TEACHING AS A SECOND CAREER CHOICE:  
A STUDY OF INDUSTRIAL EDUCATION STUDENTS

by

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF EDUCATION

in

THE FACULTY OF GRADUATE STUDIES
(Department of Educational Psychology and Special Education)

We accept this thesis as conforming

to the required standard

THE UNIVERSITY OF BRITISH COLUMBIA 
February 1987

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ABSTRACT

The study explored the career change made by a population of 37 tradesmen enrolled in a teacher education program. A semi-structured interview schedule was constructed and face-to-face interviews were tape-recorded. The four areas of investigation included positive propositions put forward in the social learning principles of career decision making, facilitators and barriers to career change, the career histories and expectations of participants and their socio-demographic backgrounds.

Responses tended to support propositions dealing with former instructional experiences and interactions with people, but gave little indication that exposure to print or visual media had influenced the career change decision. The importance of having sufficient finances and personal support of participants' wives was stressed. Potential barriers most readily identified were lack of support or finances. There was little evidence of frequent career change in the work histories of participants. The most common pattern was a series of short term jobs followed by several years in one career path. Future career plans indicated an intent to remain in the teaching field. All the men were employed prior to entering the program. Socio-demographic information indicated that just over half of the participants were around 30 years of age and over
two-thirds were married. Wives tended to be not only more highly educated (64%) but in higher status occupations (76%) than their husbands. Over 80% of the men had entered tertiary education prior to current involvement and five men had completed bachelor's degrees. By entering a trade, 57% of participants were in lower status jobs than their fathers. Their entry into teaching resulted in a rebound movement rather than direct upward inter-generational mobility.
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ACKNOWLEDGEMENTS

The author would like to acknowledge the following:

- Members of the supervisory committee, Professors J.M.H. Andrews, R.J. Leduc, C.S. Ungerleider, with particular thanks to Professor F.H. Echols, Research Supervisor.

- Messrs David Abel, Keith Foster, Norman Henderson, Bruce McGillivray, William Logan and Kenneth Reynolds for their various assistance.

- Faculty and students in the Division of Industrial Education, The University of British Columbia, for their co-operation and interest.

- Delta Kappa Gamma, Alpha Province for a much appreciated scholarship.

- A wide circle of friends whose support and understanding made it possible to succeed in this test of tenacity and teeth-grinding. Straight A's to my sister Caroline Williams and Janet Schmitz for their special contributions.
DEDICATION

To
Rowan and Arran
We did it again my loves!

To
Graduate Students Everywhere
Illegitimati Non Carborundum
CHAPTER ONE

INTRODUCTION

People for whom teaching is a second career have been accepted members of the profession for some time. However, there has been little research into either their motivation for career change or the process by which the change was achieved. The present study examined the career change of 37 skilled tradesmen enrolled in a teacher education program. It set out to discover if any patterns characterized the career change experience.

The research was organized into four main areas. These were: (a) consideration of four propositions related to career decision making (Mitchell, Jones & Krumboltz, 1979), (b) identification of facilitators and barriers to career change, (c) investigation of work histories of participants, and (d) collection of information on their socio-demographic backgrounds.

1.1 Background to the Study

Work pervades several aspects of adult life. It establishes income, prestige and social status, influences life within the family and community, determines where and how one lives, and delimits the amount and use of leisure
time (Peters & Hansen, 1966). Levinson (1978) ascribed to work the position of 'primary base' in a man's life. Rooted to this base is an occupational structure and a network of class, cultural and social influences. Work provides a status which affects the way one defines oneself and is defined by others (Karp & Yoels, 1982). Sofer (1971) offered a wide ranging description of the function of work. He saw its role as:

- providing economic returns that are a means to other ends;
- providing opportunities to relate oneself to society;
- enabling one to sustain status and self-respect in the family and social network;
- providing opportunities for interaction with others;
- contributing to personal identity;
- structuring the passage of time;
- helping to ward off distressing thoughts and feelings;
- providing scope for personal achievement;
- testing and affirming personal competence. (p.198)

What one does for a living is a major influence upon who one is (Karp & Yoels, 1982). It is an important source of adult identity as well as a route for self expression and
satisfaction Pietrofesa & Splete, 1975). However, it is not realistic to separate work and non-work aspects of one's life. A role such as spouse has an unavoidable influence on the work role (Super & Hall, 1978). There is an interrelationship between one's work and the rest of existence which lasts throughout the life cycle.

Career change is an increasingly common occurrence in adult career development. In the title of their report, 40 million Americans in career transition, Arbeiter, Aslanian, Schmerbeck & Bucknell (1978) highlighted the vast numbers of people who were in the process of, or were seriously considering, a change of occupation. Career change has become so widespread that special terms such as "serial career" (Driver, 1978) and "protean career" (Hall, 1976) have been coined. An average of three careers per working life has been projected as the typical contemporary pattern (Super & Bohm, 1970).

Arbeiter and his associates drew attention to the lack of information on the reasons for career change. They recommended that characteristics of people who change careers be investigated, as well as characteristics of the occupational setting. They recommended further research to identify potential career changers and conditions which would facilitate the career change process.

The study of career change has been widely undertaken by Thomas (e.g. 1975, 1977, 1980). He saw the need to
Examine career change as being related to the understanding of the adult life-cycle. He also emphasized the relationship between work, psychological well-being and ego identity. Career change was often found to be paralleled by other life changes such as marital status or life style. Sarason (1977) criticised the "one life-one career imperative", and believed it important to discover whether those who change careers were more motivated by the need to withdraw from one situation or to enter another. He also suggested that data on career change had important implications for public policy in areas such as career counselling, life planning and education. The paucity of theoretical data on counselling adults in career transition has been criticised by Harmon and Farmer (1983). Moreover, the dynamics of career change are believed to be unaccounted for in current theories of occupational choice (Scott, 1983).

By studying how and why people shift from one career to another, one can come closer to discovering what work means to an individual and how it affects relationships with family and friends (Krantz, 1977; Wilensky, 1966). Studying career changes can illuminate career exploration and lead to a better understanding of career development (Pietrofesa & Splete, 1975).
The effects of occupational decisions can be described as both vertical and horizontal. They are vertical to the extent that a career decision affects future occupational roles and choices. However, they are horizontal in that decisions taken ostensibly in relation to a career can have wide spread ripple effects into non-work aspects of our lives. A change of occupation can therefore alter much more than the way in which one spends an eight hour day. The global effects of such a change may spread into both personal and social life, lending new qualities and perspectives. It is these accompanying effects which help to give the career change its shape and place in one's life (Becker & Strauss, 1966).

Despite the growing body of literature on career change, there is little which is of direct help in discovering who is attracted to teaching as a second career. Past research has examined adults in career change and student teachers entering the profession. However, the combination of career transition into teaching has not yet been explored.

In order to discover more about teaching as a second career choice the present study explored the situations of a group of tradesmen enrolled in a teacher education program. The men were considered appropriate for this study as they formed a cohesive group. They all had training and experience in another field before entering teaching. They
were generally older than typical student teachers and had spent several years in a work environment quite different from the classroom. Access to respondents was facilitated by their location in one comprehensive site.

The emphasis of the investigation was on discovery. The principal research objectives were to determine if the literature on career change and selection of teaching as a first career could be used to elucidate patterns in the career transition of tradesmen who become late-entry teachers. It was of interest to discover if participants exhibited patterns of decision making found in either or both of these related bodies of knowledge.

Through the use of research interviews a combination of closed and open-ended questions provided opportunity for exploration of responses. As the study investigated a previously unexamined population it was of benefit to use a research framework which provided both structure and flexibility. By exploring the behaviour of individual second career teachers, characteristic patterns of the group could be discovered.

Four propositions from the social learning perspective (Mitchell, Jones & Krumboltz, 1979) were used to provide a focus for the study. These postulates attempt to explain how career choice is positively affected by previous learning and experiences. The four propositions were used to assist in the investigation of the career change process.
Mitchell, Jones and Krumboltz (1979) stressed the importance of including in future research particular target groups such as adults who change careers. Participants in the present study are members of such a target group. In the exploration of this particular career change, the study provided information on the relationship between the theoretical propositions and the vocational behaviour of participants.

As mid-career change is now a recognized aspect of adult life, it is important to identify barriers and facilitators which accompany such a change. Examination of facilitators and barriers encountered in the transition from tradesman to teacher can increase the ease with which career change is made. Such examination formed the second area of investigation in the present research.

When a new career is chosen the concept of commitment is of immediate interest. The career changer can plan on either long-term or short-term membership in the new occupational group. The presence of commitment in careers such as teaching can have immediate effect on other people's lives and well-being. It is, therefore, of interest to examine the commitment of people who choose to enter the profession.

Commitment to the new career can be assessed from both past behaviour and future expectations. Work history of individuals may give some indication as to whether or not
they are likely to make the requisite occupational commitment. A repeated pattern of career change may suggest career instability, which does not augur well for the profession or justify the cost of re-training. Career commitment of participants in the present study was therefore examined. Inquiry was made into their work histories and future plans.

For over fifty years there has been interest in the background of people who become teachers (e.g. Lortie, 1975; Ryans, 1960; Waller, 1932). One of the generalizations which emerged from this previous research was that male teachers are usually from blue collar backgrounds and view teaching as a means of gaining upward social mobility. However, past research has studied men who chose teaching as a first career. Little is known of the backgrounds of men who, having worked in other fields, decide at a more mature age to enter the teaching profession. Yet it is only with such information that the full effect of career change can be explored.

Collection of socio-demographic information allowed both inter-generational and intra-generational mobility patterns to be explored. However, such information also served to describe the social context from which the career change was made. In order to better understand adult decisions the need for social and biographical information has been stressed (Harmon & Farmer, 1983; Levinson, 1978).
As with other behaviours, career change behaviour is determined by a combination of present circumstances and past history. In the present study the collection of socio-demographic data would facilitate a more comprehensive image of the men and their career choice. As participants changed careers they would be doing so in the context of multiple social roles. Details of their backgrounds would provide a richer base on which to fit other information.

The present study attempted to discover the context and rationale for the career change of one group of men. There is no comparison group of men from similar backgrounds who remained in their trade occupations included in this study. As a result, socio-demographic data may appear more significant than they are and may apply to a wider population than that of this study. However, comparisons are made with previous research on both first career teachers and career changers in other fields. In the single group exploratory approach, the present research is somewhat similar to a case study. Results are presented in the context of related literature rather than with immediate comparison data.

The transition from one career to another can be achieved more easily when the second career field is receptive to late entry. As Lortie (1975) indicated, mature adults who decide to become teachers have found ready opportunity for both training and employment. However, as
yet there has been little attempt to investigate the reasons why a career change into teaching is made. Research has concentrated on the reasons for initial entry into teaching. It has examined the motivations of teachers and student teachers who followed the traditional route of school, teacher education program and back to school. However, people who enter teaching after years in another occupation may be seeking other goals. The lack of research on teaching as an occupational choice has already been noted (Schalock, 1979). However, lack of information on teaching as a second career choice is even more pronounced. The present study set out to meet this recognized need. The information gathered on second career teachers can serve as a starting point for further research into both career change in general and the particular selection of teaching as a second career field.

1.2 Areas of Investigation, Propositions, Orienting Statements and Research Questions

The four areas of investigation, with relevant propositions or orienting statements and research questions are identified below. Using Homan's (1967) terminology, "orienting statements" are sometimes provided to indicate which aspects of career change will be explored.
Did the propositions applying social learning principles to career decision making assist in explaining the choice of teaching as a second career?

Proposition A

An individual is more likely to express preference for a course of study, an occupation, or the tasks and consequences of a field of work if that individual has been positively reinforced for engaging in activities s/he has learned are associated with the successful performance of that course, occupation or field of work. (Krumboltz, 1979, p.39)

Research Question 1: Have the participants received praise for their behaviour in a teaching related situation?

Research Question 2: Have the participants experienced a feeling of pleasure associated with their behaviour in a teaching related situation?

Proposition B

An individual is more likely to express a preference for a course of study, an occupation or the tasks and
consequences of a field of work if that individual has observed a valued model being reinforced for engaging in activities s/he has learned are associated with the successful performance of that course, occupation or field of work. (Krumboltz, 1979, p.39)

Research Question 3: In Industrial Education classes have the participants observed student behaviours which are recognized as rewarding to teachers?

Proposition C

An individual is more likely to express a preference for a course of study, an occupation or the tasks and consequences of a field of work if that person has been consistently positively reinforced by a valued person who models and/or advocates engaging in that course, occupation or field of work. (Krumboltz, 1979, p.40)

Research Question 4: Have the participants known a teacher who was a source of positive reinforcement?

Research Question 5: Do the participants have friends and/or family members who support their choice of teaching as an occupation?
Proposition D

An individual is more likely to express a preference for a course of study, an occupation or the tasks and consequences in a field of work if that individual has been exposed to positive words and images associated with that course, occupation, field of work or the activities related to it. (Krumboltz, 1979, p.40)

Research Question 6: Have the participants watched a film or television program which has portrayed a positive image of the role of school teacher?

Research Question 7: Have the participants read a book which portrayed a positive image of teachers or teaching as an occupation?

Area of Investigation 2

What factors facilitated or impeded the career change process?

Orienting Statement

When changing careers there exist certain factors which aid or hinder the transition process (Louis, 1980).
Research Question 8: What factors are recognized as major barriers in the career change from tradesman to teacher?

Research Question 9: What factors are recognized as major facilitators in the career change from tradesman to teacher?

Research Question 10: How do financial factors affect the career change from tradesman to teacher?

Research Question 11: How do family-related factors affect the career change from tradesman to teacher?

Area of Investigation 3

Did the experiences and expectations of participants indicate a stable or unstable career pattern?

Orienting Statement

An individual is likely to pursue on average three careers (Super & Bohm, 1970). If teaching is one of a series of unrelated careers an unstable career pattern may exist. If so, such a pattern would be reflected in work histories and expectations.

Research Question 12: Have the participants entered teaching after a sequence of three or more unrelated occupations?
Research Question 13: Do the participants view entry into teaching as a temporary or permanent commitment?

Research Question 14: Is teaching one of several occupations considered as a career change?

Research Question 15: Are the stated reasons for becoming a teacher related to extrinsic rather than intrinsic factors?

Area of Investigation 4

Did the socio-demographic backgrounds of the participants indicate that entry into teaching would provide upward social mobility?

Orienting Statement

Male teachers tend to come from blue collar backgrounds. Entry into teaching will therefore provide an accessible route to the middle class (Schalock, 1979).

Research Question 16: What were the occupations of participants before entering the program?

Research Question 17: What were the educational levels of participants before entering the program?

Research Question 18: What were the occupations of parents of participants?
Research Question 19: What were the educational levels of parents of participants?

Research Question 20: What were the personal and family backgrounds of participants?

1.3 Purpose of the Study

In summary, the purpose of the present study was to investigate the career change undertaken by skilled tradesmen as they became schoolteachers. It set out to discover the relationship between past research on career change and selection of teaching and the career transition of participants. Four principal areas of research, none previously addressed in the context of second career teachers, were examined: (1) Did the propositions applying social learning principles to career decision making assist in explaining the choice of teaching as a second career? (2) What factors facilitated or impeded the career change process? (3) Did the experiences and expectations of participants indicate a stable or unstable career pattern? (4) Did the socio-demographic backgrounds of participants indicate that entry into teaching would provide upward social mobility?
1.4 Definition of Terms

The following terms are used throughout the study:

Career: A succession of related jobs, arranged in a hierarchy of prestige, through which persons move in an ordered (more-or-less predictable) sequence (Wilensky, 1966).

Career change: A change within the career sequence which involves the implementation of different skills in a different work environment.

Stable career history: A pattern of less than three career changes undertaken before entry into the Industrial Education program. (Based on Super & Bohm, 1970)

Unstable career history: A pattern of three or more career changes undertaken before entry into the Industrial Education program.
CHAPTER TWO

REVIEW OF THE LITERATURE

Research literature relevant to the present study is discussed below. The introductory section reviews contemporary findings on the career change process. Next, theories and models of career choice are discussed particularly in light of their relevance to second careers. Review of research into facilitators and barriers to career change is followed by a discussion of career patterns.

2.1 The Career Change Process

At different stages of life the meaning and value of work may vary (Osherson, 1980). The perspective of a man in his mid-forties will not be the one he held in his mid-twenties. A decision to enter a new occupation may therefore indicate a shift in such value and meaning. However, such a decision may involve altering several other aspects of life as well as the career itself. These can range from major alterations, such as distant relocation, to minor differences in daily logistic routines. A move from rural to urban environment or from shift work to a nine to five position can variously contribute to an overall pattern of change.
There may be a relationship between the changing of career roles and other roles within a person's life. Although Super (1980) indicated that decision points between roles are not necessarily related, such a relationship has often been found (Krantz, 1977; Levinson, 1978; Osherson, 1980; Thomas, 1977). The decision to leave an occupation may be accompanied by the ending of a marriage or other personal relationship. The subsequent entry into a new occupation requires a period of re-socialization perhaps resulting in alteration of self-image, skills, personal relationships or values (Gross, 1975). The effects of career change may therefore range much wider than the immediate demands of the job at hand.

Career changes have been categorized in several ways. Hiestand (1971) used geometrical terms, describing career shifts as 45 or 90 degree turns. The former entailed a significant change of occupation which nevertheless built on the skills and knowledge of an earlier career. The right angled turn resulted in a complete change of occupation, new tasks in a new setting. The Santa Fe residents studied by Krantz (1977), former business and professional men now in a counter-cultural existence, could be described as 90 degree changers. Hiestand categorized the mature graduate students of his own research as making 45 degree changes.
Osherson (1980) conceived of career change as being either a defensive or adaptive process. This affected commitment to the new occupation. In a defensive change there were unrealistic evaluations of both first and second careers, denigrating any value in the old job and exaggerating the worth of the new. This approach was described as "foreclosed". A more balanced or "sculpted" resolution faced up to the pleasant and unpleasant aspects of both careers and resulted in a more integrated commitment to the second.

In the third of a series of articles utilizing four-part figures to illustrate career change, Thomas (1980) compared high and low pressure from self and environment (see also Thomas, 1977; Thomas, Mela, Robbins & Harvey, 1976). The decision to leave present occupations was a combination of "internal" factors such as their own opinions and personal situations and "external" factors such as the opinions of other people and occupational situations. Comparison of response to such internal and external pressure indicated four categories of changers. These were Drift-outs (low internal, low external), Bow-outs (high internal, high external), Force-outs (low internal, high external), and Opt-outs (high internal, low external). General patterns of response to career change were found for each group. However, Thomas emphasized the individual nature of motives behind such change. Each respondent had
his own reasons for leaving an executive position in mid-career.

A decision to change careers contains elements of both exit and entrance. For the purposes of the present study, motivations behind voluntary exit are of interest. For example, the job changes of Thomas's (1980) "force-outs", who were required to leave their jobs, are not as relevant as those of the "opt-outs". The "opt-outs" were not pushed nor did they fall. They chose to jump. The reasons behind a similar choice was examined in the present study.

Parsons and Wigtail (1974) suggested that a shift towards personal development was made in selecting a second career. They believed that initial occupations tended to be chosen for economic and sociological reasons such as convenient location, income, chances of promotion or availability of work. However, when a change in occupation was considered, psychological variables, those meeting individual needs, were more influential. Hiestand's (1971) study of mature graduate students also determined a range of personal specific motives such as interest in a particular field, acquisition of new skills or realization of long held ambition. However, men in the counter culture study by Krantz (1977) indicated a much stronger individual need to exit rather than enter careers. These people had left traditional middle class professions and moved to Santa Fe,
New Mexico. There they worked in artistic endeavours or whatever else was available. For them a new occupation was more of an escape route away from a no-longer-desired lifestyle than a positive step towards a well-defined goal. Nevertheless, this tends to support Neapolitan's (1980) contention that career change only occurs when a more satisfying occupation is perceived.

A supportive social environment which condones change of occupation will foster the occurrence of such change. Thomas (1979) commented on the 'macrosocial environment' highlighting the influence of social structure earlier stressed by Becker (1964). In a society which is both affluent and tolerant towards social deviance, but is experiencing ongoing change in the world of work, career transition would appear not only acceptable but inevitable.

In Arbeiter's (1978) large survey, one explanation for career change predominated. Almost 50% of the workers looked for new jobs because they wanted more money. Other attractors were professional advancement (18%), more interesting work (15%) and work more closely related to personal interests (10%). The emphasis on financial gain is in contrast to several other career change studies (Hiestand, 1971; Krantz, 1977; Osherson, 1980; Thomas, 1979). Such research indicated that rather than increased income, gains sought through career change tended to focus on factors such as work which had more meaning or
opportunity for personal development. Change of occupation often resulted in less income, not more. This apparent conflict between motives can perhaps be explained by comparing the sample of the two types of study. Arbeiter included many low paid workers in his survey. These included women who were homemakers with minimal personal income. The other research concentrated on men in professional and managerial positions. Such people were in a financial state which more than provided for their basic needs. A change of occupation was often sought in order to fulfill higher order needs which could be described in Maslovian terms as self-actualizing or esthetic (Maslow, 1943). Further reasons discovered by Thomas continue on similar non-financial lines, for example wanting to spend more time with families or in recreation or looking for a more desirable location in which to live. There is the constant implication that once a certain level of income is assured, occupations are expected to provide more than purely monetary rewards.

The rewards of work have frequently been differentiated into extrinsic and intrinsic factors (Altimus & Tersine, 1973; Hahn, 1959; Spreitzer & Snyder, 1974; Super, 1970). Extrinsic factors include those aspects of work which would be more or less constant for equivalent workers. These would be factors such as economic returns, vacations or work environment. Intrinsic factors relate to
satisfaction experienced by the individual worker such as creativity or sense of achievement. Miller (1974) suggested that extrinsic factors were closely aligned to Maslow's (1943) lower level safety and physiological needs. Intrinsic factors were related to higher order needs. The division of work values along a hierarchy of needs may account for the varying reasons given by career changers in different income levels.

In his definition of a work value, Zytowski (1970) associated an internal disposition of the worker with the ability to obtain the desired attributes through the context of a particular occupation. For example, if a worker had a need for prestige, he would consider prestige important in his choice of career. If prestige were accorded to him in his work he would experience job satisfaction. The suggestion that job satisfaction is accounted for by intrinsic elements of work while dissatisfaction derives from extrinsic factors (Hahn, 1959; Herzberg, Mausner & Snyderman, 1959) can now only be accepted as partial truth at best. The career changes sought by Thomas's (1979) professional men were based on dissatisfaction with the intrinsic aspects of their work. Young blue collar workers have also reported this reason for lack of job satisfaction (Altimus & Tersine, 1973). Workers under 26 years gave reasons described as lack of opportunity for self-actualization and esteem. In the same study, workers
over 36 years reported higher levels of job satisfaction. Considering the era in which this research took place it may be that the younger workers, having grown up during the sixties, had higher expectations than their colleagues for self-fulfilment through their work. As the researchers noted, the level of satisfaction reached by the workers was closely related to how the outcomes of their job matched their expectations. Perhaps the older workers had already passed through a state which could be described, with apologies to Festinger (1957), as "occupational dissonance". Their expectations had then altered to match the reality of their work situation. They therefore reported a higher level of job satisfaction.

It is perhaps self-evident that workers in regular employment must have experienced some lack of job satisfaction before they decided to enter a second career. Either the earlier job was not good, or it was not good enough. However, the impact of lack of job satisfaction on career change needs further investigation.

2.2 Theories and Models of Occupational Choice

Although several theories and models of occupational choice exist, none is specifically directed towards second careers. Hall (1976) classified current theories into two main groups - Matching and Process. Among the Matching
theories, which attempt to describe the kinds of people who enter certain kinds of occupations, are those of Roe (1957) and Super (Super, 1957; Super, Starishevsky, Matlin & Jordaan, 1963). Roe suggested that people choose work which fulfills their personal needs. These needs were attributed to early parent-child relationships. Although the research value of this theory has been questioned (Osipow, 1973), the concept of occupational choice as affected by individual needs may be relevant to selection of a second career.

Super believed that occupations were selected so as to be congruent with the self concept. This concept was made up of the person's image of himself relative to such facets as his abilities, interests, values, or personal history. The theory postulates six stages of career development. However, just when they would be expected to be at either the Establishment or Maintenance stage, some career changers decide to start over. This is in conflict with the stage concept. However, the shift from one career to another may be related to a lack of accord between an occupation and the self-image. In an effort to encompass both life- and career-histories, Super (1980) presented a Life-Career Rainbow. In diagrammatic form he emphasized the overlap between various aspects of personal and worker roles. Such emphasis reflects contemporary interest in the integration of personal and career development of adults (e.g. Levinson, 1978; Osherson, 1980; Sarason, 1977).
A matching approach was taken by Strong (1943) and later developed by Holland (1966, 1973). Strong's inventory blank gave a score which indicated the similarity between an individual's interest profile and the profile of members of a particular occupation. Holland elaborated on this approach and proposed orientations. He suggested that people tend to work with others who have similar orientations. These orientations were measured by the Vocational Preference Inventory (Holland, 1965).

Although much vocational research has been done using Holland's model (e.g., Doty & Betz, 1979; Dwight, 1977; L. Gottfredson, 1978), for the purposes of the present study it has some weaknesses. The six types of personality according to the model are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (R,I,A,S,E,C). A measured combination of three of the six indicate the Personality Pattern. Holland listed 465 occupations in terms of the Personality Pattern of their members. Industrial Arts teachers are coded as RIS, so are electricians and welders. Plumbers and automobile mechanics are RIE, while carpenters are RCI. Although change from one of Holland's six categories to another has been used to define career change (Vaitenas & Weiner, 1977), such a definition fails to incorporate the wide-ranging social and personal effects of a transition from tradesman to teacher. Based on Holland's argument such a transition would stem
from a personality change. Otherwise the theory fails to account for selection of the initial career.

The Process models and theories of career choice are designed to describe how people make a decision on their choice of occupation. A three stage model was put forward by Ginzberg and his associates (Ginzberg, Ginsberg, Axelrad, & Herma, 1964). Beginning with the childhood Fantasy stage, there follows a period of Tentative Choice and finally Realistic Choice. Although it is admitted that many people do not settle into a Realistic choice until well into adult life, this theory cannot be applied to career changers of the type examined in the present study. The participants will have already made firm Realistic choices, as they have years of training and experience. However, it may be that their decision to enter teaching is fulfilling an early Fantasy.

Examination of the process by which people cope with their careers, has resulted in the concept of "vocational maturity" (Crites, 1973; Super & Bohm, 1970). This maturity is in relation both to their peers and to a particular life stage. The emphasis on comparison with peers means that vocational maturity is not relative to age and can never be finally attained. The criteria for what constitutes mature vocational behaviour change in a series of developmental cycles. Although much of this work has been carried out with adolescents, the concept may be relevant to the decisions made in career change.
The impact of the social structure on an individual's occupational choice was stressed in the model developed by Blau (Blau, Gustad, Parnes & Wilcox, 1968). The choice was subject to two main influences. These were personality development, which would determine orientation towards certain choices, and the socio-economic constraints on the opportunities available. Blau also stressed that careers were the results of two-way decisions. The individual chose the occupation, but on being hired, the occupation also chose him. Another major emphasis of Blau's work was the influence of social background on the career aspirations and attainments of individuals. Jepsen and Dilley (1974) also emphasised the influence of external situation on vocational decision making. However, such career decision making theories have been criticized as being somewhat narrow in concept and failing to view the choice of occupation in the context of a whole life setting (Jones & Jung, 1979; Levinson et al., 1978; Super, 1980).

In an attempt to explain career choice Mitchell, Jones and Krumboltz (1979) presented the social learning principles of career decision making. Based on the work of Bandura (1974, 1977), their approach not only incorporated the interplay of economic, sociological and psychological factors, but also allowed for the investigation of cause and effect. They proposed that career decisions were made as a
result of a lifetime's learning. Internal and external reinforcement provided both motivation and information which affected past and future experiences.

The propositions set out by Krumboltz (1979) were used by Spokane and Herzog-Spokane (1981) to test the relationship between occupational information and career choice. They investigated the effects of positive words and images and of modeling through the presentation of slide-tape portrayals of jobs in medical technology. They found that positive words and images increased preferences for the jobs, whereas the reinforcement or modeling condition had no effect.

Foreman's (1980) review of the work of Mitchell et al. (1979) welcomed it as the first new theoretical approach to career decision making to appear for some time. However, he regretted that it did not consider the learning conditions which may be related to career change. The present study attempts to address this issue. In accordance with Osipow's (1982) observation, career decisions made at the age of 18 years are no longer considered a "one-time-only" choice.

2.3 Facilitators and Barriers to Career Change

Career change is influenced by a range of factors which may facilitate or impede the situation. Louis (1980) identified certain communalities which exist with every such
change such as coping with the differences experienced in the move from one job to another. The differences were classified as changes, contrasts and surprises. Success in dealing with the changes was closely related to the amount of advance information the worker had been able to acquire.

Vaitenas and Weiner (1977) studied mid-career changers in business-managerial occupations. Using instruments such as the Emotional Stability Scale (Gordon, 1963) and Rotter Incomplete Sentences Blank (Rotter & Rafferty, 1950), they compared groups of young and older career changers to controls. The age used as a dividing point was 35 years. No important age differences emerged, but the career changers were characterized by emotional maladjustment and fear of failure. The participants were taking part in a career counselling program and had taken active steps towards entering a new career. As career change is recognized as a stressful situation (Dohrenwend & Dohrenwend 1978), it appears somewhat superfluous to measure emotional stability at this time and find signs of emotional stress. The measurement of many aspects of personality is being widely criticised as validity of the instruments is in question (Fiske, 1974; Mischel, 1977; Sechrest, 1979). The barriers to career change need to be identified in more concrete terms, as do the facilitators.
A life transition such as career change would seem more likely to be successful when personal support is available. However, as Waters and Goodman (1981) pointed out, the need for support can increase just as sources of support become less accessible. Super (1980) cited the example of relocation, removing a worker and dependents from family and friends, thus increasing stress of job change. Nevertheless, it was the existence of support, particularly from the worker's spouse, which was acknowledged as the main facilitator in the career change process (Bloland & Selby, 1980; Neapolitan, 1980; Waters & Goodman, 1981).

A second factor which eased career change was the presence of sufficient financial resources (Hiestand, 1971; Thomas, 1980). Hiestand's study of people over 35 years of age who entered graduate school, indicated that availability of financial aid was an important influence on their return to school. The business executives in Thomas's research appeared to be on a more firm financial base. There was little need for extra financial support during the transition period and 60% of wives of the executives had remained working inside the home. Further facilitators to the career change of Hiestand's students were availability of suitable programs and successful admission to the universities. These findings are particularly relevant to the present study as the tradesmen could only become teachers after being accepted into the appropriate
university program. Personal needs of the individual were also found to assist in the career change process. Over 75% of the business executives reported that they believed it was important for them to find more meaningful work. This strong personal conviction helped them through the transition.

Barriers to career change would appear at first to be the obverse of facilitators. Indeed, lack of sufficient financial or personal support, need for further education, and presence of dependents were possible deterrents. However, such barriers were not necessarily accepted as such by successful career changers. Thomas (1980) found that almost 75% of the executives had dependent children. In the large survey by Arbeiter (1978), 60% of adults in career transition were prepared to acquire the necessary further education. However, career changers in the Krantz study (1977) believed that responsibilities were an excuse, not a reason for lack of mobility.

Barriers to adult career change at a different income level were discussed by Fredrickson, Macy and Vickers (1978). Their sample of clients from a regional learning service were mostly women and/or from low income groups. The problems of these clients in attempting to change their career included lack of self confidence, lack of motivation to take re-training programs and desire for instant success and prestige. Such psychological barriers were very effective in preventing career transition.
On a professional rather than personal level, Osherson (1980) identified four main challenges in the career change situation. These were separation from the attachments of previous occupation, changes in pacing and time structure of the day, changes in social and financial status, and the need to develop new skills and abilities.

Neapolitan (1980), summarising the effects of barriers to career change, noted that obstacles lay in the eye of the beholder. Successful changers believed that obstacles would be surmounted, financial stress would be temporary and the security of their previous position could be given up. They thought of themselves as being in control of their environment and tended both to maximise opportunities and to depreciate problems. It was not the barriers per se that prevented career change, but how those barriers were perceived. This was the key difference between changers and non-changers.

2.4 Patterns of Career Change

In his examination of career change, Byrne (1975) found one particular aspect to be so constant that it was described as a socioeconomic law: mobility decreased as age increased. G. Gottfredson (1977) examined this phenomenon, studying both men and women between the ages of 21 to 25
years and 61 to 65 years. Between 1965 and 1970, 32.7% of the younger men and 54.9% of the younger women had remained in the same job. However, 77.3% of older men and 78.2% of older women had not moved. Although workers under 35 years made up less than 40% of people employed in 1972, they accounted for 70% of all job changes in that year (Byrne, 1975). Mobility rates were also found to be higher among single (17.0%) rather than married (7.8%) workers. Byrne's examination of educational level of career changers showed that people with eight years of schooling or less had the lowest mobility rate. This was the group with the highest average age. As a contrast, those with four years of college or more had the second lowest mobility rate. They appeared to have found work with which they were reasonably content. The highest rate of job change was held by people with one to three years of college education. After an attempt at higher education, these people were, to use Super's (1957) term, floundering from one occupation to another. A profile of the person most likely to be occupationally mobile would indicate someone who was male, under 25, single and a college drop-out.

A longitudinal study of work histories is currently being carried out by the Career Pattern Study (e.g. Phillips, 1982; Super & Hall, 1978). Under the leadership of Donald Super, this study began in 1951. Data were gathered from boys aged 13 to 15 years. Further data were
gathered in 1958, 1962, and 1973. It was discovered that around 75% of the men had begun to find career paths for themselves by the age of 25 years. However, the other 25% were continuing to drift aimlessly between jobs. The data to be collected during the 1980s will report on career stages of the men when they are at or near mid-life. This should yield interesting information on the career transition of men in their maturity. The study by Thomas (1980) of men who changed careers in mid-life indicated that 89% hoped to remain in their new occupation or one very similar. If this intent is confirmed by the Career Pattern Study, it may be that such career change does not indicate a mid-life return to floundering, but a transition from one stability to another. Rather than regression to youthful behaviour, mid-life career transition could be interpreted as reassessing maturity from a different perspective.

Wilensky (1966) believed that orderly career patterns were unusual in middle class American society. He identified six career patterns. Apart from very few people (3%) who held only one job for their complete career, workers made 'horizontal' or 'vertical' progression with varying degrees of orderliness. Horizontal occupations were related within the same occupational stratum, for example carpenter's apprentice, journeyman and foreman. Jobs in vertical progression cut across occupational strata. The work pattern was described as 'orderly' according to the
degree in to which skills and experience of one occupation were applicable to the next. There was also progression through a hierarchy of prestige. However, Wilensky suggested that only 30% of workers had career histories of which half or more developed in an orderly fashion. He described 13% as having an orderly horizontal progression and 17% as having orderly vertical progression. The largest group were 33% borderline orderly vertical progression, where more than one fifth but less than one half of the work history was described as orderly. These figures would indicate that the lack of career change rather than its presence would be surprising in the study of occupations.

Summary

Research into career change indicated that such transition was frequently accompanied by other life changes, particularly in personal relationships (Krantz, 1977; Levinson, 1978; Osherson, 1980; Thomas, 1980). Rationale for the career change appeared to be a balance of needs. In different circumstances the motivation either to leave an old occupation or to enter a new one was dominant (Hiestand, 1971; Krantz, 1977; Thomas, 1977, 1980). The position of second career teachers along this continuum is not known. Other aspects of career change which have been studied include income change, in both directions (Arbieter et al.,
Theories of career change have been developed using first career choices. There is little theoretical underpinning to the increasing information on second careers. Hall (1976) divided vocational choice theories into "matching" and "process". Theories relating occupational choice to self concept (Super, 1957) or personality type congruency (Holland, 1966, 1973) may have some relevance to second careers. But if so, they have failed to explain successfully the first career selection. Career choice investigation based on social learning principles (Mitchell, Jones, & Krumboltz, 1981) may help to account for late entry careers. Further research was urged by the authors, particularly with certain target groups, including adult career changers.

Facilitators and barriers to the career change process were found to be related. In particular, the presence of family and financial support was noted as helping to ease the career transition (Thomas, 1980; Waters & Goodman, 1981). Although general social support was helpful, the key person in a supportive role was the spouse of the worker (Bloland & Selby, 1980; Neapolitan, 1980). Lack of personal and financial support hindered the change process. Further aids to career transition were the availability of appropriate retraining programs (Hiestand,
1971), an active search for more meaningful work (Thomas, 1980), and personal conviction that the career change would succeed (Krantz, 1977; Neapolitan, 1980). As the career transition of participants in the present study was already underway, past research on career change facilitators was particularly relevant.

Career mobility was most frequent in younger workers (G. Gottfredson, 1977), especially in those who had dropped out of college (Byrne, 1975). Patterns of work history developed by Wilensky (1966) indicated that job mobility, if not complete career change, was widespread. The discovery of career patterns held by participants in the present study will lend further information on this aspect of career change.
CHAPTER THREE

METHODOLOGY

3.1 Participants in the Study

A group of 37 participants was interviewed for the study. They were the total number of male students enrolled in the Sponsored Program of the Industrial Education Division, Department of Curriculum and Instructional Studies at the University of British Columbia. This program is described in Appendix A. The respondents comprised the complete population of tradesmen in British Columbia who were training to become teachers of Industrial Education in the academic year 1981-82. As required by the program, each of the men interviewed had training and experience in a trade before deciding to become teachers. Together they represented 17 different occupations. Ages of participants ranged from 24 to 54 years with a mean of 30.8 years. A summary description of participants is presented in Appendix B.

3.2 Development of Research Instrument

The research instrument used in this study was a semi-structured interview schedule consisting of 83 items. Data were collected by the face to face interview method as it was deemed most appropriate for the research objectives.
With only 37 potential respondents, a high participation rate was considered essential. The interview procedure also ensured that the participants understood and answered every item. It was possible for the researcher, who did all the interviewing, to probe responses in order to gain specific information and to expand where appropriate. As many of the items were open-ended, interview format encouraged full and explicit responses. This led to a richness in the quality of the data which would have been unobtainable in a written questionnaire. The research instrument was developed in seven main steps. These steps are described below.

**Step One - Discussion with Key Informant**

Before developing an initial interview schedule, the researcher had two unstructured interviews with a key informant. These conversations enabled the researcher to obtain an impression of the program, its expectations, daily routine, time demands, pressures of work, effects on family and personal life and other relevant factors. The informant had recently completed the Industrial Education Sponsored Program. He was recommended by a university instructor as being both perceptive and articulate. Each conversation was approximately one hour in length. After these interviews, an initial set of items was constructed incorporating the information received (see Appendix C).
Step Two - Pilot Study One

A preliminary pilot study was carried out using the initial interview schedule. In the spring of 1981, five students from the Industrial Education Sponsored Program were contacted. These students were recommended by faculty members. Three interviews took place at the Faculty of Education building, University of British Columbia, and two at the Department of Industrial Education in Burnaby. After each interview participants were invited to comment on the questions and the interview. Two main changes were made as a result of these comments. First was the inclusion of items that were more direct, such as "Why do you want to be a teacher?" and "What is it about teaching that makes it a good job for you?". The second change was an increased number of questions about the spouse of the participants. Four of the five men interviewed noted the importance of their wives on their career decision making. The new items investigated the wives' occupations, educational level and attitude towards the career change of participants.

Step Three - Inclusion of Social Learning Principles and Item Selection

Four main areas of investigation were included. Each was based on a positive proposition which applied social learning theory to career decision making (Mitchell, Jones &
A more focused approach to the research was added through the use of orienting statements and research questions. Each research question examined a narrow topic which was investigated through a set of items on an interview schedule. Only items directly related to the main area of investigation through both research questions and propositions were selected for inclusion in the final version of the interview schedule. This selection process is illustrated in Figure 1.

![Diagram of item selection process](image)

**Figure 1: Process of item selection.**

The number of items used for each area of investigation was as follows:
1. Did the factors identified by the social learning principles of career decision assist in explaining the preference of teaching as a second career choice? (31 items)

2. What factors facilitated or impeded the career change process? (12 items)

3. Did the experiences and expectations of the participants indicate a stable or unstable career pattern? (19 items)

4. Did the socio-demographic backgrounds of participants indicate that entry into teaching would provide upward social mobility? (23 items)

The above total number of items is 85 rather than 83 as was actually used in the schedule. This results from item 1 being used for areas of investigation 1 and 4, and item 19 being used in areas of investigation 1 and 2. Areas of investigation, with related propositions or orienting statements, research questions and schedule items, are presented in Appendix D.

Compilation of the proposed final schedule involved elimination of twelve items from the initial list. They were discarded as being either redundant or irrelevant to the propositions. The eliminated items are presented in Appendix E.
Step Four - Arrangement of Items

Items were arranged in logical order, beginning with past experience of participants and going on to their future plans. Threatening questions, those which may have elicited untruthful responses (Bradburn & Sudman, 1979), were placed towards the end of the schedule. These included items on socio-demographic backgrounds of participants. Administration of the instrument involved reading of items in consecutive order without need for the researcher to refer back to previous pages or responses.

Step Five - Development of Code Book

A preliminary coding system was developed for the Interview schedule. With the exception of four items discussed below, the researcher devised a priori categories for the responses. For closed items, numerical codes reflected a forced choice made from a range of options. For example, Item 24, "How much do you think the students learned in the Industrial Education classes? Please select a letter from this card.\", was accompanied by a card which gave a five point range from (A) Very much to (E) Very little. The equivalent coding ranged from 5 to 1. A five point range was selected as it gave adequate opportunity for diverse responses, yet avoided responses from the small population being spread too thinly.
Open ended items were coded in accordance with logical grouping and/or as indicated by past research. Thus, Item 19, "Have you ever done any teaching, coaching or tutoring?", had response categories grouped under "Individual teaching" and "Group teaching". "Group teaching" included such categories as 14 Sports coaching and 15 Summer camps, while responses for Individual Teaching included 21 Apprentice training and 22 Tutoring. Item 54, "When you were thinking of changing jobs was there anything that made the move difficult for you?", anticipated responses which could be coded, for example, as Family Factors, Financial Factors, or Relocation. Categories 9, 19, 29, 39, were provided for "other" responses. Unused options before the 9 were left open for use if needed later.

The four items without prearranged codes were all related to occupations. These items dealt with the past employment of the participant and the occupation of the participant's wife and father.

During Pilot Study Two, it became apparent that some further options were required. For instance, items on educational level of participant, parents or spouse, needed categories allowing for Graduate degree and Don't know.

Practice coding by the researcher took place using the responses given by the participants in Pilot Study Two. Apart from the changes indicated above, no difficulties arose. When the coding system was examined by the
Validation Panel (see below) a few additional categories were suggested. The final version of the codebook is presented in Appendix F.

**Step Six - Pilot Study Two**

A second pilot study was held using the proposed final version of the interview schedule. The purpose of the pilot study was to ensure clarity of items and provide a checking mechanism for the codebook. Six students enrolled in the Sponsored Program in the Industrial Education Division took part. The researcher was introduced to the participants by a student who had taken part in Pilot Study One. They readily volunteered to assist in the study, even independently requesting inclusion.

Interviews were held in the researcher's office at the Faculty of Education, University of British Columbia and took a mean of 19 minutes to complete. There was a time range of 15 to 22 minutes. With the prior knowledge and consent of participants all interviews were tape-recorded. Answers were fluent and clear. All participants reported that tape-recording the interview had presented little or no threat and that once the interview was underway they had forgotten about the recording process. There were no objections to any of the items as being difficult to understand or personally offensive.
In order to check for the presence of potentially threatening items the "gatekeeper" technique advocated by Bradburn and Sudman (1979) was used. Participants were asked if they believed other people would feel uncomfortable answering any of the questions. None of the participants believed this would occur. The inclusion of threatening items in the interview schedule was therefore assumed to be at a minimum level.

No major changes to the schedule were considered necessary by either participants or researcher. Minor adjustments to wording of items were made after discussion or on the decision of the researcher. For example, in order to identify previous occupations of participants more clearly, Question 1, "What did you do before entering the Industrial Education program?", was given a probe, "Were you a foreman, supervisor, anything like that?". Item 57 was changed from, "Where do you hope to be in your career in five years time?", to "What do you hope to be doing in your career in five years time?". A few additional coding categories were required. These were previously discussed in Step Five - Development of Code Book.

Step Seven - Validation of the Instrument

In order to validate the research instrument a panel of experts was requested to examine the interview schedule.
The panel members expressed a keen interest in the study and a willingness to take part in the validation process. Each member received two versions of the schedule. One version had items arranged consecutively as for interviewing. On the second version, items were arranged under propositions and research questions, with the proposed coding system included.

The validation panel consisted of five people knowledgeable in the field of Industrial Education. Two were involved in career programs at the government level and two were members of academic departments responsible for Industrial Education programs. The fifth member was Head of Department of Industrial Education in a secondary school. At one time he had been a student in the program.

Each member of the panel stated that he believed the interview schedule was a valid research instrument which would elicit the information it set out to collect. Some suggestions for further items and coding categories were made. As a result of these suggestions the following five items were added to the interview schedule.

18. Have you had any teacher training of any kind?
29. How well do you think the Industrial Education teachers got along with the rest of the staff? Please select a letter from this card. (A: Very well - E: Very badly).
34. What about the people you worked with? (Following Item 34, "How do your close friends feel about your going into teaching?")

71. What grade were you in when you left secondary school for the first time?

72. Have you had any informal schooling such as inplant training, upgrading classes, anything like that?

Upon conclusion of these seven stages, the research instrument was considered ready for use. The final version of the interview schedule consisted of 83 items, 55 of which were closed-ended and 28 were open-ended. The schedule is presented in Appendix G.

3.3 Collection of Data

When participants in the study arrived for the start of the academic year, they each received a letter from the Head of the Industrial Education Division (see Appendix H). This letter informed them of the existence of the research project, its goals and timeline. The researcher contacted participants by telephone and personally requested their cooperation. All of the students contacted agreed to take part in the study.
A convenient time was arranged and individual interviews took place. Students were interviewed singly in a private room at the Industrial Education Division, Faculty of Education, University of British Columbia. They read and signed the Participant Consent Form (see Appendix I). Interviews were tape-recorded with all recordings being anonymous. Length of the interviews ranged from 11 to 27 minutes, with a mode of 15 minutes. No participant refused to answer any question and none stopped the interview.

As the interviews progressed a sample of the tapes was checked against the interview schedule by two members of the Faculty of Education, University of British Columbia. The researcher was found to be adhering to correct research procedures.

3.4 Coding and Analysis of Data

Data were coded in accordance with the constructed codebook (see Appendix F). All coding was done by the researcher. Reliability of coding procedure was checked by four doctoral students in the Faculty of Education at the University of British Columbia who each re-coded one tape. After each group of 12 tapes had been coded one tape was randomly chosen to be checked. When the coding was completed one other tape was randomly selected. In all, four tapes or approximately 11% of the total were checked.
Each of the four tapes presented 137 different opportunities for error, for a total of 548 opportunities. The recoding indicated eight direct coding errors, or 1.46%, on the part of the researcher. There were also eight instances of differences in interpretation of responses. After discussion of these items, it was agreed that interpretation by the researcher was the more appropriate. There were also 7 instances of differences in gauging whether responses had been "very" or "quite" positive or negative. Again, as the researcher knew the participants personally and could better assess the nuances of their responses the categories of the researcher were used. The responses were examined using selected descriptive statistics. Computer programs provided in the Statistical Package for the Social Sciences (Nie, 1975) were used.
CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter provides results and discussion related to each of the four areas of investigation. These areas were: application of social learning principles to career change, facilitators and barriers to career change, career histories and expectations of participants, and their sociodemographic backgrounds.

The present study used a descriptive approach to examine a population of career changers entering teaching. This population has not been the subject of previous research. Comparisons with past research about first career teachers and/or career changers in other fields are presented. Discussion of results is preceded by relevant research questions.

4.1 Area of Investigation 1: Did the propositions applying social learning principles to career decision making assist in explaining the choice of teaching as a second career?

4.1.1 Proposition A:

An individual is more likely to express preference for a course of study, an occupation, or the tasks and consequences of a field of work if that individual has been
positively reinforced for engaging in activities s/he has learned are associated with the successful performance of that course, occupation, or field of work. (Krumboltz, 1979, p.39)

Research Question 1: Have the participants received praise for their behaviour in an instructional situation?

Research Question 2: Have the participants experienced a feeling of pleasure associated with their behaviour in an instructional situation?

In order to establish whether or not the participants had any instructional experience, inquiry was made into activities such as teacher, tutor or sports coach (Item 19). Of the 37 participants, three said they had no teaching-related experience of any kind. The experiences of the 34 (91.9%) other participants are summarised in Table 1. There were more than twice as many responses of group teaching (46) than there were of teaching on a one-to-one basis (19). The most common experiences were working with youth groups (14 responses) and summer camps (9 responses). There were six participants who already had direct experience of classroom teaching before entering the program.
Table 1
Instructional Experiences of Participants

<table>
<thead>
<tr>
<th>Group</th>
<th>No.(^1) Reported</th>
<th>%(^2)</th>
<th>Individual</th>
<th>No. Reported</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School teaching</td>
<td>6</td>
<td>16.2</td>
<td>Apprentice</td>
<td>8</td>
<td>21.6</td>
</tr>
<tr>
<td>Night school</td>
<td>4</td>
<td>10.8</td>
<td>Tutoring</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Armed forces</td>
<td>3</td>
<td>8.1</td>
<td>Social work</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Sports coaching</td>
<td>6</td>
<td>18.2</td>
<td>Sports coaching</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Summer camp</td>
<td>9</td>
<td>25.3</td>
<td>Other</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Youth group</td>
<td>14</td>
<td>37.8</td>
<td>None</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>10.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>3</td>
<td>8.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td></td>
<td><strong>19</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Participants could give more than one response.
\(^2\) Percentages in all tables are given as percent of 37 (total number of participants).
\(^3\) Total numbers are provided only when \(N\) is other than 37.

When asked to describe the type of feedback they had been given for their teaching activities, only one reported that he had received negative comments. A total of 25 (67.6\%) participants said they had received positive feedback. This came mainly from superiors (16 responses). There was also praise from pupils, peers, spouses and friends. Eight participants could not remember any comments about their teaching.

When asked for their reactions to the teaching experiences (Item 20) none of the participants expressed a negative response. Very positive responses were given by 26
(70.3%) of the men and the remaining eight (21.6%) were quite positive. A more direct question about their feelings about teaching (Item 21) elicited very positive comments from 24 (64.9%) men, and quite positive comments from seven (18.9%). The degree of positivity assessed by the researcher was based on participants' vocabulary, tone, and expression of feelings towards teaching. Three men reported both positive and negative feelings about their teaching experiences.

The majority of participants who experienced teaching before entering the program had gained considerable pleasure from it. They had also received praise for their performance. These findings would therefore tend to support Proposition A.

Asked to assess their earlier teaching-related activities, participant responses ranged from a succinct "Fine", or "I enjoyed it" to a direct connection between their prior experience and their presence in the teacher education program:

It was part of the motivation for me coming here. (automotive mechanic)

Great. That's what sort of made me decide that's what I want to do. (electronics technician)
Although previous experience with youth may not necessarily be associated with classroom teaching (Schalock, 1979), it is quite likely that it acts as a filter system. Individuals who have found working with young people and/or the instructional role to be unsatisfying, unmotivating, or actively unpleasant are unlikely to consider teaching as a new career.

Lortie (1975) suggested that late entrants to teaching can often use their prior education and experiences in a teaching role. In the present study, currently held industrial skills would be relevantly used in the classroom. However, the possession of prerequisite skills and education may not be enough to justify acceptance into a teacher education program. Reasons for application would be more concrete if past experiences included group contact with young people. If a late entry teacher has not chosen to spend some time in an instructional role with children or adolescents, their perception of teaching may be somewhat unrealistic.

There were three men enrolled in the program who, along with their positive comments, expressed some negative feeling about their earlier teaching-related situations. The negative feelings were far outweighed by their positive experiences. However, they were able to identify transient aspects of their instructional role which had been unpleasant to some degree. One man had felt rather nervous
when starting to instruct naval personnel and a second had experienced some discipline problems in a summer camp. The third student had already taught in a private school for six years. He reported that each spring the institutional restrictions of school became irritating and he felt overly structured in his work. In spite of the nature of these reactions, each of the three men had enjoyed their previous experiences and were looking forward to being instructors again.

The intrinsic rewards experienced by participants tended to be supported by positive feedback, received mainly from superiors and pupils. One man reported that while previously enrolled in an elementary teacher education program, he had received some negative comments on classroom discipline and lesson preparation. However, almost 70% of participants remembered comments that were positive.

Reports from the participants on prior teaching-related experiences tend to lend support to the proposition put forward by Mitchell, Jones and Krumboltz (1979). Not only had the men already tried teaching but they had enjoyed it. For each of them participation in an instructional role had been rewarding. There were no participants who recalled teaching as an unpleasant task. The men who did remember some negative aspects of their work had not been deterred by such experiences.
4.1.2 Proposition B

An individual is more likely to express a preference for a course of study, an occupation, or the tasks and consequences of a field of work if that individual has observed a valued model being reinforced for engaging in activities s/he has learned are associated with the successful performance of that course, occupation or field of work. (Krumboltz, 1979, p.39)

Research Question 3: In Industrial Education classes have the participants observed student behaviours which are recognized as rewarding to teachers?

It was established that 31 (83.8%) of the participants had taken Industrial Education in school and were therefore in a position to observe Industrial Education classes and teachers (Item 23). Their observations are presented in Table 2 which summarizes responses to six items on the Interview Schedule (Items 24-29).

The results indicated that participants tended to be members of Industrial Education classes where projects were completed, there was appropriate behaviour, and students learned their material. A high productivity level in students and an ability to maintain reasonable class
Table 2
Observations Made by Participants in Industrial Education Classes

<table>
<thead>
<tr>
<th>Observation</th>
<th>Positive</th>
<th>Non-committal</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount learned by students</td>
<td>17</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Completion of projects</td>
<td>26</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Discipline in class</td>
<td>11</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Relations with I.E. teacher</td>
<td>28</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Closer to I.E. teacher</td>
<td>20</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>I.E./other staff relations</td>
<td>12</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Not relevant</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>59</td>
<td>25</td>
</tr>
</tbody>
</table>

1 Percentages are based on N=37

discipline are accepted as two aspects of teaching which result in satisfaction for the teacher (Lortie, 1975). The most notable aspect of the Industrial Education classes was the close relationship between student and teacher. Of the 31 men who had taken Industrial Education, 28 (90.3% of group) responded to the item "How well did the students get along with the Industrial Ed. teacher?'(Item 27) with either 'Well' or 'Very well'. When asked to compare the relationship between pupils and the Industrial Education teacher to that with other teachers (Item 28), 20 men (64.5% of group) said they believed pupils were closer to the Industrial Education teacher.
Most participants reported that they were not able to comment on the relationship between Industrial Education teachers and other members of staff (Item 29). However, they tended to believe there had been a cordial atmosphere among the academic and non-academic staff members.

The teachers of Industrial Education therefore appear to have been receiving not only professional rewards but also the more personal reward of regard and friendship of their students. In observing this situation the participants would therefore have seen Industrial Education teachers being reinforced for their performance in the classroom. To take on such a role would be to receive similar benefits. Such widespread observation of valued role models directly related to the participants' choice of career would tend to add credence to the importance of role models as put forward in Proposition B.
4.1.3 Proposition C

An individual is more likely to express a preference for a course of study, an occupation, or the tasks and consequences of a field of work if that person has been consistently positively reinforced by a valued person who models and/or advocates engaging in that course, occupation or field of work. (Krumboltz, 1979, p.40)

Research Question 4: Have the participants known a teacher who was a source of positive reinforcement?

Research Question 5: Do the participants have friends and/or family members who support their choice of teaching as an occupation?

In order to answer these questions it was assumed that family and friends were sources of positive reinforcement. Therefore, both teachers who filled these roles, and well-liked teachers by whom the participants had been taught were both considered appropriate for investigation. Table 3 indicates the subject areas taught by such teachers.
Table 3

Teachers Liked by Participants

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>No. Reported</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Education</td>
<td>12</td>
<td>32.4</td>
</tr>
<tr>
<td>English</td>
<td>10</td>
<td>27.0</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
<td>27.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>Physical Education</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Elementary School</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>61</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note. Participants could choose more than one teacher.

1 Percentages are based on N=37

A total of 33 (88.1%) participants identified teachers whom they liked. Industrial Education teachers were nominated by the largest group of 12 (32.5%) participants. However, English teachers and Science teachers were each mentioned 10 times. There was, therefore, no clear indication that Industrial Education teachers could be considered as sources of reinforcement any more than teachers of these other subjects.

It was apparent that the majority of participants remembered one or more teachers with particular affection. The men were moving back into an environment where they had already received psychological rewards. This supports earlier observations (Evans, 1952; Lortie, 1975) that people...
most likely to consider teaching as a career were those who had enjoyed their own school experience.

Three men did not recall a teacher whom they had particularly liked. However, one of these had generally liked his teachers but did not have what he described as a "hero". The other two men were atypical of the group in a more widespread manner. Not only were they unable to identify teachers who were past sources of reinforcement, but they had no current friends who were teachers and had no teachers in their close family. Neither of them had discussed their decision with friends or workmates. One man found his parents non-committal towards his career change and his wife supportive. Although there was no further source of support, his past teaching of pre-apprentices and apprentices had been rewarding. He had also reared a family of six children, now all away from home. The other participant had no parents, wife or further support. He reported that people to whom he had mentioned his plans were quite negative in their attitude to teaching. He could recall no teaching-related experience or work with young children. Neither of these men appeared to have a circle of supportive relationships. For these participants there was no teacher who was recognized as a source of positive reinforcement. They could name no teachers in the role of instructor, family member, or friend, who may have influenced their decision. The situation of these two men
was, however, in decided contrast to the majority of participants.

It was apparent that even before entering the program the participants tended to move in a world of teachers. There were 29 men, almost 80%, who had teachers as close friends. Six (16.2%) men had wives or girlfriends who were practising or student teachers. Lortie (1975) commented that the sheer size of the teaching profession acted as a recruitment factor. He believed the finding that one third of his sample had close relatives who were also teachers very probably underestimated the reality of the situation. In the present study, 22 (59.5%) men had family members who were teachers and eight (21.6%) came from families where at least one parent was a teacher. One man admitted, somewhat ruefully, that his mother, father and both older sisters were all teachers. To him, his entry into the profession appeared to have an aura of inevitability about it. One of the two participants whose fathers were teachers of Industrial Education recognized the influence this had on his decision:

As I said, my dad's a teacher, a shop teacher, and I grew up, I was in his shop all the time....I've always wanted to be a teacher. I guess I've seen my dad, I grew up with [teaching]. My
dad's a teacher and that's been a big source of input I guess. (automotive mechanic)

The theme of professional continuity within the family was illustrated by the support given to eight participants who had teaching parents. Although one mother, a teacher near retirement, was described as having "mixed feelings", the other seven men received warm approval for their decision.

Lortie explained continuation of the teaching profession within the family as, in part, a restatement of the familial value system. However, teaching parents would act as models for their children. In social learning terms, such models would act as sources of positive reinforcement. As Morrison and McIntyre (1969) possibly understated, the presence of a teacher in the family may create a predisposition to teach.

Friends and workmates of the participants were considered to be potential support groups for their career change. The reported opinions of these groups on the participants' decision to enter teaching are presented in Table 4.
Table 4

Reported Opinions of Friends, Workmates, Parents and Wives on Career Change of Participants

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Friends</th>
<th>Workmates</th>
<th>Parents</th>
<th>Wives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Very positive</td>
<td>14</td>
<td>10</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>37.8</td>
<td>27.0</td>
<td>37.8</td>
<td>43.2</td>
</tr>
<tr>
<td>Quite positive</td>
<td>12</td>
<td>12</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>32.4</td>
<td>32.4</td>
<td>37.8</td>
<td>21.6</td>
</tr>
<tr>
<td>Quite negative</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5.4</td>
<td>10.8</td>
<td>5.4</td>
<td>0</td>
</tr>
<tr>
<td>Very negative</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>8.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Non-committal</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>16.2</td>
<td>16.2</td>
<td>8.1</td>
<td>2.7</td>
</tr>
<tr>
<td>Don't know</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>8.1</td>
<td>5.4</td>
<td>2.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Not told</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>0.0</td>
<td>2.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Not relevant</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>0.0</td>
<td>5.4</td>
<td>32.4</td>
</tr>
</tbody>
</table>

1 N=37

It appeared that few of the men had made their career change decision in isolation. The prospect of a career transition had often been discussed both at home and in the workplace. Only two men had not told friends or workmates of their plans. A third man reported that, although he did not know what his friends thought, his workmates were very much in favour of his move. People who had worked with participants tended to support their career change, although there had been some negative comment. It seemed that staying in the trade was often less attractive than getting out:

The thing is, I was doing something about getting out and they all basically felt the same way. (welder fitter)
The older fellows....seem to understand more than the fellows my age ....I could see that some of them are thinking that this guy is going to get out before it becomes too much of a drudgery. (painter)

In reporting the opinions of their friends 26 (70.3%) men indicated that they had support groups who were in favour of their entry into teaching. The occasional rather negative remarks of friends were sometimes tinged with reluctant admiration. The report of one man in this situation bears a close similarity to a comment by Krantz (1977). In discussing the reaction of friends to the decision made by men who moved to a countercultural existence in Santa Fe, Krantz wrote:

Such a choice was seen by the radical career changers' friends as crazy, as "something having gotten into their heads". But there was also an ambivalence in some of their friends' reactions, a touch of envy often guardedly stated as "sometimes I wish I could do what you're doing". (p. 174)
The participant's comment reiterated the two themes of bewilderment and envy:

Some of them think I'm crazy. And some, you get this thing about "What are you doing now - I'm going to school - You're still going to school?"...Some of them don't understand it. I think there's a little bit of envy there because some of them are unhappy with what they're doing. (painter)

By deciding to leave their earlier occupations, participants were taking a risk. It would seem that this step was attractive to others who were perhaps more cautious. When faced with the successful move of participants, feelings of resentment and envy were aroused.

Three men received somewhat cautious support from friends who had one thing in common, they were all teachers with many years experience. These older teachers were reported as having mixed feelings about the participants' entry to the profession. One man reported his friend, a school principal, as having the following attitude:
He wasn't critical, but he was very objective...as to making sure I knew of all the things that go on in schools, not just sort of breezing through and thinking everything should have been all right. (cabinet maker)

None of the men had been deterred by the restrained approach of these experienced teachers. Friends who were apparently younger teachers tended to be more enthusiastic and openly supportive of the career change. They appeared to welcome participants into their own field. The response of one man illustrates the typical contrasting reaction of younger friends:

Since half of them [close friends], better than half of them are teachers, they all think its great. (welder fabricator)

Although no direct question about the opinions of teacher friends was asked, opinions of friends in general brought spontaneous reporting of opinions of teachers. Criticism or reserved approval was reported only from older teachers who had spent many years in the profession. Their ongoing experience left little room for illusion or naivete.
They appeared disenchanted. Whether this was due to their age, their years of experience, or a combination of both is not known. Their attitude was a reflection of the older tradesmen. Where the tradesmen seemed to believe it was better to leave, the older teachers had reservations about entering. It may perhaps be of interest to determine if this somewhat less than positive attitude is common among older teachers. If it is found to exist, irrespective of the number of years they have spent in the profession, it could be important for hiring policy with respect to late-entry teachers. To employ teachers whose enthusiasm will be restrained after only limited years of work may do an injustice to the student body. On the other hand, the existence of a body of mature, enriching teachers who retain their enthusiastic "beginners" approach well into their later years, may decidedly benefit the school community. Further investigation into the attitudes of teachers at varying ages and stages of their career may be warranted.

In entering teaching, the participants were making a change in their lives which would affect, directly or indirectly, the lives of those around them. Although only two men were actually resident in their parents' home while attending the program, with one exception parents were well aware of their sons' career goals. Not only was it clear that parents approved of teaching, but entry into the profession occasionally seemed to fulfill a long term ambition they had held for the participant:
They think it's really special. They really think it's something. (welder fabricator)

They think it's really, really fabulous that I'm doing it. (sheet metal worker)

My mother always wanted me to be a teacher [laughter]. There's some deep psychological thing there. She's always wanted me to be a teacher. (mechanic)

It's their dream. It's their dream. (automotive mechanic)

The wish for their son to become a teacher may spring from the recognition that entry into teaching would result in upward social movement. There would be a move away from blue-collar work into a position of increased social standing. One of the men quoted above highlighted this aspect of his parents approval:
But they again are very working class and think that to be a teacher is to be ultra smart or something. So they are really pleased. (sheet metal worker)

However, irrespective of their occupations and backgrounds parents gave widespread support to the career change of participants. Only two men reported their parents as being mildly critical. The parents of one man were reported as saying they did not believe the change to be "necessary". However, the other participant was the son of a school custodian who had spent many years in close contact with members of the teaching profession. His opinion of teachers was somewhat negative. It seemed he was not wholly in favour of his son's decision.

Within the support system which assisted participants one group of people appeared particularly influential. It was evident that wives and companions of participants were not only providing support during the training program, but had often been influential in the decision to enter.

My wife has been the most supportive. She more or less forced it on me. Pushed me towards it, pushed me through it and right now she's still keeping me. (carpenter)
She's thrilled to bits. (boatbuilder)

She's thinks it's great. (machinist)

She encouraged me to do it. She thinks it's great. (welder fabricator)

She's the one who pushed me mainly to get into it. (carpenter)

There was an ongoing flow of encouragement for the men. Entry into the program appeared to entail a family commitment. There was an atmosphere of support, working together, mutual effort leading to mutual benefit. A very high level of support was indicated. All of the married participants, with one exception, reported positive attitudes for their wives. The theme of approval and support recurred throughout the interviews. Only one man reported his wife as not overly enthusiastic, "She seems to feel that what I do is entirely up to me". In this family it was the teenage children who were particularly supportive of the participant's decision.
Karp and Yoels (1982) pointed out that career decisions can often affect other life decisions. This was well-illustrated by a participant who explained his relations with two women in the context of his career change. He cited the first as a source of criticism:

An ex-girlfriend. And that's one of the reasons she's an ex-girlfriend. She thought the idea was fine, that's very nice, but financially it wasn't a good idea, and timewise it was a terrible idea as far as she was concerned. (painter)

The relationship with his current companion was one in which teaching was viewed as a desirable goal. His plans to enter the program were then met with a greater degree of congruency and underlying support:

One reason we got together is because I was going to go into teaching. We met and she...was doing her first year teaching. So that was one of the things we had in common. (painter)
Participants in the program tended to be in regular contact with teachers and other adults who approved of their entry into the profession. Bandura (1974) indicated that people tend to choose associates with similar "standards of conduct". He believed this gave social support to an individual's own personal reinforcement. People who approve of one's behaviours are selected as members of a support system. In the present study the importance of such a system was readily acknowledged by participants. Approval of their professional goals was sometimes a criterion for inclusion in the system. It was clear that decisions on career change had been made in conjunction with opinions and support of people who filled the role of significant others. Sarason's (1977) comment was found to be particularly apt:

The experience of career choice has rarely been independent of love relationships. If we have thought otherwise, it is because of what we wanted or were told to believe, as well as of those internal and external constraints which have made men less than candid and researchers more than naive. (p. 159)
When asked to name sources of support other than parents or wives, participants mentioned other family members, including siblings and in-laws, and friends (Item 38). Each group was named by 16 (43.2%) men. Two final sources of support were a faculty member and The Lord. There were 13 participants who did not name any source of support beyond parents and wives.

It was possible that a person who could be thought of as a potential source of positive reinforcement had reacted negatively to participants’ entry into teaching. The men were therefore asked if they could think of anyone important to them who had criticised their decision (Item 39). The majority of participants, 26 (70.3%) could not think of anyone who had been critical of their decision. The few negative comments came in almost equivalent proportion from friends, 4 (10.8%), and family members, 5 (13.5%).

The participants tended to have a support group of teachers either as friends (78.4%), or family (59.5%). These teachers were sources of positive reinforcement. Only three of the men did not identify any teacher they had especially liked at school. The other 33 (89.2%) were entering a profession in which positive role models were readily identified. A further source of positive reinforcement, parents and wives, was found to be strongly in favour of the career change into teaching. The presence of such a active support group tends to sustain the ideas put forward in Proposition C.
4.1.4 Proposition D

An individual is more likely to express a preference for a course of study, an occupation, or the tasks and consequences in a field of work if that individual has been exposed to positive words and images associated with that course, occupation, field of work or the activities related to it. (Krumboltz, 1979, p.40)

Research Question 6: Have the participants watched a film or television program which has portrayed a positive image of the role of school teacher?

Research Question 7: Have the participants read a book which portrayed a positive image of teachers or teaching as an occupation?

There were 23 (62.2%) participants who were able to recall a film or television program about schools or teaching (Item 40). Only five recalled scenes in an Industrial Education class where more direct modelling of
Industrial Education teaching would have taken place. The impressions of teaching and teachers obtained from the films or programs are summarised in Table 5.

Table 5
Impressions of Teachers and Teaching Obtained From Film/Program and Book

<table>
<thead>
<tr>
<th>Impressions</th>
<th>Film/Program</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>5</td>
<td>13.5</td>
</tr>
<tr>
<td>Non-committal</td>
<td>12</td>
<td>32.4</td>
</tr>
<tr>
<td>Negative</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Both pos. and neg.</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>Non-committal</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>Negative</td>
<td>5</td>
<td>13.5</td>
</tr>
<tr>
<td>Both pos. and neg.</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Not Relevant</td>
<td>14</td>
<td>37.8</td>
</tr>
</tbody>
</table>

Almost half of the viewers (12 men) indicated that teaching as an occupation had not been portrayed in either a memorably positive or negative light. However, the personality of the teacher in the film or program was remembered more clearly. There were 9 (24.3%) accounts of teachers who had been perceived as having positive qualities such as warmth, patience, supportiveness, or effectiveness.
However, the next largest group, six (16.2%), were again non-committal reports on the teacher-image portrayed.

A total of 15 (40.5%) men indicated that they had read a book related to teaching (Items 45-49). There were four participants who believed the book had portrayed the teaching profession in a positive light. However, impressions of teachers presented in the books were not strongly positive or negative. Although the positive images, five, outnumbered the negative, two, unclear impressions predominate. Of the 15 readers, seven (46.7% of readers), had no definite opinion of the personality of the teachers. This may be the result of an interference effect over time or perhaps of the lack of dramatic impact possessed by such films or books.

When asked if the book had affected their decision to become teachers, 11 (73.3% of readers) said this had not happened. The other four men (26.7% of readers) believed they had been influenced by the books. One of these men had read a positive portrayal of a teacher and a second had read a positive portrayal of teaching as a career. However, a third participant reported a negative impression of teaching and was non-committal about the teacher. The fourth man received negative impressions of both teaching and the teacher. Thus, negative as well as positive images appear to have influenced career decisions made by these participants.
There was some indication that exposure to the media tended to confirm a decision that was already being considered. One man recalled seeing a Canadian University Service Overseas (CUSO) film and stated that it had a "positive influence". However, his exposure to that film was at a meeting for people interested in the work of CUSO and the possibility of teaching overseas. Another man reported that a book "strengthened my commitment to try to do my best for my students". The wife of one participant was already enrolled in a teacher education program. He started to read her text books and found both these and a film affected his evolving career decision:

[Books] I think they must have [affected my decision]... my interest in methods they use to teach and the psychological aspects of it. I was really interested in those books. They swayed me. They interested me anyway.

[Film] Yes it did [influence my decision]. Well the reason I paid attention to it was that I was already considering being a teacher. (welder fabricator)
Not all media exposure acknowledged as influential had provided a positive image. One man remarked that a book had affected his decision because after reading it he thought he could do a better job of teaching than that which had been portrayed. It is perhaps worth noting that of the seven men who recognized media influence, four of them were reacting to negative portrayals. The image presented was one which they believed to be reprehensible. Such negative images may have been remembered because they went against existing opinions of how good teaching should be done. On the other hand, some positive images were remembered when they lent support to an already evolving career change decision. In these cases the media influence reinforced, rather than altered, opinion.

Although they had decided to enter the teaching profession less than half the men (15) had done any deliberate reading on the topic. Somewhat more than half (23) could recall a film on teaching or teachers. This lack of quest for information is of interest when such a major decision was being made. However, in western society almost everyone has first hand knowledge of at least one view of teaching. The participants tended to rely on their own school experiences and those of their support groups to provide enough information on which to select a future career.
From the present study there was little information to lend support to the media model as put forward by Krumboltz (1979). However, widespread exposure to teaching through personal experience, the influence of teaching friends, and media portrayals make it difficult to differentiate between conscious and unconscious influences. Seven (18.9%) men reported that their decision had been affected by media exposure. However, rather than receiving a positive image, four of these men reported negative portrayals of teachers or teaching. They were, therefore, responding to negative rather than positive models. The other participants may have wished to appear more self directed and not easily swayed by a book or film. They acknowledged little if any impact that media exposure had on their career change decision.

Summary of Results

Four propositions that applied social learning principles to career decision making were investigated. Three of the four were lent support by the findings of the present study. The following trends were established. Participants were found to have already experienced at least one instructional situation. They had found the teaching role to be intrinsically rewarding and had often received extrinsic rewards from students and others.
As students themselves, the men had observed Industrial Education teachers at work in rewarding environments where projects were completed and order maintained. Teachers were readily identified as positive role models and advocates of entry into the profession. However, older teachers appeared to offer a more restrained level of support. Other people who were both sources of reinforcement and advocates of teaching as a career choice included friends, workmates and family members. In particular, wives and companions of participants were major sources of support.

The present study failed to find confirmation of the final proposition involving the effect of words or images related to teaching. Of the seven (18.9%) men who acknowledged such influence, four reported exposure to negative images. They had counter-identified with the image presented. However, within the context of contemporary society it would be difficult to live totally free of media presentation of the teaching profession. Therefore, for the purposes of the present research it was not possible to investigate a precise impact of words and images associated with teaching.
4.2 Area of Investigation 2: What factors facilitated or impeded the career change process?

Orienting Statement

In changing careers there exist certain factors which aid or hinder the transition process (Louis, 1980).

Research Question 8: What factors are recognized as major barriers in the career change from tradesman to teacher?

Research Question 9: What factors are recognized as major facilitators in the career change from tradesman to teacher?

Research Question 10: How do financial factors affect the career change from tradesman to teacher?

Research Question 11: How do family-related factors affect the career change from tradesman to teacher?

Previous research on career change (e.g., Bloland & Selby, 1980; Hiestand, 1971; Waters & Goodman, 1981) noted the effect that family and financial factors had upon career change decision making. For the purposes of the present study it was, therefore, decided to explore these aspects in particular depth.
4.2.1 Barriers to Career Change

By gaining entry into the program the participants had successfully completed a major step in their career plans. Any barriers which might have prevented this entry had obviously been overcome. However, the men were asked to identify factors which might have blocked or made problematic their change of occupation (Items 54 and 56). These factors are presented in Table 6.

Table 6
Major Barriers to Career Change

<table>
<thead>
<tr>
<th>Type</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of finances</td>
<td>8</td>
<td>21.6</td>
</tr>
<tr>
<td>Family emergency</td>
<td>8</td>
<td>21.6</td>
</tr>
<tr>
<td>Lack of family support</td>
<td>5</td>
<td>13.5</td>
</tr>
<tr>
<td>Increased academic demand</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Increased time demand</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Relocation</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Better company offer</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>None</td>
<td>12</td>
<td>32.4</td>
</tr>
</tbody>
</table>

1 More than one barrier could be reported.
2 Percentages are based on N=37

Although their career change was underway, 25 (67.6%) men presented a range of deterrents which might have prevented their shift from tradesman to teacher. Family
related barriers were most frequently mentioned. There were 13 (35.1%) reports that either family emergencies or lack of family support would have interfered with career plans.

Interruption to the lifestyle of the family could be considered a potential barrier to a change of occupation. The participants were asked to consider any changes their families had experienced as a result of their career decisions (Item 51). These changes are indicated in Table 7.

### Table 7
Changes Experienced by Families of Participants

<table>
<thead>
<tr>
<th>Changes</th>
<th>No. Reported</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased finances</td>
<td>11</td>
<td>29.7</td>
</tr>
<tr>
<td>Separation</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>Relocation</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Different job</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>None</td>
<td>12</td>
<td>32.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td></td>
</tr>
</tbody>
</table>

1 Participants could report more than one change.
2 Percentages are based on N=37

The most commonly reported change was decreased income, 11 (29.7%), followed by separation from the participant, 7 (18.9%). There were 12 (32.4%) men who reported being geographically separated from their families.
for some or all of the academic term. This is five more than those who reported separation from family as a change resulting from entry into the program. However, previous occupations may also have entailed geographical separation for these five men. Twelve (32.4%) of the families were described as not having gone through any major changes.

Although separation from the family had not acted as a barrier for all of the participants, the 20 (54.1%) men who lived at home found there was much less time to spend with family members. Enrolment in the program resulted in many hours spent away from home. There was also a new set of psychological demands upon the men, with different stresses. The effect this had on some relationships was well-articulated by one man:

We just don't have as much energy, even as much desire in a lot of ways to be supportive of one another, to spend time listening... Sometimes the farthest thing in your mind is to put up with someone else's beefs. When I was working for instance it was quite easy to listen to my friend's complaints and just hear her day out. Whereas now, my day is so packed full of things I would just as soon tell her to shut up and go
away, or listen to me for a minute. It does cause a lot of problems. You just get so selfish I think. (sheet metal worker)

Deterrents to career change may include anticipated problems associated with the new career. When asked about possible future problems (Item 11) classroom management was mentioned by 16 (43.2%) men.

You feel really unsure at this time if you're able to cope with the classroom situation. (mechanic)

You don't really feel that respect until you prove yourself. (carpenter)

My main problem might be one of discipline in the class with the students (machinist)

It would seem that anticipated problems of beginning teachers hold constant irrespective of age or prior experience. Teacher education programs for mature student teachers cannot assume that older students will necessarily
be confident or feel in control of the classroom situation. Such programs could also perhaps point out some of the realities of the years ahead to such students as appear unable, or unwilling, to do so for themselves.

Insufficient financial support was recognized as a possible deterrent by eight (21.6%) participants. However, on rating the degree of financial stress only 6 (16.2%) men failed to associate financial stress with their career change decision. (Item 5). Further details are given in Table 8.

Table 8
Degree of Financial Stress Experienced During Training Year

<table>
<thead>
<tr>
<th>Stress</th>
<th>No.¹ Reported</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extreme</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>High</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>Moderate</td>
<td>19</td>
<td>51.4</td>
</tr>
<tr>
<td>Slight</td>
<td>5</td>
<td>13.5</td>
</tr>
<tr>
<td>None</td>
<td>6</td>
<td>16.2</td>
</tr>
</tbody>
</table>

¹ N=37

There were 26 (70.3%) men who reported that they were experiencing some degree of financial stress. However, for most men, 19 (51.4%), the stress was moderate.

As the men had been employed for at least five years, though usually much longer, it was of interest to discover what effect their career change would have on their income.
They were, therefore, asked how their income in five years time would compare with their income for the year prior to entry into the program (Item 53). Responses are summarised in Table 9.

Table 9
Salary After Five Years Teaching Compared to Year Prior to Program

<table>
<thead>
<tr>
<th>Salary</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much More</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>Slightly more</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>About the same</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>Slightly less</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>Much less</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Don't know</td>
<td>2</td>
<td>5.4</td>
</tr>
</tbody>
</table>

1 N=37

Nine participants said they would earn much more after five years of teaching than during the previous year. However, only three had spent the previous year working full-time at their trades, and one of them said he was guessing. Of the other six, two had spent the year working part-time and two had attended university. One man had worked as a teacher's aide and the other had been running a small business. Just over half the participants, 19 (51.4%), reported that after five years of teaching, their income would be the same or less than what it had been for the previous year.
Even those participants who anticipated a drop in salary for at least five years had obviously come to terms with the financial demands of the program. However, eight men (21.6%) reported that lack of money would have completely prevented them from changing jobs and would in fact have proved a major obstacle. There were also seven (18.9%) men who identified sufficient financial resources as being an important aid in their decision to change occupations.

The government sponsorship of entrants into the program removed the need for participants to pay their own academic fees which alleviated one possible source of financial pressure. Participants were asked whether they would have applied to the program if they had been required to pay their own fees. The likelihood of this occurring is summarised in Table 10.

There were 11 (29.7%) men who indicated that external financial aid in the form of fee sponsorship was needed for their participation in the program. Government payment of academic fees would, therefore, appear to be a facilitative factor in career change of almost one third of the participants.

There were 12 (32.4%) men who could not identify any factor which might have acted as a deterrent to their entry into the program. Now that they were enrolled, they could
Table 10
Likelihood of Application to Program
Without Government Sponsorship

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>No. ¹ Reported</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very likely</td>
<td>17</td>
<td>45.9</td>
</tr>
<tr>
<td>Fairly likely</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>Fairly unlikely</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>Very unlikely</td>
<td>2</td>
<td>5.4</td>
</tr>
</tbody>
</table>

¹ N=37

not envisage a situation which would have prevented a career change. In answer to another item on projected barriers, 17 (45.9%) men could foresee no problems whatsoever arising from their career change. The shift from tradesman to school teacher was foreseen as completely smooth and trouble free. A group of eight (21.6%) men identified neither past nor future barriers. These men appeared to possess a cognitive consistency which could perhaps be attributed to a lack of imagination or perhaps professional naivete. However, such a result is consistent with Arbeiter (1978) who reported that one third of his career changers experienced or anticipated no difficulties in making their transitions.
4.2.2 Facilitators to Career Change

When asked to identify barriers to their career change, participants were dealing with hypothetical situations. Although the realities of program completion and finding a teacher position were still ahead, by entering the program the major step out of life as a tradesman had already been taken. However, in the selection of facilitators to their career change participants were dealing with readily identifiable factors. Each man recognized at least one facilitator which had helped in his career transition. These are summarised in Table 11.

Table 11
Major Facilitators to Career Change

<table>
<thead>
<tr>
<th>Facilitators</th>
<th>No. ¹ Reported</th>
<th>% ²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support from family</td>
<td>14</td>
<td>37.8</td>
</tr>
<tr>
<td>Personal motivation</td>
<td>12</td>
<td>32.4</td>
</tr>
<tr>
<td>Job dissatisfaction</td>
<td>8</td>
<td>21.6</td>
</tr>
<tr>
<td>Financial security</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>Support from friends</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Being single</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Prior academic experience</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Combination of circumstances</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Reaching age for decisions</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td></td>
</tr>
</tbody>
</table>

¹ More than one facilitator could be reported.
² Percentages are based on N=37
As in the identification of barriers to career change, the main group of facilitators was also related to family influence. The support given by members of their families was considered important by 14 (37.8%) men.

A more direct question on the topic of home attitudes suggested that there was a wide base of support (Item 58). A total of 33 (89.2%) participants reported supportive attitudes at home. These responses indicate that entry into the program was generally accompanied by strong support. Although family members in general were in favour, the men acknowledged how their wives, in particular, had assisted in making the change:

Just having the support from my wife and knowing it was what I wanted to do and it was the best thing for me to do. (sheet metal worker)

I just set my mind to it and my wife was backing me. (electrician)

A supportive wife with the government scholarship. (carpenter)

My wife. (heavy duty mechanic)
The contribution of family members in helping to make the change was in accord with the high levels of social support reported earlier towards the complete career concept (see Table 4). However, not all the men highlighted spousal support and some of the single men believed their singleness had been of decided assistance. They thought the lack of dependents and long term commitment had made their career change much easier than it was for the men who were already married. Nevertheless, the general family approval accorded to plans for second career teaching augurs well for the profession. The degree of support is presented in Table 12.

Table 12
Degree of Home Support for Participants' Entry into Teaching

<table>
<thead>
<tr>
<th>Degree of Support</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td></td>
</tr>
<tr>
<td>Very supportive</td>
<td>30</td>
<td>81.1</td>
</tr>
<tr>
<td>Fairly supportive</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Non-commital</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Fairly unsupportive</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Very unsupportive</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Not relevant</td>
<td>2</td>
<td>5.4</td>
</tr>
</tbody>
</table>

\[N=37\]

Almost one third of the participants (32.4%) reported that their own determination had been a major factor. They had really wanted to change careers and enter the program.
They felt that their strong motivation helped them do whatever was necessary to achieve their goal. This belief that they were doing the right thing was also reflected in the participants' attitudes towards the ongoing career change (Item 12). Positive feelings were reported by all of the participants. However, seven men also expressed some concerns as to the heavy workload, classroom management or need to teach outside their area of expertise. Underlying the positive tone of the responses was a firm statement of belief in their ability to control their own lives. Although other people helped them, they possessed an internal drive which carried them through the transition. This characteristic reflected Hammel and Vardi's (1981) belief that career self-management was affected by an individuals' perception of self-control and ability to bring about change.

Dissatisfaction with working conditions in their previous job was an aid to eight (21.6%) men in their career transition. The desire to leave their job had made it easier for them to move on to something else. Of course if the men had been perfectly content being mechanics, welders or carpenters, for example, there would have been little reason to move on. Although all participants were able to give reasons for leaving previous occupations, only eight (21.6%) men referred to their prior working conditions as incentives to initiate change. These men came from six
different occupations and gave varying explanations of the negative aspects of their earlier work. They cited situations such as lack of prospect for advancement, unpleasant working conditions, and boredom. The desire to withdraw from previous occupations helped them move toward teaching.

Another facilitator was that of having sufficient financial resources to enable the men to spend a year in full-time study. Although essential for all participants, it was identified by seven (18.9%) men as being important. Hiestand (1971) commented that having adequate finances was "critical" for mature students. He pointed out the added difficulty of reducing a standard of living, which for mature students was often higher than for younger people. It would appear that the majority of participants in the present study had been in a financial situation to enter the program without it making a memorable impact on their decision.

Summary of Results

Although facilitators to career change were recognized by all participants, potential barriers were not identified by 12 (32.4%) men. Barriers were necessarily projected as the men had so far successfully entered the program but had not yet applied to begin their teaching career. However, facilitators and barriers were often
related. Support from wives, other family members and friends was quoted as a major facilitator. Lack of such support would have acted as a barrier. The support existed for both the concept of career change and in meeting of immediate demands of the program. Having sufficient funds was essential to successful survival during the time spent without earning. However, only seven (18.9%) participants identified this factor as an active facilitator. Teaching salary in the short-term did not act as a facilitator for just over half the participants. These men reported that their income in the trades was as much as, if not more than, their anticipated salary after five years of teaching. Personal motivation was recognized as an important aid to the career change of almost one third of participants. Unpleasant working conditions of their previous occupations was mentioned as an incentive by eight (21.6%) of the men.

4.3 Area of Investigation 3: Do the experiences and expectations of participants indicate a stable or unstable career pattern?

Orienting Statement

An individual is likely to pursue an average of three careers (Super & Bohm, 1970). If teaching is one of a series of unrelated occupations, an unstable career pattern
may exist. If so, such a pattern would be reflected in career histories and expectations.

**Research Question 12:** Have the participants entered teaching after a sequence of three or more unrelated occupations?

**Research Question 13:** Do the participants view entry into teaching as a temporary or permanent commitment?

**Research Question 14:** Is teaching one of several occupations considered as a career change?

**Research Question 15:** Are the stated reasons for becoming a teacher related to extrinsic rather than intrinsic factors?

In the discussion of this research question, "occupations" are work positions held for at least two years. Those held for shorter periods are termed "filler jobs". Occupations are considered to be related when they involved similar activity based on a similar body of knowledge.

No participant had spent his working life in a series of short term filler jobs. There were 28 (75.7%) men who had changed their work position at some point in their career. Of these, 12 (32.4%) had moved between unrelated occupations. However, eight of these men had spent at least
two years as full-time university students. When the career histories of the participants were examined, five distinct patterns emerged. These career patterns are presented in Table 13.

Table 13
Career Patterns of Participants

<table>
<thead>
<tr>
<th>Type</th>
<th>No. ¹ Reported</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Main occupation only</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>B Main occupation preceded by filler jobs</td>
<td>12</td>
<td>32.4</td>
</tr>
<tr>
<td>C Changes between related occupations</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>D Changes between unrelated occupations</td>
<td>12</td>
<td>32.4</td>
</tr>
<tr>
<td>E Two concurrent main occupations</td>
<td>2</td>
<td>5.4</td>
</tr>
</tbody>
</table>

¹ N=37

The five career patterns relate the work histories of participants to their main occupations. The patterns are elaborated upon below. Numbers in brackets indicate the number of participants conforming to each pattern.

Type A - Main occupation only (9): These men stated that they had held only one occupation since leaving school. They had perhaps changed positions, but it was always within the context of their career as, for example, a carpenter or automotive mechanic.
Type B - Main occupations preceded by filler jobs
(12): Before settling into a trade these participants had worked at a series of short term jobs for periods of up to two years. However, actual time spent in filler jobs was generally between six and twelve months per job. The men had done, for example, construction work, labouring, bartending, truck driving, or ambulance driving. None of these jobs had been considered a main occupation.

Type C - Career changes between related occupations
(2): This pattern indicated a transition between occupations which were related. The jobs involved a similar activity based on a similar body of knowledge. There were two men who fit this pattern. One had been a diving instructor in the Royal Navy and became the owner of a scuba diving business. The other was a teacher of boatbuilding who, through his knowledge of and interest in different types of woods, became a bee keeping instructor. The participant explained that these occupations were closely related. They both demanded thorough knowledge of woods and their properties and detailed expertise in construction with various types of timber. The participant later returned to boatbuilding.
Type D - Career changes between unrelated occupations (12): Some career changes were made between occupations which were unrelated. Examples of such changes were from social worker to carpenter, office manager to racing car driver, elementary school teacher to carpenter, cook to architectural draftsman. Each occupation was held for a minimum of two years. Of the 12 men in this group, eight had also held filler jobs. In their changes between unrelated occupations, nine men had two occupations, one man had three occupations, and two had four and five occupations, respectively.

Type E - Two concurrent occupations (2): There were two participants who stated that they had two main occupations. One was a heavy duty mechanic for a large company who was also a commercial fisherman. The other was a lead hand mechanic who had his own trucking and logging business. Both of these men described themselves as having two jobs.

Although the career histories of participants indicated varied patterns, there was little indication of recurring transition between occupations. As only three (8.1%) participants had held three or more unrelated careers, a stable career pattern was dominant.
In an examination of work history, Wilensky (1966) identified six separate career patterns. They were based on the complete work lives of over 600 men in the United States. Although it was too early in the careers of most participants to determine whether or not they were exactly following Wilensky's patterns, their work lives so far can be usefully viewed from this perspective.

Work histories of participants gave little indication of continual career change. Over half of the men (21, 56.8%) held either varying positions within the same trade or short term filler jobs before spending most of their working life in their main occupation. Both of these categories, noted earlier as Type A and Type B, fall within the pattern of Orderly Horizontal Progression as described by Wilensky (1966). Wilensky suggested that only 13% of the working male population had stable backgrounds where at least half of the work years were arranged in a related hierarchy. However, there may be an age effect which at least partially influences comparisons. Wilensky studied the complete career history of his participants, from first job to retirement, whereas the average age of participants in the present study was 30.8 years. They may not have had time to develop "disorderliness" in their careers.

Wilensky suggested that around 17% of men had Orderly Vertical Progression patterns. Here, successive occupations were functionally related but cut across occupational
strata. In the present study two men (5.4%) had such patterns and were included in Type C, Changes between Related Occupations. The majority of participants showed a pattern akin to Orderly Vertical Progression for the first time when they entered the program, becoming teachers of their trade skills. However, although these careers are related by the knowledge base, they do not perform the same function. They, therefore, fall between Wilensky's classifications. Although Wilensky did not note men with more than one concurrent occupation, there were two (5.4%) participants who reported that they had always held two jobs.

The pattern Wilensky described as Disorderly Vertical Progression showed a lifetime of occupations that were neither functionally nor hierarchically related. Wilensky suggested around 29% of male workers portrayed this pattern. There were 12 (32.4%) men in the program who had held unrelated occupations for periods of two years or more before entering (Type D). However, nine (24.3%) of them had held only two occupations. For the purposes of the present study, they, therefore, did not meet the criterion for an unstable career history, which was set at three or more unrelated occupations before entering teacher education.

There were three participants who held three or more unrelated occupations for a period of at least two years. One had been a construction labourer, cook and architectural
draftsman. Another had four separate careers. When he decided to become a teacher, he was the owner and principal mechanic of an auto-repair shop. Before that he worked as a carpenter, a social worker and completed a Bachelor of Science degree in Business Administration. He had also spent a year overseas with the Peace Corps. The other career changer had been a mechanic and a heavy duty mechanic, a lumber mill worker, an office manager, a racing car driver and a university student of mechanical engineering. The work histories of these men were nevertheless atypical of the group as a whole. The majority of the men (21, 56.8%) had held only one full time occupation over the last five years. This is congruent with Abreiter's (1978) report that people in the process of changing careers were not necessarily repeating a recurring event. He found 42% of the career changers had held one job for the previous five years and only 5% had had four or more.

As Type D participants fell into two distinct categories, nine with two occupations and three with considerably more, Type B was the single most cohesive career pattern. There were 12 (32.4%) men who held a main occupation preceded by short-term filler jobs. There was a variety of work reported as filler jobs, usually in labouring, construction or service industries. However, nine (24.3%) men indicated that such work had included
helping positions which brought them in contact with young people or adults with special needs. They had worked with alcoholics, retarded adults, juvenile delinquents, or children from abusive homes. There were also participants who had led outdoor education camps, assisted social workers and taught junior high school. Two of these men then became teachers, one at the college level, the other at a private elementary school. A third man had been a teacher's aide in an alternative school for juvenile delinquents.

In Holland's (1966, 1973) classification of careers, trades are classified as Realistic occupations. The type of worked described above is in the Social grouping. Teaching is also a Social occupation. As well as these full time occupations, it is worth noting that over 90% of participants had already been instructors as part-time or leisure time activities. The move towards full time teaching of Industrial Education would appear to suggest that the men were orienting their lives towards a course that was already present. Although Holland placed teachers in the Social grouping, he classified Industrial Arts teachers as Realistic, using the same code as for welders and electricians. Nevertheless, the past work experiences of several participants in the present study would suggest that they may fit quite appropriately into a Social classification. That is, in some ways the participants may be already more like teachers than they are like tradesmen.
Further investigation into Holland's personality types might be of value in pursuing this issue.

In looking at stages of career development, Pietrofesa and Splete (1975) divided an individual's work history into 10 stages. Participants in the present study were mainly at stages VII and VIII. Stage VII lasted from around age 18 to 30+ years. During this time there was a tendency to occupational mobility where men tried several jobs. Holding filler jobs, as well as changing main occupations was often consistent with this stage. Levinson (1978) considered life stages as opposed to purely career stages. From about the age of 28 years, men moved out of the stable, though exploratory, stage of Entering the Adult World. They entered a period of change, Age Thirty Transition, which lasted until around 33 years. There were 21 (56.8%) men aged between 25 and 30 years. This cluster of men under 30 years concurs with Levinson's suggestion that at this time men rethink life structures they have built at an earlier age. Earlier choices are found to have limitations and mistakes. There is now an opportunity to "create a life structure that will be viable in the world and suitable for the self" (p.72).

The participants were asked about their career aspirations over a period of five and then ten years. Only one man said he did not think he would be teaching after five years. He was looking for five years employment after
which he would retire and do volunteer work. This man was 52 years old and had spent 27 years in the Royal Navy. A further two men planned to be out of teaching in ten years. One wanted to start his own business, the other intended to become a psychologist. The man who hoped to become a psychologist had been a journeyman welder-fitter for five years with filler jobs before that. Only the potential businessman had a history of career change. He had spent two and a half years working as a teacher's aide/woodwork instructor in an alternate school for juvenile delinquents. Prior to that he had one year in business and one at university. It appeared that even plans to leave teaching were not necessarily an indication of a background of career change.

Apart from these men, participants had entered the program with the intention of maintaining a career within the teaching profession. Their anticipated career related goals over these time periods are summarised in Table 14.

The relevant items in the interview schedule asked, "What do you hope to be doing in your career in five/ten years time?" (Items 60, 61). The open ended nature of this question resulted in participant selection of nature and choice of goal. As would be expected, plans for the five year span were more clear than those for ten years ahead. The majority of participants (30, 81.1%) expected to be still teaching Industrial Education, although often in a
Table 14
Career Related Goals of Participants

<table>
<thead>
<tr>
<th>Career Goals</th>
<th>After 5 years</th>
<th>After 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N¹</td>
<td>%²</td>
</tr>
<tr>
<td>Teacher (Ind. Educ.)</td>
<td>30 81.1</td>
<td>19 51.4</td>
</tr>
<tr>
<td>Teacher (other)</td>
<td>3 8.1</td>
<td>1 2.7</td>
</tr>
<tr>
<td>Administration</td>
<td>3 8.1</td>
<td>7 18.9</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>2 5.4</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>1 2.7</td>
<td>7 18.9</td>
</tr>
<tr>
<td>Teach overseas</td>
<td>3 8.1</td>
<td>1 2.7</td>
</tr>
<tr>
<td>Out of teaching</td>
<td>1 2.7</td>
<td>2 5.4</td>
</tr>
<tr>
<td>Don't know</td>
<td>1 2.7</td>
<td>5 13.5</td>
</tr>
</tbody>
</table>

Total 44 42

¹ Participants could report more than one goal.
² Percentages are based on N=37

specialised field. Other teaching areas considered were special education, career programs and general science. There was little anticipation of moving into school administration (3, 8.1%) or of completing university degrees (3, 8.1%) within five years. However, after 10 years the number of anticipated graduate degrees rose to a total of eight (21.6%) and the expectant administrators increased to ten (27.0%). Two of the men who wanted graduate degrees mentioned the possibility of teaching at the tertiary level, one in a community college and the other in the program in which he was now a student. There were 34 (91.9%) participants who expected to be still teaching in 10 years time.
The attitude of participants appeared to differ considerably from that found by Lortie (1975). His comment, "Most men reject teaching as an ultimate goal; they see teaching as a means towards another end - as an interim engagement" (p.86), was not applicable. The men sometimes proposed using the flexibility within teaching, moving to other subject areas, going into administration or travelling overseas, but they intended to commit themselves to their new careers. There was little indication of plans for further career mobility.

Thomas (1980) also found that a high proportion of career changers went into their new work with anticipated stability. This was the expressed plan of 89% of his mid-life men in career transition. L. Gottfredson (1981) pointed out that just asking people what job they wanted was as accurate a forcaster of their future occupations as any occupational inventory. This comment was based on research done with young people. It would be of interest to discover how accurate are the expressed occupational forecasts of career changers.

When a new career is being considered there may be a move towards one particular occupation or several jobs may seem attractive. Decisions must then be made as to which job will be chosen. But entry into a career is decided upon from two directions. The applicant selects from available jobs and those who are hiring select from available
applicants. In the present study this two-way decision had provisionally been made, at least for entry into the training program. However, there may be a difference in quality of commitment between men who considered only teaching and those who entered teaching as a second or third choice. The participants were asked if they had thought of going into other lines of work besides teaching. Their answers are summarised in Table 15.

Table 15
Second Career Interests

<table>
<thead>
<tr>
<th>Second Career</th>
<th>No.²</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching only</td>
<td>16</td>
<td>43.2</td>
</tr>
<tr>
<td>Business</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>Social work</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Anthropology</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Architecture</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Accounting</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Construction supt.</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Engineering</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Industrial sales</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Police force</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Prosthetics manufacture</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Stockbroking</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>No firm decision</td>
<td>2</td>
<td>5.4</td>
</tr>
</tbody>
</table>

² N=37

There were 16 (43.2%) participants who entered the program having considered only teaching as a future career. Although two men did not express interest in particular
fields, 19 (51.4%) participants identified other occupations which they considered. The range of commitment extended from serious consideration to actually being offered, but refusing, positions. This range is presented in Table 16.

Of the 19 men who considered other work, 13 (35.1%) went beyond the stage of merely thinking or making general inquiries about another occupation. The five men who received information had each contacted companies, schools and/or professionals in the field. Their reasons for going no further towards these occupations tended to be related to the length of training required. Formal application to other careers had been made by two men, but they had not been successful. The four who had some training in fields other than teaching had each taken college or university courses. In two cases these courses had been taken concurrently with full time employment. None of these men completed requirements for entry into other professions. The two participants who had been offered positions turned them down in favour of entering the program.

Alternative careers considered by participants were for the most part in the white-collar category. Few had considered entering other trades as replacements for their current position. The decision to apply to teaching rather than architecture or engineering, for example, may have been affected by the entry requirements or length of training.
Table 16
Degree of Commitment to Occupations Other Than Teaching

<table>
<thead>
<tr>
<th>Commitment</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consdered entry</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received information</td>
<td>5</td>
<td>13.5</td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prosthetics manufacture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stockbroking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entered application</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police force</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received training</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered position</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Construction supt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial sales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not relevant</td>
<td>18</td>
<td>48.6</td>
</tr>
</tbody>
</table>

' N=37

required. The ease of entry into teaching as a profession may lend attractiveness to its selection as a second career route to intra-generational social mobility.
Of the 19 (51.4%) participants who had considered occupations other than teaching in their career change decision, only one planned on leaving the profession within ten years. This was the potential police officer. He anticipated studying for both bachelor's and master's degrees and becoming a psychologist. In making a career change into teaching, alternative occupations were considered by slightly more than one-half of the respondents. However, having decided upon teaching, a commitment to the profession was made.

Lortie (1975) used the a term from Economics, "alternatives foregone", and suggested that teaching was often a substitute for other career goals, which for various reasons were unobtainable. For men the alternatives were usually in business administration and the professions. Their teaching careers were overshadowed by a sense of financial loss and regret that they had given up these alternative occupations. Lortie went on to discuss the lack of enthusiasm for teaching shown by such men. As models for younger male teachers their effect was not conducive to recruitment. Although 19 (51.4%) participants in the present study had considered other fields, only two (5.4%) indicated that they had chosen teaching because they were not accepted elsewhere.
In their consideration of possible new careers, participants in the present study were divided into two groups. Almost half of them (16, 43.2%) had considered only teaching. Of the rest, a cluster of six men had thought about going into business, two considered social work and 11 others spread individually over a range of occupations. Using Holland's (1960; 1973) classifications it has been suggested that career changers in Realistic occupations, such as tradesmen, usually shift or would like to shift into the Enterprising category, which includes business (Dwight, 1977; G. Gottfredson, 1977). However, this trend was not apparent in the present study. Of the six (16.2%) men who considered business as an alternative, none had gone past the stage of just thinking about it as a possibility. None mentioned contacting business establishments or banks, or even discussing it seriously with friends. All six projected a stable career in teaching over the next ten years. Another participant had actually been offered a position in an Enterprising field, industrial sales. However, he had passed it over in favour of becoming a teacher. There was little evidence from the present study to show that the men were following the usual pattern of career change which had been found in men from trade-based occupations. They were entering a Social rather than Enterprising occupation as a second career choice.
The degree of commitment to teaching did not appear to be lessened by consideration of other careers. There were 19 (51.4%) men who showed varying degrees of interest in other occupations. Of these men, 18 of them anticipated being in the teaching profession for at least ten years. There was little indication of teaching as a temporary position rather less desirable than some other new career.

As another indication of serious commitment to the teaching profession, it appeared relevant to discover if teaching had been an impulsive choice or if it had been considered over some period of time. It is possible that an impulsive decision to enter teaching could be followed by an equally impulsive decision to leave. However, a total of 29 (78.4%) men reported that they had considered teaching as a career at an earlier point of their lives. Entry into the program had not resulted from a sudden decision, but was the outcome of ongoing if spasmodic deliberation. Some of the men (6, 16.2%) had still been at school when they first considered being teachers themselves. To use Ginzberg's (1964) term, by becoming teachers they were were actualizing a "fantasy". However, most of the men (16, 43.2%) had been older and already at work when teaching was first considered. It is worth noting that while working, each of these participants had also been involved in instructional roles. The experience gained in such a role had clearly not acted as a deterrent to teaching. Two of the three men who
had no previous teaching-related experience had also considered teaching before entry into the program. One had delayed entry to gain more trade experience and the other had been working in a province where a program was not available. Reasons for earlier non-entry into the program are summarised in Table 17.

Table 17
Reasons for Earlier Non-entry into Teaching

<table>
<thead>
<tr>
<th>Reasons</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of finances</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>Academic demands of program</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Need for more trade experience</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Too young for program</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Appeal of other work</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Quit elementary education program</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Entered father's trade</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Marital breakup</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Program not available</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Not relevant</td>
<td>8</td>
<td>21.6</td>
</tr>
</tbody>
</table>

'N=37

Lack of sufficient funds was the most commonly reported response and was reported by 9 (24.3%) men. This concurs with the earlier comments by 7 (18.9%) participants that lack of funds would have acted as barrier to their career change. However, some men had also felt either unready to face the amount of studying demanded by the program or too inexperienced to teach their trade to others.
Two of the three participants who first considered teaching when they were at school had succumbed to peer pressure and on graduation had entered the work force. They were now attempting to reach a goal which had earlier been put aside.

In order to become a teacher, it was necessary for participants to make a decision which was to have a wide-spread impact upon their lives. It was found that although the decision had sometimes been considered for a number of years it was often precipitated by a particular event. This finding supported the concept of "marker events" (Levinson, 1978) or "critical incidents" (Krantz, 1977). These specific moments of decision making were embedded in an extensive period when the change was deliberated. Six (16.2%) participants considered application intermittently over a period of five years or more. A further 13 (35.1%) had first thought of it between two and five years prior to entry. For participants there was a general state of dissatisfaction with occupations. However, for some of the men particular events stimulated application to the program. As Levinson noted, such events could last for several days or could be traced to a very specific occasion:

One Sunday night with my room-mate, after drinking too much tequila and getting up in the morning and not feeling so well - I remember it
distinctly. It was an October morning, pouring rain, really gruesomely awful, feeling pretty hungover. I got up in the morning. I looked outside. A non-pay week. And I looked and I thought, Oh my God, it's awful. Only ten more months to go and I get two weeks off. And I thought, "No, I think it's time I went back to school."

(electronics technician)

Well, January is my slow time and I got to do a lot of thinking and soul searching. I took a little trip around the province and looked at where do we go next. If we're not happy at exactly what we're doing now there must be something better. And I decided to make the commitment.

(greenhouse owner/operator)

Boat building is quite competitive ....

Two years ago at the Boat Show they found that 45 Vancouver companies were no longer in business after two years. And I heard that piece of information and it started to make me think.

(boatbuilder)
Almost half of the participants (17, 45.9%) were able to pinpoint the event which focused their feelings of discontent into action. In a career change decision a state of "career discontent" exists. The onset of new information upsets the equilibrium to such an extent that the worker is forced to make a decision. The decision could be to remain in the present occupation, unsatisfactory as it is. However, other possibilities exist including entry to a new career. Eventually this may evolve into another state of career discontent. In turn, such a state may be jolted by new information necessitating further decision making. This process is illustrated in Figure 2 below.

Figure 2: Model of career change decision process.
The case of the boatbuilder quoted above can be used to demonstrate application of this model. He was generally aware of the competitive nature of the boatbuilding business and the insecure nature of his position. However, it was the information that several companies had been forced to close down that finally spurred him into action (see Figure 3).

![Diagram showing career change of participant, boatbuilder.](image)

**Figure 3:** Career change of participant, boatbuilder.

Before participants entered the program, they had been engaged in full-time work which they decided to leave. It was, therefore, what it was they had found unsatisfactory in their previous occupations. Details of these factors are presented in Table 18.
Table 18
Reasons for Leaving Previous Occupations

<table>
<thead>
<tr>
<th>Reasons</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intrinsic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self concept incongruency</td>
<td>13</td>
<td>35.1</td>
</tr>
<tr>
<td>Lack of job satisfaction</td>
<td>5</td>
<td>13.5</td>
</tr>
<tr>
<td>Lack of challenge</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Want time with family</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>23</td>
<td></td>
</tr>
<tr>
<td><strong>Extrinsic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor working conditions</td>
<td>15</td>
<td>40.5</td>
</tr>
<tr>
<td>Lack of career opportunities</td>
<td>8</td>
<td>21.6</td>
</tr>
<tr>
<td>Age/health</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Lack of contact with people</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Lack of job stability</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

| 1 Participants could give more than one response. |
| 2 Percentages are based on N=37 |

The most frequently mentioned exit factor was unpleasant working conditions which was reported by 15 (40.5%) of the participants. They were tired of being wet, cold and dirty. Although there was an overall emphasis on extrinsic influences which led to quitting prior occupations, the second most frequently mentioned exit factor was intrinsic in nature and related to self-concept. There were 13 (35.1%) men who said they could not see
themselves spending the rest of their lives in their previous work. They believed they were capable of something else, something which they felt to be a more appropriate occupation. However, the actual number of men, 12 (32.4%), who gave exclusively extrinsic reasons was the same as those who offered solely intrinsic reasons. An almost equivalent group, 11 (29.7%), gave both types of responses. It would appear that although extrinsic reasons were more readily identified in explaining the career transition, intrinsic reasons also played a large part in moving out of one career into another. This inclusion of intrinsic dissatisfaction supports the findings of Altimus and Tersine (1973). However, with participants in the present study such dissatisfaction did not just exist but was in part responsible for the career change. The men were not merely discontented with the physical conditions of their work, but also felt dissatisfied with the personal rewards they were receiving. Although two participants reported that they had just been laid off work at the time of decision making, careers had not been changed because of lack of employment. All of the participants had been employed prior to entry into the program.

A decision to change occupations implies examination of occupational values. Participants were asked to identify aspects of work which they believed to be important. They were also asked to anticipate occupational gains which would
result from their entry into teaching (Items 9 and 10).
Summaries of responses are given in Table 19.

Table 19
Occupational Values and Gains Achieved
by Entry into Teaching

<table>
<thead>
<tr>
<th>Values/ Gains</th>
<th>Values No. 1</th>
<th>% 2</th>
<th>Gains No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reported</td>
<td></td>
<td>Reported</td>
<td></td>
</tr>
<tr>
<td><strong>Intrinsic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>20</td>
<td>54.1</td>
<td>17</td>
<td>45.9</td>
</tr>
<tr>
<td>Challenge</td>
<td>10</td>
<td>27.0</td>
<td>5</td>
<td>13.5</td>
</tr>
<tr>
<td>Match self concept</td>
<td>4</td>
<td>10.8</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>Be with youth</td>
<td>4</td>
<td>10.8</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>New outlook</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Self knowledge</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>39</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td><strong>Extrinsic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career opportunity</td>
<td>4</td>
<td>10.8</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Job stability</td>
<td>5</td>
<td>13.5</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Working conditions</td>
<td>4</td>
<td>10.8</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Financial security</td>
<td>2</td>
<td>5.4</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Opportunity to learn</td>
<td>3</td>
<td>8.1</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Change of environment</td>
<td>1</td>
<td>2.7</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>New lifestyle</td>
<td>1</td>
<td>2.7</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Pass on knowledge</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Prestige</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>19</td>
<td></td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

1 Participants could give more than one response.
2 Percentages are based on N=37

Responses indicated that in both values and gains, intrinsic factors were mentioned approximately twice as
often as extrinsic. In general there is parallelism between the work values expressed and the anticipated gains to be obtained by becoming teachers. This congruency augurs well for satisfaction and stability once the men enter teaching. In only two cases was there disparity. The need for a job to be challenging was mentioned by 10 (27.0%) men, although only 5 (13.5%) anticipated that teaching would bring a challenge.

The second divergence in responses was in the acquisition of a new outlook on life which would result from becoming a teacher. No participant considered that to be an occupational value, but four (10.8%) recognized that it might occur once they entered the teaching profession. To have described this change as a gain indicates that the outlook of teachers was desirable. This suggests that teachers were viewed as a reference group by participants.

Reasons for selection of teaching as a new career were centred around two items. The first asked 'What is it about teaching that makes it a good job for you?' (Item 15). The second was even more direct. 'Why do you want to be a teacher?' (Item 62). The latter question in particular tended to result in some hesitation before answers were given. There were a few comments such as "I suppose that's the hardest question you've asked me" or "It's a simple question, but it's a difficult one". After consideration, two men decided that they didn't really know why they wanted
to be teachers. One said that he didn't particularly want to be, but he supposed it could be fun. Apart from these three, participants tended to give multiple reasons for their decision. Reasons for entry into teaching are presented in Table 20.

In his work on first careers teachers Lortie (1975) reported that the reasons most frequently given for entry into the profession reflected an 'interpersonal theme'. The teachers wanted to work with other people, especially young people. He found 34% of teachers gave reasons of this type. A second important consideration was being able to offer a service considered to be worthwhile and important. This service theme was indicated by 23% of secondary teachers and 35% overall.

Reasons given by participants in the present study provided an interesting comparison with Lortie's (1975) findings. The primary reason for entering teaching was also to be with young people but only one man (2.7%) gave a reason which could be classified as reflecting a service theme. His reply was the only one which indicated that to become a teacher would be to provide a valuable service:

Well, I think it's a respectable profession. It's something that needs doing. It's good to help with education. (painter)
Table 20

Reasons for Selection of Teaching as a Career

<table>
<thead>
<tr>
<th>Item 15</th>
<th>Item 62</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
</tr>
<tr>
<td></td>
<td>Reported</td>
</tr>
<tr>
<td>Intrinsic</td>
<td></td>
</tr>
<tr>
<td>Be with youth</td>
<td>20 54.0</td>
</tr>
<tr>
<td>Match self concept</td>
<td>8 21.6</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>3 8.1</td>
</tr>
<tr>
<td>Work with hands</td>
<td>5 13.5</td>
</tr>
<tr>
<td>Challenge</td>
<td>2 5.4</td>
</tr>
<tr>
<td>Pass on knowledge</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Combine skill &amp; profession</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Be creative</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Be with family</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Copy father's model</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Have influence</td>
<td>0 0.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>41</strong></td>
</tr>
<tr>
<td>Extrinsic</td>
<td></td>
</tr>
<tr>
<td>Good working conditions</td>
<td>8 21.6</td>
</tr>
<tr>
<td>Job stability</td>
<td>1 2.7</td>
</tr>
<tr>
<td>Flexibility</td>
<td>4 10.8</td>
</tr>
<tr>
<td>Career opportunity</td>
<td>1 2.7</td>
</tr>
<tr>
<td>Financial security</td>
<td>1 2.7</td>
</tr>
<tr>
<td>Respect</td>
<td>1 2.7</td>
</tr>
<tr>
<td>Opportunity to learn</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Prestige</td>
<td>0 0.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>Don't know</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Does not want to be teacher</td>
<td>1 2.7</td>
</tr>
</tbody>
</table>

1 Participants could give more than one response.
2 Percentages are based on N=37
The other men seemed to ignore the concept of teaching as a vehicle to provide a service. They were perhaps more pragmatic in their motivations than first career teachers. Their goals were practical and self-fulfilling rather than altruistic.

Reasons given for becoming teachers often reflected the self-concepts of participants and also the knowledge of what gave them a feeling of satisfaction:

I like kids. I think I could teach them something. I'm good at it. I like to tell people things, I like to instruct. (carpenter)

I like instructing, I always have. I like talking, particularly to young people and passing things on to them. I enjoy that. I get a certain amount of satisfaction from it. (marine engineer)

Mostly because I think my personality is very conducive to allowing kids to grow. I know enough about myself and about kids and about manual skills that can help kids find a career, find a goal, find something to do with their time other than be self-destructive. (sheet metal worker)
It was apparent that the prior experiences with young people had confirmed participants' perception of themselves as effective instructors.

A further theme identified by Lortie was time compatibility. This was recognized by 8 (21.6%) men. They highlighted the long holidays as an opportunity to be with their families. This was a higher proportion than Lortie's 14.4% and may be related to the fact that 10 (27.0%) participants already had children when they decided to become teachers. They were aware of the lack of time spent with their children while in past occupations.

Four (10.8%) men mentioned material benefits, money, security and prestige. This is higher than the 6% reported by Lortie and reflects the pragmatic perspective of the career decision. As there was little mention of teaching being a worthy occupation the present findings were partially incongruent with reasons for career choice as given by first career teachers (Lortie, 1975; Haubruch, 1960; Ryans, 1960; Yamamoto & Davis, 1966).

When compared to previous research into career change (Hiestand, 1971; Krantz, 1977; Thomas, 1979, 1980) the goals of participants are again in partial agreement only. As with earlier findings, the choice of a second career was often not for financial gain, but to meet specific personal goals. However, there was little mention of teaching being
a worthwhile career, intrinsically valuable, worth doing for its own sake and morally preferable to their previous occupations. Although the men sometimes complained about working conditions of their trades, there was no indication that their earlier work was considered trivial or lacking in value. Rather, they believed that what they had learned in the trades was worth passing on to others. Lack of intrinsic value in previous work had earlier been given as a reason for career change, but this did not seem to motivate participants in the present study.

The appeal of teaching for participants appeared to be grounded in both past experience and awareness of present needs. They wanted to be with young people, often reflecting the personal rewards they had experienced earlier. They wanted more time off, an opportunity to share their knowledge and a job which they believed would suit their personality. This self-concept was reflected in the desire to be in an occupation which demands ongoing contact and interaction with other people. The reasons given by participants were self-oriented. The decision to become a teacher reflected an awareness of the needs of the individual rather than the needs of society as a whole. These men were not becoming teachers in order to serve society, but in order to round out their own lives.
As with most adult decisions there was no single reason for their choice. However, teaching was regarded as an occupation which answered many of the needs of these men. One participant articulated his reasons fluently. Although his financial situation was not as secure as most of the men, his answer reflected much of the thinking of the group as a whole:

It's a good trade off. I can have a profession where I'm not a lunch pail, not a basic nine to five, down at the saw mill. I still have my semi-freedom, making a lot of my own decisions, carrying them through, developing programs. I'll have financial security in that I don't have to worry about hustling to make sure you have a pay off on a financial outlay. I like the fact that I've got the summers off...But that's really important, to be with my family. and my Christmases, that's important. But it's also that I enjoy doing it. Everytime I've had Little League baseball...I really enjoyed it. It has been so rewarding. The kids came up at the end of the season and said,
'Wow! That was great. You did a fantastic job. Will you be coaching next year?' You know, that's a big pay off. It's more than dollars and cents. Money is only important when you haven't got any. (greenhouse owner/operator)

Summary of Results

Investigation into the work histories of participants revealed a general pattern of stability. Only three (8.1%) men had held three or more occupations prior to enrolment in the teacher education program. There was little indication that teaching would be considered one of a series of occupations. A high turnover rate was not indicated. Those participants reporting a range of occupations were not typical of the group. However, it is possible that the average age of participants, 30.8 years, may result in a misleading appearance of stability. Career change decision making at this age concurs with an established pattern when earlier decisions are often reconsidered.

The men reported that they intended to remain in the teaching profession, with only three (8.1%) planning to leave within a ten year span. There was little indication of teaching being a secondary choice or selected only because a more attractive goal was unobtainable. This was in contrast to earlier research about male teachers.
Almost 80% of the participants had considered teaching at an earlier time. Final decisions were sometimes precipitated by a readily identifiable marker event. A model of the decision making process was constructed to illustrate the effect of new information on a state of career discontent.

Reasons for leaving earlier occupations were often attributed to unpleasant working conditions. Teaching was reported to be chosen because it met personal specific needs rather than for financial gain. Improved working conditions were acknowledged. The main reason for becoming teachers was given as wanting to be with young people. This was in accord with first career teachers, but was stressed much more by participants. The stated motivation of first career teachers and other career changers, to be of service in a worthwhile occupation, was ignored by all but one participant. However, the absence of financial gain was congruent with much earlier research about career transition.
4.4 Area of Investigation 4: Do the socio-demographic backgrounds of the participants indicate that entry into teaching will provide upward social mobility?

Orienting Statement

Male teachers tend to come from blue collar backgrounds. Entry into teaching will provide an accessible route to the middle class (Schalock, 1979).

Research Question 16: What were the occupations of participants before entering the Industrial Education program?

Research Question 17: What were the educational levels of participants before entering the program?

Research Question 18: What were the occupations of parents of participants?

Research Question 19: What were the educational levels of parents of participants?
Research Question 20: What were the personal and family backgrounds of participants?

4.4.1 Participant Data

In order to better understand the personal contexts in which career change decisions were being made, some socio-demographic information was obtained. The ages of participants ranged from 24 to 54 years, with a mean of 30.8 years. The majority, 26 (70.3%), of the men were 30 years of age or less and only five (13.5%) were 40 years of age or more. A total of 21 (56.8%) men were married, three were living with companions, one was separated and 12 (32.4%) were single. Years of marriage ranged from one to 29, although the majority of married men, 15 (71.4% of married group), had been married five years or less. There were 10 (27.0%) men with children. Ages of the children ranged from under five to over 20 years.

Although, as Lortie (1975) pointed out, there is no single pattern of characteristics which typifies teachers as a group, certain social trends can be identified. One such trend suggests that male teachers come from working class backgrounds and for them teaching presents a route from a blue-collar to a white-collar life style (Schalock, 1979).
Before enrolling in the teacher education program the participants had been employed in one of 17 different occupations. These occupations are listed in Table 21. As

Table 21
Socio-economic Rank of Participant Occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>No. Reported</th>
<th>%</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boatbuilder</td>
<td>2</td>
<td>5.4</td>
<td>II</td>
</tr>
<tr>
<td>Cabinet maker</td>
<td>1</td>
<td>2.7</td>
<td>I</td>
</tr>
<tr>
<td>Carpenter (journeyman)</td>
<td>6</td>
<td>16.2</td>
<td>I</td>
</tr>
<tr>
<td>Carpenter (foreman)</td>
<td>2</td>
<td>5.4</td>
<td>III</td>
</tr>
<tr>
<td>Diving instructor</td>
<td>1</td>
<td>2.7</td>
<td>III</td>
</tr>
<tr>
<td>Draftsman</td>
<td>1</td>
<td>2.7</td>
<td>V</td>
</tr>
<tr>
<td>Electrician</td>
<td>1</td>
<td>2.7</td>
<td>III</td>
</tr>
<tr>
<td>Electrician (foreman)</td>
<td>1</td>
<td>2.7</td>
<td>IV</td>
</tr>
<tr>
<td>Electronics technician</td>
<td>2</td>
<td>5.4</td>
<td>II</td>
</tr>
<tr>
<td>Greenhouse owner/operator</td>
<td>1</td>
<td>2.7</td>
<td>II</td>
</tr>
<tr>
<td>Marine engineer (C.P.O.)</td>
<td>1</td>
<td>2.7</td>
<td>III</td>
</tr>
<tr>
<td>Mechanic (vehicle)</td>
<td>5</td>
<td>13.5</td>
<td>II</td>
</tr>
<tr>
<td>Mechanic (heavy duty)</td>
<td>2</td>
<td>5.4</td>
<td>III</td>
</tr>
<tr>
<td>Machinist</td>
<td>2</td>
<td>5.4</td>
<td>III</td>
</tr>
<tr>
<td>Painter (foreman)</td>
<td>1</td>
<td>2.7</td>
<td>III</td>
</tr>
<tr>
<td>Sheet metal worker</td>
<td>1</td>
<td>2.7</td>
<td>II</td>
</tr>
<tr>
<td>Teacher's aide (woodwork)</td>
<td>1</td>
<td>2.7</td>
<td>IV</td>
</tr>
<tr>
<td>Tool maker</td>
<td>1</td>
<td>2.7</td>
<td>IV</td>
</tr>
<tr>
<td>Welder-fabricator</td>
<td>5</td>
<td>13.5</td>
<td>II</td>
</tr>
</tbody>
</table>

1 Classes ranked on Blishen Scale with Class I low and Class VI high.
2 N=37

a measure of socio-economic level, class rankings on the Blishen Scale (Blishen & McRoberts, 1976) are also indicated. This scale is the accepted index of Canadian socio-economic levels.
The most frequently reported occupation was that of carpenter, with eight members. There were five vehicle mechanics and five welder-fabricators. Three men described themselves as self-employed. They were the cabinet maker and two carpenters. Another five participants owned their own businesses before entering the program. This group included the greenhouse operator, diving instructor, an automotive mechanic and both boatbuilders. Class rankings of occupations on the Blishen Scale ranged from I to V. Class II occurred most frequently, with the occupations of 16 men falling within this category.

Before entering the workforce, it was the occupations of their parents which had indicated the social class ranking of participants. It was, therefore, of interest to discover whether entry into teaching reflected direct upward social mobility or a return to a social class closer to that of their origins. Occupations of fathers of participants with Blishen Scale classes are listed in Table 22.

Fathers of participants had been engaged in a range of 28 occupations representing all six social classes. While Level III (seven occupations) was the most common there was a relatively even distribution for the other five levels.

Comparison between occupation of each father and son indicated that prior to program entry 21 (56.8%) participants were in occupations ranked lower than that of
Table 22

Socio-economic Rank\(^1\) of Occupations of Fathers of Participants

<table>
<thead>
<tr>
<th>Occupation</th>
<th>No.(^2) Reported</th>
<th>%</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boilermaker</td>
<td>1</td>
<td>2.7</td>
<td>III</td>
</tr>
<tr>
<td>Buttermaker</td>
<td>1</td>
<td>2.7</td>
<td>II</td>
</tr>
<tr>
<td>Buyer (wholesale/retail)</td>
<td>1</td>
<td>2.7</td>
<td>IV</td>
</tr>
<tr>
<td>Cabinet maker</td>
<td>1</td>
<td>2.7</td>
<td>I</td>
</tr>
<tr>
<td>Carpenter</td>
<td>1</td>
<td>2.7</td>
<td>I</td>
</tr>
<tr>
<td>Commissioned officer (R.A.F.)</td>
<td>1</td>
<td>2.7</td>
<td>V</td>
</tr>
<tr>
<td>Diamond driller</td>
<td>1</td>
<td>2.7</td>
<td>III</td>
</tr>
<tr>
<td>Electrical equipment installer</td>
<td>1</td>
<td>2.7</td>
<td>III</td>
</tr>
<tr>
<td>Electrician (supervisor)</td>
<td>2</td>
<td>5.4</td>
<td>III</td>
</tr>
<tr>
<td>Engineer (electrical)</td>
<td>1</td>
<td>2.7</td>
<td>VI</td>
</tr>
<tr>
<td>Engineer (mining)</td>
<td>1</td>
<td>2.7</td>
<td>V</td>
</tr>
<tr>
<td>Farmer</td>
<td>1</td>
<td>2.7</td>
<td>I</td>
</tr>
<tr>
<td>Janitor</td>
<td>1</td>
<td>2.7</td>
<td>I</td>
</tr>
<tr>
<td>Manager (department store)</td>
<td>1</td>
<td>2.7</td>
<td>V</td>
</tr>
<tr>
<td>Manager (transit system)</td>
<td>1</td>
<td>2.7</td>
<td>V</td>
</tr>
<tr>
<td>Mechanic</td>
<td>1</td>
<td>2.7</td>
<td>II</td>
</tr>
<tr>
<td>Mechanic (foreman)</td>
<td>2</td>
<td>5.4</td>
<td>III</td>
</tr>
<tr>
<td>Mechanic (heavy duty)</td>
<td>2</td>
<td>5.4</td>
<td>III</td>
</tr>
<tr>
<td>Milkman</td>
<td>1</td>
<td>2.7</td>
<td>II</td>
</tr>
<tr>
<td>Millworker</td>
<td>1</td>
<td>2.7</td>
<td>II</td>
</tr>
<tr>
<td>Painter</td>
<td>1</td>
<td>2.7</td>
<td>I</td>
</tr>
<tr>
<td>Physician</td>
<td>1</td>
<td>2.7</td>
<td>VI</td>
</tr>
<tr>
<td>Real estate agent</td>
<td>1</td>
<td>2.7</td>
<td>IV</td>
</tr>
<tr>
<td>Salesman</td>
<td>1</td>
<td>2.7</td>
<td>III</td>
</tr>
<tr>
<td>Schoolteacher (secondary)</td>
<td>1</td>
<td>2.7</td>
<td>VI</td>
</tr>
<tr>
<td>Social worker</td>
<td>1</td>
<td>2.7</td>
<td>IV</td>
</tr>
<tr>
<td>University professor</td>
<td>1</td>
<td>2.7</td>
<td>VI</td>
</tr>
<tr>
<td>Welder-fabricator</td>
<td>3</td>
<td>8.1</td>
<td>II</td>
</tr>
<tr>
<td>Don't know</td>
<td>2</td>
<td>5.4</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Classes ranked on Blishen Scale with Class I low and Class VI high.

\(^2\) \(N=37\)
their fathers. Five (13.5%) were in equivalent categories and nine (24.3%) were ranked higher. Two men did not know their fathers' occupations.

Secondary school teaching is placed in Class VI on the Blishen Scale. There were six participants with fathers whose occupations placed them in that category. For the other 31 (83.8%), entry into teaching would indeed present opportunity for upward social mobility. However, in their previous occupations, 56.8% of participants were placed in categories lower than that of their fathers. They had chosen occupations which lowered rather than raised their socio-economic level. Their upward movement resulting from entry into teaching, therefore, incorporated a rebound movement rather than a direct upward shift from the social class of their fathers.

Occupations of mothers of participants were noted. The majority had been full-time homemakers, with 25 (67.6%) engaged in this occupation. There were 12 reports of mothers working outside the home. Two of these were part-time, one of whom worked on a farm and the other attended university. Those with full-time occupations were three teachers, two nurses, a dietician, dressmaker, manager of chain restaurant, nutritionist, and sales representative.

With two exceptions, wives of the participants were employed outside the home. It was not indicated that any of their occupations had been taken up as a result of the participants' entry into the program, although two wives had
moved into different jobs. Occupations of wives of participants with Blishen Scale rankings are listed in Table 23.

Table 23
Socio-economic Rank¹ of Occupations of Wives of Participants

<table>
<thead>
<tr>
<th>Occupation</th>
<th>No.² Reported</th>
<th>%</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book keeper</td>
<td>2</td>
<td>5.4</td>
<td>IV</td>
</tr>
<tr>
<td>Childcare worker</td>
<td>1</td>
<td>2.7</td>
<td>II</td>
</tr>
<tr>
<td>Dental assistant</td>
<td>1</td>
<td>2.7</td>
<td>III</td>
</tr>
<tr>
<td>Farmer</td>
<td>1</td>
<td>2.7</td>
<td>II</td>
</tr>
<tr>
<td>Homemaker</td>
<td>2</td>
<td>5.4</td>
<td>-</td>
</tr>
<tr>
<td>Horticulturalist</td>
<td>1</td>
<td>2.7</td>
<td>II</td>
</tr>
<tr>
<td>Laboratory technician</td>
<td>1</td>
<td>2.7</td>
<td>IV</td>
</tr>
<tr>
<td>Manager (first aid organization)</td>
<td>1</td>
<td>2.7</td>
<td>V</td>
</tr>
<tr>
<td>Music teacher (private)</td>
<td>1</td>
<td>2.7</td>
<td>III</td>
</tr>
<tr>
<td>Nurse</td>
<td>2</td>
<td>5.4</td>
<td>IV</td>
</tr>
<tr>
<td>Postal clerk</td>
<td>1</td>
<td>2.7</td>
<td>III</td>
</tr>
<tr>
<td>Recreation supervisor</td>
<td>1</td>
<td>2.7</td>
<td>IV</td>
</tr>
<tr>
<td>Schoolteacher</td>
<td>4</td>
<td>10.8</td>
<td>V</td>
</tr>
<tr>
<td>Secretary</td>
<td>2</td>
<td>5.4</td>
<td>IV</td>
</tr>
<tr>
<td>Speech pathologist</td>
<td>1</td>
<td>2.7</td>
<td>V</td>
</tr>
<tr>
<td>Student (doctoral)</td>
<td>1</td>
<td>2.7</td>
<td>-</td>
</tr>
<tr>
<td>Student (undergraduate)</td>
<td>2</td>
<td>5.4</td>
<td>-</td>
</tr>
<tr>
<td>Not applicable</td>
<td>12</td>
<td>32.4</td>
<td>-</td>
</tr>
</tbody>
</table>

¹ Classes ranked on Blishen Scale with Class I low and Class VI high.
² N=37

The occupations of the wives covered 17 fields. There were more teachers, four, than any other single area of employment. There were three university students and two secretaries. Two of the students planned to enter teaching. Both homemakers had been employed when first married, one as
a nurse's aide (Class III) and the other as a real estate agent (Class IV). For purposes of comparison it was assumed that university students, who formed an uncategorized group, were at a higher level than tradesmen. There were 19 (76.0% of married men) participants married to women in higher class rankings than they were themselves. There were 29 (78.4%) men in occupations ranked lower than that of either their wives or their fathers and 11 (29.7%) in occupations ranked lower than both. The upward direction of the rebound effect noted earlier would appear to be accompanied by the presence of a spouse in higher status employment than that of the participant.

The educational level of participants was investigated. In order to enter the program it was necessary for them to have university entrance qualifications. They all had completed high school and 30 (81.1%) already had some tertiary education. Details of educational levels are presented in Table 24.

There were 16 (43.2%) men who had already enrolled in a university program but left before completion of a degree. They had dropped out on the first attempt but were now trying a different route. In this aspect of their background, participants were similar to the group with highest occupational mobility as described by Byrne (1975). That group was also male and had dropped out of college. However, in contrast to the participants, they were mostly under 25 years of age and single.
### Table 24
#### Educational Level of Participants

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>No.(^1) Reported</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>Some college</td>
<td>8</td>
<td>21.6</td>
</tr>
<tr>
<td>College diploma</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Some university</td>
<td>16</td>
<td>43.2</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>5</td>
<td>13.5</td>
</tr>
</tbody>
</table>

\(^1\) N=37

Five (13.5%) men held bachelor's degrees in the following areas, Bachelor of Arts (General Arts), Bachelor of Arts (Psychology), Bachelor of Science (Business Administration), Bachelor of Science (Geography) and Bachelor of Religious Education. The General Arts and Religious Education degrees were obtained at private colleges, the others were awarded by universities. One higher level diploma was held in bee-keeping and was awarded outside Canada. The percentage (16.2%) of tradesmen with completed tertiary educational qualifications would appear to be higher than would be expected in tradesmen as a whole, where only 2.1% have university degrees (see Table 27).

Courses on instruction had been included in either the formal or informal education of 12 (32.4%) of the men. There were eight who studied Education courses at university, one completed instructional courses in the Royal
Navy, one received training as a college instructor, and two had taken short training courses. One training course was taken prior to serving with Voluntary Service Overseas and the other was in preparation for work in St. John's Ambulance Brigade.

The majority of participants, 31 (83.8%) had completed Grade 12 before leaving secondary school for the first time. There were three men who first left after Grade 11 and two after Grade 10. One participant who first left school with Grade 9 equivalent had originally attended school in Europe and had left at the customary age. Informal education obtained through routes such as on-the-job training, courses in armed forces, upgrading courses and night school, had been taken by 29 (78.4%) participants.

In order to discover the educational environment of participants, the educational levels of their parents was noted. The levels attained by both mothers and fathers of participants ranged from completion of elementary school to graduate degree. Details are summarised in Table 25.

Twice as many mothers as fathers stopped their formal education at the high school level. A total of ten fathers and eight mothers had university degrees. Coming from a generation where male university graduates far outnumbered female graduates, these women may have presented role models where a value for education was clearly stated.
Table 25

Educational Level of Parents of Participants

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Fathers¹ ( N, % )</th>
<th>Mothers¹ ( N, % )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>6 16.2</td>
<td>6 16.2</td>
</tr>
<tr>
<td>Some secondary school</td>
<td>13 35.1</td>
<td>10 27.0</td>
</tr>
<tr>
<td>Completed secondary school</td>
<td>5 13.5</td>
<td>10 27.0</td>
</tr>
<tr>
<td>Some college</td>
<td>0 0.0</td>
<td>1 2.7</td>
</tr>
<tr>
<td>Completed college</td>
<td>0 0.0</td>
<td>1 2.7</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>7 18.9</td>
<td>6 16.2</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>3 8.1</td>
<td>2 5.4</td>
</tr>
<tr>
<td>Don't know</td>
<td>3 8.1</td>
<td>1 2.7</td>
</tr>
</tbody>
</table>

¹ \( N=37 \)

There were 14 (37.8%) participants who had at least one parent who was a university graduate. Of these 14, there were three men who did not enter tertiary education. The other 11 enrolled at university or college, with one completing a college diploma and two graduating with bachelor's degrees. Parents with university education tended to have sons who entered college or university. However, the majority of the sons (78.6% of group) had given up formal education to enter the trades.

The educational level of wives of participants ranged from completion of high school to graduate degree. Table 26 contains the educational levels of participants' wives.

Wives of participants were identified as key factors in both the career change decision and in maintaining the effort needed in the course. These women were encouraging their husbands to leave the blue-collar world of tradesmen and enter, or re-enter, the middle class through teaching.
Table 26
Educational Level of Wives of Participants

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>No.(^1) Reported</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed secondary school</td>
<td>5</td>
<td>13.5</td>
</tr>
<tr>
<td>College diploma</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>Some university</td>
<td>5</td>
<td>13.5</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>Master's degree</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Not applicable</td>
<td>12</td>
<td>32.4</td>
</tr>
</tbody>
</table>

\(^1\) N=37

Research in career change has tended to focus on the career changers themselves. Although Oscherson (1980) stressed the importance of examining events outside work, perhaps still greater emphasis could be placed on the impact of people who fill the role of significant other and whose lives would be affected by the career change.

Participants were mostly Canadian citizens (33, 89.2%), with four (10.8%) being non-citizen Permanent Residents. The majority (28, 75.7%) had been born in Canada, almost half (18, 48.6%) coming from British Columbia. Three men had emigrated from the United Kingdom, three from the United States, and three from Western Europe. Over half (57%) of the men had at least one immigrant parent. English was the first language of 32 (86.5%) of the participants. German was spoken in four families and Dutch, Romanian, or Greek in each of three others.
The high proportion of men from immigrant families is consistent with the recognized pattern of selection of teaching as a route to the middle class. The ease of entry associated with teaching places it among the more accessible of the professions. It is, therefore, an opportunity for intra-generational mobility.

4.4.2 Comparison with Provincial and National Data

No direct comparison group was used in this study. However, some variables were compared with information available on tradesmen across Canada and in British Columbia (Statistics Canada, 1983a, 1983b). There were 17 trades represented in the present study. However, as foremen are categorized separately in the Statistics Canada data, a total of 19 occupations were examined. Table 27 summarizes the comparison between participants and national samples of men in the relevant trades.

As shown in the table, participants resembled a national sample on marital status and place of birth. However, some differences were apparent. Participants tended to be younger (p<.001), more likely to have English as their first language (p<.02) and had a considerably higher level of education (p<.001).
### Table 27

Summary of Comparison of Participants With Tradesmen in Canada

<table>
<thead>
<tr>
<th>Category</th>
<th>Participants</th>
<th>National Sample</th>
<th>t-test/$x^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Age (years)</td>
<td>30.8</td>
<td>36.6</td>
<td>$t=5.37$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$p&lt;.001$</td>
</tr>
<tr>
<td>Educational Level (%)</td>
<td></td>
<td></td>
<td>$x^2=158.0^3$</td>
</tr>
<tr>
<td>No High School Certificate or Diploma</td>
<td>0.0</td>
<td>38.1</td>
<td>$p&lt;.001$</td>
</tr>
<tr>
<td>High School Completion with Certificate or Diploma</td>
<td>0.0</td>
<td>8.7</td>
<td></td>
</tr>
<tr>
<td>Trade Certificate</td>
<td>8.1</td>
<td>36.9</td>
<td></td>
</tr>
<tr>
<td>Some College/University</td>
<td>78.4</td>
<td>14.3</td>
<td></td>
</tr>
<tr>
<td>University Graduate</td>
<td>13.5</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>Marital Status (%)</td>
<td></td>
<td></td>
<td>$x^2=4.23^3$</td>
</tr>
<tr>
<td>Single</td>
<td>32.4</td>
<td>21.7</td>
<td>$p&lt;.20$</td>
</tr>
<tr>
<td>Married</td>
<td>67.6</td>
<td>72.5</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
<td>5.8</td>
<td></td>
</tr>
<tr>
<td>Place of Birth</td>
<td></td>
<td></td>
<td>$x^2=.042^3$</td>
</tr>
<tr>
<td>Canada</td>
<td>75.7</td>
<td>77.1</td>
<td>$p&lt;.98$</td>
</tr>
<tr>
<td>Other</td>
<td>24.3</td>
<td>22.9</td>
<td></td>
</tr>
<tr>
<td>First Language</td>
<td></td>
<td></td>
<td>$x^2=8.96^3$</td>
</tr>
<tr>
<td>English</td>
<td>81.1</td>
<td>56.7</td>
<td>$p&lt;.02$</td>
</tr>
<tr>
<td>Other</td>
<td>18.9</td>
<td>43.3</td>
<td></td>
</tr>
</tbody>
</table>

1 Adapted from Statistics Canada 1983, Catalogue 92-917, Tables 3 and 4; Catalogue 92-918, Table 1.
2 N=37
3 Calculated by Chi Square One Sample Test. Expected frequencies based on national distribution by category.
In order to examine these differences in more detail, Table 28 presents comparisons for each occupational group. The same socio-demographic variables were investigated. However, the reader should keep in mind that when participants are divided into occupational groups cell sizes of one or two participants result, except for carpenter (n=6), mechanic - vehicle (n=5), and welder/fabricator (n=5).

The mean age of participants in 14 (73.7%) of the 19 occupations was lower than that of the national sample. Where participants were younger, the difference ranged from 15.5 years (electrician foreman) to 2.9 years (draftsman). The mean age difference for all trades where participants were younger was 8.2 years.

Place of birth of participants was recorded. In 11 (57.9%) of the 19 occupations, participants were more likely to have been born in Canada than tradesmen in the national sample. Five of the remaining occupations were each represented by two men, one of whom had been born in Canada. Two further occupations were represented by single participants who had emigrated to Canada.

In 15 (78.9%) of the 19 occupations participants were more likely than their counterparts in the national sample to speak English as their first language. The other trades were represented by either two participants, one of whom spoke English, or by a single tradesman. A high proportion of native English speakers among participants was apparent.
Table 28
Comparison of Participants with Tradesmen in Canada

<table>
<thead>
<tr>
<th>Occupation</th>
<th>[n]</th>
<th>Mean Age [years]</th>
<th>Mode</th>
<th>Educational Level [%]</th>
<th>Marital Status [%]</th>
<th>Place of Birth [%]</th>
<th>First Language [%]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boatbuilder (2)</td>
<td></td>
<td>39.0</td>
<td>Single</td>
<td>College diploma 50.0/</td>
<td>0.0 (27.2)</td>
<td>Canada 50.0</td>
<td>English 100.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Married</td>
<td>Some university 50.0/</td>
<td>100.0 (69.6)</td>
<td>U.S.A. 0.0</td>
<td>(70.5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td>(Trade certificate 30.4)</td>
<td>0.0 (3.2)</td>
<td>U.K. 50.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Europe 0.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cabinet Maker (1)</td>
<td>38.0</td>
<td>(34.0)</td>
<td>Single</td>
<td>Trade certificate 100.0/</td>
<td>100.0 (34.1)</td>
<td>Canada 100.0</td>
<td>English 100.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Married</td>
<td>(Some high school 27.5)</td>
<td>0.0 (63.3)</td>
<td>U.S.A. 0.0</td>
<td>(37.5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
<td>0.0 (2.7)</td>
<td>U.K. 0.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Europe 0.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpenter (6)</td>
<td>28.0</td>
<td>(37.8)</td>
<td>Single</td>
<td>Some university 60.0/</td>
<td>66.6 (23.1)</td>
<td>Canada 100.0</td>
<td>English 83.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Married</td>
<td>(Trade certificate 27.6)</td>
<td>33.3 (74.0)</td>
<td>U.S.A. 0.0</td>
<td>(55.0)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
<td>0.0 (2.9)</td>
<td>U.K. 0.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Europe 0.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpenter -</td>
<td>29.0</td>
<td>(40.5)</td>
<td>Single</td>
<td>Some university 50.0/</td>
<td>0.0 (8.6)</td>
<td>Canada 50.0</td>
<td>English 100.0</td>
</tr>
<tr>
<td>Foreman (2)</td>
<td></td>
<td></td>
<td>Married</td>
<td>Bachelor degree 50.0/</td>
<td>100.0 (88.3)</td>
<td>U.S.A. 50.0</td>
<td>(55.9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td>(Trade certificate 32.4)</td>
<td>0.0 (3.1)</td>
<td>U.K. 0.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Europe 0.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diving Instructor (1)</td>
<td>52.0</td>
<td>(28.9)</td>
<td>Single</td>
<td>Trade certificate 100.0/</td>
<td>0.0 (52.6)</td>
<td>Canada 100.0</td>
<td>English 100.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Married</td>
<td>(University degree 31.2)</td>
<td>100.0 (44.5)</td>
<td>U.S.A. 0.0</td>
<td>(55.7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
<td>0.0 (3.0)</td>
<td>U.K. 0.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Europe 0.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draftsman (1)</td>
<td>31.0</td>
<td>(33.9)</td>
<td>Single</td>
<td>Some college 100.0/</td>
<td>0.0 (31.0)</td>
<td>Canada 0.0</td>
<td>English 100.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Married</td>
<td>(University,</td>
<td>100.0 (66.5)</td>
<td>U.S.A. 0.0</td>
<td>(58.3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td>non-university</td>
<td>0.0 (2.5)</td>
<td>U.K. 0.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>certificate/</td>
<td></td>
<td>Europe 0.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>diploma 38.5)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Adapted from Statistics Canada 1983, Catalogue 92-917, Tables 3 and 4; Catalogue 92-918, Table 1.
2 Results from the present study
3 Figures for tradesmen in Canada
<table>
<thead>
<tr>
<th>Occupation [n]</th>
<th>Mean Age [years]</th>
<th>Mode Educational Level [%]</th>
<th>Marital Status [%]</th>
<th>Place of Birth [%]</th>
<th>First Language [%]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrician (1)</td>
<td>25.0 (34.0)</td>
<td>Some college 100.0 (Trade certificate 55.5)</td>
<td>Single 100.0 (24.8)</td>
<td>Canada 100.0 (82.9)</td>
<td>German 100.0 (n/a)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Married 0.0 (72.8) U.S.A. 0.0 (0.8) Other 0.0 (2.3) U.K. 0.0 (4.2)</td>
<td>Europe 0.0 (13.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrician - Foreman (1)</td>
<td>26.0 (41.5)</td>
<td>Some college 100.0 (Trade certificate 50.6)</td>
<td>Single 0.0 (5.5)</td>
<td>Canada 100.0 (84.4)</td>
<td>English 100.0 (64.4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Married 100.0 (91.9) U.S.A. 0.0 (0.8) Other 0.0 (2.6) U.K. 0.0 (5.1)</td>
<td>Europe 0.0 (13.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronics Technician (2)</td>
<td>28.0 (33.5)</td>
<td>Some university 50.0/Trade certificate 50.0 (Univ/Non-univ cert 40.1)</td>
<td>Single 0.0 (29.9)</td>
<td>Canada 50.0 (78.6)</td>
<td>English 100.0 (51.7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Married 100.0 (68.0) U.S.A. 0.0 (0.6) Other 0.0 (2.0) U.K. 50.0 (5.5)</td>
<td>Europe 0.0 (12.9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenhouse Owner (1)</td>
<td>36.0 (39.9)</td>
<td>Some university 100.0 (Some high school 24.5)</td>
<td>Single 0.0 (17.8)</td>
<td>Canada 100.0 (79.6)</td>
<td>English 100.0 (64.6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Married 100.0 (79.6) U.S.A. 0.0 (1.1) Other 0.0 (2.5) U.K. 0.0 (3.3)</td>
<td>Europe 0.0 (17.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marine Engineer (C.P.O.) (1)</td>
<td>44.0 (42.5)</td>
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<td>Canada 100.0 (81.4)</td>
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<td>Europe 0.0 (13.6)</td>
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<td>Some university 60.0 (Trade certificate 43.8)</td>
<td>Single 40.0 (28.9)</td>
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<td>English 80.0 (58.7)</td>
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<td>Greece 20.0 (n/a)</td>
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<td>Single 0.0 (25.1)</td>
<td>Canada 50.0 (65.4)</td>
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<td>Europe 50.0 (24.2)</td>
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<tr>
<td>Occupation</td>
<td>Mean Age [years]</td>
<td>Mode Educational Level [%]</td>
<td>Marital Status [%]</td>
<td>Place of Birth [%]</td>
<td>First Language [%]</td>
</tr>
<tr>
<td>--------------------</td>
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<td>Painter - Foreman</td>
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<td>Some university 100.0</td>
<td>Single 0.0 (8.6)</td>
<td>Canada 100.0 (73.0)</td>
<td>English 100.0 (55.9)</td>
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<td></td>
<td></td>
<td>(Trade certificate 32.4)</td>
<td>Married 100.0 (88.3)</td>
<td>U.S.A. 0.0 (1.0)</td>
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<td></td>
<td>Other 0.0 (3.1)</td>
<td>U.K. 0.0 (3.9)</td>
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<td>Europe 0.0 (24.4)</td>
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<td>Sheet Metal Worker</td>
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<td>Some college 100.0</td>
<td>Single 0.0 (26.5)</td>
<td>Canada 100.0 (74.1)</td>
<td>English 100.0 (59.2)</td>
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<td></td>
<td>(Trade certificate 36.7)</td>
<td>Married 100.0 (70.6)</td>
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<td></td>
<td></td>
<td>Other 0.0 (2.8)</td>
<td>U.K. 0.0 (4.4)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Europe 0.0 (19.5)</td>
<td></td>
</tr>
<tr>
<td>Teacher's Aide -</td>
<td>24.0 (37.8)</td>
<td>Some college 100.0</td>
<td>Single 100.0 (19.2)</td>
<td>Canada 100.0 (83.9)</td>
<td>English 100.0 (44.2)</td>
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<td>Woodwork (1)</td>
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<td>(University degree 45.9)</td>
<td>Married 100.0 (77.7)</td>
<td>U.S.A. 0.0 (1.7)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Other 0.0 (3.0)</td>
<td>U.K. 0.0 (4.9)</td>
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<td></td>
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<td></td>
<td></td>
<td>Europe 0.0 (10.5)</td>
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<td>Tool Maker (1)</td>
<td>40.0 (38.9)</td>
<td>Trade certificate 100.0</td>
<td>Single 100.0 (20.3)</td>
<td>Canada 0.0 (53.8)</td>
<td>German 100.0 (n/a)</td>
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<td></td>
<td></td>
<td>(Trade certificate 48.1)</td>
<td>Married 0.0 (76.5)</td>
<td>U.S.A. 0.0 (0.7)</td>
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<td></td>
<td></td>
<td></td>
<td>Other 0.0 (3.1)</td>
<td>U.K. 0.0 (12.7)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Europe 100.0 (39.5)</td>
<td></td>
</tr>
<tr>
<td>Welder/ Fabricator</td>
<td>26.0 (34.4)</td>
<td>Some university 60.0</td>
<td>Single 20.0 (23.5)</td>
<td>Canada 80.0 (74.2)</td>
<td>English 80.0 (54.5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Trade certificate 44.0)</td>
<td>Married 80.0 (73.5)</td>
<td>U.S.A. 0.0 (0.6)</td>
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<td></td>
<td>Other 0.0 (3.0)</td>
<td>U.K. 0.0 (2.9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Europe 20.0 (17.2)</td>
<td></td>
</tr>
</tbody>
</table>
As language fluency is a basic expectation for teachers, this result seems congruent with their career goals.

The most striking difference between participants and tradesmen across Canada was in their levels of education. The modal level of education of men in the national sample was trade certificate. For participants this level was some university and represented 78.4% of the group. All participants had completed high school, whereas 38.1% of the national sample had left school without a diploma or certificate. In two categories, diving instructor and teacher's aide, the national level was higher than that of participants. However, in each case participant education was necessarily grouped with a range of occupations which required higher educational levels. Teacher's aide as an occupation was grouped with teaching related occupations. Diving instructor was grouped with sports instructors in general. A total of five (13.5%) participants held university degrees. This was in contrast with 2.1% of the national sample.

Participants differed from the larger group in several important areas. They were more likely to be younger, to have been born in Canada and to speak English as their first language. They also had a much higher educational level. Each of these attributes is related to recognized characteristics of career changers (Byrne, 1975; Gottfredson, 1977) and/or first career teachers (Lortie, 1975; Ryans, 1960).
In order to further examine differences discovered at the national level, provincial data, available only on two characteristics, were investigated. The three largest occupational groups in the present study were examined as to their place of birth and ethnic origin/first language. The groups were welder-fabricators (5), mechanics (5) and carpenters (8). Although nationwide data were available on specific occupations, provincial information was based on more widely defined groups. Each of the occupations was included with many others. Data on carpenters, for example, were available as information on all construction trade occupations. Welders and mechanics were similarly treated. As a result of this lack of more closely paralleled information, comparisons with the national results may be lacking in precision. However, general patterns do emerge and are presented in Table 29.

On both of the variables, place of birth and first language, differences found in the national comparison were upheld at the provincial level. Participants in all three occupational groups were more likely to have been born in Canada and more likely to have English as a first language than their provincial peers.

There were four areas where participants in the present study tended to differ from tradesmen in general. Participants tended to be considerably more educated and somewhat younger than their national counterparts. They
Table 29
Comparison of Selected Participants with Tradesmen in British Columbia and Canada

<table>
<thead>
<tr>
<th>Place of Birth (%)</th>
<th>Welders</th>
<th>Mechanics</th>
<th>Carpenters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participant (^1) B.C. (^4) Canada (^4)</td>
<td>Participant (^5) B.C. (^6) Canada (^7)</td>
<td>Participant (^9) B.C. (^9) Canada (^9)</td>
</tr>
<tr>
<td>Canada</td>
<td>80.0</td>
<td>70.7</td>
<td>87.5</td>
</tr>
<tr>
<td>U.S.A.</td>
<td>0.0</td>
<td>1.4</td>
<td>12.5</td>
</tr>
<tr>
<td>U.K.</td>
<td>0.0</td>
<td>5.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Europe</td>
<td>20.0</td>
<td>6.5</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Origin/First Language (%)</th>
<th>Welders</th>
<th>Mechanics</th>
<th>Carpenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>80.0</td>
<td>53.1</td>
<td>87.5</td>
</tr>
<tr>
<td>German</td>
<td>0.0</td>
<td>0.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Romanian</td>
<td>20.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Greek</td>
<td>0.0</td>
<td>20.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

\(^1\) Adapted from Statistics Canada 1983, Catalogue 92-917, Tables 3 and 4; 92-918 Tables 1 and 2
\(^2\) N=5
\(^3\) N=74955 (Fabricator occupations)
\(^4\) N=1270
\(^5\) N=5
\(^6\) N=45485 (Mechanical occupations)
\(^7\) N=1615
\(^8\) N=8
\(^9\) N=107100 (Construction trade occupations)
\(^9\) N=1490
were also more likely to have been born in Canada and speak English as their first language.

The effects of such differences could be expected to filter through the lives of participants. People are recognized as finding their friends among others similar to themselves (Bandura, 1974). It is possible that participants were less similar to their workmates than they were to their support group. This group included teachers in a variety of roles. Such similarity parallels an earlier finding when it was noted that past work experiences of several participants had been, in Holland's (1966, 1973) classification, in the Social group. Teaching is also in this Social group. Trade occupations are classified by Holland as Realistic. Participants had previous work experiences related to teaching and had a number of teachers as members of their immediate social network. Through entry into a program leading to teacher certification it would appear that some respondents were returning to a work classification (Holland, 1966) or category more consistent with their work experiences prior to entry into trade occupations.

There is a suggested image of participants being "in the wrong place." They were often from backgrounds which are not usually sources of tradesmen, they were younger and more highly educated than most tradesmen, their wives and friends tended to be more educated and in higher status
positions than they are themselves. It is possible that a sense of social dislocation contributed to their career discontent. None of the men spoke critically of their prior work as tradesmen. These were not in themselves seen as inappropriate occupations. However, in the career development of participants such occupations were no longer regarded as satisfactory.

Summary of Results

Descriptive data were collected in order to discover the personal backgrounds of participants. This helped construct a more complete picture of the social context of their career change. As no comparison group was examined, results cannot be assumed to apply exclusively to tradesmen in career transition. Examination of socio-demographic backgrounds of participants upheld the view that, particularly for men, entry into teaching offers upward social mobility. In Canada this is particularly common as secondary school teachers are in the highest socio-economic level. However, prior to entering the program, 56.8% of participants entered trades in a socio-economic level lower than that of their fathers. Their decision to become teachers appears to be a rebound effect with respect to social mobility.
The men often come from families where the mothers' educational level suggested an emphasis on education as being of value. This was reflected in the educational level of wives and some friends of participants. It was found that 64% of participants were less educated than their wives. Prior to entry into the program the majority of men, 76.0%, were in lower status occupations than their wives. Occupations of wives showed that teachers and student teachers formed the largest group (28%). The background of participants indicated that almost half of them came from immigrant families.

Comparison on selected variables with tradesmen across Canada or in British Columbia indicated that participants were likely to be younger, to have been born in Canada and to come from English-speaking families. Participants also had a much higher level of education than would be expected of men in their occupations. It was found that even before entering the program participants lived in a social milieu where teachers played a large part. The implications of the above characteristics are discussed in the following chapter.
5.1 Summary of Study

In spite of decades of research about teachers and teaching, little is known of the motivation or background of people who chose to enter teaching as a second career. In an exploratory study the present research investigated the career change of a population of 37 tradesmen enrolled in a teacher education program. They came from 17 separate occupations. Their ages ranged from 24 to 54 years with a mean of 30.8 years. Over 70% of the men were 30 years of age or less. A total of 25 men, over two thirds of the group, were married.

Four main research areas were investigated. These included a set of four propositions put forward in the social learning principles of career decision making (Mitchell, Jones & Krumboltz, 1979), the existence of an identifiable set of facilitators and barriers to career change, the stability, or otherwise, of participants' work histories, and their socio-demographic backgrounds.
A semi-structured interview schedule was developed using a seven step procedure. The steps were as follows: (1) Discussion with key informant, (2) First pilot study, (3) Inclusion of social learning principles of career decision making, (4) Arrangements of items, (5) Second pilot study, (6) Development of codebook, and (7) Validation of instrument.

Participants were informed of the existence of the study as they started their academic year. Each participant was contacted by the researcher and arrangements made for the interviews. Each interview was tape-recorded with full knowledge and consent of the participant.

Taped interviews were then coded according to the codebook. Reliability of coding was established. Data were analysed using the Statistical Package for the Social Sciences.

Results of the study indicated that of the four propositions put forward by the theory, three of them were lent support by present findings. These propositions suggested that people would be likely to choose a certain occupation if they had been rewarded for an activity similar to that occupation or if they had observed other people who were sources of postive reinforcement either being rewarded for participation in the occupation, or modelling or advocating the occupation. It was found that 34 (91.9%) men had already performed some type of instructional role.
Their experiences included working at group and individual levels in areas such as sports coaching, night school instruction and school teaching. They reported receiving rewards both in feelings of pleasure and praise from others.

Nearly all participants were able to identify teachers whom they had particularly liked when at school. Although these teachers were predominantly teachers of Industrial Education they were not exclusively so. Most participants had taken Industrial Education classes and had observed instructional settings recognized as being rewarding to teachers.

Investigation of the attitude of family and friends showed a high degree of support for participants' entry into teaching. This was especially forthcoming from the men's wives and companions. However, other family members, workmates and friends, many of whom were teachers, were also in favour of the career change decision.

The present study failed to find support for the proposition which suggested that occupational choice would be affected by exposure to positive words and images related to the occupation. Media commentary about teaching is so commonplace in western society that, within the confines of the present study, it was not possible to determine its unique effect. Examination of deliberate exposure to literature or film on teaching indicated little effect on career decisions. What effect there was included a degree
of counter identification following negative portrayals of teachers.

As the men were already enrolled in a teacher education program they could more readily identify facilitators than barriers to their career change process. Lack of family support or financial resources were suggested as barriers, and their presence as facilitators. In particular, support from wives and companions was acknowledged as important in both decision making and successful completion of the program. Further facilitators were the personal drive of participants to achieve their goal and their desire to leave previous occupations.

Examination was made of the work histories of participants. Five career patterns were determined. A sequence of three or more unrelated occupations before entry into the program was set as the criterion for "unstable" career patterns. It was found that 33 (89.2%) men had established a stable work history. Future career plans were investigated to determine potential stability of participants when they entered the teaching profession. A total of 34 (91.9%) men anticipated remaining within the profession for a minimum of ten years. Although occupations other than teaching had been considered by almost half of the men, only one of this group planned on leaving teaching within a decade. Having decided on teaching a firm commitment had been made.
Reasons given by the men for leaving prior occupations emphasized both extrinsic working conditions and intrinsic self-concept incongruency. Reasons given for entering teaching stressed intrinsic benefits such as fulfilling their wish to work with young people or congruency of self-concept. However, they also acknowledged the working conditions of teaching to be more pleasant than that of their previous occupations.

Socio-demographic backgrounds of participants indicated that by becoming tradesmen 21 (56.8%) men had entered occupations which lowered their social class. Their entry into teaching, classified in the highest category on the Blishen Scale (Blishen & McRoberts, 1976), led to upward mobility. This downward then upward pattern was described as a "rebound movement".

Prior to their enrollment in the current university program 30 (81.1%) men already had some experience of tertiary education. Five men had completed bachelor's degrees and one had a college diploma. Twelve participants had already received some form of instructional training.

Educational levels of married participants indicated that 64% of them had married women more highly educated than they were themselves. Examination of occupational status showed that 76% of wives were, or had been, in higher status work than that of their tradesmen husbands. The current occupations of wives covered a range of 17 fields. The most
common field of employment was education, with a quarter of the wives being practising or potential teachers.

National affiliation of participants showed that almost 90% were Canadian citizens. However, almost half of them came from families where at least one parent had immigrated to Canada. This is congruent with the recognized selection of a teaching career as a route to professional status within the dominant society. Comparison of participants with national and provincial samples of tradesmen indicated similarity in many respects. However, participants tended to be younger, more likely to have English as their first language and more highly educated than either of the samples.

5.2 Limitations of the Study

The present study entailed an in-depth description of a highly specialized population. Emphasis was on the comparison of second career teachers with what is already known about first career teachers, combined with detailed description of the population as career changers, presented in conjunction with existing information on career transition. There was no control group of tradesmen who either stayed in their trades or entered careers other than teaching. The present study focussed on the investigation of one group of career decision-makers, who were, in this case, selecting a second career.
However, the lack of a control group limits the generalizability of findings. It is possible that the experiences of tradesmen who decide to become teachers would not characterize the experiences of other second career teachers. The findings may not be relevant, for example, to women who enter teaching after years as homemakers. Aspects such as spousal support or work histories are potentially quite different. However, results may be more applicable to men in process of career change between any fields.

Although the complete population of tradesmen enrolled in a teacher education program was investigated, the total number of participants was 37. The small size of the group, their specialized characteristics, and the exploratory nature of the study restricts the generalizability of findings.

Due to the paucity of research about characteristics of Canadian teachers, many references in the study are to research conducted in the United States and Great Britain. It is acknowledged that there may be some cultural differences in occupational experiences and perceptions.

Validity of self-report is an accepted difficulty with interview research. However, by repeating key questions in a different format the responses were able to be cross-checked with regards to congruence of information. The researcher found little indication that responses were other than straightforward and direct.
5.3 Conclusions

Of the four positive propositions based on social learning principles, three of them were lent support by findings of the present study. The experiences of a minimum of 70% of the participants were in accord with each of the propositions. There was clear indication of the influence of people who were sources of positive reinforcement and either modelled and/or advocated the teaching profession as a career. Participants had also experienced and enjoyed instructional activities before entering the teacher education program. The role of instructor had been taken on as a hobby or short term occupation.

The study failed to find support for the fourth proposition which advocated the influence of the media model. Only seven (18.9%) men reported that books or films had affected their career choice. Conscious and deliberate exposure to media through films and books was sometimes found to result in negative indentification. Rather than form an identification with a positive model the men reacted to a negative model and did not want to be like the teachers portrayed. Discussion and portrayal of teaching is so commonplace in Western culture that some level of influence seems inevitable. However, for an occupation less widely
exposed to public view it is possible that positive media portrayals could be influential. The work by Spokane and Herzog-Spokane (1981), indicating positive media effects on perceptions of the field of medical technology, tend to support this suggestion.

As well as the social learning theory of career decision making, other theories of career choice were lent support, albeit somewhat limited, by the present study. For example, Super's (1957) suggestion that occupations are chosen which match the self-concept was supported by over 20% of the men who said they just could not see themselves continuing in their prior trade. Participants were all leaving one "realistic" choice (Ginsberg, Ginsburg, Axelrad & Herma, 1964) to enter another. However, 29.7% of the men were still at school when they first thought of being a teacher. This suggested that they were fulfilling what was described by Ginsberg and his associates as a "Fantasy " stage decision.

The application of social learning principles to career decision making, in common with other vocational choice theories, was not successful in offering a full explanation of the career change. It appears that, although current theories may partially account for career change, none presents a comprehensive base. They have also been widely criticised for lack of longitudinal data and over-emphasis on design as opposed to validity, logic and
formulation of appropriate questions (Harmon & Farmer, 1983; Scott, 1983; Westbrook, 1983).

The individual decisions of career changers are based on many variables. Even within grouped factors, such as economic or social variables, there exist uncountable nuances of situation. No two people change their careers for exactly the same reasons, in exactly the same circumstances. However, certain underlying factors are constant. Career discontent is present and another occupation appears not only more desirable but accessible.

There were several findings in the present study which suggest that the concept of reference group theory (Merton, 1957; Shibutani, 1955) may be relevant to the career change process. This theory postulates that as well as groups of which an individual is a member there are certain other groups whose values or standards may be used as a frame of reference. These groups are used for self-evaluation and future membership is considered desirable.

The relevance of reference group theory to the career change of participants was investigated. A selection of sociodemographic variables was compared with other data. For each of the 17 trades, plus two foremen, comparisons were made with Statistics Canada records from the 1981 census (Statistics Canada, 1983(a), 1983(b)). Both national and provincial data were used.
Participants in the present study who had decided to become teachers were found to differ from tradesmen in both national and provincial samples. This difference was indicated in four relevant characteristics. They were more likely to be younger, to have been born in Canada and to have English as their first language. The most notable difference was that they were much more highly educated than tradesmen in general. In an occupational field where their colleagues were most often high school dropouts, participants were comparatively well-educated. All of them had completed high school and five respondents (13.5%) held bachelor's degrees. In addition, these men had fathers and wives, who, for the most part, held higher status occupations than the trades. These respondent characteristics suggest that participants were atypical of tradesmen in general. Differences in characteristics such as educational level and family socio-economic status would decrease the likelihood that tradesmen, in general, would have teachers as their friends or reference group.

Because comparisons showed that participants were not typical of their membership group, the influence of the membership group was diminished. Being older and less educated than participants, the average tradesman would be less likely than participants to change careers (Byrne, 1975).
As a reference group for participants, however, teachers appear to represent a viable source. Teachers in British Columbia are fluent English speakers and highly educated, as were participants. This level of education, in conjunction with a family background not usually associated with tradesmen, would be conducive to a social orientation unlikely in the average tradesman. A reference group such as teachers would appear to be more readily identified in the social circle of participants. Exposure to such a reference group may assist in explaining the selection of teaching as the new career.

Through their selection of teaching as a new career, the behaviour of participants is in many ways congruent with the expectations of reference group theory. First, the norms of teachers were well known to participants as they tended to have teachers who were friends or family members. Their social environment therefore held a wide representation of teachers. This is a basic requirement of reference group selection (Hyman, 1960). Similar representation would be unlikely among the friends of tradesmen who were high school dropouts. Second, becoming a member of the teacher reference group would place participants in a group whose values and norms were similar to their own. Hartley (1960) suggested such prior similarity helped determine choice of a reference group. It is possible that a dissimilarity existed between
participants and other tradesmen. Third, the reference group was "relevant" (Turner, 1955) to participants in that its standing was neither too high nor too low to be meaningful. Teaching was a profession whose accepted ease of entry made membership a reality. The sociodemographic background of participants combined with their trade skill to make teaching an achievable goal. As pointed out by Hollander and Hunt (1971) in the selection of a reference group, both the pleasure principle and the reality principle are at work.

When choosing between a reference group of tradesmen colleagues on one hand and teacher associates on the other, participants appeared to have more in common with the teaching group. They already were members of the tradesmen group, but they aspired elsewhere. For them the desirable reference group was that of teachers.

Both social learning and reference group theories emphasize the effect of other people on the behaviour of an individual. The present study indicated the extent to which teachers featured in the personal lives of participants. The influence of these teachers, as instructors, friends, parents or wives, was noted. On the basis of present findings the position of reference group theory in adult career decision making appears relevant. It is possible that this theory has much to contribute to the study of second career choice. It may also assist in meeting the
need for theoretical data in the counselling of adults in career transition (Harmon & Farmer, 1983). Further exploration into career change, using the perspective of reference group theory may yield valuable information on this increasing social phenomenon.

Further information on patterns of career change may be discovered through a longitudinal approach such as that of Levinson (1978). Although Levinson's work focussed on developmental rather than vocational aspects of adult life, he discovered stages of behaviour. The delineation of his stages has been criticised (Peacock, Rush & Milkovich, 1980), yet the concept may have much to contribute towards further understanding of career, and particularly second career, choice. The present study supported the finding of a stage termed by Levinson the "Age Thirty Transition." Over half the men were within three years of being thirty years old. Their career change was not the result of a mid-life crisis, but perhaps the effect of reaching a certain level of maturity. This may have influenced their perspective of past and future suggesting it was now time to alter earlier decisions.

Using classifications put forward by Thomas (1980), the participants were "opt-out". Motivation behind the career change came more from internal personal drive than from external conditions. The men made the decision to leave, it was not forced upon them. They had decided to use
their skills and knowledge in a different setting. In this, their choice of second career was typical of the career transition classified by Heistand (1971) as a 45 degree change.

A repeated theme during interviews in the present study was the important role played by wives and companions of participants. This concurs with other findings on the influence personal relationships have on career change (Bloland & Selby, 1980; Neapolitian, 1980; Waters & Goodman, 1981). From formulation of the career change decision to the achievement of program requirements, these women were very influential. Career change was not a process attempted in isolation. The ready acknowledgement of this support group was marked and the men were quick to pay tribute. There is some evidence that career change, as found in men at mid-life, may be related to a wider life change, perhaps involving alterations in personal relationships and marital status (Oscherson, 1980; Sarason, 1977). Yet for married men in the present study, there was little indication of concurrent career and personal life changes. However, the career change of participants seemed to be bringing them closer to the life styles of their wives, not separating them. It may be that in circumstances of support and common purpose, the personal changes accompanying career transition are in the direction of increased appreciation and respect.
The strong support from participants' wives is possibly related to the finding that many wives were not only more highly educated (64%) but were also in higher status occupations (76%) than their husbands. The upwardly mobile shift from tradesmen to teacher would result in participants being brought closer to their wives on two important fronts. The need for more information on the social context of career change was highlighted by Krantz (1977) and Wilensky (1966). The present study has helped meet this need.

In the career change process, existence of sufficient funds to support both changer and dependents was essential. Although personal funds were used by participants, almost one third of them required external financial support. In order for the needs of a changing technological society to be met, an available source of funding for retraining is required. Without such funding, from government, business or other sources, career change will be unobtainable for some. However, given the economic restraints of the 1980s, a state of conflict may arise between the need for retraining and lack of available financial support.

While acknowledging the importance of financial and personal support as facilitators in their career change, participants also identified their own motivation as an important influence. This approach had also been found in career changers by Neapolitan (1980). Participants believed
they were doing what was the right thing for them to do. This belief in the appropriateness of their behaviour contributed to an atmosphere of enthusiasm and commitment. Such qualities in beginning teachers are desirable at the best of times. When combined with maturity and a range of skills and experience they hold considerable potential for the classroom.

Although participants were in a process of career change there was little indication that this was a recurring event in their lives. This finding upheld earlier research (Arbeiter et al., 1978) which concluded that to be in career transition was not an indication of career instability. Second career teachers were not likely to be poor employment risks with a high turnover of personnel.

Wilensky's (1966) delineation of career patterns failed to account for the work histories of all participants in the present study. An alternative framework was constructed. The five classifications presented were as follows: Type A - Main occupation only; Type B - Main occupation preceded by filler jobs; Type C - Career changes between related occupations; Type D - Career changes between unrelated occupations; Type E - Two concurrent occupations. These classifications may be of value in future categorization of career patterns.
The examination of commitment to teaching as a long-term career indicated that such commitment was not influenced by consideration of other fields. It appeared that depth of commitment may be enhanced when an occupation is a mature, deliberate choice, selected from possible alternatives. Only two (5.4%) men had made application to other occupations, with only one of them intending to leave teaching within ten years. Teaching is what these second career teachers wanted to do. There was a positive tone to both their decision making and future plans. This was in contrast to the suggestion by Lortie (1975) that teaching was often a somewhat secondary choice, leading to regret for "alternatives foregone". The participants were not failed carpenters or mechanics. They had been dissatisfied in their first career but they looked forward to the rewards of their second.

The career change decision of participants was made following a period of career discontent. An identifiable incident often acted as a catalyst, precipitating the actual career change decision. The length of such incidents ranged from several days to a precise moment. A model of the career change process was constructed. It showed alternatives available at a time of career discontent and the effect of a critical incident. The model helped to confirm the decision making process found by Levinson (1979) and Krantz (1977) in their work on adult life changes. It
may be useful as a means of examining a variety of decisions made throughout adulthood.

Socio-demographic and personal details of the men gave more complete information on their background. As a result of their decision to become teachers 31 (83.8%) men entered a higher socio-economic level than that of their fathers. However, as tradesmen 21 (56.8%) men had first entered a lower level occupation. This delayed entry into teaching suggests a rebound mobility pattern for these individuals.

Such a pattern contrasts with the common intra-generational mobility found in Canada. In spite of the contemporary emphasis on education, the status of sons is still best predicted by the occupation of their fathers (Mifflen & Mifflen, 1982). Mobility is generally in an upward direction and between neighbouring socio-economic levels. However, over half of participants not only moved downwards before upwards, but also crossed multiple levels.

Although they themselves had been tradesmen, friends and wives of participants were often reported as teachers. Friendships are recognized as usually based on work relationships, yet 29 (78.4%) participants reported having close friends who were teachers. By becoming teachers themselves the men were moving into an occupation more consistent with their social network. Educational level of both wives and mothers of participants indicated that
education was an important value. It is likely that this value system, twice found, would be influential on career decisions in adult life. The effect of such an influence supported the advocacy proposition put forward by Mitchell, Jones and Krumboltz (1979).

When asked directly why they wanted to become teachers the most common reason given by the men was that they wanted to be with young people. This is also the most common reason given by first career teachers (Lortie, 1975; Wood, 1978). It is, of course, the essence of school teaching. To have determined its presence was not surprising, but to have discovered its absence would have been cause for concern.

In contrast to first career teachers, however, participants did not emphasize the intrinsic worth of teaching as an occupation. There was little mention of teaching as being worthy or socially respectable. Such aspects of teaching did not appear influential. Nor did the men indicate that they were looking for more meaningful work. This was in contrast with the motives reported by business men in career transition (Thomas, 1980). It appeared that participants considered their previous work worthwhile if unsatisfactory. To use Osherson's (1980) term, they had a "sculpted", or balanced, approach to their career change. In recognizing that the trade they left was not wholly unpleasant, and their new occupation unlikely to
be totally pleasant, they were in a position to make a more integrated commitment to teaching. Certainly participants did not denigrate their trades. They believed they had learned something valuable to contribute to the classroom, a skill to pass on, an attitude to offer. It was with this perspective that they approached teaching as a second career.

5.4 Summary of Unexpected Findings

The exploratory nature of the study facilitated discovery of surprising and/or unanticipated information. Such findings lend a special quality to research of this nature. They are summarized below.

1. The vast majority of participants lived in a social environment which included many members of the teaching profession. Teachers filled the roles of friend, spouse, parent, sibling and others to an extent which seemed surprising in the lives of tradesmen.

2. Reactions of friends of participants were extraordinarily similar to those found in previous career change research. However, even in this situation, the verbatim similarity of the response of one man quoted in the
study and a direct quotation from Krantz (1977) was remarkable.

3. Teachers reported by participants as being somewhat unenthusiastic about participants' plans to enter the profession had all been teaching for many years. It was surprising to find this consistency, even over a very few responses.

4. Personal support from friends and family was a major aspect of the career change. The acknowledgement of the impact of participants' wives was especially prominent at several points during the interviews. The high degree of this personal support was more than would be anticipated from previous research.

5. Past research indicated that career change was often accompanied by changes in personal relationships. Apart from the immediate time demands of the program, participants in the present study tended to indicate that their wives were closely involved in the career transition decision and process. There was little impression of marital relationships also being in transition.
6. Over 35% of participants had worked with adolescents or adults, often with special needs, at some point in their career history. This social orientation was reflected in their choice of a second career but was absent in the "Realistic" (Holland, 1960; 1973) nature of their trades.

7. When asked for second career interests other than teaching, participants reported a set of white collar occupations. The upwardly mobile nature of their career change into teaching was reflected in these other choices. An interest in other trade-related occupations was not apparent.

8. Almost 80% of participants had considered entering teaching at some earlier point. Past research did not suggest such a high percentage of participants would be returning to an earlier interest.

9. Reasons for entering teaching did not include teaching as a worthwhile or intrinsically valuable occupation. Comments on past occupations did not suggest that the trades had been lacking in value. The lack of such data provided an intriguing contrast with previous research on choice of teaching on one hand and career change on the other.
10. The rebound effect with respect to social mobility, where participants first went down the social scale to be tradesmen and then went up again as they became teachers, was not anticipated.

11. Educational level of participants appeared higher than would usually be expected in tradesmen, particularly when five men had university degrees and one had a college diploma.

12. Seventy-six percent of married participants had wives who were in higher status occupations than their husbands.

13. The applicability of reference group theory to the career change of participants gradually became apparent. As with social learning theory, reference group theory stresses the influence other people have on behaviour.
5.5 Recommendations for Further Research

Suggestions for further research are presented in three main themes. Recommendations relevant to the social learning principles of career decision making are followed by those related to career change in general and to late entry teachers. Some individual recommendations complete the list.

1. The social learning principles applied by Mitchell, Jones and Krumboltz (1979) produced not only a set of positive propositions, as used in the present research, but also a set of negative propositions and a group of six types of learning conditions and events which affect skills related to career choice. A more encompassing examination of a target group could be made using these propositions.

2. In order to test both encompassing and restricted aspects of the work of Mitchell, Jones and Krumboltz (1979) the use of comparison groups is recommended. For example, the population of skilled tradesmen used in the present study could be compared to any one of the following groups: matched tradesmen who do not leave their trade; matched tradesmen who leave to enter occupations other than teaching; late entry teachers from backgrounds other than trades.
3. Jones and Jung (1979) set out a list of ten recommended priorities for research related to social learning principles as applied to career decision making. It is suggested that these priorities be consulted prior to undertaking further research which incorporates this approach.

4. The discovery approach used in the present study elicited several aspects of career change which were congruent with the principles of reference group theory. Further research into career change using this theoretical base would yield more information on the strength of this relationship.

5. The participants planned on leaving the trades and entering teaching. There was a push-pull effect at work. The career change discussion was made at a point where these two factors intersected. Further research may develop a quantifiable statement to help indicate when a career change is most likely to occur.
6. Although there is increasing interest in longitudinal studies of adult development (e.g. Levinson, 1978; Oscherson, 1980; Sheehy, 1976), there is need for more longitudinal evidence on career selection over the span of working life. As Harmon and Farmer (1983) pointed out, without such evidence explanations of career choice may be based on false assumptions.

7. Career change decisions were found in the present study to be taken in the context of family and social support. Further investigation of the personal context of career change may elicit relevant information, particularly on the role of spouses. As Thomas commented, "Career change starts at home" (1975, p.37).

8. None of the participants in the present study used the services of a career counsellor. This was also found in adult career changers by Armstrong (1981). Casual reading of the relevant sections of newspapers indicate that career counselling is readily accessible. Research into the use and non-use of this service could assist in the effectiveness of its work.
9. When adults change careers it results in a new and often quite different set of colleagues. It would be relevant to discover if career changers already had a lifestyle, in terms of, for example, interests or pastimes, which was more common to members of their new occupations than of their old. In the present study there was some indication of this. An approach somewhat along these lines was proposed by Holland (1966; 1973) and developed by Bolles (1985) in his self-help manual for career changers. However, further investigation may lead to a deeper understanding of second career choice.

10. In the present study 56.8% of the men worked at trades in a lower socio-economic level than that of their fathers. On becoming teachers they would move up into the highest level. This change of direction resulted in a rebound effect. Second career choice would be further illuminated if this pattern were examined in other groups of people who change careers. Late entry teachers would be of particular interest.

11. When participants in the present study discussed their career change with friends who were teachers, they found that older teachers were somewhat less enthusiastic than younger members of the profession. It is not known if
this attitude generally exists among older teachers. If loss of enthusiasm is found to be a factor of age rather than experience, second career teachers may be a poor risk for the profession. But if the beginner's approach is retained in spite of age, late entry teachers would doubly benefit the classroom with their combination of maturity and beginning teacher's optimism. The phenomenon of teacher attitude to their profession over time warrants investigation.

12. Teaching is a profession which attracts late entrants from a wide range of backgrounds, such as homemakers, priests and businessmen. Further investigation of the career change decision of late entry teachers is recommended. Longitudinal studies are needed to examine professional and personal experiences along the contour of their new career. Such information would benefit the preparation of future late entry teachers.

13. Certain teaching roles, such as coach, are recognized as being conducive to the creation of a personal relationship between teacher and student. Although some teachers are not officially counsellors they often function as such. It may be that the nature of their teaching provides opportunity for casual interaction. This less
formal instructional style is present in areas such as Industrial Education, Home Economics and Outdoor Education. It is recommended that the existence of a counsellor role for teachers of these and other subject areas be investigated. A positive finding would have implications for their teacher education program where inclusion of some coursework in counselling may be beneficial.

14. Almost 80% of the participants had considered teaching as a possible occupation at some earlier point in their lives. Research into second career selection could investigate the occurrence of this phenomenon. It may be that second career choices are merely first career choices postponed.
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APPENDIX A

THE SPONSORED PROGRAM IN THE DIVISION OF INDUSTRIAL EDUCATION, UNIVERSITY OF BRITISH COLUMBIA
THE SPONSORED PROGRAM

This program leads to a Bachelor of Education degree. Successful candidates may qualify for teaching certification prior to completion of the degree.

The program is sponsored by the Ministry of Education and is open to qualified journeymen tradesmen of 25 years or older.

Extended Winter Term (Burnaby campus)
Technical courses; professional courses; student teaching
24 units

Summer Session (Main U.B.C. Campus)
Professional courses
6 units

Internship
The student teacher obtains an industrial education teaching position and is then assigned to an eight month internship. During this internship the student works under the direction of a faculty member and upon completion receives 3 units of professional course credit.

Six or eight Summer Sessions in which the Candidates complete the B.Ed. Degree requirements. Normal summer session fees are charged.
42-48 units.

Total 75-81 units.
APPENDIX B

DESCRIPTION OF PARTICIPANTS
## APPENDIX B
### DESCRIPTION OF PARTICIPANTS

<table>
<thead>
<tr>
<th>Participant</th>
<th>Occupation</th>
<th>Age</th>
<th>Marital Status</th>
<th>Educational Level</th>
<th>Place of Birth</th>
<th>First Language</th>
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APPENDIX C

INITIAL VERSION OF INTERVIEW SCHEDULE
INITIAL VERSION OF INTERVIEW SCHEDULE

1. What kind of work are you doing now?

2. How long have you been doing this?

3. Is that the kind of work you have been doing most of your working life?
   If 'no'...
   3a. What other kinds of work have you done?
   3b. How long were you doing that?
   If 'yes'...
   3c. You didn't do anything else?

4. What is making you change your mind about ___ing?

5. When did you start thinking about changing your job?

6. Was there anything in particular that made you want to change at this time?

7. What is important to you in choosing a new line of work? (Pilot as open ended)
   Probe: What makes a job attractive to you?

8. What do you think you will gain by entering a new line of work at this time?

9. Do you anticipate any problems going into a new job at this time?

10. Is there anything you are going to miss in your old line of work?

11. Is there anything you'll look forward to leaving behind?

12. Have you considered other lines of work besides teaching?

13. How far did you go towards entering these other jobs?

14. What is it about teaching that makes it a good job for you?

15. What kind of people do you think make the best teachers?
16. Is this the first time you have considered being a teacher?

17. Have you ever done any teaching, or coaching or tutoring?

18. Is there anyone you can think of, either recently or long ago, who may have influenced your decision to think about teaching as a career?

19. What personal qualities do you feel you have that would fit well with teaching?

20. From this card, would you select a letter that tells how the people you live with feel about your going into teaching?

(Card)  (A) Very supportive
        (B) Fairly supportive
        (C) Non-committal supportive
        (D) Fairly unsupportive
        (E) Very unsupportive
        (F) Not relevant; I live alone

Probe: How do you children feel?

21. From this card, would you select a letter that tells how your income from teaching after about five years will compare with your present income?

(Card)  (A) Much higher
        (B) Slightly higher
        (C) About the same
        (D) Slightly less
        (E) Much less
        (F) Don't know

22. Do you think there will be any changes to your lifestyle if you become a teacher?

23. From this card, would you select a letter that tells how much you will be living apart from your family if you enter the Industrial Education program?

(Card)  (A) All of the time
        (B) Most of the time
        (C) Part of the time (not weekends etc.)
        (D) None of the time
        (E) Not married
24. From this card, would you select a letter that tells how much financial stress you expect during the training year?
   (Card) (A) Extreme
   (B) High
   (C) Moderate
   (D) Slight
   (E) None

25. Will you family experience any major changes if you enter the training program?

26. What do you think you'll like most about going to school next year?

27. What do you think you'll enjoy least?

28. What are you looking forward to most in your job as a teacher?

29. What do you think will be your biggest problems?

30. Where do you hope to be in your career in 5 years time?

31. Where do you hope to be in 10 years time?

32. From this card, would you select a letter that tells the size of community in which you would like to teach?
   (Card) (A) Population 500,000 or more?
   (B) Population 100,000 to 500,000
   (C) Population 50,000 to 100,000
   (D) Population 10,000 to 50,000
   (E) Population 2,500 to 10,000
   (E) Population 2,500 or less

33. From this card, would you select a letter that tells the size of community in which you have spent most of your life?
   (Same card as in Question 32)

34. Where do you live now? Do you know what the population is?
   (Cue: "Now I'd like to finish up with a few background details.")

35. How old were you on your last birthday?

36. And your sex is male/female.

37. What is your marital status?
38. How many children do you have?

39. How old are they?

40. From this card, would you select a letter that tells your present level of schooling?

   (Card)   (A) Completed high school
     (B) Some college, university, or other post high school institution
     (C) Completed college, university or other post high school institution

41. What was your father's occupation?
     Probe: What did he do in that job?

42. From this card, would you select a letter that tells your father's level of schooling?

   (Card)   (A) Elementary school
     (B) Some high school
     (C) Completed high school
     (D) Some college, university, or other post high school institution
     (E) Completed college, university, or other post high school institution

43. What was your mother's level of schooling?
     (Use same card as in Question 42 above)

44. What was your mother's occupation?
     Probe: Did she work full time or part time?

45. Where were you born?

46. Where was your father born?

47. And your mother?

48. When you were growing up, what language did you speak at home?
     (Cue: "And the last question is ...")

49. Are you a Canadian citizen, a Landed Immigrant or do you have another status?
APPENDIX D

AREAS OF INVESTIGATION WITH PROPOSITIONS, RESEARCH QUESTIONS AND RELEVANT ITEMS ON INTERVIEW SCHEDULE
AREA OF INVESTIGATION 1

Did the propositions applying social learning principles to career decision making assist in explaining the choice of teaching as a second career?

Proposition A

An individual is more likely to express preference for a course of study, an occupation, or the tasks and consequences of a field of work if that individual has been positively reinforced for engaging in activities s/he has learned are associated with the successful performance of that course, occupation or field of work. (Krumboltz, 1979, p.39)

Research Question 1: Have the participants received praise for their behaviour in a teaching related situation?

19. Have you ever done any teaching, coaching or tutoring?
   (probe) Have you spent any time with youth groups, summer camps, anything like that?

22. Did anyone comment on how you did?
   (probe) What sort of thing did they say?
Research Question 2: Have the participants experienced a feeling of pleasure associated with their behaviour in a teaching related situation?

19. Have you ever done any teaching, coaching or tutoring?
   (probe) Have you spent any time with youth groups, summer camps, anything like that?
20. How did that go?
21. How did you feel about it?

Proposition B

An individual is more likely to express a preference for a course of study, an occupation or the tasks and consequences of a field of work if that individual has observed a valued model being reinforced for engaging in activities s/he has learned are associated with the successful performance of that course, occupation or field of work. (Krumboltz, 1979, p.39)

Research Question 3: Have the participants observed student behaviours in Industrial Education classes which are recognized as rewarding to teachers?

23. When you were at secondary school, did you take Industrial Education classes?
24. How much do you think the students learned in the Industrial Ed. classes? Please select a letter from this card.

25. How often did they get their projects completed? Please select a letter.

26. How much of a discipline problem was there in the Industrial Ed. class? Please select a letter.

27. How well did the students get along with the Industrial Ed. teacher? Please select a letter.

28. Do you think the students tended to be closer to the Industrial Ed. teacher than to other members of staff?

29. How well do you think the Industrial Ed. teachers got along with the other members of staff? Please select a letter.

Proposition C

An individual is more likely to express a preference for a course of study, an occupation or the tasks and consequences of a field of work if that person has been consistently positively reinforced by a valued person who models and/or advocates engaging in that course, occupation or field of work. (Krumboltz, 1979, p.40)

Research Question 4: Have the participants known a teacher who was a source of positive reinforcement?

30. Do you have any friends who are teachers?

31. Are there any teachers in your family?

32. When you were in school were there any teachers that you particularly liked?
Research Question 5: Do the participants have friends and/or family members who support their choice of teaching as an occupation?

33. How do your close friends feel about your decision to go into teaching?

34. What about the people you worked with?

35. Do your parents know about your decision to become a teacher?

36. What do they think about teaching as a job?

37. What does your wife think?

38. Can you think of anyone else important to you who has been supportive in making the change?

39. Can you think of anyone important to you who was a bit critical?

Proposition D

An individual is more likely to express a preference for a course of study, an occupation or the tasks and consequences in a field of work if that individual has been exposed to positive words and images associated with that course, occupation, field of work or the activities related to it. (Krumboltz, 1979, p.40)

Research Question 6: Have the participants have watched a film or television program which has portrayed a positive image of the role of school teacher?
40. Have you seen any films or television programs about schools or teaching?

41. Can you recall any scenes in an Industrial Ed. class?

42. What impression of teaching did you get from the film/program?

43. What sort of person was the teacher?

44. Do you think this film/program had any influence on your decision to become a teacher?

Research Question 7: Have the participants have read a book which portrayed a positive image of teachers or teaching as an occupation?

45. Have you read any books about schools or teaching?

46. Can you recall any scenes in an Industrial Ed. class? Class?

47. What impressions of teaching did you get from the book?

48. What sort of person was the teacher?

49. Do you think this book affected your decision to become a teacher?

AREA OF INVESTIGATION 2

What factors facilitated or impeded the career change process?

Orienting Statement

Whenever a change in career is considered there exist certain factors which aid or hinder the transition process. (Louis, 1980)
Research Question 8: What factors are recognized as major barriers in the career change from tradesman to teacher?

11. Do you anticipate any problems going into a new line of work at this time?
   (probe) What kind of problems?/ None at all?

54. When you were thinking of changing jobs was there anything in particular that made the move difficult for you?

55. Can you think of anything that would have completely prevented you from changing jobs?

Research Question 9: What factors are recognized as major barriers in the career change from tradesman to teacher?

12. Now that you've more or less decided to change your job, how do you feel about making the change?

56. What sort of thing helped you make the change?

Research Question 10: How do financial factors affect the career change from tradesman to teacher?

52. From this card, would you select a letter that tells how much financial stress you expect during your training year?

(A) Extreme
(B) High
(C) Moderate
(D) Slight
(E) None
53. From this card would you select a letter that tells how much your income from teaching after about five years will compare with your income for the year before you entered the Program?

(A) Much higher
(B) Slightly higher
(C) About the same
(D) Slightly less
(E) Much less
(F) Don't know

57. If you had to pay your own university fees rather than being sponsored, how likely is it that you would have applied for entry into the program? Please select a letter from this card.

(A) Very likely
(B) Fairly likely
(C) Fairly unlikely
(D) Very unlikely

Research Question 11: How do family factors affect the career change from tradesman to teacher?

50. From this card would you select a letter that tells how much you are living apart from your family now that you have entered the Industrial Education program?

(A) All of the time
(B) Most of the time
(C) Part of the time (not weekends etc.)
(D) None of the time
(E) Not relevant; I live alone

51. Have your family experienced any major changes now that you have entered the training program?

(probe) What sort of changes?

58. From this card would you select a letter that tells how the people you live with feel about your going into teaching?

(A) Very supportive
(B) Fairly supportive
(C) Non-committal
(D) Fairly unsupportive
(E) Very unsupportive
(F) Not relevant; I live alone

59. How do your children feel?
AREA OF INVESTIGATION 3

Do the experiences and expectations of participants indicate a stable or unstable career pattern?

Orienting Statement

An individual is likely to pursue an average of three careers (Super & Bohm, 1970). If teaching is one of a series of unrelated occupations, an unstable career pattern may exist. If so, such a pattern would be reflected in career histories and expectations.

Research Question 12: Have the participants entered teaching after a sequence of three or more unrelated occupations?
1. What kind of work were you doing before you entered the Industrial Ed. program?
   (probe) What do you do in that job? Were you a foreman, supervisor, anything like that?
2. How long did you do that?
3. Is that the kind of work you have been doing most of your working life?
4. What other kind of work have you done?
5. About how long were you in each job?
Research Question 13: Do the participants view entry into teaching as a temporary or permanent commitment?

60. What do you hope to be doing in your career in 5 years time?

61. What do you hope to be doing in 10 years time?

Research Question 14: Is teaching one of several occupations considered as a career change?

13. Have you considered other lines of work besides teaching?
   (probe) What have you thought about?

14. How far did you go towards entering these other jobs?

16. Is this the first time you have considered being a teacher?

17. Why did you not go into teaching then?

Research Question 15: Are the stated reasons for entering teaching related to intrinsic or extrinsic factors?

6. What made you change your mind about being a _____?

7. When did you start thinking about changing your job?

8. Was there anything in particular that made you want to change jobs at that time?

9. What is important to you in choosing a new line of work?
   (probe) What makes a job attractive to you?

10. What do you think you will gain by entering a new line of work at this time?

15. What is it about teaching that makes it a good job for you?

62. Why do you want to be a teacher?
Do the socio-demographic backgrounds of the participants indicate that entry into teaching will provide upward social mobility?

Orienting Statement

Male teachers tend to come from blue collar backgrounds. Entry into teaching will therefore provide an accessible route to the middle class. (Schalock, 1979)

Research Question 16: What were the occupations of the participants before entering the program?

1. What kind of work were you doing before you entered the Industrial Ed. program?
   (probe) What do you do in that job? Were you a foreman, supervisor, anything like that?

Research Question 17: What were the educational levels of participants before entering the program?

18. Have you had any teacher training of any kind?
70. From this card would you select a letter that tells your level of schooling before you entered the program?

(A) Elementary school  
(B) Some high school  
(C) Completed high school  
(D) Some university  
(E) University graduate  
(F) Graduate degree  
(G) Some college or other post high school institution  
(H) Completed college or other post high school institution  
(I) Don't know

71. What grade were you in when you left secondary school for the first time?

72. Have you had any informal schooling such as inplant training, upgrading classes, anything like that?

Research Question 18: What were the occupations of parents of participants?

74. What was your father's occupation?

(probe) What did he do in that job?

75. What was your mother's occupation?

76. Was that full- or part-time?

Research Question 19: What was the educational level of parents of the participants?

77. From this card would you select a letter that tells your father's level of schooling?

(Use same card as in Question 70)

78. And your mother's level of schooling?

(Use same card as in Question 70)
Research Question 20: What were the personal and family backgrounds of participants?

63. How old were you on your last birthday?
64. And your sex is male.
65. What is your marital status?
66. (If married) How long have you been married?
79. Where were you born?
83. Are you a Canadian citizen, a Landed Immigrant, or do you have another status?
67. (If married) What is your wife's occupation?
73. (If married) And your wife's level of schooling?
(Use same card as in Question 70)
68. How many children do you have?
69. How old are they?
80. Where was your father born?
81. And your mother?
82. When you were growing up what language did you speak at home?
APPENDIX E

ITEMS ELIMINATED FROM INITIAL INTERVIEW SCHEDULE
ITEMS ELIMINATED FROM INITIAL INTERVIEW SCHEDULE

10. Is there anything you are going to miss in your old line of work?

11. Is there anything you'll look forward to leaving behind?

18. Is there anyone you can think of, either recently or long ago, who may have influenced your decision to think about teaching as a career?

19. What personal qualities do you feel you have that would fit well with teaching?

22. Do you think there will be any changes to your lifestyle if you become a teacher?

26. What do you think you'll like most about going to school next year?

28. What do you think you will enjoy least?

29. What do you think will be your biggest problems?

32. From this card would you select a letter which tells the size of community in which you would like to teach?

33. From this card would you select a letter which tells the size of community in which you have spent most of your life?

34. Where do you live now? Do you know what the population is?
APPENDIX F

CODEBOOK
1. What kind of work were you doing before you entered the Industrial Ed. program?

(probe) What did you do in that job? /Were you a foreman, supervisor, anything like that?

Variable: Previous occupation and subsequent class on Blishen Scale

Necessary number of columns: 4

Allocated Fortran columns: 7-10 (Leave empty pro tem.)

Coding: Occupation as reported
        Code class in row 3 column 48

2. How long did you do that?

Variable: Number of years in recent occupation

Necessary number of columns: 2

Allocated Fortran columns: 11-12

Coding: Record number of years as reported

3. Is that the kind of work you have been doing most of your working life?

Variable: Existence of other occupations

Necessary number of columns: 1

Allocated Fortran columns: 13

Coding: 1 yes
        2 no
4. What other kind of work have you done?

Variable: Number and type of other occupations

Necessary number of columns: 10

Allocated Fortran columns: 14-23

Coding: Occupations as reported

5. About how long were you in each job?

Variable: Number of years in other occupations

Necessary number of columns: 10

Allocated Fortran columns: 24-33

Coding: Record number of years as reported

6. What made you change your mind about being a _____?

Variable: Type of reason given for career change

Necessary number of columns: 6

Allocated Fortran columns: 34-39

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<td></td>
</tr>
<tr>
<td>19 other</td>
<td>29 other</td>
<td>39 other</td>
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8. Was there anything in particular that made you want to change jobs at that time?

Variable: Type of reason given for career change

Necessary number of columns: 6

Allocated Fortran columns: 42-47

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9. What is important to you in choosing a new line of work?

(probe) What makes a job attractive to you?

Variable: Work value

Necessary number of columns: 6

Allocated Fortran columns: 48-53

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10. What do you think you will gain by entering a new line of work at this time?

Variable: Type of reward anticipated as a result of career change

Necessary number of columns: 6

Allocated Fortran columns: 54-59

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<td>29 other</td>
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11. Do you anticipate any problems going into a new line of work at this time? (probe) What kind of problems?/ None at all?

Variable: Type of problem anticipated as a result of career change

Necessary number of columns: 3

Allocated Fortran columns: 60-62

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</tr>
<tr>
<td>5 social factors</td>
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<td>9 other</td>
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</table>
12. Now that you've more or less decided to change your job, how do you feel about making the change?

Variable: Quality of reaction to career change

Necessary number of columns: 2

Allocated Fortran columns: 63-64

Coding:
1 positive ("pleased; excited; good idea")
2 negative ("worried; nervous; regret decision; etc.")
3 both positive and negative
4 non-committal ("don't think about it; not much")

13. Have you considered other lines of work besides teaching?

(probe) What have you thought about?

Variable: Type of occupations considered in career change

Necessary number of columns: 4

Allocated Fortran columns: 65-68

Coding:
1 none
2 own business
3 other profession
9 other

14. How far did you go towards entering these other jobs?

Variable: Degree of commitment to career other than teaching

Necessary number of columns: 1

Allocated Fortran columns: 69

Coding:
1 just thought about it
2 inquired about job
3 applied for work/training
4 was offered job but refused
9 did not consider other jobs
15. What is it about teaching that makes it a good job for you?

Variable: Type of reward anticipated from career change into teaching

Necessary number of columns: 6

Allocated Fortran columns: 70-75

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</table>

19 other | 29 other

16. Is this the first time you have considered being a teacher?

(probe) When did you think about it before?

Variable: Time of first interest in teaching as career choice

Necessary number of columns: 1

Allocated Fortran columns: 76

Coding: 1 first time considered  
2 elementary school  
3 high school  
4 high school graduation  
5 previous tertiary education  
6 when employed  
9 other
17. Why did you not go into teaching then?

**Variable:** Reason for delayed entry into teaching as a career

**Necessary number of columns:** 2

**Allocated Fortran columns:** 77-78

**Coding:**
1. not relevant, first time considered
2. too much studying
3. financial reasons
4. reaction against parental advice
5. other

18. Have you had any teacher training of any kind?

**Variable:** Presence of teaching related experience

**Necessary number of columns:** 2

**Allocated Fortran columns:** 79-80

**Coding:**
1. none
2. college or university training
3. military instruction
4. in plant training program
5. apprentice training
6. other

**CODE ON ROW 2**

19. Have you ever done any teaching, coaching or tutoring? (probe) Have you spent any time with youth groups, summer camps, anything like that?

**Variable:** Presence of teaching related experience.

**Necessary number of columns:** 6

**Allocated Fortran columns:** 7-12
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20. How did that go?

**Variable:** Expressed feelings towards teaching or related experience

**Necessary number of columns:** 2

**Allocated Fortran columns:** 13-14

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<td>39 pos+neg</td>
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</tbody>
</table>

21. How did you feel about it?

**Variable:** Expressed feelings towards teaching or related experience

**Necessary number of columns:** 2

**Allocated Fortran columns:** 15-16

### Coding:

<table>
<thead>
<tr>
<th>10</th>
<th>20</th>
<th>30</th>
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<tbody>
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<td>Negative</td>
<td>Other</td>
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<tr>
<td>11 very positive</td>
<td>21 very negative</td>
<td>31 no T</td>
</tr>
<tr>
<td>12 mildly pos.</td>
<td>22 mildly neg.</td>
<td>Pos+neg</td>
</tr>
</tbody>
</table>
22. Did anyone comment on how you did?  
(probe) What sort of thing did they say?  

Variable: Source and type of feedback received  

Necessary number of columns: 6  
Allocated Fortran columns: 17-22  

Coding:  

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<td></td>
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</tr>
<tr>
<td>11 superior</td>
<td>21 superior</td>
<td>31 no T</td>
<td></td>
</tr>
<tr>
<td>12 peer</td>
<td>22 peer</td>
<td>32 no Cs</td>
<td></td>
</tr>
<tr>
<td>13 students</td>
<td>23 student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 other</td>
<td>29 other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. When you were at secondary school, did you take Industrial Education classes?  

Variable: Participation in Industrial Education classes as student  

Necessary number of columns: 1  
Allocated Fortran columns: 23  

Coding:  

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<tr>
<td>1 yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 no</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24. How much do you think the students learned in the Industrial Ed. classes? Please select a letter from this card.  
(Card)  
(A) Very much  
(B) A lot  
(C) Some  
(D) A little  
(E) Very little  

Variable: Amount of learning observed by participant in Industrial Education classes  

Necessary number of columns: 1  
Allocated Fortran columns: 24
25. How often did they get their projects completed? Please select a letter from this card. 
(Card) (A) Very often 
(B) Often 
(C) Sometimes 
(D) Seldom 
(E) Very seldom

Variable: Rate of project completion observed by participants in Industrial Education classes

Necessary number of columns: 1
Allocated Fortran columns: 25

Coding: 5 A 
4 B 
3 C 
2 D 
1 E 
9 Did not take I.E.

26. How much of a discipline problem was there in the Industrial Ed. classes? Please select a letter. 
(Card) (A) Very much 
(B) A lot 
(C) Some 
(D) A little 
(E) Very little

Variable: Degree of lack of classroom control observed by participants in Industrial Education classes

Necessary number of columns: 1
Allocated Fortran columns: 26
27. How well did the students get along with the Industrial Ed. teacher? Please select a letter from this card.

(Card) (A) very well
(B) Quite well
(C) Non-committal
(D) Quite badly
(E) Very badly

Variable: Quality of personal interaction between Industrial Education teachers and students

Necessary number of columns: 1
Allocated Fortran columns: 27

Coding: 5 A
4 B
3 C
2 D
1 E

9 Did not take I.E.

28. Do you think the students tended to be closer to the Industrial Ed. teachers than to the other members of staff?

Variable: Existence of close relationship between Industrial Education teachers and students

Necessary number of columns: 1
Allocated Fortran columns: 28

Coding: 1 yes
2 no
3 non-committal
4 don't know

9 Did not take I.E.
29. How well do you think the Industrial Ed. teachers got along with the other members of staff? Please select a letter.
   (Card)  
   (A) very well
   (B) Quite well
   (C) Non-commital
   (D) Quite badly
   (E) Very badly

Variable: Quality of observed interaction between Industrial Education teachers and other members of staff

Necessary number of columns: 1

Allocated Fortran columns: 29

Coding: 
5 A
4 B
3 C
2 D
1 E

9 Did not take I.E.

30. Do you have any close friends who are teachers?

Variable: Existence of teacher as source of positive reinforcement

Necessary number of columns: 1

Allocated Fortran columns: 30

Coding: 
1 yes
2 no

31. Are there any teachers in your family?

Variable: Existence of teacher as source of positive reinforcement

Necessary number of columns: 2

Allocated Fortran columns: 31-32
Coding:  
1 none  
2 parent  
3 sibling  
4 wife  
5 grandparent  
9 other

32. When you were in school were there any teachers that you particularly liked? 
(probe) What did they teach?

Variable: Existence of teacher as source of positive reinforcement

Necessary number of columns: 4

Allocated Fortran columns: 33-36

Coding:  
11 none  
21 Elementary teacher  
22 Industrial Education  
23 Physical education  
24 English  
25 Social Studies  
26 Mathematics  
27 Science  
29 Other

33. How do your close friends feel about your decision to go into teaching?

Variable: Quality of response from source of positive reinforcement

Necessary number of columns: 2

Allocated Fortran columns: 37-38

Coding:  
10  20  30

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Other</th>
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<tbody>
<tr>
<td>11 very pos.</td>
<td>21 very neg.</td>
<td>31 non-comm.</td>
</tr>
<tr>
<td>12 quite pos.</td>
<td>22 quite neg.</td>
<td>32 don't know</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38 pos+neg</td>
</tr>
<tr>
<td></td>
<td></td>
<td>39 other</td>
</tr>
</tbody>
</table>
34. What about the people you worked with?

Variable: Quality of response from source of positive reinforcement

Necessary number of columns: 2

Allocated Fortran columns: 39-40

Coding:

<table>
<thead>
<tr>
<th>10</th>
<th>20</th>
<th>30</th>
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<td>Other</td>
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<tr>
<td>11 very pos.</td>
<td>21 very neg.</td>
<td>31 non-comm.</td>
</tr>
<tr>
<td>12 quite pos.</td>
<td>22 quite neg.</td>
<td>32 don't know</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38 pos+neg</td>
</tr>
<tr>
<td></td>
<td></td>
<td>39 other</td>
</tr>
</tbody>
</table>

35. Do your parents know of your decision to become a teacher?

Variable: Existence of support from source of positive reinforcement

Necessary number of columns: 1

Allocated Fortran columns: 41

Coding:

1 yes
2 no
3 not relevant (deceased; no contact etc.)

36. What do they think about teaching as a job?

Variable: Existence of support from source of positive reinforcement

Necessary number of columns: 2

Allocated Fortran columns: 42-43
**Coding:**

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>10</td>
<td>11 very pos.</td>
<td>21 very neg.</td>
<td>31 non-comm.</td>
</tr>
<tr>
<td>20</td>
<td>12 quite pos.</td>
<td>22 quite neg.</td>
<td>32 don't know</td>
</tr>
<tr>
<td>30</td>
<td>31 non-comm.</td>
<td>32 don't know</td>
<td>33 not told</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>32</td>
<td>39 not rel.</td>
</tr>
</tbody>
</table>

37. What does your wife think?

**Variable:** Existence of support from source of positive reinforcement

**Necessary number of columns:** 2

**Allocated Fortran columns:** 44-45

**Coding:**

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
<th>Other</th>
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<tbody>
<tr>
<td>10</td>
<td>11 very pos.</td>
<td>21 very neg.</td>
<td>31 non-comm.</td>
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<tr>
<td>20</td>
<td>12 quite pos.</td>
<td>22 quite neg.</td>
<td>32 don't know</td>
</tr>
<tr>
<td>30</td>
<td>31 non-comm.</td>
<td>32 don't know</td>
<td>39 no wife</td>
</tr>
</tbody>
</table>

38. Can you think of anyone else important to you who has been supportive in making this career change?

**Variable:** Existence of support from source of positive reinforcement

**Necessary number of columns:** 3

**Allocated Fortran columns:** 46-48

**Coding:**

1 no one
2 family member
3 friend
4 workmate
5 counsellor
6 faculty
9 other
39. Can you think of anyone important to you who was a bit critical?

Variable: Existence of criticism from source of positive reinforcement

Necessary number of columns: 2

Allocated Fortran columns: 49-50

Coding:  
1 no one  
2 family member  
3 friend  
4 workmate  
5 counsellor  
6 faculty  
7 wife  
9 other

40. Have you seen any films or TV programs about schools or teaching?

Variable: Exposure to visual images associated with teaching

Necessary number of columns: 1

Allocated Fortran columns: 51

Coding:  
1 yes  
2 no

41. Can you recall any scenes in an Industrial Ed. class?

Variable: Exposure to visual images associated with teaching of Industrial Education

Necessary number of columns: 1

Allocated Fortran columns: 52

Coding:  
1 yes  
2 no  
9 has not seen film/program
42. What impression of teaching did you get from the film/program?

Variable: Portrayed image of teaching as an occupation

Necessary number of columns: 1

Allocated Fortran columns: 53

Coding:

1 positive ("worthwhile; rewarding; etc.")
2 negative ("waste of time; unpleasant; etc.")
3 both positive and negative
4 non-committal response

9 has not seen film/program

43. What sort of person was the teacher?

Variable: Portrayed image of teacher

Necessary number of columns: 1

Allocated Fortran columns: 54

Coding:

1 positive ("leader; patient; warm; etc.")
2 negative ("weak; impatient; withdrawn; etc.")
3 both positive and negative
4 non-committal response

9 has not seen film/program

44. Do you think this film/program had any influence on your decision to become a teacher?

Variable: Effect of portrayed image of teacher or teaching on career decision making

Necessary number of columns: 1

Allocated Fortran columns: 55

Coding:

1 yes
2 no
3 don't know

9 has not seen film/program
45. Have you read any books about schools or teaching?

**Variable:** Exposure to verbal image associated with teaching

**Necessary number of columns:** 1

**Allocated Fortran columns:** 56

**Coding:**
1 yes
2 no

46. Can you recall any episodes in an Industrial Ed. class?

**Variable:** Exposure to verbal image associated with the teaching of Industrial Education

**Necessary number of columns:** 1

**Allocated Fortran columns:** 57

**Coding:**
1 yes
2 no
9 has not read book

47. What impressions of teaching did you get from the book?

**Variable:** Portrayed image of teaching as occupation

**Necessary number of columns:** 1

**Allocated Fortran columns:** 58

**Coding:**
1 positive ("worthwhile; rewarding; etc.")
2 negative ("waste of time; unpleasant; etc.")
3 both positive and negative
4 non-committal response
9 has not read book

48. What sort of person was the teacher?

**Variable:** Portrayed image of teacher

**Necessary number of columns:** 1
Allocated Fortran columns: 59

Coding:

1 positive ("leader; patient; warm; etc.")
2 negative ("weak; impatient; withdrawn; etc.")
3 both positive and negative
4 non-committal response
9 has not read book

49. Do you think this book affected your decision to become a teacher?

Variable: Effect of portrayed image of teacher or teaching on career decision making

Necessary number of columns: 1

Allocated Fortran columns: 60

Coding: 1 yes
2 no
3 don't know
9 has not read book

50. From this card would you select a letter that tells how much you are living apart from your family now that you have entered the Industrial Education program?

(Card) (A) All of the time
      (B) Most of the time (not weekends etc.)
      (C) Part of the time
      (D) None of the time
      (E) not relevant; I live alone

Variable: Amount of time spent apart from family as a result of career change

Necessary number of columns: 1

Allocated Fortran columns: 61

Coding:

5 A
4 B
3 C
2 D
1 E
51. Have your family experienced any major changes now that you have entered the training program? (probe) What sort of changes?

Variable: Type of change experienced by family as a result of career change

Necessary number of columns: 3

Allocated Fortran columns: 62-64

Coding:  
1 none
2 separation from participant
3 relocation
4 change of job
5 change of schools
6 financial
8 not relevant, I live alone
9 other

52. From this card, would you select a letter that tells how much financial stress you expect during your training year?

(Card) (A) Extreme
(B) High
(C) Moderate
(D) Slight
(E) None

Variable: Degree of financial stress resulting from career change

Necessary number of columns: 1

Allocated Fortran columns: 65

Coding:  
5 A
4 B
3 C
2 D
1 E

53. From this card would you select a letter that tells how much your income from teaching after about five years will compare with your income for the year before you entered the program?

(Card) (A) Much higher
(B) Slightly higher
(C) About the same
(D) Slightly less  
(E) Much less  
(F) Don't know

Variable: Comparative financial status resulting from career change

Necessary number of columns: 1

Allocated Fortran columns: 66

Coding:  
5 A  
4 B  
3 C  
2 D  
1 E  
9 F

54. When you were thinking of changing jobs was there anything in particular that made the move difficult for you? (probe) What sort of thing?

Variable: Major barrier to career change

Necessary number of columns: 3

Allocated Fortran columns: 67-69

Coding:  
1 family factors  
2 financial factors  
3 relocation  
4 social factors  
5 academic expectations  
9 other

55. Can you think of anything that would have completely prevented you from changing jobs?

Variable: Major barrier to career change

Necessary number of columns: 3

Allocated Fortran columns: 70-72

Coding:  
1 none  
2 family exigency  
3 financial factors
4 relocation
5 lack of family support
9 other

56. What sort of thing helped you make the change?

Variable: Major facilitator to career change

Necessary number of columns: 3

Allocated Fortran columns: 73-75

Coding:
1 family support
2 financial factors
3 personal motivation
4 desire to leave current job
9 other

57. If you had to pay your own university fees rather than being sponsored, how likely is it that you would have applied for entry into the program? Please select a letter from this card.

(Card) (A) Very likely
(B) Fairly likely
(C) Fairly unlikely
(D) Very unlikely

Variable: Effect of financial outlay as barrier to career change

Necessary number of columns: 1

Allocated Fortran columns: 76

Coding:
4 A
3 B
2 C
1 D

58. From this card would you select a letter that tells how the people you live with feel about your being a teacher?

(Card) (A) Very supportive
(B) Fairly supportive
(C) Non-committal
(D) Fairly unsupportive
(E) Very unsupportive
(F) Not relevant
Variable: Support from significant others for career change

Necessary number of columns: 1

Allocated Fortran columns: 77

Coding:
5 A
4 B
3 C
2 D
1 E
9 F

59. How do your children feel?
(Card) (A) Very supportive
(B) Fairly supportive
(C) Non-committal
(D) Fairly unsupportive
(E) Very unsupportive
(F) Not relevant

Variable: Support from significant others for career change

Necessary number of columns: 1

Allocated Fortran columns: 78

Coding:
5 A
4 B
3 C
2 D
1 E
9 F

60. What do you hope to be doing in your career in 5 years time?

Variable: Anticipated career goals after 5 years

Necessary number of columns: 2

Allocated Fortran columns: 79-80

Coding:
1 teacher
2 head of department
3 administrator
4 out of teaching
5 completion of B. Ed. Degree
61. What do you hope to be doing in 10 years time?

Variable: Anticipated career goals after 10 years

Necessary number of columns: 2

Allocated Fortran columns: 7-8

Coding:
1 classroom teacher
2 head of department
3 administrator
4 out of teaching
5 completion of B. Ed. Degree
6 graduate degree
7 travel
8 don't know
9 other

62. Why do you want to be a teacher?

Variable: Type of reason given for entering teaching as a second career

Necessary number of columns: 6

Allocated Fortran columns: 9-14

Coding:

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<td>Intrinsic</td>
<td>Extrinsic</td>
</tr>
<tr>
<td>11 satisfaction</td>
<td>21 work cons.</td>
</tr>
<tr>
<td>12 match s-concept</td>
<td>22 financial</td>
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<td>13 be with youth</td>
<td>23 stability</td>
</tr>
<tr>
<td>14 be with family</td>
<td>24 prestige</td>
</tr>
<tr>
<td>15 challenge</td>
<td>25 flexibility</td>
</tr>
<tr>
<td>16 self improvement</td>
<td>26 career opp'y</td>
</tr>
<tr>
<td>19 other</td>
<td>29 other</td>
</tr>
</tbody>
</table>
63. How old were you on your last birthday?

Variable: Age of participant

Necessary number of columns: 2

Allocated Fortran columns: 15-16

Coding: Record number of years as reported

64. And your sex is male.

Variable: Sex of participant

Necessary number of columns: 1

Allocated Fortran columns: 17

Coding: 1 male
        2 female

65. What is your marital status?

Variable: Marital status of participant

Necessary number of columns: 1

Allocated Fortran columns: 18

Coding: 1 married
        2 single
        3 other

66. (If married) How long have you been married?

Variable: Number of years participant has been married

Necessary number of columns: 2

Allocated Fortran columns: 19-20

Coding: Record number of years as reported
        98 single
        99 other
67. (If married) What is your wife's occupation?

Variable: Occupation of wife of participant

Necessary number of columns: 1

Allocated Fortran columns: 21

Coding:

1 clerical
2 homemaker
3 nurse
4 student-graduate
5 student-undergraduate
6 teacher
7 not married
8 other

68. How many children do you have?

Variable: Number of children of participant

Necessary number of columns: 1

Allocated Fortran columns: 22

Coding: Record number as reported

69. How old are they?

Variable: Ages of children

Necessary number of columns: 5

Allocated Fortran columns: 23-27

Coding:

1 no children
2 under 5 years
3 5-10 years
4 11-15 years
5 16-20 years
6 21+ years

70. From this card would you select a letter that tells your level of schooling before you entered the program?

(Card)

(A) Elementary school
(B) Some high school
(C) Completed high school
(D) Some university
(E) University degree
(F) Graduate degree
(G) Some college or other post high school institution
(H) Completed college or other post high school institution
(I) Don't know

Variable: Educational level of participant

Necessary number of columns: 1

Allocated Fortran columns: 28

Coding:

1 A
2 B
3 C
4 D
5 E
6 F
7 G
8 H
9 I

71. What grade were you in when you left secondary school for the first time?

Variable: Grade at initial completion of secondary school

Necessary number of columns: 1

Allocated Fortran columns: 29

Coding:

1 grade 8
2 grade 9
3 grade 10
4 grade 11
5 grade 12

72. Have you had any informal schooling such as inplant training, upgrading classes, anything like that?

Variable: Existence of formal education outside full-time route

Necessary number of columns: 2

Allocated Fortran columns: 30-31
Coding:

1 none
2 inplant training
3 upgrading
4 union leadership training
5 night school
6 armed forces
9 other

73. (If married) What is your wife's level of schooling?
   (Card)
   (A) Elementary school
   (B) Some high school
   (C) Completed high school
   (D) Some university
   (E) University degree
   (F) Graduate degree
   (G) Some college or other post high school institution
   (H) Completed college or other post high school institution
   (I) don't know

Variable: Educational level of spouse

Necessary number of columns: 1

Allocated Fortran columns: 32

Coding:

1 A
2 B
3 C
4 D
5 E
6 F
7 G
8 H
9 I (Use for 'Not married'.)

74. What was your father's occupation?
   (probe) What did he do in that job?

Variable: Occupation and subsequent ranking on Blishen Scale

Necessary number of columns: 4

Allocated Fortran columns: 33-36

coding: Occupation as reported
        Code class in row 3 column 49
75. What was your mother's occupation?

Variable: Occupation of mother

Necessary number of columns: 2

Allocated Fortran columns: 37-38

Coding:
1 homemaker
2 clerical
3 nurse
4 teacher
9 other

76. Was that full- or part-time?

Variable: Proportion of mother's time spent in employment outside the home

Necessary number of columns: 1

Allocated Fortran columns: 39

Coding:
1 no outside employment
2 part-time outside employment
3 full-time outside employment

77. From this card would you select a letter that tells your father's level of schooling?

(Card)
(A) Elementary school
(B) Some high school
(C) Completed high school
(D) Some university
(E) University degree
(F) Graduate degree
(G) Some college or other post high school institution
(H) Completed college or other post high school institution
(I) don't know

Variable: Educational level of father

Necessary number of columns: 1

Allocated Fortran columns: 40
Coding:
1 A
2 B
3 C
4 D
5 E
6 F
7 G
8 H
9 I

78. And your mother's level of schooling? (Card)
(A) Elementary school
(B) Some high school
(C) Completed high school
(D) Some university
(E) University degree
(F) Graduate degree
(G) Some college or other post high school institution
(H) Completed college or other post high school institution
(I) don't know

Variable: Educational level of mother

Necessary number of columns: 1
Allocated Fortran columns: 41

Coding:
1 A
2 B
3 C
4 D
5 E
6 F
7 G
8 H
9 I

79. Where were you born?

Variable: Birthplace of participant

Necessary number of columns: 1
Allocated Fortran columns: 42

Coding:
1 British Columbia
2 Canada elsewhere
3 U.K.
80. Where was your father born?

Variable: Birthplace of father of participant

Necessary number of columns: 1

Allocated Fortran columns: 43

Coding:

1 British Columbia
2 Canada elsewhere
3 U.K.
4 U.S.A.
5 Western Europe
6 Eastern Europe
9 other

81. And your mother?

Variable: Birthplace of mother of participant

Necessary number of columns: 1

Allocated Fortran columns: 44

Coding:

1 British Columbia
2 Canada elsewhere
3 U.K.
4 U.S.A.
5 Western Europe
6 Eastern Europe
9 other

82. When you were growing up what language did you speak at home?

Variable: First language of participant; ethnic affiliation

Necessary number of columns: 2

Allocated Fortran columns: 45-46
Coding:  
1 English  
2 French  
3 German  
4 Italian  
5 Ukrainian  
9 other

83. Are you a Canadian citizen, Landed Immigrant, or do you have another status?

Variable: National affiliation of participant

Necessary number of columns: 1

Allocated Fortran columns: 47

Coding:  
1 Canadian citizen  
2 Landed Immigrant  
3 other status
APPENDIX G

FINAL VERSION OF INTERVIEW SCHEDULE
FINAL VERSION OF INTERVIEW SCHEDULE

Before the interview started the respondents were thanked for agreeing to take part in the research project. The purpose of the research was summarised. Assurance was given as to anonymity of their responses. Each participant was reminded that the interview was to be tape-recorded and that he had the right to refuse to answer any question or stop the interview at any time.

1. What kind of work did you do before entering the Industrial Ed. program?
   (probe) What did you do in that job?/ Were you a foreman, supervisor, anything like that?

2. How long did you do that?

3. Is that the kind of work you have been doing most of your working life?

4. What other kind of work have you done?

5. About how long were you in each job?

6. What made you change your mind about being a ______?

7. When did you start thinking about changing your job?

8. Was there anything in particular that made you want to change jobs at that time?

9. What is important to you in choosing a new line of work?
   (probe) What makes a job attractive to you?

10. What do you think you will gain by entering a new line of work at this time?

11. Do you anticipate any problems going into a new line of work at this time?
   (probe) What kind of problems?/ None at all?
12. Now that you've more or less decided to change your job, how do you feel about making the change?

13. Did you consider other lines of work besides teaching?

14. How far did you go towards entering these other jobs?

15. What is it about teaching that makes it a good job for you?

16. Is this the first time you have considered being a teacher?
   (probe) When did you think about it before?

17. Why did you not go into teaching then?

18. Have you had any teacher training of any kind?

19. Have you ever done any teaching, coaching or tutoring?
   (probe) Have you spent any time with youth groups, summer camps, anything like that?

20. How did that go?

21. How did you feel about it?

22. Did anyone comment on how you did?
   (probe) What sort of thing did they say?

23. When you were at secondary school, did you take Industrial Education classes?

24. How much do you think the students learned in the Industrial Ed. classes? Please select a letter from this card.
   (Card) (A) Very much
   (B) A lot
   (C) Some
   (D) A little
   (E) Very little

25. How often did they get their projects completed? Please select a letter from this card.
   (Card) (A) Very often
   (B) Often
   (C) Sometimes
   (D) Seldom
   (E) Very seldom
26. How much of a discipline problem was there in the Industrial Ed. classes? Please select a letter. (Same card as in Question 24 above.)

27. How well did the students get along with the Industrial Ed. teacher? Please select a letter from this card. (Card) (A) Very well (B) Quite well (C) Non-committal (D) Quite badly (E) Very badly

28. Do you think the students tended to be closer to the Industrial Education teachers than to other members of staff?

29. How well do you think the Industrial Ed. teachers got along with the rest of the staff? Please select a letter. (Same card as in Question 27 above.)

30. Do you have any close friends who are teachers?

31. Are there any teachers in your family?

32. When you were in school were there any teachers that you particularly liked? (probe) What did they teach?

33. How do your close friends feel about your decision to go into teaching?

34. What about the people you worked with?

35. Do your parents know of your decision to become a teacher?

36. What do they think about teaching as a job?

37. What does your wife think?

38. Can you think of anyone else important to you who has been supportive in making this career change?

39. Can you think of anyone important to you who was a bit critical?
40. Have you seen any films or TV programs about schools or teaching?

41. Can you recall any scenes in an Industrial Ed. class?

42. What impression of teaching did you get from the film/program?

43. What sort of person was the teacher?

44. Do you think this film/program had any influence on your decision to become a teacher?

45. Have you read any books about schools or teaching?

46. Can you recall any episodes in an Industrial Ed. class?

47. What impressions of teaching did you get from the book?

48. What sort of person was the teacher?

49. Do you think this book affected your decision to become a teacher?

50. From this card would you select a letter that tells how much you are living apart from your family now that you have entered the Industrial Education program? 
   (Card)  (A) All of the time 
   (B) Most of the time (not weekends etc.) 
   (C) Part of the time 
   (D) None of the time 
   (E) not relevant; I live alone

51. Have your family experienced any major changes now that you have entered the training program? 
   (probe) What sort of changes?

52. From this card, would you select a letter that tells how much financial stress you expect during your training year? 
   (Card)  (A) Extreme 
   (B) High 
   (C) Moderate 
   (D) Slight 
   (E) None
53. From this card would you select a letter that tells how much your income from teaching after about five years will compare with your income for the year before you entered the program?
(Card)  
(A) Much higher  
(B) Slightly higher  
(C) About the same  
(D) Slightly less  
(E) Much less  
(F) Don't know

54. When you were thinking of changing jobs was there anything in particular that made the move difficult for you?
(probe) What sort of thing?

55. Can you think of anything that would have completely prevented you from changing jobs?

56. What sort of thing helped you make the change?

57. If you had to pay your own university fees rather than being sponsored, how likely is it that you would have applied for entry into the program? Please select a letter from this card.
(Card)  
(A) Very likely  
(B) Fairly likely  
(C) Fairly unlikely  
(D) Very unlikely

58. From this card would you select a letter that tells how the people you live with feel about your being a teacher?
(Card)  
(A) Very supportive  
(B) Fairly supportive  
(C) Non-committal  
(D) Fairly unsupportive  
(E) Very unsupportive  
(F) Not relevant

59. How do your children feel?
(Use same card as in Question 57)

60. What do you hope to be doing in your career in 5 years time?
61. What do you hope to be doing in 10 years time?

62. Why do you want to be a teacher?

   Cue: Now I'd like to finish up with a few background details.

63. How old were you on your last birthday?

64. And your sex is male.

65. What is your marital status?

66. (If married) How long have you been married?

67. (If married) What is your wife's occupation?

68. How many children do you have?

69. How old are they?

70. From this card would you select a letter that tells your level of schooling before you entered the training program?

   (Card) (A) Elementary school  
   (B) Some secondary school  
   (C) Completed secondary school  
   (D) Some university  
   (E) University degree  
   (F) Graduate degree  
   (G) Some college or other post high school institution  
   (H) Completed college or other post high school institution  
   (I) Don't know

71. What grade were you in when you left secondary school for the first time?

72. Have you had any informal schooling such as inplant training, upgrading classes, anything like that?

73. (If married) What is your wife's level of schooling?

   (Use same card as in Question 69)
74. What was your father's occupation?
   (probe) What did he do in that job?
75. What was your mother's occupation?
76. Was that full- or part-time?
77. From this card would you select a letter that tells your father's level of schooling?
   (Use same card as in Question 70)
78. And your mother's level of schooling?
   (Use same card as in Question 70)
79. Where were you born?
80. Where was your father born?
81. And your mother?
82. When you were growing up what language did you speak at home?
   (cue) And the last question is...
83. Are you a Canadian citizen, Landed Immigrant, or do you have another status?
APPENDIX H

LETTER OF CONTACT
APPENDIX I

PARTICIPANT CONSENT FORM
PARTICIPANT CONSENT FORM

I hereby give my voluntary consent to be interviewed for the purposes of research into teaching as a second career choice. The nature of the research has been explained to me and I am aware that the interview will be tape-recorded.

I understand that my identity will not be disclosed and all information given will be treated as anonymous and confidential.

I further understand that I may refuse to answer any question and may terminate the interview at any time.

Signed ______________________

Date ______________________