held full time positions at three different elementary schools in two regions of the country. This former teacher described developing confidence and efficiency in
teaching and becoming less dependent on evaluation by others of her teaching skills. She stated that she had achieved competence in teaching and hoped to return to education perhaps as a parttime learning disabilities tutor after the children she was planning were in school.

A second of the former teachers was a real estate agent five years after beginning to teach EMR students. After an extremely difficult first year of teaching coupled with a divorce, she had married again and moved to another state where she was unable to find a teaching position. She was not pleased with her performance in her year as teacher, citing student disrespect and belligerence as creating a classroom environment in which little teaching occurred. Relocation forced the former teacher to resign and she earnestly sought a second teaching position before becoming a real estate agent. However, with only one very difficult year to recall, this former teacher feels uncertain of her abilities in teaching and could not name personal successes in teaching. She had always intended to teach and both parents are teachers, so developing occupation competence in selling real estate was not a portion of her life dream but is very satisfying to her at present. Within one year of her initial September in teaching, the former teacher had abandoned her ideal vision of being a married teacher through divorce and resignation and to establish a second more suitable life structure.

Geophysics has replaced general math for a former teacher with four years of high school experience. After deciding, in college, to marry a pre-med student after their graduations, she acquired
certification to teach math, abandoning an early ideal vision of self as career person. During the first year study she described her plan to remain in teaching for eight years until her husband completed medical school and residency. Several months prior to his assuming a residency position in another state the marriage which had weathered medical school, the first year of teaching, and the birth of a baby in her second year of teaching, began to falter. Over a period of seven months, the fourth year teacher decided to ask for dissolution of the marriage and to prepare for a new career.

While the former teacher believed she was continually improving her teaching techniques, she described her discipline as needing one more year of improvement to reach her ideal. Her husband had custody of their son during their first year apart so that she might attend courses in undergraduate physics and mathematics. The former teacher plans to enter a graduate program in geophysics and eventually to work at field sites. She believes she is a good teacher and holds values similar to most other teachers, but arrived at the conclusion over four years of teaching that she was not using her potential abilities. Having been away from the classroom and marriage-family for several months at the time of the last interview, the former teacher described herself as very happy, much happier than in past years. The budding geophysicist believed she had taken a detour or wrong turn in marriage and teaching was now once again on the right track and on time. Her parents had again become a significant source of support and were pleased with her career decision but unhappy over the dissolution of the marriage.
A former foreign language teacher with three years of experience evaluated her second year as teacher, "I was just kind of tired of the job and that probably reflected in my teaching. ... I was teaching them all right but I wasn't too exciting." She had begun teaching her first love, foreign languages, after searching for a position in translating or with an airline company without success. Having decided in college that teacher certification might be useful "just in case", she resigned herself to teaching after a year without work. 

Teaching foreign languages in a rural high school close to her home town brought advantages such as good house, vacation, and adequate salary plus a feeling of doing something useful. After two and one-half years of going to work and coming home to her dogs and paperwork, she met a man who made life more important and resigned to join him in another state after her third year of teaching. She had planned to teach after relocating but has not found a position in two years and now works as a greenhouse assistant. Although the former teacher felt that she needed a break from teaching, she misses the role of teacher and states, "Now that I quit teaching I think I have kind of let myself down. I don't feel I'm doing anything important anymore. She believes she was a serious and competent teacher but describes not desiring nor developing a comfortable rapport with teachers and students. She is the only former teacher who would like to return to fulltime classroom teaching.

The fifth former teacher also taught for three years; three years of increasing uncertainty and discomfort. Coming from a few years experience in retailing, this former distributive education teacher
looked forward to the variety and independence and a chance to help others when he entered teaching. Five years later, he described himself as unsuccessful in teaching. Although he believes he has the abilities required, he states that he had been impeded by hesitancy. The interference of teaching demands with social life had also been a source of difficulty and the teacher was unwilling to continue to sacrifice hours of personal time for teaching. These factors plus a perception of himself as more dissimilar than similar to teaching personalities combined to bring increasing dissatisfaction and resignation prior to the fourth year of teaching. Redirection of career toward restaurant management began with a return to waiting tables, favored by this former teacher for the variety of personalities contacted, hours of work, and lack of responsibility in comparison to the role demands of teaching. Interestingly, during first year interviews he had warmly recalled waiting tables.

The former teacher case studies illustrate that there is not one but many reasons behind the resignation of a teacher from a profession he/she once envisioned as a career for himself/herself. Two factors that seem to be correlated to early resignation from the profession are 1) teaching as a second or alternate career choice made after seriously considering or working in other occupations, and 2) lack of development of a friendly rapport with students, maintaining only businesslike dealings with persons with whom the teacher spends most of each day. In marked contrast to the above factors is the case of the teacher who resigns from teaching to birth and raise children and who may seriously plan on returning to classroom teaching. She may be
very child centered and resign only when faced with time and allegiance demands which she feels she cannot adequately balance without sacrificing performance quality (Gehrke, 1978).

Comparison of Participant Perceptions of Change to Selected Research

The butterflies who swear to have been little butterflies when younger, as Vaillant (1977) phrased one problem of recollection, continues to be a problem in any study requiring participants to recall incidents or self-evaluate their performance. This study of fifth year teachers and former teachers cannot eliminate all of the rosy glow of reflection but the use of the first year perceptions of the sample has served as a check to validate or put into perspective participant perceptions. The researcher cannot be in the classroom to experience the teaching year in its entirety nor would she necessarily perceive the year similarly to the participant if she were. The intention of this section is not to judge the veracity of a participant's statements of perceptions; indeed, if he/she perceives something to be so then his/her actions are based upon that perception, accurate or inaccurate. The purpose of this section is to compare the changes discussed in Chapter 4 to selected literature in the areas of teacher career development and early adult development. The perspectives of career development held by fifth year teacher participants only will be compared due to the varied lengths of experience and diverse occupational histories of the five former teachers.

Participants in both first and fifth year studies were asked, "What do you think you have learned about yourself as a result of teaching?" and at a separate point in the interviews, "Have there
been changes in the way you think or feel about yourself in the last (five) year(s)?". Responses to these two questions as well as all other categories were reviewed to elucidate the patterns presented below in career and adult developmental issue categories.

Career Development

The career development of teachers have been considered in selected literature in Chapter 2 from the perspectives of changes in perceptions of teaching concerns (Fuller and Bown, 1975), teacher characteristics (Ryans, 1960), teaching skills and style development (Smith, 1972), self-concept and motivation (Farrah, 1977), personal and professional role conflict (Gehrke, 1978), and perceptions of career development (Burden, 1979; Newman, 1978; and Peterson, 1979). The perceptions of fifth year teacher participants will be grouped in analysis along six models.

Based upon an analysis of the category Teaching Concerns in Chapter 4, teachers who have persisted for five years have mastered the survival concerns identified by Fuller and Bown (1975) as shown by their confidence in classroom management and dependence upon self-evaluation of teaching performance rather than the evaluations of supervisors/administrators. Using Fuller's and Bown's framework the majority of the teachers have moved into concerns about tasks or the teaching situation as shown by concern about organization of learning centers or improving methods to tailor curriculum to particular classes. Others have developed further moving into concerns about pupils or impact as revealed through responses such as this
"greatest problem or frustration" — "Not knowing how to solve a student's problem or how to get assistance for him/her."

In responses to several questions participants portrayed the abandoning of a mental image of teacher after which they molded their teaching behaviors. While the characteristics of the ideal teacher cited by participants was very similar to that mentioned in their first year of teaching, fifth year teachers perceived little change since the first year in their own methods to meet their ideals or expectations of the school. When asked what they would change with another year of teaching, participants cited few deficiencies or areas needing improvement indicating perceived mastery of teaching skills in accordance with Burden's (1979) view of the fifth year as a turning point.

With only five of the original fifteen participants remaining in their initial teaching positions, the sample's career histories seem to support Newman's (1978) contention that the first decade in a teaching career is a highly mobile period with shifts of schools, grades, and/or subjects. However, while there are two exceptions, both former teachers, Newman's characterization of teachers of ten years experience or fewer as more strict or formal in student rapport is not supported by the findings. The participants more often described easing the formality of teacher student relations since their first years. Newman's description of the first decade of teaching as a period of high satisfaction may be supported by the description from several teaching participants of the fifth year as their most satisfactory to date.
However, a small group of participants while meeting success in teaching, were considering other careers which might bring new challenges. This finding would support Anne Peterson's (1979) characterization of the beginning teacher as having high job morale which declines in early years and high commitment to teaching which diminishes in the late twenties. Expressed commitment to teaching had remained relatively unchanged between first and fifth year studies. The participants did not state a long term occupational interest in teaching in either year of experience. Thus, Kuhlen's (1959) broader portrayal of teachers regardless of experience as persons for whom career holds "low saliency" may be true of the sample of fifth year teachers.

Finally in comparison to the questionnaire data from the sample of teachers during their second year of teaching (Applegate and Lasley, 1979), the teachers seem to have passed through a period of less regard for students and in the fifth year report the development of improved teacher-student rapport. The initial description of the group as having low commitment to teaching (Applegate, et al., 1977) which persisted in the second year has remained unchanged if measured by intentions to persist in teaching. Only two participants expressed the intention to teach for longer than the next two years.

The conflict of personal and professional roles of the teachers was approaching its point of greatest intensity as a greater number of teachers considered combining child rearing demands with teaching. The greatest concern expressed in the area of career development was the anticipated difficulty of managing career and home life by the women participants.
Adult Development

The separation of career developmental and adult developmental factors of an individual's life is a difficult if not impossible task, since developmental tasks and career decisions are components of each. The discussion of career development without adult development or vice versa would be similar to telling half the story. Throughout life the decision in one area provides rationale for actions in the other and life progresses in a series of steps or stages along the two fronts. This appears to be also true for what was once thought of as the absence of a career, the role of wife/mother. The paths the participants have taken will be discussed against the adult developmental theories for the early adult period of Levinson (1978) and Sheehy (1976).

The participants during the five year period could be categorized into the age range of Entering the Adult World (age 22-28) and approaching Age Thirty Transition (age 28-33). Levinson described the establishment of an initial life structure consisting of career and marriage-family choices as the major developmental task of the period. If one or both of the component decisions are not made, adequate resolution of the period is not accomplished and will pose a problem perhaps perceived as inadequacy or emptiness in one category of one's life, career or personal life. The satisfactory fit of the initial life structure leads to stability, increasing self-esteem and releasing energies for exploration in other areas -- friends, community involvement, and others. The initial structures for those who have made choices during the Entering the Adult World period will come under closer scrutiny by the Age Thirty Transition period approach.
The participants were actively working on building an initial life structure during the period of the first and fifth year studies. In terms of career choices five participants remained in their initial career position and two participants had changed grade assignments within the same school. The stability of setting permitted these seven participants to concentrate on mastery of teaching tasks. This group of teachers had developed further along Fuller's and Bown's stages of teaching concerns than had others and all seven were moving in the fifth year into Concerns About Pupils (1975, p. 39) having mastered teaching skills to a comfortable degree. However, two of the participants in this group were seriously considering changing careers, a decision linked in part to lack of opportunity for adequate resolution of the marriage task of this period. The four participants who married before or during (one) the first year of teaching and had remained in the initial school choice, gave greater evidence of satisfaction or sense of stability than all other participants.

Three participants had changed from initial career settings at least once during the five years. Two of the three participants were developing teaching skills appropriate to their new settings and the third had experienced a smooth transition to a higher grade level and new subject and gave evidence of having achieved competence in craft and more recently developed greater concern for individual students. The three teachers in this category had made more recent decisions in marriage-family or had not resolved this choice; one marrying prior to her third year of teaching, one marrying in the second year and then experiencing divorce in the third year, and one remaining
unmarried. The inadequate resolution to date in this area has made life incomplete for the latter two participants as described in inter­view responses.

Five participants have made more serious changes to initial career choice having resigned from teaching. Their career paths and marriage-family choices were described in detail in The Former Teacher Portrait in Chapter 3. Only one of the five has retained on stabilizing factor thought out of the five year period, remaining in a marriage formed prior to her first year of teaching. Two of the former teachers have abandoned initial life structures by choice. One of the two is remarried and achieving competence in a new career. The second is commencing the establishment of a new career and was not dealing with the marriage-family task at the time of the study, having recently completed dissolution of her marriage.

Two of the participants had not resolved marriage-family or career tasks to their satisfaction. At the time of the fifth year study they were employed in situations they did not consider as final career choices and were unmarried.

The congruency of ideal vision with fifth year status and accompanying feelings of stability and competence were expressed most often by married fifth year teachers. A review of Tables 1 and 2 and Figure 1 in Chapter 4 present findings for the participants described above which supports Levinson's model of the Entering the Adult World period.

Sheehy's (1976) descriptions of patterns of resolution of career and marriage-family tasks for men and women have application toward a
more thorough understanding of the life courses of the fifteen participants in this study.

A career in teaching is not a typical career in which one achieves competence in tasks at one level and strives for movement up a spiral of increasing responsibilities and rewards. Therefore, one of the life patterns Sheehy identifies as most common, the Wunderkind in which a man creates risks and plays to win, has no counterpart in teaching (p. 177). Application of the remaining life patterns to categorize the male participants indicates one Integrator who made a well examined choice of career and attempts to balance marriage-family and teaching; one Paranurturer who returned to teaching elementary school after a brief business world experience; one Transient who has worked in three unrelated occupations and not made a firm commitment to intimacy; and one Never Married man who has achieved competence in one-half of the initial life structure, career and seeks resolution of marriage-family (p. 206).

The life patterns of the eleven women who participated in first and fifth year studies also bear similarities to Sheehy's models for women. Again the nature of teaching as an atypical career with no change of responsibility or chance of advancement prevents use of the category of Achiever Who Defers Nurturing, the active choice to delay marriage-family in order to pursue career demands. All women participants in the study actively sought the combination of marriage and teaching, adequate resolution of developmental tasks throughout their initial years in early adulthood. Eight of the eleven choose the Integrator role, blending marriage, career and in three cases, motherhood.
during the period of the studies. Five of the eight began their careers married and the other three envisioned marriage and teaching since beginning teaching. The school hours and vacations of teaching may make this an occupation intentially chosen by Integrator types of women rather than Achiever, Deferred Nurturers who would seek career advancement. The remaining three women participants expressed the same interest in blending marriage and teaching but had not adequately resolved marriage-family at the time of the fifth year study. Only one woman had abandoned the Integrator role to pursue an earlier vision of self as Achiever, Deferred Nurturer. She has left teaching and marriage-family to prepare for a career in geophysics and expressed intential delaying of further marriage-family considerations (p. 206).

People called teachers as represented by the sample place a high priority on resolving both developmental tasks, occupation and marriage-family during the early adult period of development. The extent to which the actively pursued initial life structures or revised life structures retain adequacy for the participants during the coming years of Age Thirty Transition will be worthy of further investigation in a future study.

Perceptions of Participation in Research

"Beneficial" may be the adjective which genuinely summarizes the responses of participants to "How do you view your participation in research?". Most mentioned the therapeutic effects of talking to another person about one's teaching as a way of thinking out problems, reflecting on questions one wouldn't have asked oneself, and releasing emotions bottled up from teaching situations. A few found it comforting
to have someone observing their classes and some mentioned helpful suggestions and positive reinforcement from the researchers (The First Year Teacher Study).

Two confessed to a secret pleasure they received from knowing they were mentioned in publications. Two recalled being apprehensive prior to The First Year Teacher Study but then recommended the experience for all first year teachers.

Two statements that best capture the expressions of all fifteen participants were: "I would never ask myself these questions and once you ask them and I start talking and thinking about them it pushes me in new directions" and "In this sea of faces that sometimes seemed like it was them against you, at times you felt like you had a friend sitting in the back of the room!". The participation in the fifth year study of fifteen of the original seventeen teachers who finished that first year of teaching with The First Year Teacher Study also substantiates the positive experience that all described research involvement as being.

The expressions of the participants more fully convey the comfort and benefit they received from reflecting with an external researcher upon the questions of teaching concerns, career, and adult development. The participant statements are as follows:

Teacher A
"At first I thought, 'Oh, no!' But it was really a relief though because I was able to sit down with someone who was out of the system and tell them everything. It helps me to reflect and look back ..."
"It (First Year Teacher Study) was fun. In this sea of faces that sometimes seemed like it was them against you at times you felt like you had a friend sitting in the back of the room!"

"It's neat because I have this little book that nobody knows is me. The first year really was neat because I was having to think about what I was doing."

"The First Year Teacher Study was a little more exciting because (the researcher) would give me ideas I hadn't thought of; he would point out a couple things I might not have noticed. He would give me some positive reinforcement and you need that sometimes as a teacher."

"I've always liked it. Because I would never ask myself these questions and once you ask them I start talking and thinking about them and it pushes me in new directions."

"It enlightened me, made me more aware of what I'm doing. It's a good experience. It makes you reflect and realize how good a job you're doing!"

"I really like these interviews. I've decided I like to talk!"

"It was very therapeutic, like going to a psychiatrist once a month!"

"I enjoyed the conversations and assistance from (First Year Teacher Study researchers) very much. It's been good to talk to you — it helps me reflect on what I've done and what is important."

"The first year study was good for me because I was always scared of public speaking in front of a large group and I sort of had to do it. Then when (First Year Teacher Study researcher) would come in and observe me it would just sort of take the fear out of everything. It was good to be forced to think about all these questions. I think it's been great!"

No response.

"I got a lot of good out of talking to (First Year Teacher Study researcher). Letting it all out; that's important. This time (teachers in their
fifth year) it's kind of interesting to reflect back and think about it. It brings back the memories."

M  "It helped me in my teaching knowing someone was there watching (First Year Teacher Study)."

N  "The first year study was very helpful, therapeutic. This year was good to reflect on it. It helped me think out career direction a little more."

O  "It's been interesting to me because the questions that have been raised in both (studies) have helped me learn more about myself. It's been a growing experience for me."

Discussion of Major Findings

As an exploratory study, the results of this research, Chapter 4, are a collection of perceptions of first year teachers, fifth year teachers, and former teachers expressed by the sample and to a degree generalizable to the three populations they represent excepting limitations previously cited. Discussion of the perceptions and life courses typically described by each of the three permitted a comparison and elucidation of change in various categories, Chapter 5. This section will more clearly delineate major findings of the follow-up study of fifth year teachers and former teachers.

Teacher Career Development

Significant to the picture of teacher career development unfolding through various research studies in recent years is the finding of continued low commitment to teaching. Only two of the ten participants still teaching in the fifth year anticipated remaining in the profession longer than two years. The characterization of teaching as less than a profession or more similar to a
semiprofession may be warranted when individuals educated to commence a career so quickly abandon ship, five of the fifteen who have resigned, or consider mutiny, eight of ten remaining who express no long term commitment.

Perhaps part of the rationale behind expressed low commitment lies in teacher career development itself. As discussed earlier, the fifth year teacher had in most cases mastered Survival and Craft concerns (Fuller and Bown, 1975) and was moving into Impact or concern for students as individuals. The awareness of competence in craft while enhancing self concept also signals the end of a challenge. The fifth year teacher may be experiencing mixed feelings about remaining in an occupation in which he/she has mastered technique and has yet to find renewal. Persistence in teaching may lead to renewal through deeper concerns for and rewards from individual students in the Impact phase described by Fuller and Bown.

A comparison of perceptions of sources of satisfaction and frustration expressed by the sample to Fuller's and Bown's three stages of career development indicates support for the theory. Especially noteworthy are the differences in concerns expressed by former teachers after varying years of experience. Teachers who left after one to three years of teaching described concerns that could be characterized as Survival concerns: class control, self confidence, and evaluation by supervisors. Teachers who resigned after four or four and one-half years of teaching described increased competence and concerns with Craft concerns such as congealing teaching style or developing instructional techniques. Further validation of the
stages of development through teaching concerns as discussed by Fuller and Bown should be the focus of future research.

**Participation in Research**

The positive perceptions of research and interest of fifteen of the original seventeen sample members of The First Year Teacher Study in investing hours of personal time in interviews with no reward or inducement to persist in this fifth year study of career and adult development refutes recent studies in teacher research involvement. Lazar, Tikunoff, and Ward (1979) reported that teachers when not collaborative researchers viewed research as taking "a lot of time and money with little value for the classroom teacher" (p. 11). Polemeni (1976) described teachers who were involved in research as viewing their roles as "targets of the investigation" (p. 495).

The perceptions of the fifth year teachers and former teachers unanimously approved involvement in research utilizing the interview format of the first and fifth year studies. While the teachers responded to structured and unstructured questions in long interviews and permitted repeated visits by a stranger to their classroom (The First Year Teacher Study) and for this received no remuneration or advice, they were left with a lasting positive impression of their involvement. The therapeutic effect of discussing teaching and adult developmental issues with someone after hours of isolation with young people is a powerful incentive indicated by the findings of this study. Many participants described the beneficial reflection the interviews caused as professionally and personally growth producing. Future involvement of teachers as relaters of their
perceptions should enrich teacher career development and adult developmental research.

**Adult Development**

Finally, a third finding of significance is in occupation, a major developmental task of the early adult period in which the participants find themselves. Teaching was perceived by the fifth year practitioners as a steady progression of skill development throughout their experience. Career low periods were related to changes in situation and conflicts with administration but where these factors were not present and the teacher enjoyed the initial teaching assignment, he/she reported a continual increase in skills and level of job satisfaction. These perceptions indicate the development of competence in occupation or adequate resolution of a developmental task which rises to primacy in the early adult period. Future development or decline may depend on the decisions made during the approaching years of transition. Further follow-up research with the participants may validate these findings and teacher career developmental paths and adult developmental theory.

**Recommendations and Implications**

**Research**

The major findings of this study suggest areas of investigation which would lead to further substantiation of the career and adult development of teachers and former teachers.

Recommendation: that research be undertaken to more fully describe the career development and adult development choices of the teacher in the early years of experience.
Recommendation: that research be undertaken to further explore the changes in perceptions of teaching concerns over time in teaching careers.

Recommendation: that research be undertaken to delineate the former teacher portrait in areas of career development and adult development.

Recommendation: that the relationships of the teacher, professional and personal, be explored in relation to career development and adult development.

Recommendation: that research be undertaken to describe the ideal visions of self in career and life style held by teachers and the changes, if any, in perception of initial ideal visions over time.

Recommendation: that early career and adult development in teachers be compared with that in other occupations and compared for typical male/female patterns.

Modifications in methodology might prove productive in the study of career and adult development of teachers in early or later periods of development. The fifteen participants were interviewed twice about their perceptions of teaching concerns, career, and adult development. The study compared interview data of a first year study of perceptions of the same areas with interview data of participants from the original sample interviewed five years later. Interviews with teachers and former teachers conducted at regular intervals, at least yearly, may provide a more complete record of longitudinal perceptual change in the areas of investigation. Such regular interviews would lessen to an even greater extent the problem of modifications of recollections over time. The utilization of unstructured and structured questions in focused interviews should allow comparison of career and adult developmental issue perceptions across years while permitting unstructured elaboration by participants.
Recommendation: that investigators of career and adult development of teachers and former teachers interview participants at regular intervals over time to delineate longitudinal change.

Recommendation: that investigators of career and adult development of teachers use focused interviews with structured and unstructured questions to permit comparison in longitudinal research as well as participant expression of issues important to them.

The fifth year study utilized participant perceptions of change expressed during first year and fifth year. The use of additional measures in combination with interviews could substantiate teacher perceptions. Measures such as classroom observations, use of diaries, or interviews with personal and professional contacts of participants could yield richer and more detailed data for analysis of teaching concerns, career and adult development.

Recommendation: that investigators of teacher and former teacher career and adult development utilize multiple measures to gather data on each participant.

Context in which decisions of career and adult development occur may influence the decisions in ways which were not investigated in this study. Differences in teaching situation could impact significantly on timing and outcome of career and adult developmental resolution. Further delineation of the context in which development occurred could grant more meaning to the life courses described. An alternative to this approach would be to control for setting such as including only urban teachers or former teachers.

Recommendation: 1) that investigators of teacher and former teacher career and adult development report data to reveal the context in which the development occurred, or 2) control context to the degree possible by selecting the sample from a common context.
Inservice Education

The participants in the study were involved in graduate study at varying points during the years of early teaching experience but no teachers voluntarily reported learning concepts that were immediately applicable to their teaching situation. When participants had questions or problems of an instructional or disciplinary nature they sought assistance from colleagues or building administrators most often. Yet in most school settings, inservice education does not utilize the talents of building personnel which has most relevance to problems of the teachers with one to five years of experience. Individualized assistance could be provided by pairing beginning teachers with experienced teachers in a mentoring relation personal inservice educators.

Recommendation: that inservice education directed toward problems of the immediate school context be conducted using experienced teachers as resources.

Recommendation: that beginning teachers be paired with experienced teachers for individualized inservice education as requested or required by the less experienced teacher.

Supervision and Administration

Some of the fifth year teachers whose interview responses seemed to indicate competence in teaching skills and genuine interest in children were considering leaving the profession due to lack of new challenges, variety of responsibilities, or financial reward. The profession as a whole may be losing a number of quality educators due to a lack of true career structure in most districts. To the extent that sabbatical leave, periodic teaching-related positions
such as staff developer, department chairperson, head teacher, or tutoring, or leaves of absence may encourage the persistence of caliber educators who will later return to classroom teaching; these experiences should be arranged and suggested to teachers.

Recommendation: that supervisors and administrators provide for temporary renewal experiences for teachers such as sabbatical leave, leaves of absence, or alternatives to classroom teaching such as staff developer, department chairperson, head teacher, or tutoring to assist in the retention of quality teachers who later return to the classroom.

Conclusion

The purpose of this study was to explore the perceptions of teaching concerns, career, and adult development of fifth year teachers and former teachers and to compare these with the perceptions expressed by the sample as first year teachers. Studies of teacher career development are beginning to delineate stages in a teacher's career and to compare these with adult developmental stages. Yet the majority of studies have been investigations at one point in time with recollection used to describe experience.

It is hoped that the follow-up, comparative nature of this study has contributed to grounding an understanding of the issues of early career and adult development of teachers and former teachers.
APPENDIX A

INTERVIEW QUESTIONS

First Interview

1. How important is it to you to teach?

2. What do you see as the disadvantages of being a teacher? What are the advantages of teaching?

3. If you had not entered teaching, what do you think you would have done?

4. Where do you hope to be career-wise in 2 years? In 5 years? In 10 years?

5. Why did you pick teaching?

6. Do you have any close friends who are teachers? What do they tell you about teaching?

7. Describe your idea of the ideal teacher.

8. If you could choose your students in the coming year, what would your ideal class be like? What would your ideal student be like?

9. Would you try to explain to me what you hope to achieve as a teacher? What do you think you will be trying to do most of all?

10. How do you think students want you to behave toward them?

11. What do you think are your greatest strengths as a teacher?

12. What is a really good day of teaching for you? What happens to make it good?

13. What do you consider to be "good discipline"?

14. How can you tell how you are doing as a teacher?

15. What are the major ways that tell you whether you are doing the kind of job you want to do?

16. What does your principal want to see happen in your classroom? What do you think he/she values in instruction in the school?
17. Do you feel that any of the values you now hold are in conflict with parents, administrators, other teachers? Describe.

18. What facilities are important to you in teaching? What things — materials do you think really make a difference in the kind of job you do?

19. How much of your time do you devote to managerial chores or administrative requirements?

20. What tasks in or related to teaching require the most of your time? How do you feel about those tasks and time requirements?

21. How do you think parents respond to you?

22. What kind of reputation would you most like to have with the classes and students you will deal with?

23. We hear a lot these days about the problems teachers have in teaching. What problems do you have? What satisfactions?

24. What kind of interactions do you have with students?

25. What problems do you think students have in school?

26. How much time do you spend counseling with students?

27. Did you have to lower your standards of academic work or discipline since your first year?

28. Do you have an "extra duty" or other nonteaching responsibilities? Do you take on a different role in those activities?

29. What kind of knowledge skills do you think a teacher must possess? What does a teacher need to know to be able to do a good job of teaching?

30. Do you think that any of the books that you have read or people that you have talked to about teaching have impacted upon your teaching performance?

31. Who are you most likely to go to if you have instructional questions or problems? Behavioral questions or problems? Management questions or problems?

32. Have your professional colleagues become your personal friends too?

33. In reflecting on your last year of teaching, what would you identify as personal successes?

34. What would you like to change with another year of teaching?
Second Interview

1. What do you do for fun/leisure pursuits? How important is that time to you? How much time do you spend in leisure pursuits in an average week?

2. What has been your worst day of teaching? Your best day?

3. On a scale from 1 (a failure) to 10 (a success), rate how successful you are in your relationships with students, compared with how successful you would like to be.

4. On a scale from 1 (a failure) to 10 (a success), rate how successful you are in your relationships with students, compared with what is expected by the school.

5. How would you describe your ability as a "classroom manager" or what is more traditionally called a "disciplinarian"?

6. Based on the last five years, what advice would you give a beginning teacher about teaching?

7. What contacts do you have with other teachers? Also, contacts out of school?

8. Have your initial impressions prior to teaching of other teachers been confirmed or disconfirmed?

9. Is there some person you have modelled yourself after? Have you a mentor?

9a. On a scale from 1 (not at all) to 10 (completely), rate to what extent you have the kinds of relationships you would like with other teachers in your school.

10. What contacts have you had recently with the principal, assistant principals, department chairperson, instructional coordinator, or other supervisory personnel?

11. How do you feel about these people? What do you think of them as your principal, department chairperson, etc.?

12. What do they think of you?

12a. On a scale of 1 (poorly) to 10 (very well), how well do you think your superiors feel you are doing.

13. If you had to pick one factor or aspect of your teaching upon which you feel that you are being judged by students, colleagues and administrators, what would it be?
14. How do you feel about the school atmosphere, that is, the building, the rooms, the way people generally treat each other, the noise level, and so forth?

15. On a scale from 1 (very unpleasant) to 10 (very pleasant), rate the extent to which it is a pleasant place to spend nine hours a day.

16. This year, which people outside of your school have influenced your teaching and the way you think about teaching?

16a. On a scale from 1 (none) to 10 (a lot), rate the extent to which each of the following has influenced the way you teach and think about teaching:

- Students
- Fellow teachers
- Administrators
- Parents
- Teacher education program
- Other (specify) ____________________________

17. Who has been closest to you during your teaching?

18. Has the person closest to you reacted to your teaching life? How?

19. Have your relationships with your parents, spouse changed during the last five years?

20. What do you think you have learned about yourself as a result of teaching? About students? About teaching?

21. As a teacher, do you think you have changed as a person/personality? If so, how?

22. Do you see any relationship between the students overall approval/disapproval of you and your own self-concept? If so, how would you describe it?

23. Do you find your personal needs in conflict with your needs as a teacher?

24. Have there been changes in the way your think about yourself or feel about yourself in the last five years?

25. How do you feel about yourself as teacher now? Probe for: what you see as your particular strengths, what satisfactions you get from teaching, what your problems have been, changes in the way you view yourself, changes in the way you interact with others, changes you've noticed in teaching skills, changes you've noticed in attitudes, expectations versus realities, hopes, ideals.
26. How does your school see the job of teacher, that is, what is expected of a teacher?

27. On a scale from 1 (poorly) to 10 (very well) rate how well, overall you feel you are doing the job as expected.

28. If you feel that your notion of the job of teacher is different from the school's notion of the job of teacher, on a scale from 1 (far away from) to 10 (very close to), how would you rate yourself right now, as compared with what the school expects?

29. In what ways has teaching as a career changed since you began five years ago? In what ways has your teaching changed since you began five years ago? Probe for: changes in how they plan, what and how they teach, discipline, attitudes, attitudes toward and relationships with students, etc.

30. By what processes have these changes taken place? Probe for: explanations that the teacher feels would explain these apparent changes: kinds of efforts made, help from others, self-realizations, intermediate outcomes, etc.

31. What persons in what situations have you found most helpful and/or encouraging during your teaching years?

32. Are your friends work or nonwork acquaintances? How important are friends in your life at this point? Do you talk about work or get away from work with them?

33. What persons in what situations have caused you difficulty?

34. As you reflect on your years in teaching, can you tell me how you felt about your teaching experience, from the beginning year to the present? Probe for: mistakes you made, how you have changed, changes in teaching styles, changes in your perceptions of students and relationships, high/low periods.

35. Suppose your principal has invited you to be a part of an effort to develop some means of providing support for teachers in your school district and building. Discuss the recommendations you would make about the needs of first year and experienced teachers and how they can best be met.

36. Did you have an ideal vision of you in career and lifestyle? How close have you come to that ideal at this point?

37. Are you congruent with your ideal at this point; "on the right track and on time"?
Second Interview - Former Teacher Revisions

Retain Questions 1 through 25

26. Did you decide to leave teaching or did other circumstances bring this about? Explain.

27. Would you become a teacher again if the opportunity presented itself?

28. Why did you decide to stop teaching? Did anyone influence your decision?

29. How did you feel about that decision at the time you made it? How do you feel today about your choice not to continue teaching?

Use regular # 36 and # 37

33. If you could roll back the clock to college, would you make the same decisions about career? Explain.
APPENDIX B

ANALYSIS CATEGORIES

1. Impressions of coworkers
2. Importance of teaching to teacher or former teacher
3. Career Expectations
4. Reasons for becoming teacher and possible influences
5. If problems - who would you go to
6. Ideals
7. Expectations: Self as teacher
8. What teacher perceives students expect; reputation
9. Student response to homework, discipline, the teacher
10. Relationships with administrators
11. Relationships with teachers
12. Relationships with students
13. Relationships with parents
14. Non-instructional activities
15. Good discipline
16. Satisfactory day
17. Teaching in general, changes in profession and own methods
18. Perceived satisfactions and problems/frustrations
19. Evaluation of self as teacher
20. Facilities, objects, and conditions; atmosphere
21. Necessary teacher knowledge
22. Opinions of teacher training programs
23. Opinion of subject matter and what the teacher is trying to achieve
24. Reaction of person closest to teacher or former teacher
25. Typical day
26. Advice to new teachers
27. Research involvement
28. Self changes
29. Actual relationships with students; discipline problems
30. Influences outside of school

Adult Developmental Issues
31. Changes in relations with spouse
32. Perceptions of career high and low periods of the past five years
33. Importance of friends at this point in time
34. Change in relations with own parents
35. Ideal vision of self in career and life style; congruency in fifth year


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