JOB SATISFACTION AND MOTIVATION TO TEACH: PREDICTING INTRINSIC AND EXTRINSIC FACTORS TOWARDS RETAINING CAREER-SWITCHERS IN THE TEACHING PROFESSION

Muhd Khaizer Omar [1]
Mary Jo Self [2]
Ki Lynn Matlock Cole [2]
Abdullah Mat Rashid [1]
Mohd Hazwan Mohd Puad [1]

[1]Department of Science and Technical Education, Faculty of Educational Studies, Universiti Putra Malaysia
[2] College of Education, Health and Aviation, Oklahoma State University, Stillwater, U.S.A.

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Abstract: The teaching career is undoubtedly one of the most challenging professions with regards to other related service-type occupations. Evidently, throughout the history of the teaching career, numerous cases related to mental and health problem, high dropout rate nationwide, and behavioral delinquency among teachers have been reported in this particular field. In general, career-switchers are individuals who transitioned from their previous occupation into the teaching service. Indeed, this specific group of individuals is interested into the teaching service due to the gap eventuated from the high attrition rate of teachers. Inevitably, the role of career-switchers, especially for former industrial-based practitioners, is significant in Career and Technical Education. In light of this matter, this research focused on determining teaching job satisfaction factors of career-switchers and predicting which job satisfaction factors are prominent to career-switchers' retention plan. In this study, a descriptive and correlational analysis was utilized to ascertain the objective of the study: (a) to determine the teaching job satisfaction factors of career-switchers of career and technical education teachers and (b) to identify the job satisfaction factors that influence career-switchers' retention plan. The sample of the study was derived from 2670 CareerTech registered teachers in the Midwestern state using purposive sampling technique. Then, the data was gathered using an online survey named Qualtrics, which filtered the number of career-switcher to 272. Additionally, a chi-square analysis was employed and the result indicated that the factors of marital status, the teaching position of career-switchers, and highest degree earned were found significance with retention plan. Also, the regression analysis revealed six job satisfaction factors which influenced career-switchers to remain in the teaching profession. Subsequently, these six factors were summarized into four major themes: salary, teaching supports, teaching preparation, and motivation. Based on the findings, it was implied that career-switchers take into consideration of both extrinsic and intrinsic variables when deciding whether to stay or

leave the teaching profession. On the same note, future research related to comparative analysis of career-switchers within different demographic contexts is highly suggested.

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Introduction

Generally, the teaching profession is highly respected for its central role in the community. In specific, teachers are acknowledged as role models who are accountable in developing the characters of pupils and raising knowledgeable younger generations. Interestingly, in some countries, a teacher is regarded as the second most important figure after parents at home. However, the nobleness of this profession has been jeopardized by many reasons.

The locust of this article was placing on the role of career-switchers in the Career and Technical Education (CTE). As career-switchers are viewed as fundamental, it is important for CTE schools to advocate for their sustainability in the teaching profession. At present, CTE schools retain various specializations for individuals who enter into the teaching profession with different types of certification that includes career-switchers. Undeniably, the majority of CTE teachers (career-switchers) being former industrial-based practitioners have had industrial experience from years of service in industries; however, they lack knowledge of various pedagogical approaches. As a result, the motivation of career-switchers often influences their decision of whether to remain or leave the teaching profession. In particular, this setback is partly due to the lack of specialized teaching training programs prior to the beginning of their teaching career.

Furthermore, career-switchers are also considered as highly qualified teachers due to their experiences and industrial-based expertise (Davy & Doolan, 2006). Precisely, they are denoted to as models of excellence and mentors to other novice teachers from both traditional teacher preparation programs and alternative teacher certification programs (Reese, 2010). In contrast to the years of teaching experience for some traditional teachers, career-switchers have significantly minimal years of teaching experience due to their previous field of occupation (Morris, 2006).

The scope of the study was limited to career-switchers, adults who choose teaching as second career after spending time in another career (Johnson & Kardos, 2002; Spinella, 2003). Teachers from this group comprise specific industrial skills and experiences which is vital in CTE teaching and learning environment. Definitely, a teacher with industry experience is an absolute necessity for the CTE program. Therefore, relevant approaches and strategies must constantly be devised and revised to retain career-switchers in the school system. In this context, this research offers detailed insight on career-switchers' perspectives by determining the factors of job satisfaction in the teaching environment and identifying the key reasons for remaining in the education sector.

Problem Statement

The teaching profession has long been replete with interminable issues such as students disciplinary and behavioral problems, family problems, relocations, and ethics and teaching misconduct (Billingsley, 2004; Boe, Cook, & Sunderland, 2008; Brill & McCartney, 2008). Subsequently, the continuity of these issues has resulted in the high attrition rate among teachers.

Specifically, statistics have indicated that over the past 40 years of study in the US, 30% to 50% of teachers had departed from the teaching service (DeAngelis & Presley, 2011). In other words, this percentage discloses the trend that approximately one third of new teachers leave the profession within three years, nearly half after five years of service, and 10% resigning annually (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009; Ingersoll & Smith, 2003), for various intentions. On a different note, a recent longitudinal study indicated that over half a million of teachers resigned while only 16% of this number stayed till retirement (Boyd et. al., 2011). In addition, further findings revealed that 84 % of the teachers were either relocated to a different school or abandoned without notice and left with an unknown status (Boyd et. al., 2011).

Besides, the attrition rate of teachers has also directly obstructed the implementation of Career and Technical Education (CTE) programs. Essentially, such programs introduce technical-related subjects that integrate theoretical and practical knowledge. With regards to this initiative, as individuals who have chosen to teach as a second career after spending their time in previous occupations (Johnson & Kardos, 2002; Spinella, 2003), career-switchers are recognized as contributory figures in the teaching and learning environment. In this context, career-switchers are hard to be replaced as they possess industrial experiences that not many traditional teachers could have, before entering into the teaching profession.

Literature Review
Recently, the teaching career has been struggling to retain teachers in school. Undeniably, this predominant issue has negatively impacted the school and students' performance. In connection with this issue, the situation is inexorable as a considerable efflux of teachers happens each year. Inevitably, the ministry of education and school administrators also face worrisome complications due to teachers' attrition issues. To note, this problem was assumptively related to the failure of attaining the desired school objectives and unavailing implementation of new curriculums and policies at school. As a result, the concerned school suffers from monotonous development and lack of capacity in fulfilling the demands for an ideal educational platform for future generations (Schlattmann, 2013).

As a matter of fact, both intrinsic and extrinsic reasons related to high attrition rates among teachers have been studied by researchers. Based on recent findings, issues related to psychological, physical health, and emotional well-being were highlighted to have close connection with the teachers' struggle in the teaching service (Hughes, Matt, & O'Reilly, 2015; Wang, Hall, & Rahimi, 2015). School politics, time constraints, low salaries, unappealing benefits, insignificant opportunity for advancement, excessive workloads, high-stakes testing, long working hours, disruptive student behavior, poor leadership and administration within schools, perception of teaching as a temporary profession, and frustrations associated with motivating apathetic students were found to be the primary reasons for teachers leaving the profession (see Billingsley, 2004; Boe, Cook, & Sunderland, 2008; Brill & McCartney, 2008; Gomba, 2015; Kearney, 2008; Perrachione, Rosser, & Petersen, 2008; Reynolds &Wang, 2005).

Moreover, recent studies have been conducted on job satisfaction of teachers due to its contingency with teachers' retention. In general, job satisfaction factors depict teachers' overall motivation to remain in the teaching environment and help teachers establish a constructive relationship with their profession. Indeed, a teacher's decision to stay is positively influenced by various job satisfaction factors such as opportunities to gain personal growth and the ability to receive support from the administrators concerning emotional, environmental and

instructional support (Hughes, Matt, & O'Reilly, 2015). Similarly, another noteworthy study by Koedel, Li, Springer, and Tan (2017) emphasized that job satisfaction of teachers is usually reflected in the results of their performance rating system. However, the findings were rather controversial, as a high-rated teacher's performance meant that teachers have had to endure stressful situations in order to obey with the higher standards set by the school administrator and ministry.

In relation to this performance rating system, studies have been conducted to explore the transition of career-switchers into the school settings. Interestingly, it was revealed that career-switchers who have previously been immersed into the industrial working environment adapted their working style to synchronize with the nature of school. Also, most cases reported that if they succeed during the transition process, they would eventually be able to socialize and establish good rapport with the school organization, thus enhancing self-efficacy (Isa & Rasdi, 2015; Troesch & Bauer, 2017). Most importantly, intrinsic values such as motivation and satisfaction are perceived as key elements which help career-switchers overcome the stressful environment at school.

On top of that, a systematic management of support systems for teachers can further minimize their negative experiences, including those that induce stress and emotional burnout. In this context, continuous support should also be provided for career-switchers who are new in the teaching profession. In response to this, a group of stakeholders have expressed their concerns over the lack of quality teaching in Australian schools (Williams & Forgasz, 2009). Specifically, improved working conditions of teachers can potentially eventuate to favorable outcomes, such as enhanced learning opportunities for students, which further strengthen teacher efficacy and commitment.

Furthermore, recent theoretical and empirical researches outlined the role of organizational identification in the stress process. For example, Troesch and Bauer (2017) provided an empirical test related to the social identity model of stress by examining a two-step mediation model of the identification-burnout link. Then, they hypothesized that strongly identified teachers will receive more support from colleagues which, in return, lowers the probability of work and student-related burnout through the reduction of workload. Based on the empirical findings, it was assumed that self-efficacy beliefs are significantly related to job well-being. Additionally, in concrete terms, they hypothesized that career-switching teachers reported less job stress and more job satisfaction than their first career colleagues' due to higher general self-efficacy beliefs (Troesch & Bauer, 2017). However, it should be noted that the appraisal of work stressors is not only determined by the teacher's individual characteristics and previous experiences, but also by environmental factors, such as available coping resources and amount of workload (Skaalvik & Skaalvik, 2017).

In general, teachers are regarded as significant figures that are responsible in inspiring student achievement (Al-Mahrooqi, Abrar-Ul-Hassan, & Cofie, 2016). Under this circumstance, many principals and policymakers are aware of the need to maintain and enhance the well-being of teachers. For instance, results have shown that a majority of transfer-out teachers required psychological and basic needs for their sustainable living rather than professional development, capacity development and other working conditions (Seng, 2015). Essentially, this study is important for policy makers as it functions as a supporting document for constructing educational policies and other effective teacher recruitment system in the future. Besides, it was discovered that most effective teachers placed greater emphasis on factors such as promotion

opportunities and improved professional learning options as means to uphold their teaching profession, while less effective teachers preferred a more selective intake of students (Seng, 2015).

Alongside professional competence, emotional intelligence determines our potential to acquire skills, particularly practical skills based on five elements: self-awareness, motivation, self-regulation, empathy and skills in developing relationships with others (Norris, 2017). In this context, these elements are closely associated with emotional intelligence as teachers are required to recognize and differentiate emotions and behaviours, exhibit values such as self-control, self-motivation, empathy and able to foster relationship with students (Norris, 2017; Vitto, 2003). The findings were analyzed and peer reviewed to ensure accuracy and dependability. Based on the consensus obtained from participants, it was recorded that they were excited about teaching and did not want to revert to their healthcare position (Norris, 2017). In addition, they stated that they enjoy living a comfortable life as they help students learn and meet their goals for better jobs.

Precisely, teacher self-efficacy can be defined as the extent of a teacher's confidence in his or her ability to promote students' learning (Tschannen-Moran, & Hoy, 2001). Ashton and Webb (1986) highlighted that highly efficacious teachers tend to be more organized, display greater skills of instruction, questioning, explaining, and providing feedback to students having difficulties, and maintaining students' attention on task. On the other hand, low efficacy teachers, were found to display a more custodial than humanistic approach with respect to classroom management, spend significantly more time on group work as opposed to whole group instruction, easily triggered and angered by misbehavior, and experience difficulty in maintaining students on task (Ashton & Webb, 1986). The findings of this study were corroborated with Wagner and Imanel-Noy's study (2014) which described effective teachers as those who successfully integrate curriculum content with prior and unique experience of being an industry-practitioner.

Presently, educators are keen on the subject of altruism due to its apparent appeal among students who are digital natives (Banaji, 2011). However, a more comprehensive research is needed to evaluate the effects of altruism on student motivation, learning, and related outcomes. In general terms, altruism can be defined as thinking or behaving in a specific manner that shows selfless concern for other people and their interests rather than their own (Knell & Castro, 2014). Consequently, these participants were ascertained to be less attracted to the teaching profession based on altruistic reasons as opposed to those whose major motivation to teach had occurred as part of a quest for personal fulfillment (Knell & Castro, 2014). With relation to the classroom context, altruism can be achieved when teachers pay more attention on their students' well-being rather than their personal well-being.

Next, the aspects of teacher quality and effectiveness have been studied to determine their relationship and impact on student achievement. Evidently, contrasting scores of Teacher Self-Efficacy Scale (TSES) were obtained when traditionally and alternatively certified teachers were compared to teachers with three or more years of experience dealing with children and adolescents (Banks, 2016). In relation to this matter, high self-efficacy teachers perceive that students who are unmotivated are still teachable through extra effort (Vartuli, 2005). Besides, another feasible initiative would be to enlist support from the school, the student's family, or the community to influence such students. However, low self-efficacy teachers believed that little

can be done to assist unmotivated students since the teachers' influence is limited by environmental factors (Banks, 2016).

Basically, the incorporation of digital technologies into teaching is fundamental and in-line with the development of 21st-century students' capabilities. Despite the salience of digital technologies, the extent to which teachers could engage with such avenues is still unclear. In this sense, Chang (2016) espoused the notion that teachers and trainers ought to equip themselves beforehand by keeping abreast with the latest technological updates, fulfilling the required standards of technical competencies, acquiring pedagogical skills, transversal competencies related to digital and intercultural communication, and others. To mention, the findings of this study highlighted that teachers with exposure to community-based disciplines are highly require compared to those who solely focus on teaching and are lacking of digital capabilities (Chang, 2016).

Theoretical Perspectives

For this particular study, the Motivation-Hygiene theory (Herzberg, 1966; Herzberg, Mausner, & Snyderman, 1959) was selected to supervise the theoretical perspective. Specifically, this theory examines the factors that measure employee job satisfaction based on outcomes of work completed related to personal growth, career advancement, responsibility, recognition and availability of new positions. As a matter of fact, these outcomes operate as motivators to encourage teachers to remain in the teaching profession. Besides, appreciation shown by the employer in response to these successful outcomes represents the central idea of 'motivators' as defined by Herzberg (1966). In other words, employers who acknowledge the successful completion of a specific task by their employees will further boost their motivation level to continue working in the same environment and position. In this perspective, motivators are defined as 'intrinsic' and include job satisfaction, belief in their self-efficacy and increased morale that encourages retention (Herzberg, Mausner, & Snyderman, 1959). Contrastingly, the issue of hygiene is one of the notable extrinsic factors that lead to dissatisfaction. Comprehensively, the hygiene factors encompass matters such as implementation of new policies, strict supervision, insufficient benefits and salaries, poor working conditions and discipline issues of students. In fact, teachers have been discovered to remain in the teaching profession when the perceived motivators are superior to the hygiene or extrinsic factors.

Purpose and Research Questions

Basically, the purpose of this study is to uncover the factors that influence job satisfaction of career-switchers in a Midwestern state CareerTech educational system and to investigate the relationship between career-switchers' demographic characteristics and factors in retaining them in the teaching profession. The research questions that guided this study are as follows:

1. What is the relationship between career-switchers' demographic characteristics (gender, marital status, age, age when entering the profession, highest degree earned, ethnicity, and teaching position) and factors in retaining career-switcher in the teaching profession?
2. What job satisfaction factors influence career-switchers' retention plan?

Methodology

This study employed a mixed-method design, specifically the convergent parallel design. Through this design, both quantitative and qualitative data were gathered using the same instrument, which is a web-based data collection called Qualtrics. However, the researcher had

determined for the quantitative section of the paper to primarily answer the formulated research questions.

Population and Sample
To note, this study was conducted at 613 CTE schools in the Midwestern states of the United States of America. In general, the division of CTE school system comprises of three different school settings: Comprehensive school sites with career technology component, technology center campuses, and skill centers. For the purpose of this study, the population of the study particularly involved teachers who currently teach in the CTE school system. Precisely, quantitative data of career-switchers who had no previous teaching experience and are currently teaching in the CTE school system were employed. Additionally, these teachers may have had a certain amount of years working in the industry or any related fields based on their academic qualification before venturing the teaching profession. Therefore, as a prerequisite for a teaching position in the Midwestern state's CTE school system, all teachers should be certified and have undergone teacher licensure program from accredited teacher training institutes. Besides, this regulation was not only limited to Midwestern state teachers' certification institutes since some of the CTE teachers were enrolled in alternative teachers' certification programs which were available nationwide.

Data Collection
In the process of data collection, a sample consisting of details of teachers in the CTE school system was obtained from the state department of CTE. Also, the data for CTE teachers were accessible online through the state department of CTE. Then, a purposive sampling strategy was employed to identify the CTE teachers who were currently in the CTE school system. Notably, the data of all CTE teachers in the CTE school system from 613 CTE educational institutions were utilized. Based on thee 613 CTE schools enlisted, a total of 2,620 teachers were gathered by the researchers and an official request was made to them to participate in the study through the researchers' university email. In particular, 581 participants (22.18 percent) out of 2620 teachers responded.

With relation to the data collection, two questions were asked in order to identify career-switchers. Firstly, the participants were required to respond to two questions in the survey based on their definition of a career-switcher. For this question, participants were given two options, 'Yes' and 'No'. Precisely, participants who entered 'Yes' were led to the second question which required an answer of whether or not they had chosen teaching as their first career choice. In connection with this study, the data collected from these two questions would be able to identify CTE teachers who are career-switchers. In the end, 272 out of 581 participants were identified as career-switchers.

Results
For the purpose of defining the career switchers' profile, descriptive analysis was conducted. To note, both variables on participants' demographic recorded 100% responses. However, missing data was reported with regards to the table. As a matter of fact, the missing data were generated from the respondents' decision of not to answer a question pertaining to the demographics since it was not made mandatory. Then, the frequency of each variable was taken from the respondents' feedback in relation to the demographic questions as stated in table 1.

Table 1: Demographic profile of career-switchers

Variables		Frequency	Percentage (%)
Gender	Male	124	45.8
	Female	147	54.2
	Missing	1	0.4
Marital Status	Single, never married	11	4.0
	Married	230	84.6
	Widowed/ divorced/ separated	29	10.7
	Missing	2	0.7
Ethnicities	American Indian/ Alaska Native	31	11.4
	Asian/ Pacific Islander	2	0.7
	African America/ Black	6	2.2
	Hispanic	4	1.5
	Caucasian/ White	218	80.1
	Others	9	3.3
	Missing	2	0.7
Age	35 years and below	36	13.2
	36 – 45 years	67	24.6
	46 – 55 years	103	37.9
	56-65	60	22.1
	66 or older	5	1.8
	Missing	1	0.4
Age when entering teaching profession	25 years and below	19	7.0
	26 – 35 years	105	38.6
	36 – 45 years	108	39.7
	46 or older	40	14.7
Highest degree earned	Bachelor's Degree	138	50.7
	Master's Degree	103	37.9
	Education Specialist	26	9.6
	Doctorate Degree	5	1.8
Teaching Position			
	Full-time teacher	212	77.9
	Full-time teacher with a side-business	59	21.7
	Part-time teacher	1	0.4

Job Satisfaction Factors

A set of 25 job satisfaction factors in the form of statement was asked in the instrument to determine the dominant factor that influences teaching job satisfaction. Out of the 272 respondents, only one career-switcher failed to answer this section. Furthermore, each statement employed the use of a 7-point Likert type scale: strongly disagree, disagree, somewhat disagree, neither agree nor disagree, somewhat agree, agree, and strongly agree. With reference to the mean obtained from the descriptive analysis, the top five job satisfaction factors can be found in table 2.

Table 2: The top five job satisfaction factors of career-switchers

Rank	Job Satisfaction Factors	Mean	S.D.
1	I am evaluated fairly in this school	5.92	1.205
2	I am generally satisfied with being a teacher at this school	5.90	1.169
3		5.86	1.064

4	I share similar beliefs and values with my colleagues regarding the central mission of this school	5.86	1.344
5	The school administration's behavior toward me is supportive and encouraging	5.80	1.221
	The principal lets me know what is expected		

Retention Plan

Career-switchers were asked questions on their retention plan. In particular, they were required to provide an answer based on these three conditions: (1) I plan to remain in this position, (2) I plan to remain in this school, and (3) I plan to remain in this profession. Additionally, the answer section adopted a five-point Likert type scale: strongly disagree, disagree, less agree, agree, and strongly agree. The results for the question are as stated in table 3:

Table 3: Career-switchers retention plan

No.	Retention Plan	N	Mean	S.D.
1	I plan to remain in this position	272	5.90	1.388
2	I plan to remain at this institution	272	5.98	1.304
3	I plan to remain in this profession	272	5.97	1.403
	Overall Mean of Retention Plan		5.95	

Research question 1: What is the relationship between the career-switcher' demographic characteristics (gender, marital status, age, age when entering the profession, highest degree earned, ethnicity, and teaching position) and factors in retaining career-switcher in the teaching profession?

In order to answer this research question, the Chi-square test of independence was conducted to assess whether career-switchers' demographic characteristics (gender, marital status, current age, age when entering the profession, highest degree earned, ethnicity, and teaching position) influence career-switchers retention plan. Precisely, the Chi square test of independence indicated that three variables were found to be significantly related to career-switchers' retention plan. In addition, the results of the test showed three variables which significantly contributed to whether or not the career-switcher would leave the teaching profession. To note, the three variables identified were career-switchers' marital status, teaching position, and highest degree earned.

Indeed, the results of the test as stated in table 4 showed that marital status of career-switchers was significant [$\chi2$ (1, N = 270) = 21.87, p < .05]. In other words, this indicates that the career-switchers' marital status when entering into the teaching profession is more likely to influence the career-switchers' retention plans. For instance, married career-switchers dominated the findings as the majority of them decided to remain in the teaching profession. However, a number of teachers from the category of single and widowed/divorced/ separated did not exhibit a contrasting difference in whether or not to leave the school. Based on this finding, it can be agreed that the majority of the career-switchers regardless of their marital status prefer to remain in school and are more likely pleased with teaching as their profession.

Table 4: Contingency table of career-switchers marital status and retention plan

I plan to remain in this school	Marital Status			Total
	Single, never married	Married	Widowed/ divorced/ separated	
Strongly disagree	0	1	1	2
Disagree	1	5	2	8
Somewhat disagree	0	3	2	5
Neither agree nor disagree	0	17	3	20
Somewhat agree	4	24	4	32
Agree	2	72	4	78
Strongly agree	4	108	13	125
Total	11	230	29	270

Next, table 5 describes the relationship between the career-switchers' teaching position and retention plan. As gathered from the results, the teaching position of career-switchers was shown to be significant [$\chi2$ (1, N =272) = 22.84, p < .05]. In relation to this value, the majority which comprised of career-switchers are perceived as full-time teachers who have decided to remain in school. Besides, it is interesting to note that, within the same group of career-switchers, there were a few undecided individuals while the remainder was more likely to leave the school. Despite this marginal proportion which elicits the intention of a small group of career-switchers to leave the teaching profession, this information still has to be given much consideration.

Table 5: Contingency table of career-switchers position and retention plan

I plan to remain in this school	Teaching Position			Total
	Full-time teacher	Full-time teacher with a side business	Part-time teacher	
Strongly disagree	1	1	0	2
Disagree	8	0	0	8
Somewhat disagree	5	0	0	5
Neither agree nor disagree	10	10	0	20
Somewhat agree	27	5	1	33
Agree	65	14	0	79
Strongly agree	96	29	0	125
Total	212	59	1	272

Table 6 depicts the relationship between the career-switchers' highest degree and retention plan. With respect to this relationship, the test results showed that the career-switchers highest degree was significant [$\chi2$ (1, N = 272) = 48.25, p < .00]. In fact, it was also discovered that the majority of the career-switchers who held either a bachelor degree or a masters' degree were more likely to remain in the teaching profession. Unexpectedly, the number of career-switchers who owned a higher degree (bachelor degree and master degree) yielded a similar result regarding their decision to remain in the teaching profession.

Table 6: Contingency table of career-switchers highest degree and retention plan

I plan to remain in this profession	Highest Degree				Total
	Bachelor's Degree	Master's Degree	Education Specialist	Doctorate Degree	
Strongly disagree	0	0	1	1	2
Disagree	3	6	1	0	10
Somewhat disagree	5	6	2	0	13
Neither agree nor disagree	5	8	0	0	13
Somewhat agree	9	11	4	0	24
Agree	49	22	5	3	79
Strongly disagree	67	50	13	1	131
Total	138	103	26	5	272

Research question 2: What job satisfaction factors influence career-switchers retention plan?

In the process of predicting which job satisfaction factors influence the retention plan of career-switchers, a multiple linear regression analysis was conducted. Based on this study, the predictors were derived from the 25 job satisfaction factors included in the instrument earlier. To note, out of the 25 factors, six factors were at the significant level of $p < .05$: (B1) I am satisfied with my teaching salary, (B2) I receive the necessary instructional materials to do my work effectively, (B3) I am given the support I need to teach students student with special needs, (B4) I make a conscious effort to coordinate the content of my courses with that of other teachers, (B5) I sometimes feel it is a waste of time to try to do my best as a teacher, and (B6) I am generally satisfied with being a teacher at this school. Also, the criterion variable was derived from the calculated mean values of career-switchers' retention plan (see table 3).

On top of that, the linear combination of job satisfaction factors was significantly related to the instructor retention plan, $F_{(25, 245)} = 9.28$, $p < .000$. In particular, the sample multiple correlation recorded was .70, indicating that approximately 47% of the instructor retention plan's variance can be accounted for by the linear combination of job satisfaction factors. The equation for the current coefficient analysis is:

Predicted Retention = .069(B1)- .120 (B2) + .138 (B3) - .100 (B4) - .097 (B5) + .556 (B6) + 2.798

In table 7, the researcher presented indices to indicate the relative strength of the job satisfaction predictors. Notably, one out of six bivariate correlation between the job satisfaction factors and the retention plan were negative. Additionally, the six indices were statistically significant at $p < .05$. Although each variable was statistically significant, the relative importance of five of the six predictors were difficult to be assessed due to the small regression coefficient and correlation with the dependent variable. Among the six predictors identified, only one predictor was meaningful in the context of influence with strong positive relationship which is (B6): "I am generally satisfied with being a teacher at this school."

Table 7: The coefficients, bivariate, and partial correlations of the six job satisfaction predictors with retention plan

No.	Predictors	Standardized Regression Coefficient (β)	*p* value	Correlation between each predictor and the retention plan	Correlation between each predictor and the retention plan controlling for all other predictors
B1	I am satisfied with my teaching salary	.11	.05	.32	.13
B2	I receive the necessary instructional materials to do my work effectively	-.14	.02	.23	-.15
B3	I am given the support I need to teach students student with special needs	.16	.00	.39	.19
B4	I make a conscious effort to coordinate the content of my courses with that of other teachers	-.11	.05	.14	-.13
B5	I sometimes feel it is a waste of time to try to do my best as a teacher	-.14	.02	-.32	-.15
B6	I am generally satisfied with being a teacher at this school	.52	.00	.63	.45

Discussions

Basically, the findings of this study have highlighted both intrinsic and extrinsic factors which determine the decision of career-switchers of whether or not to remain in the school system. Certainly, the results of the present study have suggested that the marital status and the teaching position of the career-switchers are the major factors overall. Besides, the demographic variables of the findings reflected the importance of teachers' profile as it significantly impacts the overall performance of students (Zumwalt & Craig, 2005). Moreover, further recommendations and plan for future studies were also presented in this section.

In recent years, the evolution of technical-based education has increasingly sparked interest among educational stakeholders, parents, students, and various communities on the importance of hands-on skills and practical knowledge for employment (Vijay et al., 2015). Essentially, the role of career-switchers in the education system is vital to establish a degree of synchronization between knowledge obtained at school and what is required by the industries. Most importantly, the presence of career-switchers who possess a wide range of expertise in the field of teaching can certainly enrich the learning experience of students. For this reason, it is vital for technical-based systems to not disregard career-switchers in the school system but to perpetuate their teaching service through motivation when necessary.

Among the plausible relationships of demographic profile of the career-switcher, three variables were found significant with regards to retention. First, the marital status of the career-switcher provided insight as to whether the career-switcher will remain in the school system. According to John (2017), the marital status of the teachers effects the overall school climate and school organizational structure. Despite the preparation and willingness of teachers to change to a

different career, it can be agreed that the consideration of possible consequences such as relocation, economic status, and change in a family structure will ultimately affect their decision (John, 2017). For instance, the redefinition of career advocacy in the context of either a male or female breadwinner for the family (Cunningham, 2008), might determine whether it is necessary or not for career-switchers to leave their careers. In this aspect, the role of female career-switcher will be impacted due to the constraining cultural perspectives which one-sidedly support men as the primary figure in the family to earn and work full-time. Regardless of sex, married career-switchers have to make decisions that can support their families in various aspects to meet current needs and wants.

Additionally, the current career-switchers' status of being either a full-time teacher or a part-time teacher significantly impacts their intention to remain in the teaching profession. As a matter of fact, the plan of cultivating career-switchers' interests toward teaching while they continue managing part-time business affects the overall factor towards retention. Inevitably, teachers who are involved with part-time business might experience a conflict of interest, especially when trying to focus on their teaching career. According to Clandinin et al., (2015), such conflict might arise when career-switchers attempt at balancing their personal life and career during working hours. Besides, the teachers' background which is usually a compilation of personal experiences, untold stories, secrets, and incomplete background details might precipitate the intention of leaving the teaching profession (Harfitt, 2015). Nevertheless, the commitment of career-switchers in tackling voracious issues at school can undoubtedly shape their overall retention factors, thus enabling them to enjoy the teaching profession.

Specifically, the relationship between the career-switchers' highest degree and retention is interesting as many were from diverse specialization and fields of study. Indeed, the impartation of relevant knowledge to career-switchers may transpire from non-related teaching preparation program as they are required to undergo a short training program of alternative teacher certification program. In general, the expertise of career-switchers which consists of knowledge related to engineering, business and administration, agriculture, and computer and technology are recognized as the core of the career-switcher (Erlandson, 2009). Despite career-switchers being content experts in their previous career, they are still required to master the teaching pedagogy.

In order for them to receive sufficient exposure to this new subject matter, continuous induction programs are constantly being promoted among career-switchers. Undeniably, the availability of such induction programs is vital to provide consistent support and retain career-switchers in school. In particular, the provision of induction support among novice teachers which includes career-switchers has been proven to reduce the turnover rate among teachers (Ronfeldt & McQueen, 2017). Interestingly, it was also discovered that teachers who held a master's degree or above were more likely to exit as compared to their peers holding a bachelor's degree. However, these same teachers with advanced degrees were discovered to be more likely to resume their teaching position in a different school district as compared to their peers with bachelor's degrees (Elfers, Plecki, & Van Windekens, 2017).

In this study, the theory of motivation-hygiene (Herzberg, 1966; Herzberg, Mausner, & Snyderman, 1959) was employed to test the job satisfaction variables as predicted from the linear analysis. Based on the analyzed data, the extrinsic and intrinsic variables were proven to indicate the job satisfaction factors of career-switchers. Particularly, three elements, namely salary, teaching support, and teaching preparation in terms of curriculum and teaching plan were

categorized under extrinsic values due to their physical nature. On the other hand, the factor of motivation was categorized under intrinsic value.

Notably, the subject of salary is listed out by career-switchers as one of their concerns regarding teaching preparation when deciding whether or not to remain in the teaching profession. Surprisingly, career-switchers were found to be satisfied with the teaching salary whereas in previous studies, the issue of salary was debatable as it was regarded as a retention factor (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Besides receiving their monthly salary, teachers must also be rewarded with bonus and incentive (Springer, Swain, & Rodriguez, 2016) as a motivation factor for them to stay. On top of that, task overloading (Wells, 2015) and also other non-teaching related job matters have intensified the possibility of teachers suffering from burnout, depression and stressful situations. Through annual bonuses and rewards, a positive atmosphere can be established for teachers to spark their continuous interest in teaching. Ultimately, this action will lead to a sequence of events which includes continuous professional development of teachers and optimum career enhancement.

Based on this study, both the intrinsic and extrinsic factors were influential with regards to the career-switchers' decision of whether or not to exit the teaching profession. For instance, the extrinsic factors (salary, teaching supports, and teachers' preparation for teaching and learning) projected the overall motivation in the teaching profession. Despite the fact that teachers can be burdened with overloaded tasks (Thibodeaux, Labat, Lee, & Labat, 2015), career-switchers must practice a gregarious approach and learn to ask for assistance as teaching mainly requires a plethora of task when dealing with parents and the communities. With connection to this study, if these motivation factors are met, career-switchers would be able to maintain their interest in the teaching profession.

Conclusions

In conclusion, the prioritization of retaining career-switchers in the CareerTech system is extensively important as this coterie possesses a great amount of industrial experience which is difficult to replace (Song, Martens, McCharen, & Ausburn, 2011). Primarily, a group of career-switchers consist of subject matter experts who are able to produce high quality classroom learning experience in the CareerTech school settings due to their invaluable years of working in competitive industries. Besides, teacher turnover rates are difficult to be predicted due to the many factors that need to be considered which includes localities, availability of other jobs, and state budget. Essentially, the plan to retain career-switchers will ensure the continuous flow of programs related to hands-on and technical subjects.

Based on the findings of this study, career-switchers have been revealed to be resilient and highly-motivated. In the context of altruism, career-switchers are highly unlikely to depart from the CareerTech center unless risk factors are taken into preventive measures. In fact, although career-switchers faced certain discouraging factors, they still chose to remain in the profession. From this viewpoint, it can be concluded that career-switchers perceive themselves as responsible individuals in ensuring the sustenance of the future skilled-employees in the nation. As educational stakeholders, it is vital for career-switchers to be well-equipped and refined through induction programs in order to become a better teacher in the CareerTech system. Therefore, the voice of this group of teachers should not be neglected when initiatives are taken to upgrade the teaching job. For instance, the implementation of teachers' performance indicators must consider the pedagogical knowledge of career-switchers due to their long years of service in industrial settings.

Firstly, career-switchers can be supported to adjust to their school environment. This is because the huge disparity between industrial and school settings might overwhelm them. In light of this situation, career-switchers deserve to be placed in a fulfilling and favorable working environment which can facilitate them in transitioning from their previous career to enjoy their present profession.

Acknowledgements

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