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**“TEACHER, WHAT DO YOU WANT TO BE
WHEN YOU GROW UP?”**

A Case study of Career Development in a
New Zealand Primary School.

A thesis submitted in partial fulfilment of the requirements for the
degree of Master of Educational Administration at Massey University,
Albany Campus, Auckland, New Zealand.

MAREE GRACE BATHURST
2002

CANDIDATE'S STATEMENT

I certify that the research paper entitled:

“TEACHER WHAT DO YOU WANT TO BE WHEN YOU GROW UP?”

(A Case study of Career Development in a
New Zealand Primary School)

And submitted for the degree Master of Educational Administration is the result of my own work, except where otherwise acknowledged, and that this research paper (or part of the same) has not been submitted for a higher degree to any other university or institution.

Signed: *M. Karen G. S. Butler*

Date: *12/12/2002*

ABSTRACT

With the introduction of *Tomorrow's Schools* (New Zealand Government, 1988), a national appointments structure for teachers was removed by the Ministry of Education. The researcher was interested in investigating how teachers planned their careers, in the post 1988 era, and if there were any significant differences in career patterns between genders. Factors influencing teachers' initial choice of vocation, as well as positive and negative career motivations were also identified.

The research methodology selected by the researcher was that of case study, and was conducted in my current school. Questionnaires provided the initial source of quantitative data. Interviews and field notes provided a wealth of qualitative data. The researcher was a participant observer and as Associate Principal had considerable tacit knowledge about the staff and current school policies.

The research results identified four central themes; positive motivators for teaching, negative factors impacting on teachers, gender issues, and career planning methods.

Positive motivators were all intrinsic in nature. A desire to work with children was the main reason respondents identified as the most important reason for choosing teaching as their first career. Significant positive career motivators included the teachers' own confidence and ability, desire for involvement in decision-making, and the need for change or greater motivation. External motivators such as salary or qualifications ranked the least important.

The overriding importance of balancing home and school, family commitments, location and travel factors, and significance of holidays were key factors identified as negative influences on career planning or potential career barriers.

A surprising factor in the study was the lack of significant differences in the career planning between male and female. In comparison the more relevant dimensions of differing career motivations based on women's age, generation, and family commitments were of far greater significance to the final research.

Career planning is occurring in a variety of ways, the most significant identified by teachers was the support given by a role model or mentor, and career planning conducted at appraisal interviews. Issues identified in the discussion also address the importance of career planning, and whose responsibility it should be.

ACKNOWLEDGEMENTS

I wish to thank the very special people who have helped me complete this enormous “Learning Journey.” Without you all, I couldn’t have done it!

My sincere thanks and appreciation to:

- Dr Mollie Neville, my advisor and supervisor on this paper, and an amazing role model. Her patience was unending as she attempted to untangle my “convoluted sentences” and guided me “out of my foggy thinking.”
- Ken McLeay, principal of Marina View School, my mentor throughout the paper. Your counsel, wisdom, kindness and encouragement were truly valued.
- Gary Pasfield, my fellow associate principal, who covered my absence in the busiest month of the school year, without complaint! To Donelle, Sarah and Shirley for all you did to ensure the Junior School functioned in my absence. To Colin Gover, my personal I.T. teacher, thanks for all your help in my moments of computer crisis.
- The rest of the Marina View Team, my colleagues. You gave your precious time so willingly in completing surveys and interviews. Your support when the “going got tough” was inspirational. To Lee Lee and Sandra, your pastoral care and genuine interest in my studies, was a real blessing.
- To Chrissy Dennison, for your gift of friendship. We embarked on the journey together and somehow we’ve made it to the end.
- To my mum and dad for their practical support and kindness. The values you instilled in me to “keep trying” have guided me well, and the holidays at the bach my treasured sanctuary. To Vi and Zac, your generosity, meals and encouragement is amazing. Thankyou Jeanie, my special sister who understood how hard it all was.
- To Bill and Laura, my family. Thankyou for your love and patience.

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LIST OF ABBREVIATIONS

A.P.	Assistant Principal
B.O.T.	Board of Trustees
D.P.	Deputy Principal
M.O.E.	Ministry of Education
N.Z.E.I.	New Zealand Education Institute

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CHAPTER ONE

The Scope of the Research Project.

Background.

Since the introduction of the *Tomorrow's Schools* reforms (Government of New Zealand, 1988), teacher's career paths have changed considerably. Prior to 1988, all Regional Education Boards made teacher and principal appointments. Under this centralised system the Education Board also assessed or graded teachers for promotion purposes. Although these changes occurred more than a decade ago, they have been of major significance in the impact that they have had on the way teachers' careers are planned and structured.

Boards of Trustees are currently responsible for all appointments within a school, and with no national appointment or promotion structure variety of appointment procedure have occurred. The introduction of bulk funding gave schools even greater flexibility in staff appointments, and although national pay scales based on years of experience still applied, appointments were based on a "market driven" approach. With the change in government and the removal of bulk funding, the introduction of management units and "units to support retention and recruitment" have still allowed Boards of Trustees and school management greater staffing flexibility.

Some teachers have been unaccustomed to developing their own career development goals. The change from a national appointment policy coupled with the previous structured and prescribed career hierarchy has had significant and major ramifications on teachers' careers.

Reasons for Conducting this Research.

In this reflection I have provided some insight as to the way my own career development and changes in traditional career advancement, have provided a catalyst for my research project.

Like many young women of my generation, I had put very little thought into career planning in my early years of teaching. While I was aware of the "grading system" I thought this only applied to people who were applying for promotion, something that was not a consideration at this stage of my own career. I was aware of the "salary barrier" applicable if "Country Service" had not been completed, and made my first career decision to "get this out of the way early", and spent my first year teaching in an idyllic seven-teacher country school. It was while I completing a Social Studies Unit on Occupations, at this school, that I considered my future career when a delightful Standard One (Year 3) pupil named Wendy posed the following question.

*All right Miss Mitchell, but what will you do when you get old then?
Are you going to be a mother or maybe do Mrs H's job when she
dies?*

I was reminded of this conversation when some 20 years later when a Year Two class were discussing the replacement of the previous principal. I was at this time an Assistant Principal of a large urban school. (Lis' suggestions of a mother and Infant Mistress role

had both come true by this time). I was explaining that the current Deputy principal, Mr B. would be the principal for a term until the Board of Trustees decided on who the new principal would be. Bo- Yuu summed it all up for the class using her newly developed English skills.

Mr A. used to be the big boss. Mr B. is the little boss of the big kids, and Mrs Bathurst is the little boss of the little kids. Mr B. is going to pretend to be principal till they chose someone. He was allowed to 'cos he looked after big kids and takes assemblies, but Mrs Bathurst couldn't 'cos she looked after little kids and could never be a Big Boss anyway 'cos she is a lady.

Once again a wise child who had put more thought into my career's planning than had! Bo-Yuu also mirrored many of the parent perceptions in that teacher's promotion structure directly matched the age of the children they teach. These two conversations highlight to some extent teacher's perceptions of their own career potential, as well as the lack of any formal career guidance or planning currently occurring in schools. They also indicate the different perceptions parents have, and indeed some women teachers' themselves, about gender differences for teachers' career planning.

I have a personal interest in the way teacher's plan their careers and how this differs from the business world. For several years I was employed as a career consultant for a Human Resources Company overseas. Career and succession planning were key policies of the company, with all professional development funding supporting these goals. Upon returning to New Zealand I resumed a teaching career in the early eighties. At this time the effects of *Tomorrow's Schools* (New Zealand Government, 1988) and consequent changes to promotion structures had occurred. New Zealand had moved

appointed staff, to a decentralised and localised structure in which elected Boards of Trustees with school staff involvement, completed appointments and promotions. I became aware of the enormous gap between the previously highly structured hierarchy system for promotion in which teachers' careers were planned for them, and the "new" structure where teachers were responsible for mapping out their own career.

Significance and usefulness of the research project to others.

I believe the research project will be worthwhile to others in that;

- It will provide a theoretical background addressing the key changes to teacher's individual career development since the introduction of *Tomorrow's Schools* (New Zealand Government, 1988)
- Provide examples, through the case study presented, of the way one school supports career development and succession planning, through Personnel Management. This may challenge others to address whose responsibility career development is, and whether the individual's goals can match the institutions goals.
- Support teachers to proactively consider their career goals.
- Identify what factors influence teacher's career development and summarise if these vary significantly for male and female.

Information presented may also challenge teachers, Boards of Trustees and School Management to discuss how they could address career development as part of their Human Resources planning, within their own school. It may also identify the need for external agencies (e.g. Ministry of Education, private facilitators, principal cluster

groups, N.Z.E.I. etc) to conduct information workshops on career development, for teachers.

The Research Problem, Objectives and Questions.

The purpose of this study is to identify what *career development, or career planning*, is currently occurring by primary teachers, using the researcher's school as a case study. In order to achieve this goal, it is necessary to define what is meant by the concept *career planning*, and a theoretical base is provided in the Literature Review for this purpose.

The term *career development* is frequently used by Human Resource Departments in the corporate world. It is the researcher's belief that schools perform well behind business in this type of planning. The study hopes to identify which current practices occur in primary schools.

- How does career planning occur in one school setting?
- How do individual teachers plan their careers?
- Does the school support career planning? How?
- Do the teacher's have any experience of career development models from other schools, countries or corporate experience?

For many teachers their careers and promotions have "*just happened*", with limited formal identification or planning. The study attempts to address the factors that do influence teachers' career development.

- What factors influence teachers currently in making decisions about their career?

- Have the changes to career promotion brought about by *Tomorrow's Schools* (New Zealand Government, 1988) had any affect on their own career planning?

Many teachers have identified barriers to their potential career development. The project reviews current research on career barriers, and through the case study identifies teachers perceived barriers to career advancement.

- To investigate what factors impact upon teacher's career goals?
- Do these differ significantly between genders?
- Does age or family commitments have any impact on career planning?

The information provided by the case study is summarised and provides evidence from which trends can be identified.

- Can the factors that were identified in the case study provide any trends or conclusions about how teachers plan their careers?

Methodology/ Review of the Chapters.

Having introduced the scope, background and reasons for undertaking the study, Chapter 2. provides a literature review that defines the concept of career development. This theory provides the base understanding of career planning in a general sense and is further developed to identify specific literature on teacher's career planning, as well as the unique pattern of women teachers' career planning.

Chapter 3 discusses the methodology used in the research and identifies why the unique characteristics of case study have been identified as the most suitable for this particular

project. The research combines both a quantitative approach through the written questionnaire, combined with a qualitative dimension, through the individual interviews. Document analysis was also identified as a further source of potential data. This chapter also addresses the important ethical considerations valid for the case study.

In Chapter 4 the researcher has collated the results of the written questionnaire carried out on staff at her current school, plus seven past staff members. The questionnaire uses the research questions as a base and attempts to identify key factors and their importance in teachers' career planning. Participants were also requested to participate in an interview, should the researcher require further clarification or further depth of information. A total of eight interviews were completed, five on current staff, and three on past staff members. As a participant observer the researcher had the advantage of tacit knowledge of the school. This knowledge supported a relaxed interview process, and with established rapport developed with colleagues field notes provided further data. The statistical data is presented in graph and table form, while the supporting quotes from interviews are presented in narrative form. The narrative provided by the interviews was transcribed to provide triangulation of the questionnaire results, as well as a richness and qualitative aspect to the results.

Chapter 5 summarises and analysis both the results of written questionnaires and interviews. Key themes are identified and analysis of the findings is discussed.

Recommendations and implications for stakeholders are identified in Chapter 6. Both the limitations of this study as well as recommendations for future study are also suggested.

Chapter Two

Literature Review

Introduction

The topic of Career Planning and Career Development is very broad with extensive literature, so it has been essential that for the purpose of this project, that the relevant literature has been summarised and reviewed in the four key areas, which link directly to my research questions. (See Figure 2.1.)

The first section reviews much of the international Career Theory Research, and provides a frame of reference on which further sections of the review are developed. This focus on Career Development Theory is essential, as this theory underpins research completed on *teachers' careers*.

Secondly, I have drawn the key concepts of career planning from a general sense and linked these to specific research completed on Teacher's career development and planning. Much of this literature is based on women's experiences, with particular focus on the gender differences identified. My case study hopes to identify both similarities and differences involved in career planning, for both genders.

Having addressed the different factors, I believe it is also critical to identify the "Myths that surround women teachers career planning", as well as identify their unique career barriers.

To conclude, one of the key controls on both male and female career planning is the identification of the role that external controls or forces also play in teachers' career development. Some of these factors such as breaks in career for family reasons are clearly identifiable. Less obvious factors such as the decentralisation of teachers' appointment and promotion structures, appear to have limited research available to date.

The case study hopes to provide evidence which can be used to identify the key factors that currently influence primary teachers' career planning. Figure One provides an overview of the Literature Review, with links to the key research questions.

Figure 2. 1: Overview of Literature Review.

Career Development / Planning . What is it?

- 1. Career Models and Framework - General.**
- 2. Career Development or Planning - Teacher's**
- 3. The influence of gender in Career Decisions.**
- 4. Women Teachers and Career Barriers.**
- 5. External Factors and Career Decisions.**

Career Development / Planning. What is it?

Introduction

To understand the term career development or career planning, it is important to understand of the specific vocabulary as used in the field of Human Resource Management career planning. Having gained this general overview of the meanings and implications of these terms, in the business sector, it is than possible to draw links, similarities, and comparisons between career planning in schools, as compared businesses or other organizations.

Key Definitions and Concepts

Career.

The history of the word “career” is in itself an ideal starting point, and as Dalton (1989, p. 89) identifies, “ brings with it an interesting connotation. The word comes from the French word *carriere* meaning a road or a race course.” In the corporate setting the word career is often linked with the term career development, or career planning, therefore attaching the perception that ones path or journey has a structure or specific path attached to it. This definition has direct relevance to the case study, as one of the factors the survey hopes to identify is the question of whether any formal or informal career planning or development, does occur in schools.

Models of Career.

Developmental *Models of Careers*, are another key concept directly linked to understanding career development, and one that also has specific links to teachers’ career planning. I have divided the main schools of thought into four different

categories, as a simple framework to identify themes in the vast amount of literature available on this topic. Each theme is then linked to teachers' careers.

The framework is represented by:

- *Life stage or Life span models.*
- *Organisational or Institutional Models.*
- *Individual Models.*
- *Combination Models.*

Life stage or Lifespan Models.

Life Stages or Life Span stages are career models that are based on the worker's path directly related to their life stages

Similar themes are investigated by Tuckman (1974, p.198). He suggests that career development involves three sets of tasks. People must develop self-awareness, understanding of the environment where they live, and the ability to make career choices so they can act. While his study is based on corporate Resource Management it is possible to link teachers' career stages. As a simplistic comparison I have matched some suggested teacher phases to his model.

- The initial years of teaching could be matched to *self-awareness phase*.
- Teachers of 3 - 4 years experience as the *understanding the environment they live stage*.
- Teacher's seeking positions of responsibility as his *ability to make career choices so they can act*. Tuckman (1974, p.198).

Of course there may be significant variation in when the stages occur depending on the level of teaching expertise and maturity, amount of time spent in any one school, external influences or professional development opportunities.

In linking this type of model to a teaching one - "*Linear state*" could refer to those teachers who have a planned vertical career path, and "*steady state*" may compare with those teachers who do not move beyond classroom teacher level.

De Vries and Miller also support the view that the stages of life cycle are directly related to career events and changes, and state:

The earliest working years for managerial employees may be characterised by disappointment as the constraints and routine nature of the job become felt for the first time. Subsequently, promotions, increased responsibility and greater expertise may boost job satisfaction until the middle years when the midlife crisis strikes and lowers satisfaction. (De Vries and Miller, 1985, p.117)

The similarities between these models are the relationship between the external factor of life stage and its impact on the worker's career development opportunities. While the researcher do not dispute the relevance of life stages to career development it is also critical to address alternative models in which the motivating force to career development is in fact the individual teacher.

Organisational Models.

Micheal Driver (1979) is one exponent of the organisational model and bases his concept of career development on the view that different people have different ideas on how their careers should develop, linking their own career goals to that of the goals of

the institution or organization. He distinguishes four career patterns. The researcher has provided teacher's career examples with Drivers' career stages to exemplify the possible links.

- Linear Model - refers to people who remain in the same occupation but progress upwards. This typical traditional / hierarchal career pattern could be matched to the career of a teacher who is promoted through the levels of responsibility from beginning teacher, senior teacher, Assistant or Deputy Principal through to Principal.

This model could be matched directly to the pre "*Tomorrow's Schools*" (New Zealand Government, 1988) model operated by the New Zealand Education Department and commonly referred to as the "grading system" for promotion.

- Steady state - refers to people who remain in exactly the same role as that which they began their career. An example of this would be teacher's that remain in Scale A. position from early teaching days through to retirement.
- Spiral - referring to people who make major shifts from time to time between occupations or different roles in the organization. An example of this model could be teachers who move schools based on specialisation roles, or who change role significantly but still remain within the education field such a Training college lecturer or Advisory roles.
- Transitory - refers to people who change job frequently. An example of this model would be a teacher who may move in and out of teaching, relievers, or someone who moves schools frequently.

Obviously the teaching examples the researcher has used are quite simplistic, and it is more than possible any teacher may well identify with one or more of the above career

patterns. Drivers (1979) model is limiting in that it is based on only one dimension of career planning, not representing the complexity and problematic nature of the many factors that influence teachers' career planning.

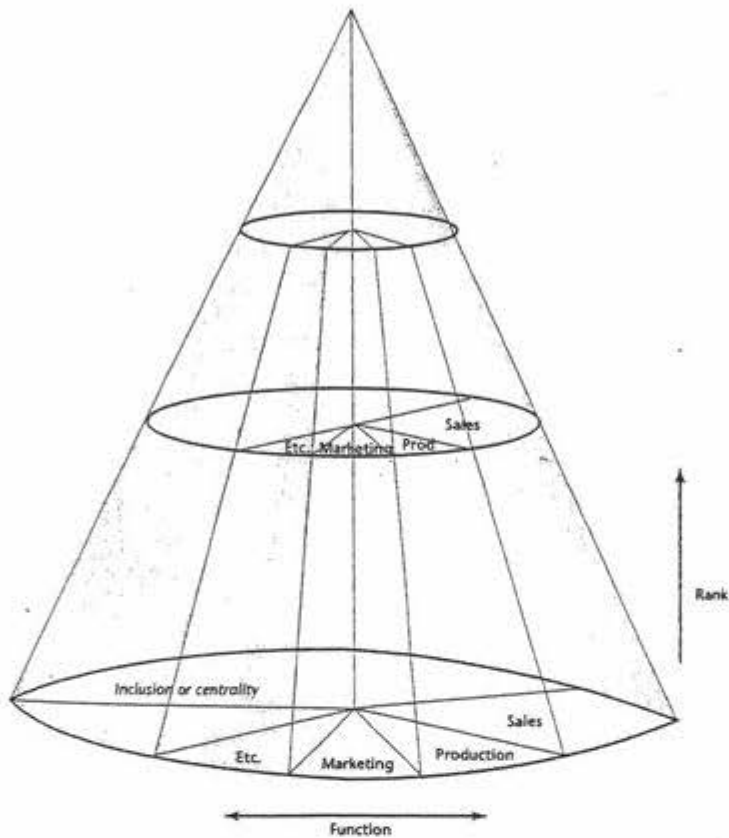
Individual Differences Models.

Following the theme of individual career stages, and yet quite unique, is Schein's seminal work on "Career Anchors", (1978) in which he has developed a three dimensional model to represent career development (Figure 2.2). His three dimensional model demonstrates the interaction between an organization's needs matching with an individual's career motives and needs. With the holographic representation of career development the researcher believes Schein clearly demonstrates the complexity of career planning.

In this model he represents three career paths.

- Rank (the y axis) represents hierarchical (or vertical) movement.
- Function (the x axis) represents functional or technical career path.

Figure 2.2: Schein's three dimensional model of the organization.



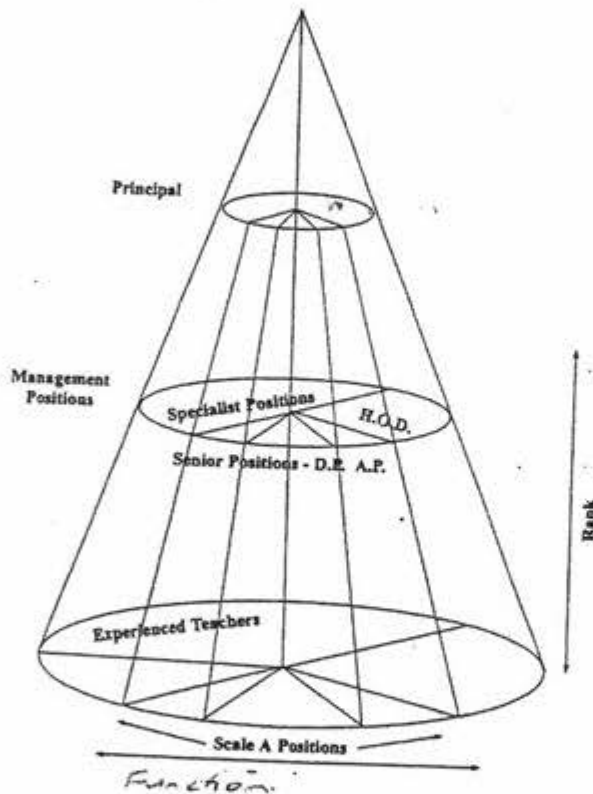
After Schein (1978, p. 9)

Initially his research set out to identify this intersection of the individual's needs, and that of the organization, but soon developed this concept into a model of individual differences as central to his developmental model of career development.

His research evolved from a 10-12 year longitudinal study of 44 M.B.A. graduates and identified little consistency in job histories, but a great deal of consistency in the *reasons* individuals gave for their decisions. The concept of career anchors came from the patterns that emerged as reasons for individual career choices:

Patterns of self – perceived talents, motives, and values that serve to guide, constrain, stabilize, and integrate individual careers.
Dalton (1989, p. 93).

Figure 2.3: Adapted Teaching Career Development Model (Based on Schein's Three Dimensional Model of the Organization.)



Using Schein's model as a base, I have adapted this to represent a New Zealand Primary School based career model.

- Rank- Hierarchical or Vertical. Typical of traditional teaching career development paths. Includes both teachers remaining as classroom practitioners, or representing those who move within the prescribed promotional stages. With an increasingly aging teacher population (Ministry of Education, 1997/1998) schools may have a larger group of veteran teachers, than has been evident in the past. These teachers may have held management positions previously, but for age, family, or lifestyle choices may have moved to the Schein's "*inclusion or centrality dimension*" therefore taking a vertical career step, rather than continue on the horizontal career path. Rudman (1999, p.47)
- Function- Technical or Functional. With the introduction of " Bulk Funding" many schools had greater flexibility with the type of staff and positions created. Examples included employment of specialist Music, Information Technology, or Te Reo teachers. This greater flexibility in career structure created a variety of specialist teaching roles, one that may have provided a side-step career wise but providing far greater job satisfaction for the person involved.

Combination Models.

Schein's model (1978, p.9) represents career planning based on life/age stages. Career planning is much more complex than simply following life/age stages. Donald Super's work (1988) represents the complexity of career development, as a combination of life

stages, as well as organisational and individual career development needs. His work is summarised in some depth, as the researcher believes his work to be seminal in representing recent career development patterns.

Super (1997) represents his models with two diagrams. The first, "A Segmental Model of Career Development" is portrayed as a Norman arch (inspired by a church door in Cambridgeshire, England). On the right side of the arch he portrays the:

geographical factors that influence career development including background, economy, society, the labour market, social policy, and how all this interacts to affect employment practice.

Osborne (1997, p. 69).

On the left side of the arch, he identifies the,

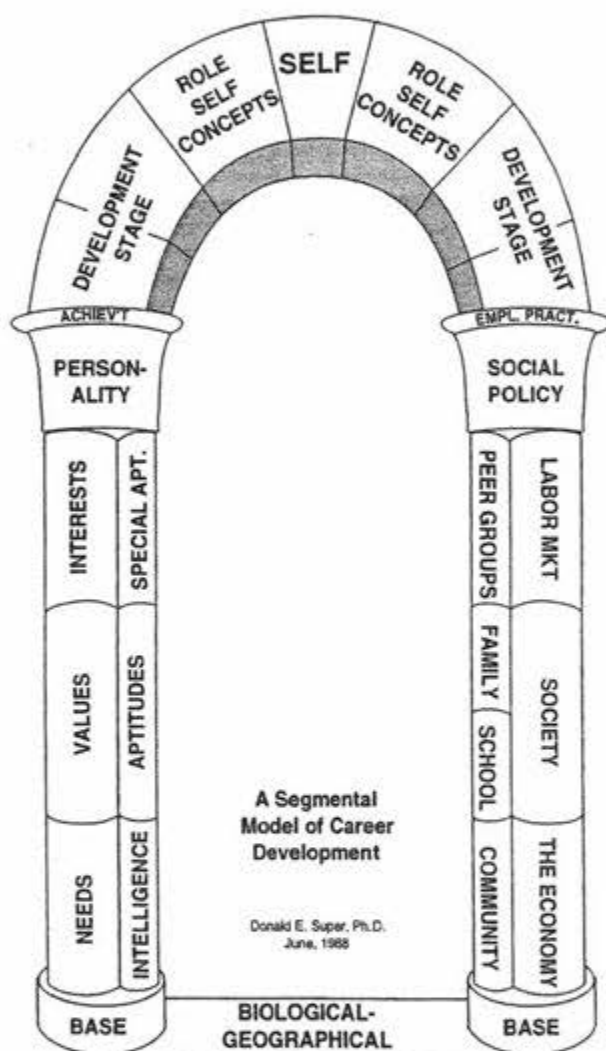
Biological factors that influence development, these consist of one's needs, intelligence, values, attitudes, interests, and special aptitudes, all of which come together to represent personality and the resulting achievements of the individual.

Osborne (1997, p.70).

The arch, linking the two sides represents the role of self concept and:

how one copes with developmental tasks at each stage. All of which is linked together through decision making by the self, which is the keystone to the arch. Osborne (1997, p.70).

Figure 2.4: A Segmental Model of Career Development
 (Super, 1999 in Osborne (1997, Pg 69).



In a further model, Super adds greater significance to the holistic concept of career development, by representing as “The Life Career Rainbow.” Osborne (1997, p.70). This fascinating model suggests the rainbow represents one’s journey through life, the corresponding depth of the colours equivalent to “portray particular roles and the intensity of involvement with these roles during various stages of one’s life”. Osborne (1997, Pg. 70).

Teachers' career development or planning

Introduction.

The previous section highlighted the complexity of career planning, and presented different career models that identified both external and internal factors that impact on career development. In this section, relevant research is presented identifying factors that appear to influence teachers' career decisions. For a number of reasons, it appears that some of these factors appear to be quite specific to, and unique to the role of teachers. This information forms a vital background to the case study, which, through the questionnaire also identifies teachers' career influences.

Social Class or Background Factors

In the earlier studies reviewed, Social Class or background, was often not identified, or identified as having minimal effect, as a factor influencing career planning. The researcher challenges this view, as do Miller and Form (1951), whose research directly links the relationship between occupational attainment and social class (or the individuals background). Other writers, including Neville's research titled *Promoting Women* (1988), also identifies background and parental influences as a factors influencing womens' career patterns. Neville's research involved surveying and interviewing twelve women, identifying factors that influenced their careers. She presents several background factors that influenced successful women teachers.

Neville includes:

... family size, disruptions to their childhood that affected their life patterns, the influence of mothers and fathers, and schooling. (1988, p. 42-50).

These “background” issues are worthy of consideration in discussing current relevance to teachers’ career planning.

The influence of gender in career decisions

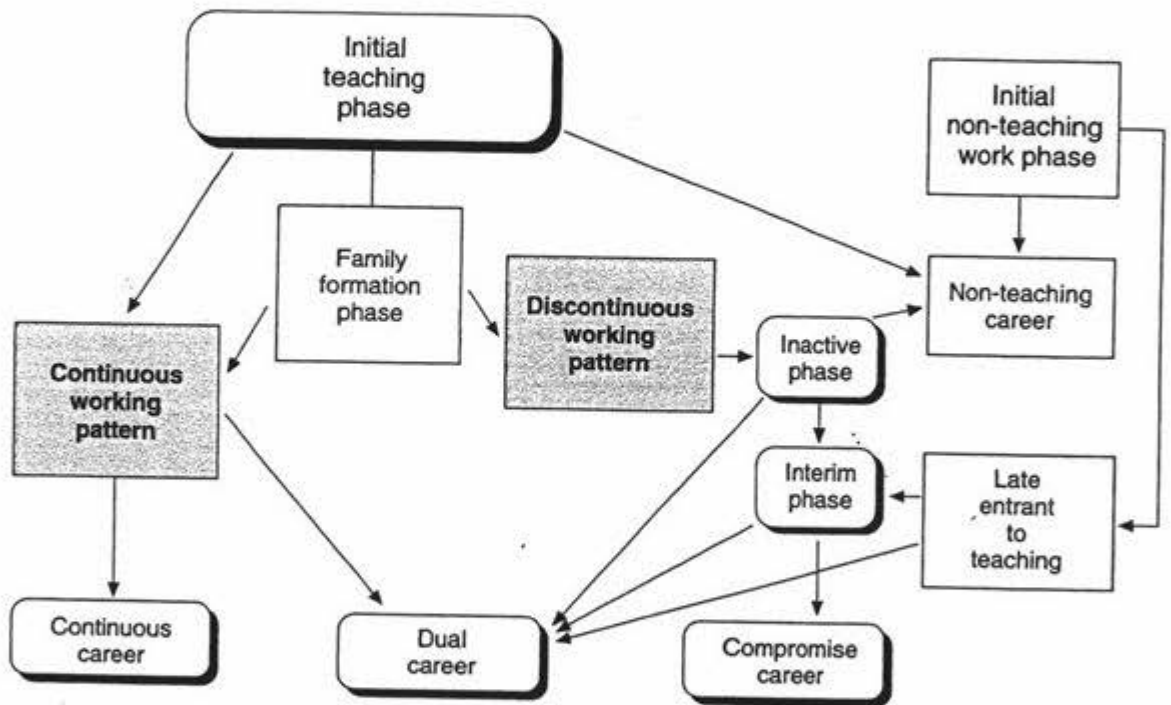
Most of the international studies completed on teachers’ career planning identify the differing factors influencing the career decisions of men and women. One such study completed by Dex (1984), identifies three broad phases in a women’s career pattern “initial work phases, family formation phase, and final work phase”. Healy and Kraithman (1996, p.189) have built on this framework and developed a more complex structure that identifies:

a range of types that attempt to capture the different work patterns that teachers experience: types that are not necessarily the outcome of pre-planned career development, but may be the result of a range of interlocking factors which include choices, constraints, change and critical incidents in life.

This important piece of literature to the case study, in that it addresses, (more so than any of the previous generalist frameworks from the Human Resource field), the deeply complex and unique field of women teachers career planning. The complex and often transitory states of women’s career stages are well represented in diagram form (1996. p.191). Central to their research is the fluidity of women’s teaching career patterns there is no linear or sequential flow, and they indicate the possible pathways from one

work stage to the next. Another unique feature of their framework, is that it can apply to women who might have continuous or discontinuous work patterns.

Figure 2.5: The Multi - dimensional career patterns of women.



After (Healy and Kraithman, 1996, p.191)

Following the concepts of career stages identified by Schein (1978) and Dalton (1989), et al, Healy and Kraithman (1995, p. 192), suggest teachers' careers will take one of three overlapping routes:

- *Managerialist - where the aim is to develop a career hierarchically.*
- *Collectivist - where the aim is to develop a career via a union role.*
- *Classroom Teacher-where the aim is to develop potential within the classroom.*

These routes are certainly relevant to the New Zealand setting, although union roles could be considered extremely limited in number, and therefore not a significant career path for many teachers.

In a New Zealand setting, Roz Palmer's study, "Missing the Bus" (1999) examines the reasons why successful deputy principals in Auckland Primary schools were no longer seeking principal positions. The project does have particular relevance for the case study in that Palmer presents information which she titles "Career Time-Lines", in which participants of the study rank the factors that influenced their careers (prior to 1989). The date is significant, as Palmer is identifying in this section of the study, the specific period before the introduction of Tomorrows Schools (New Zealand Government, 1988). She also addresses the implications and influences imposed with the decentralised system for principal appointment, including the perceived problems the Deputy Principal's had with Boards of Trustees as their direct employer.

Palmer's (1999) study is also extremely relevant to the research, as in her third area of investigation, she identifies possible factors that have influenced female teachers' career

decisions, separating the responses into “factors within and beyond the school”. Distinguishing external and internal factors that influence career decisions also links to Super’s Segmental Model of Career Development (Osborne 1997, p.69). The right side of the arch could compare to Palmers (1999) “factors beyond the school” the left side of the arch linked to “factors within the school”.

British researcher’s Aisenberg and Harrington (1988) research identified women were less likely to have a formal career plan, and quote Ouston:

women have goals but make ad hoc arrangements to get to them. Interviewees reported an intense commitment to their work, but were internally driven rather than instrumentally and externally driven. (Ouston, 1993, p. 8)

In terms of actual roles within the teaching hierarchy, it also appears that women do come to management positions through a different path:

In education women tend to get into cross- curricular, pastoral, and support activities. Men tend to do the high profile, straightforward jobs that are part of the natural progression up the hierarchy (Weightman, 1989, p.121)

One could question the use of the word “natural” in this quote, as it assumes that women are not ‘natural’. As a general trend the research is identifying that career paths between the genders are different, not necessarily “better” than the other, but women’s tending to be cyclical and hierarchical, while men’s are more linear.

McMullan (1993, p. 69) presents the view that “the traditional concepts of career often present it as a deliberate and conscious attempt to progress through the hierarchy”, and

refers by contrast to Shakeshaft's research, (1987) that women do not perceive career in the traditional way that men do, simply because of the importance women place on relationships in order to achieve objectives.

Neville (1988, p. 23) also identifies "A key aspect to structures hindering women is their placement in the hierarchy." She also cites research both in New Zealand, England, and Australia that "all make the point that because women are seen as nurturers they are placed in nurturing roles, in staff jobs that do not lead to readily to further promotion." Neville quotes Sargeant's (1985, p. 81) rather cynical description of the differing career roles, and "how women gracefully dispense tea, tampons and sympathy" while men draw up the school's timetable.

Women Teachers and Career Barriers

There is a wealth of literature available concerning the career barriers that are associated with women teacher's career. I have briefly critiqued some of the current literature available, as the research in this area does provide some important background and links to my study. The case study and subsequent conclusions hopes to identify the links to women's career barriers, and identify whether they are identified as unique barriers to women only, or are barriers identified by both genders.

The term "myths about women" is made in the context of perceptions of women's career advancement, and specifically women in leadership roles. It has been said, "women teach and men lead" Restine (1993, p. 20), and this is a clear example of the gender stereotyping of roles frequently evident in the public's perception.

Current statistics available on female management positions in New Zealand Primary schools, still display a disproportionate amount of males holding principal positions, compared to the total proportion of women teachers:

Although women predominate among primary school teaching staff – they hold close to nine out of ten (88%) teaching positions, they accounted for only a third (32%) of principals in these schools. (Sturrock, F. 1998, p.12)

A further link to the “inhibiting mystique around administrative positions” is made in Neville’s (1988, Pg 123) chapter, titled “*Knowledge is Power*” where she refers to the lack of knowledge many female teachers had in “promotion steps and what qualifications were needed to apply”. She also refers to the TEACAPS survey (Department of Education, 1982, Pg.93) “which indicated that many women have neither career aspirations nor knowledge about the regulations regarding promotion.”

The case study hopes to identify if knowledge about promotion is more easily accessible, since the decentralisation of governance from the Department of Education, to Boards of Trustee’s, and just how, and from whom, teachers currently source information concerning promotion.

The actual process of reflection about career planning is of major interest to my study, as it appears to be an identified career barrier, particularly evident amongst female teachers. Palmer (1999, p. 54) refers to the reflective process involved when she interviewed teachers and states, “Many expressed their enjoyment of the process and reflected that it had unconsciously helped them to clarify their own professional directions and goals”.

Similarly Neville's research identified "several women found that taking part in this research made them take stock- enabling them to review their lives and think about planning for the future" (1980, p. 145). In both these studies it was participation in the research that was a catalyst for career decision- making, but few of the women had previously consciously planned or reflected on their career path.

Further myths concerning women in leadership roles, concern the perceived motivation and commitment exhibited by women. Shakeshaft (1989) research conducted in the U.S.A. questioned female teacher's motivation for career promotion, and concluded that given the constraints on women's careers their:

promotional orientation is bound to emerge as lower if it is to interpreted within the male paradigm of leadership and effectiveness.
Hall (1993, p.28)

In the United Kingdom a study conducted by Martini et al. (1984) compared male and female teachers in ILEA to provide information about possible differences in applications and attitudes for promotion. Their study concluded that,

women weigh more carefully the benefits of their present job against what promotion might bring and are more discriminating in their applications. (1984, p. 8)

Healy and Kraithman (1996, p. 209) in their study of teacher's in the United Kingdom refer to two contradictory myths, firstly that "teaching is a good job for a women." They argue that,

women teachers experience more varied career patterns than male teachers in order to cope with competing demands, and that the good job myth is predicated on assumptions of women's low expectations and supported by the dual role of work and family to take low-level teaching work in the form of supply and temporary work: but in the context of teaching as a flexible career for women, the good job myth is shattered.

The second myth they identify, influencing teacher's development and providing a link to Shakeshaft's research, is that women teachers are less committed and qualified than men.

This myth cannot be sustained in the light of the evidence; however, as in other occupations, gendered structures (sustained by such myths) can lead to marginalizing of women of women who do not adopt the continuous career path. (Healy and Kraithman, 1996, p. 209)

Further research on the myth of commitment to the labour force as a reason for explaining gendered income differences, was presented through the NUT study (United Kingdom 1980), which identified 45% of women in the study were the major breadwinners in the households and one third were unmarried.

In conclusion, much of the literature identified in this section, is based on international studies. There appears to be very little current New Zealand research available identifying current trends, myths and career barriers specifically applicable to women teachers. It is hoped the case study will provide further evidence of whether the myths and career barriers are identified issues in the current occupation climate.

External Factors to Career Decisions

In using this term, the researcher is specifically referring to the external factors that may influence teachers' career planning (as separate from their career stages, or internal factors, as discussed earlier).

It is my belief that external forces have affected teacher's career planning, many of them with major and unpredictable results. Each country has unique external influences impacting on teacher's career patterns. Most are based on the impact of purpose of this study, I have focussed specifically on the impact New Zealand Government reforms have had, and the case study hopes to provide evidence of the consequences the reforms have made.

One of the key reforms which has had significant impact on teacher's career planning has been that of *Tomorrow's Schools* (New Zealand Government, 1988). There are several articles available on the implications the reforms have had, but their limitations are that they focus mainly on the impact the reforms have had *principal's* careers, not teachers.

Cathy Wylie's Survey for NZCER research (1991) concluded that the government reforms had resulted in huge increases in workloads for principals. She defined the increase in workload included increased administration tasks, personnel management of staff, additional reporting to Board of Trustees functions, financial responsibilities, and instructional leadership role. Wylie (1991, p.26) notes the central role of principal

“demanded more of principals week in, and week out, than anyone else charged with making the reforms work”.

The relevance of this report to the study lies in the changes that increased principals’ workload had on *teachers’ career planning*, and where the role of a principal was no longer viewed as such an attractive goal.

Wylie (1991, p. 30) reflects on this outcome and states, “It should be of concern to all of us that Principalship is seen as so unattractive as a career option that only 9% of teachers aspire to be there”. Wylie’s further report, *At the centre of the Web* (1997) confirmed her earlier findings on principals’ roles, as well as showing that many skilled female leaders were now not interested in becoming principals, due to the number of dissatisfactions identified with the role.

Following this theme Roz Palmer’s study entitled “Missing the Bus” (1999) examines the reasons why successful deputy principals in Auckland primary schools were no longer seeking principal positions. As with Wylie’s research this paper has also been written since the introduction of “Tomorrow’s Schools”(1999), and therefore worthy of considering as relevant in considering external barriers and their effect on career promotion.

Palmer (1999) introduces the research with her own concerns about the rapid rate and amount of curriculum and administrative change introduced with the *Tomorrow’s Schools* (New Zealand Government, 1988) reforms. She suggests that just as *principals* were experiencing increased pressures, “and leaving education in Mid career for less

stressful jobs, while other wise-old heads were taking early retirement” (1999, p.52), these were also the reasons behind their career changes and those of *deputy principals*. Her work is particularly relevant in that she provides information about the factors that influenced the deputy principals’ careers prior to 1989.

Palmer (1999, p.58) in her chapter titled *Perceptions of Aspiring Principals* identifies an additional barrier to career promotion with the implications and influences the changes associated with *Tomorrow’s Schools* (New Zealand Government, 1988), including the perceived problems having Boards of Trustees as the direct employer, compared to a centralised Education Board responsible for appointments.

Conclusion

The Literature Review has provided an overview on Career Development Theory, which links to teachers career planning. The topic of teachers’ career planning is indeed complex and problematic. It is the purpose of this literature review to provide a base of international studies from which to link data provided by the case study, to a current and valid New Zealand setting.

CHAPTER THREE

Research Methodology

Introduction

Chapter Two reviewed and summarised the relevant literature that relates directly to the key research questions. The literature review also identified a sound base of information about Career Development Theory including corporate career models and stages.

In completing the literature review the researcher became aware that there was a distinct lack of current research available on New Zealand teachers' career planning. A variety of information and research was available about the effects *Tomorrow's Schools* (New Zealand Government, 1988) have had on career planning for aspiring principals, but it became obvious there was very little information available on classroom teachers planning their career stages.

In identifying which research methodology would be most suitable, the lack of relevant and current information was a key factor. By selecting case study as a model, the study would be able to provide some authentic research, based on data provided by colleagues, in the setting of the researcher's current school. The researcher believes the findings will be of value to other institutions and organizations.

By selecting the researchers own school as the setting for the case study, my role as a participant researcher held both advantages and disadvantages. The researcher identified the main advantage was an established rapport with many of the participants, and this fostered a relaxed and comfortable interview situation. An additional advantage was the tacit knowledge the researcher had about the school policies, culture, teachers, and Board of Trustees.

An additional benefit was that the research would be able to be used by the school as a resource and “living document” as it would contain many of the teachers’ voices. It was hoped that any relevant recommendations applicable to the school, from the research and may provide a catalyst for improvement. It could be argued that in my role as a participant researcher some teachers may have felt difficulty with distinguishing my role as one of the school’s senior manager. This potential tension was discussed in the first introduction meeting for participants.

Another factor that influenced the choice of research methodology was based on the nature of the research questions identified in Chapter One. My goal was to gather data from a written questionnaire, which would provide me with evidence of trends and patterns. Semi- structured interviews were conducted with selected respondents, and follow-up discussions were completed with some participants. The combination of questionnaire, interview and informal discussion provided the researcher with a wealth of specific and in-depth information, as well as ensuring triangulation of the data.

Case Study- Key Strengths for the research

In using a singular Case study approach the research could include both paradigms of quantitative and qualitative research. Case study does not represent a singular methodology but can in fact overlap with a variety of research and data gathering techniques, and is eclectic in approach.

Case study has specific boundaries and represents an instance in action. It represents only one group at one time, and makes no attempt to compare with other situations.

Case study is defined by Adelman, Jenkins and Kemmis (1980, p. 48) as:

An umbrella term for a family of research methods having in common the decision to focus on an enquiry around an instance.

This was a key factor in my choice of research method, as my research represents data collected from teachers who are currently or have in the past, been employed at my school. Case study does allow a range of generalisations based on the particular case studied, yet through its very nature also allows a range of truths to be presented. This subtlety and depth of viewpoint is another key strength. Cohen and Marion (1980, p. 99) provide an example of the advantages of case study and they state:

Unlike the experimenter who manipulates variables to determine their casual significance or the surveyor who asks standardised questions of large representatives samples of individuals, the case study researcher typically observes the characteristics of an individual unit – a child, a clique, a class, a school, a community. The purpose of such observation is to probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle

of the unit with a view to establishing generalisations about the wider population to which the unit belongs.

One of the identified purposes for my research is that I hope it will provide valuable information for other institutions and teachers when planning their careers. It was therefore important that the research was written in a manner that is easy for the reader to identify with. Case study can be viewed as strong in reality, and thick descriptions allow the reader to participate in the scene described and therefore form their own judgements and opinion on the material presented.

Another key factor that influenced the choice of case study as a research method was the concept that the researcher was not instigating change through the study. The case study represents a description. Dixon, Bouma and Atkinson (1991, p.107) state: “the aim of case study is description. What is going on?” While recommendations are made in the final chapter, the main function of the research is the description, which allows the reader to develop understanding in a holistic way, and can be viewed as concerned with context. Nisbett and Watt (1980, p.5) make the point that “sometimes it is only by taking a practical instance that we can obtain a full picture of this interaction”.

As case study has no end point and does not require a preconceived hypothesis, it allows a broad view of the issue. This factor was particularly relevant in my choice of using case study as a research technique as I was completing research in my own school. It was essential that colleagues could separate my role as a researcher with that as one of the Senior Management Team. The use of anonymous questionnaire and voluntary interview ensured that participants were very aware that information gathered from my research would have no overlap in my role within the school. This message was also reinforced at the initial information meeting at the beginning of the study.

Description of the Sample

The researcher chose to complete the case study in the setting of her own school, using written questionnaire and interview as the main data gathering techniques. A number of factors determined the choice of conducting the research with her colleagues as research participants.

- For practical and administrative purposes both in terms of time available to myself and research participants, it was physically less problematic than conducting research at another site.
- The interviews were possibly more relaxed and natural than if an unknown researcher has had interviewed the teacher.
- Knowing the school setting personally, combined with some tacit knowledge of the colleagues that volunteered for interviews and questioning ensured adequate qualitative data was gathered.
- The number of staff currently employed at the school provided a potential sample size of thirty teachers. Similarly the number of ex-staff available for contact and interview provided an additional cohort for data collection and comparison.
- The case study participant sample was proportionately reflective of the wider New Zealand Primary school teaching population in terms of age, gender, qualifications, experience and ethnicity. This comparison was based on information provided in *A Profile of Teachers in New Zealand* (Fiona Sturrock, 1998). This was a relevant factor in terms of validity and usefulness of the information in its relevance to other school settings.

Data Collection Methods and Procedures

Document Analysis.

The researcher read a variety of school policies with the purpose of identifying if any significant formal documentation was relevant to the research. The school's appraisal and professional development policies, and Employment Conditions were all sited. It appeared that there were no formal references to career planning or promotion structure in any of the school's documentation.

The researcher also read teacher's current Awards and Conditions Contract. (N.Z.E.I., 2001). Teachers' terms and conditions of employment were identified clearly, including salary scales applicable to different teacher scales, but no specific information on career planning or promotion procedures.

The Written Questionnaire.

A questionnaire was developed, with the purpose of providing information to answer the research questions. The questionnaire was trailed on five teachers who are not currently on the staff at Marina View School, and who were not included in the case study. Several modifications were made to the original questionnaire, where ambiguities, or clarification of questions needed defining. The final draft of the questionnaire was included in the Research Proposal, and was approved by Massey University College of Education Ethics Committee.

Written Questionnaire was the main research tool used to gather initial data for the case study. To ensure reliability and validity a sample size of approximately thirty was chosen by the researcher. This sample was comprised of both current and previous staff members of Marina View School. The researcher felt that the sample selected represented a wide range of age, gender, position, ethnicity, and experience.

The questionnaire designed consisted of twenty- five questions, including a range of selection- type items including multiple-choice, yes/ no answers, comment required, and ranking scales. Fraenkel and Wallen (1996, p 129) state:

The basic assumption that underlies all attitude scales is that it is possible to discover attitudes by asking individuals to respond to a series of statements of preference...The pattern of responses is then viewed as evidence of one or more underlying attitudes.

A Lickert Scale (Likert, 1932) using a 1-5 ranking was used to provide further identification of contributing factors in four questions. The following scale was supplied in the questionnaire:

Of the factors circled Yes please rank using the 1-5 scale.

- 1- *significant or major importance*
- 2- *some significance or importance*
- 3- *undecided*
- 4- *minimal significance or importance*
- 5- *no significance or importance*

At an Information Meeting, the current staff of twenty- six teachers were issued with the Participants Information Sheet (Appendix 1), Consent Form (Appendix 2), and the questionnaire (Appendix 3). Of the twenty- six questionnaires issued to current staff members, twenty were returned. Ten questionnaires were mailed to past staff members, of which seven were completed. The total response rate was seventy-five percent.

Interviews.

All participants of the written questionnaire consented to the request for interview.

Those participants chosen for interview were selected using the following criteria:

- Where answers to questions reflected discrepancy between selected answers.
- When comments that did not match previously recorded answers to questions.
- A greater depth of understanding or explanation required by the researcher to provide richness or quality to the information provided by the participant.
- Where further information was required to support data for perceived trends or patterns identified by the researcher.

The main function of conducting the interviews was to confirm the validity of the data provided in the written questionnaires. The interview process allowed the researcher to seek greater depth in understanding respondents' written responses, and therefore provided triangulation of the data. Adelman, Jenkins and Kemmis (1980, p.143) raise the issue of:

reliability and threats to internal and external validity. For instance people, places and issues mentioned in one interview may need to be followed up in subsequent interviews, observations, or document collection and; discrepancies between accounts will need pursuing; 'facts' need cross checking; critical incidents must be identified; and the kind of evidence by which working hypotheses may be refuted or reformulated must be sought.

A total of eight semi- structured interviews were conducted, five with current staff members, and three with ex- staff members. Interviews were conducted at a local café, reinforcing the ethical consideration that participant confidentiality was ensured.

Interviews were conducted in a relaxed setting, one participant reflected on the “genuine opportunity to reflect on my career choices”. Of the three interviews conducted with ex-staff members, one was conducted in person, and two interviews by telephone.

The key interview questions were developed after the questionnaire information was summarised and trends identified (Appendix 4). The content of each interview varied slightly based on the criteria for interview, with slightly different emphasis placed where the researcher was delving for greater depth of information, and examples were requested from the participants. The interviews were semi-structured to ensure flexibility and questions could be individualised depending on the respondents’ experiences.

Fraenkel and Wallen (1996, p.447) identify some of the characteristics of the semi-structured interview and describe:

Semi-structured interviews are best conducted toward the end of the study...as they tend to shape responses to the researchers perceptions of how things are going. They are most useful for obtaining information to test a specific hypothesis that the researcher has in mind.

Field Notes.

At times the researcher required clarification or greater information about one or two responses from the questionnaire, but did not require the depth of an interview. Permission was sought from participants and notes were kept from these informal interviews and conversations. The role of participant researcher supports informal

conversation and discussion with participants, and it was from this further questioning or conversation that field notes were collected.

Ethical issues and procedures

While there were many practical advantages of completing the Case Study in the researcher's school, the ethical considerations and ramifications of using her colleagues for the data collection required very careful consideration, well before the project even began.

At the inception of the project Ethics approval was sought from the Massey University College of Education Ethics Committee. This was particularly relevant given the researchers role as a participant observer. Approval was received from the Ethics Committee, subject to approval from the schools principal, and Board of Trustees. This was also actioned and signed copy completed.

Teaching staff were invited to attend a meeting during which the researcher described the project and the background to the study. The teachers were provided with a brief description of the case study, and the reasons for conducting the research were discussed.

Teachers were issued with a Participants Information Sheet (Appendix 1) that outlined the purpose and participation requirements. The Information Sheet also provided a section on confidentiality and the participant's rights. After several questions and discussion teachers were issued with a Consent Form (Appendix 2) that they were to sign should they decide to participate in the research. The consent form outlined confidentiality issues, right to withdraw from the research, and consent to have interview taped.

The size of the sample was another relevant ethical issue. With a reasonably large staff the researcher felt information published information would be able to remain anonymous, compared to some smaller schools where this could have posed difficulties. To ensure participants' confidentiality codes were used when summarising information for publication. The Consent Form also confirmed the understanding that total anonymity was not possible.

Further confidentiality issues that needed consideration through the ethnographic approach (as was used in the interview process), in that confidential information may be disclosed to the researcher. Staff were reassured that their permission would be requested before any publication of "confidential or material of a personal nature". Clarke states, (1997, p.162):

The onus on the educational researcher to ensure that information given in confidence is regarded as privileged, to be divulged only in exceptional circumstances where, for example, not doing so would lead to more harm than good.

It is interesting to note that one respondent decided to withdraw after a conversation with the researcher when she realised that the response rate was high and her response was not "needed". She was more comfortable not participating.

Data Analysis

Of the thirty questionnaires issued to current staff, twenty questionnaires were returned. The high return rate could be attributed to the clear outline provided at the information meeting, and the practical advantage of returning the questionnaire anonymously within the school setting. Ten questionnaires were mailed out to previous staff members, with a return of seven.

Eight interviews were conducted, to provide further triangulation of the data provided in the written questionnaires. Of the eight interviews conducted, five were with current staff members, and three with ex- staff members.

The first interview was conducted with a tape, but it appeared to restrict the flow and naturalness of the interview, and was switched off. As the interviews were conducted in a café, interruptions and background noise were an additional factor. The researcher decided that as there were not a large number of questions therefore it was possible to record answers briefly in written form, and the interview flow was less restrictive. The researcher developed her own form of shorthand, when recording respondents answers and field notes, and transcribed these herself.

The questionnaire supplied a wealth of qualitative data, which was initially aggregated under questionnaire numbers.

The four questions that required ranking using the 1-5 attitude scale the following analysis was used to classify rankings as positive or negative :

- 1 or 2 ranking as a “positive” statistic (significant or major importance, or some significance).
- A 3 ranking is identified as an “undecided” response, therefore not recorded as positive or negative.
- A 4 or 5 ranking (minimal or no significance), is analysed as a negative response.

After each of the attitude scales, several blank lines allowed respondents to record their own suggestions or comments. These comments have provided further evidence, and have been recorded as quotes.

The researcher then identified topics under which to summarise the data, and used the topic headings to present the information in the research document. Patterns and trends were emerging, and a colour code system of identification was subsequently used to classify responses into themes.

Triangulation of the Data

Adelman, Jenkins and Kemmis (1991, Pg 143) stress the advantage of using:

A particular technique for collecting witnesses' accounts of an event – triangulation – should be stressed...Case study needs to represent, and represent fairly, these differing and sometimes conflicting points of view.

Essentially the written questionnaire provided the base from which key information was based. While the questionnaire was designed as a quantitative data gathering approach, the careful design of the questions ensured a qualitative perspective was also collated. The questionnaire was designed to allow comment, suggestions and feedback to the researcher, with the view that this also provided greater depth of information, and ensured that the participant was actually providing evidence to verify their responses. Many of the questions also required ranking answers using a 5- point scale. This was also a deliberate technique by the researcher to ensure the participants provided quality reflection and depth to their responses.

Once the researcher had received the questionnaires back, results of the written data were tallied. An in depth summary of all questionnaire results was developed. Each questionnaire was identified with a number, such as (Q.30). The same number was allocated if the respondent provided further information from field notes (F.N.30), or interview (I.30). Where themes were identified questionnaires and notes were colour coded for reference.

Selection of which staff the researcher would interview was based firstly on which participants had volunteered. Some questionnaires required a follow- up interview, as the data offered as a response to some questions, did not always match the responses when participants were asked to grade the responses. These participants were selected for interview, as well as any that required further identification of trends that were emerging. The researcher balanced the range of representatives for interview, once again ensuring a cross section of data was provided.

The interviews provided the main source of triangulation of the written data. Most of the interview questions were of a general tone, focussing on the participants own career developments, and structured around clarifying or expanding their written responses from the questionnaire. The researcher deliberately chose not to follow-up on any specific comments about Marina View School promotion structures, to ensure there could be no perceived conflict of role between researcher and that of school manager. Most participants were very comfortable and relaxed in responding to the interview questions.

Some staff had already provided a lot of rich detail and additional information in their questionnaires (through the use of questions asking them to comment, suggest, or rank information). These quotes also provided another form of triangulation of the data. Denzin (1978, p. 308) points out that:

Triangulation can take many forms but its basic feature will be the combination of two or more different research strategies in the study of the same empirical units.

As the documents identified by the researcher provided no relevant data, document analysis could not be considered as an additional source of information for this research.

Through the combined data collection sources of written questionnaire and interview the researcher was confident that through cross checking and investigating information to greater depth ensured information was reliable as it was based on evidence from several sources. Wiersma (2000, p.251) states:

Basically triangulation is comparison of information to determine whether or not there is corroboration. It is the search for convergence of information on a common finding or concept.

Conclusion

The questionnaire provided a vast amount of quantitative data, as many of the questions required 1-5 ranking, and tables and graphs were developed to summarise this data. Qualitative responses recorded on the questionnaires, interview responses and field notes were recorded under topics initially, then further colour coded once themes identified. The findings presented in the next chapter provide a summary of the three sets of data. In the discussion, the data collated is organised into four main themes, and a number of issues emerge.

CHAPTER FOUR

Findings

We shall never cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know that place for the first time.
(T. S. Elliot, cited in Campbell, 1995)

Introduction

The Literature Review identified the factors that can influence career planning, in both the business and teaching professions. Vocational and Career theory, life stages and career barriers were linked to teachers' career structures. It also identified that women teachers' career development followed different career paths to that of male teachers. A number of New Zealand studies identifying principals' career development were also identified in the Literature Review, but little current New Zealand research was available about New Zealand primary teachers' career paths and development. Case study was selected as the most suitable research methodology and ethical considerations were addressed. Data collection was completed using written questionnaire, semi-structured interview and field notes. In this chapter the results of the data collected are summarised, and grouped using topics for presentation purposes.

Presentation of the Findings

The researcher has reported only on those questions that identified significant findings. Responses from current and previous staff members have not been reported separately to

ensure confidentiality and anonymity of participants, therefore results are from a base of twenty-seven responses. Where answers recorded did not total twenty-seven, participants had selected a non-response to that question, recorded number three (undecided) on the attitude scale or recorded not-applicable. Negative responses (recorded as no) formed a separate total.

In the first section, information summarising the participants' background is presented. Following the background information, the qualitative and quantitative information is summarised. The results are organised into four main topics:

- **Initial Reasons for Selecting Teaching as a Career.**
- **Positive Motivators influencing Teachers' Career Advancement.**
- **Career Barriers and Negative Influences on Teachers' Careers.**
- **Career Planning Methods.**

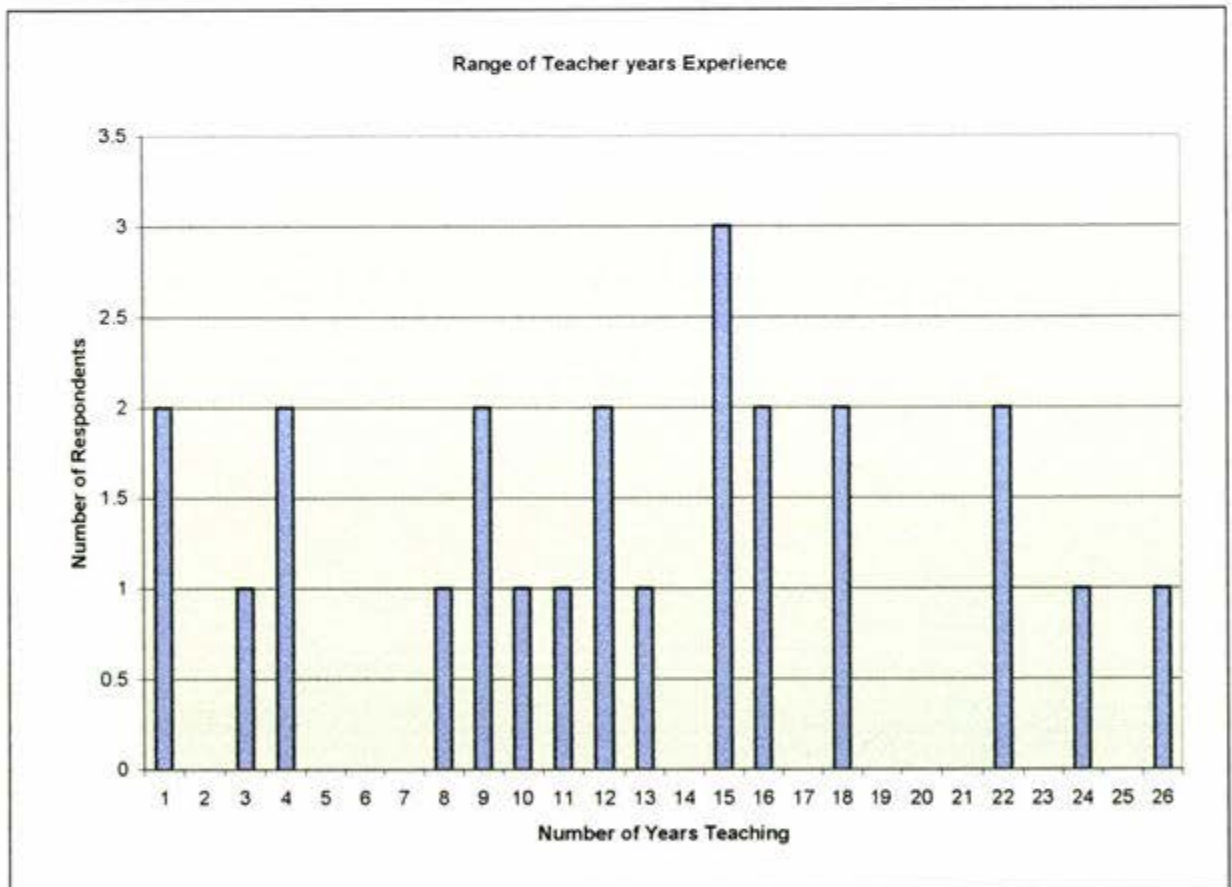
Due to the large amount of quantitative data to be presented it has been necessary to structure the information using a consistent pattern. The findings are presented using the following format:

- The table or graph presents the quantitative data. Figure and table titles form the findings sub-headings for this chapter. The sub-headings are linked to original questions supplied in the questionnaire.
- Relevance and significance of information is summarised beneath.
- Quotes and field notes provide supporting qualitative information.

Respondents' Background and Experience

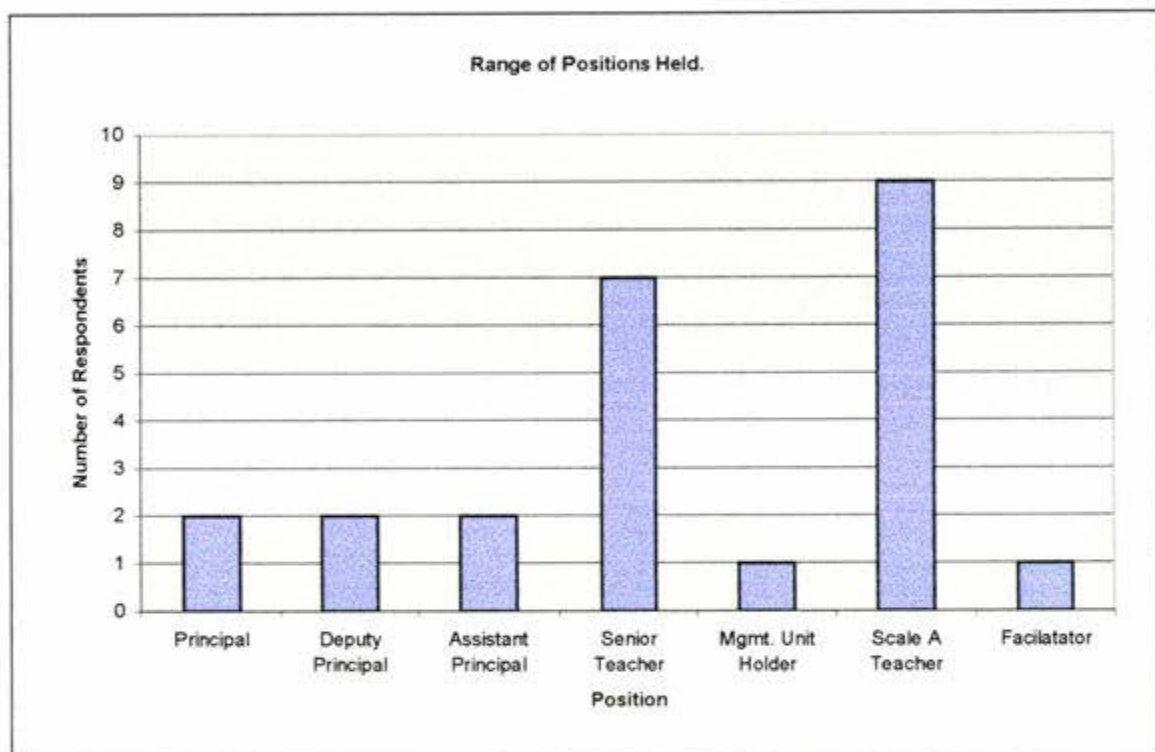
Four males and twenty-three females composed the gender range from the total of twenty-seven questionnaires received. The corresponding 15% / 85% gender proportion represented from the questionnaire respondents, is of similar proportions to the current national primary teachers gender mix of 16% / 84% (Ministry of Education 2000, Data Management and Analysis Division).

Figure 4.1: Teaching Experience.



Of the twenty-seven questionnaires received, the Teaching Experience ranged from one year to 26 years of teaching. The average number of years teaching was 13.8 years.

Figure 4.2: Range of Positions Held



A wide cross section of teaching positions are represented by the twenty- seven respondents, as identified in Figure 4.2.

There was significant evidence that supported teaching as the respondents' first choice of career. Eighteen positive responses were recorded (67% of the total response) with nine negative responses (33% of the total response). This figure may well be influenced

by the fact that twenty-five of the twenty-seven respondents (93%) went straight from high school to Training College or University.

Initial Reasons for selecting teaching as a career

This topic presents the information about teachers' initial reasons for choosing teaching as a career. The topic is linked to the research questions:

- How do individual teachers plan their careers?
- What factors influence teachers currently in making decisions about their career?

From the seven orientations to teaching listed in the questionnaire, results are reported in order of significance, with the title of the table providing the subheading.

Table 4.1: Love of Children.

	Significant or major importance		Undecided	No significance or importance	
Scale	1	2	3	4	5
Number of Respondents	20	5			

Love of children was selected as the most important reason for choosing teaching as a career. The twenty-five positive responses ranked this as the overwhelming single most important factor identified from the seven provided. Only two negative responses were

recorded. This selection could well have been renamed “intrinsic motivators for choice of teaching as a career.” From the qualitative comments and interview responses identified, this was the factor that caused teachers’ eyes to light to light up as they shared their passion, enthusiasm and personal stories about the reasons and influences about “why they went teaching.” Teachers referred to their belief in making a difference on societies future, and the importance of making a difference in children’s lives. Several also commented on the socially interactive nature of teaching as an attractive factor. One teacher reflected:

I was always interested in the “bigger picture” of life. Teaching brings a wide range of interests together and makes a difference in the lives of others... An interest in values education is important to me. (I. 5)

I realised I enjoyed working with people, and was a people person rather than corporate.”(Q.2)

Table 4.2: Training was paid for

	Significant or major importance		Undecided	No significance or importance	
Scale	1	2	3	4	5
Number of Respondents	3	5		1	1

Consideration of whether paid training had any influence on career selection was only relevant to those teachers who had trained before 1980. However the responses were

significant - eight positive responses represented 80% of the ten respondents this question was valid to.

Table 4.3: Suitable career for having children

Scale	Significant or major importance		Undecided		No significance or importance	
	1	2	3	4	5	
Number of Respondents	3	8		1		

There were more negative responses recorded (56%) than positive (44%) responses concerning the suitability of teaching as a career for having children. However qualitative discussions revealed that there was significant disparity between women of different generations. Several teachers reminisced:

I didn't know I was going to have children at that stage, so really didn't even consider it...now I can see there are both advantages and disadvantages. I don't think my daughters will ever choose to be teachers, they think we work too hard! (F.N. 6)

I can remember my mum pointing out the advantages of teaching and having your own children, when I was deciding whether to be a hairdresser or a teacher. Of course this was back in the days when teaching was very much an 8-4 job, so I suppose that's what she was referring to. (F.N. 28)

I didn't realise how lucky I was to be able to step straight back into teaching after nine years out. I was really delighted when my principal told me I could apply to NZEI for childcare credit. I felt it was really significant that my role as a mother was recognised. (F.N. 5)

Table 4.4: Holidays

	Significant or major importance	Undecided	No significance or importance		
Scale	1	2	3	4	5
Number of Respondents		9	3	3	

Nine respondents identified the significance of holidays as a positive response (43%) from the factors. Twelve negative responses (57%) were identified including one comment “what holidays?” When the researcher sought further clarification, holidays did in fact appear to be of much more significance than the percentage score reflected, particularly to teachers that had responsibility for school age children. Some stressed this importance:

I would hate to have to “farm the boys out” if I was working in some other kind of job. Our holidays are really special times together. (I. 1)

Holidays are significant if you have children. At least I can bring the kids to school in the holidays. Not all mums are as lucky as that. (F.N. 21)

It is likely that this significance of the qualitative information is due to the cross - over and association of holidays to the work / life balance. Several teachers commented on the importance of holidays and commented:

Sometimes I think it is only the holidays that keep me in the job. You seem to work such long hours during the term it is knowing that you can catch-up on some kind of quality of life in your break.
(F.N. 8)

Of the total 27 participants it was significant that six respondents had partners who were also teachers (22%). The advantage of “going away as a family” was commented on, as well as:

We are lucky to have the opportunity to travel... as a husband and wife. Lots of our friends that aren't teachers only get away for a week at Xmas. (Q. 17)

Table 4.5: Not many other Choices available at the time.

	Significant or major importance		Undecided	No significance or importance	
Scale	1	2	3	4	5
Number of Respondents	2	3	1		

As a relevant initial factor in selecting teaching, lack of choice was only identified by respondents who had been teaching more than nine years. Five positive responses (a total a 28%) with eighteen negative responses (a total of 78%) were recorded. Some additional comments appeared to be reflective of the lack of career options available to those who joined teaching before 1990.

You were a nurse, a secretary, or a teacher in my day. There really wasn't much choice, and that was sort of decided by which stream you

were in at high school. I really wanted to be a secretary but was told I was "too bright" so ended up in academic taking Latin.
(FN. 8)

Table 4.6: Family members were teachers.

	Significant or major importance		Undecided	No significance or importance	
Scale	1	2	3	4	5
Number of Respondents	1	1		3	1

With only two positive responses recorded (.07%) family members were teachers would appear to be of the least significance of the reasons for choosing teaching as a career.

It is interesting in light of recent pay discussions, that teachers were unanimous in recording their dissatisfaction when comparing pay rates with number of hours worked. Of the twenty- four responses, all were negative (100%).

Other factors influencing career choice

Fifteen questionnaire respondents added qualitative comments when asked to identify any other factors that influenced their career choice.

Of these comments several respondents acknowledged the role their own teachers had made, positively influencing their choice of teaching as a career option. Several commented that they were:

influenced strongly by teachers I had at school, guidance counsellors, and a close family friend who was a teacher. (1.3)

One also reflected:

We had a visit by a Teachers College representative (to a rural high school this was very significant.) (Q.10)

Several questionnaire respondents referred to the positive significance of working with children prior to making their career choice.

I had worked with a Guide captain who was a teacher in an IHC school in the holidays, and always really enjoyed working with the kids. (Q.6)

I taught Sunday school from young, so it seemed to be a continuation. (Q. 21)

Another factor supplied by the qualitative comments referred to the nature of teaching degrees. Questionnaire respondents stated:

With a teaching degree you can teach, with other degrees there was no particular employment offered. (Q. 2)

Didn't know what else to do with my degree...seemed a good option for someone with general ability but not specific areas of excellence. (Q. 19)

Positive Motivators influencing teachers' career advancement

This topic presents the information linked to positive career advancement factors.

This topic is linked to several of the research questions:

- What factors influence teachers in making decisions about their career?
- What factors impact upon teacher's career goals?
- How do individual teachers plan their career?

- Have the changes to career promotion brought about by Tomorrows' Schools (New Zealand Government, 1988) had any effect on their career planning?

Figure 4.3 represents a summary of these motivators in graph form. Individual factors are then listed in order of significance.

Figure 4.3: Positive factors that influence Career Planning.

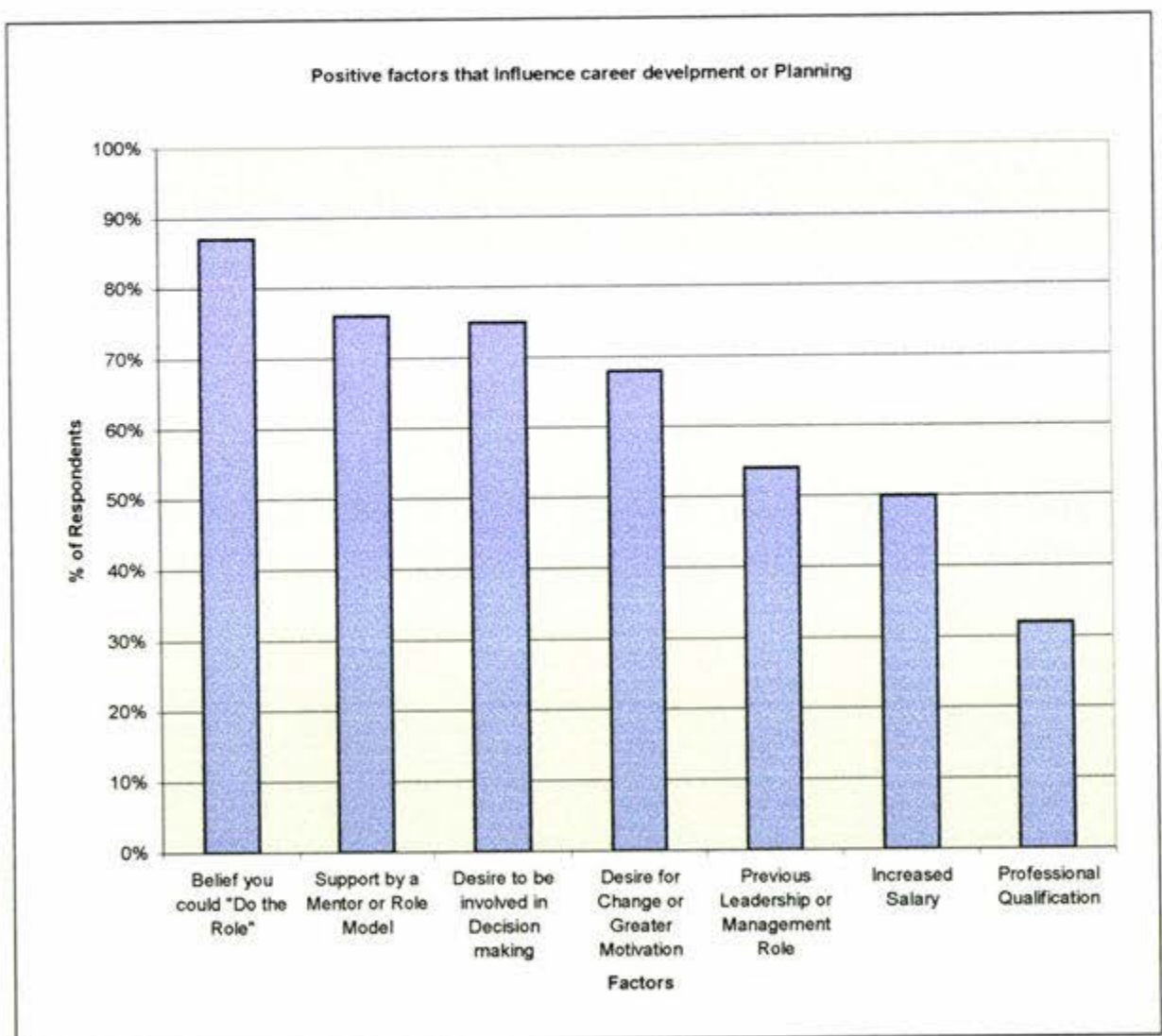


Table 4.7: A belief that “you could do the role”

	Significant or major importance	Undecided	No significance or importance		
Scale	1	2	3	4	5
Number of Respondents	11	9	1	1	

Twenty out of twenty two respondents (90%), selected confidence in their own ability as a positive factor influencing career development. This figure was the highest ranking score out of the seven factors listed for selection, but also signifies the depth of conviction as indicated by the high selection of One and Two scores ranked on the attitude scale (See Table 4.11). One teacher when asked about her “readiness” for the role of Senior Teacher remarked:

I knew I could do the job by what I had seen, things I had done in the past... and just confidence in myself I guess. (I.1)

Table 4.8: Support by a Mentor or Role Model

	Significant or major importance	Undecided	No significance or importance		
Scale	1	2	3	4	5
Number of Respondents	4	12			

Support by a Mentor or Role Model was the next highest ranked factor, to which sixteen out of twenty-one respondents (76%) answered positively. One teacher interviewed spoke about a principal/ mentor who had:

An amazingly inspiration person who encouraged any ideas I had and supported freedom because he himself was an “out of the box” thinker. (I.1)

A desire to be involved in decision-making was the third highest ranking with fifteen out of 20 (75%) of respondents identifying this positive factor. Closely linked was to the need for change or greater motivation, with seventeen out of twenty five (68%) respondents indicating its significance. Teachers commented:

I guess for me the motivation of the Senior Teacher role was more about being involved in the schools “big picture stuff” than any personal motivation. (Q.15)

Senior Teacher just seemed like the next logical step, not that I would ever get bored in the classroom, but I guess it was more about challenging myself. (F.N. 29)

Table 4.9: Previous Leadership role.

	Significant or major importance		Undecided	No significance or importance	
Scale	1	2	3	4	5
Number of Respondents	5	7			1

Twelve out of twenty respondents (60%) had previously held positions of responsibility or a management position that was a higher grade than their current role. Two respondents had held higher positions of responsibility (they defined this by salary or

number of people they were in charge of) in non-teaching corporate roles. Another two respondents had held higher positions in teaching roles in their country of origin.

Many teachers indicated confidence in applying for advancement with the intrinsic belief “they could do the job”. This perception was developed from observing other senior teachers, or by being encouraged or offered the relieving management role. Teachers felt empowerment from taking on the “acting role” or taking on promotion in a relieving capacity.

Table 4.10: Increased Salary

Scale	Significant or major importance		Undecided	No significance or importance	
	1	2		4	5
Number of Respondents	5	6	1	1	2

Salary was recorded as the sixth highest ranking, with eleven out of twenty two respondents identifying this positive factor (50%). Several teachers identified their belief that increased salary was not a motivator towards promotion and articulated:

You would never do the senior teacher for the money...I guess it is more about what you want to get out of the job, the challenge of leading your own team for me was important. (F.N. 29)

One teacher joked:

I would probably spend my whole senior teacher allowance back on buying children’s books that I want for the classroom...The money just helps justify that it isn’t coming out of my family’s groceries any more. (F.N.1)

She also reflected in her interview the different motivators for career advancement between teachers of her decade compared to younger teachers:

Some of the trainees that come out of college now are so focussed and confident...they know where they are heading. We drifted along and were happy to have a job. For them I don't think it is about money...most of them have degrees so some of them start with more than me, after twenty years teaching...It is more about them knowing their career goals and how to get there. (I.1)

As the researcher felt there was disparity between teachers' qualitative comments and the 50% quantitative response indicated, the responses were divided into two groups. Money only appeared to be a motivator for those currently holding management positions.

- Group A- consisted of nine Scale A teachers. Of this group only four out of nine teachers (44%) identified increased salary as a positive career motivator.
- Group B- consisted of ten Principals, Associate, Deputy, and Assistant Principals and Senior Teachers, and Management Unit Holders. All ten (100%) of this group identified increased salary as a positive factor.

Several of those holding management units or positions of responsibility identified that increased salary was a significant factor in their choice of career options, citing the benefits for "the family" as the key motivator.

The money isn't the goal, but it certainly is a motivator when you know you have a family to support. (F.N. 10)

Table 4.11: Professional Qualification

	Significant or major importance		Undecided	No significance or importance	
Scale	1	2	3	4	5
Number of Respondents	7	6	1	1	

Teachers referred to further Professional Study as a “Labour of Love” and relevant to improving teaching practice, but not necessarily completed for career advancement purposes. Professional qualifications were the lowest ranked (31%) of the seven career advancement indicators. Once again the differing motivations between classroom teachers and those in management positions was identified between these two comments:

A.C.E. Papers are extremely beneficial to their quality of teaching, as they are all practical and classroom based, but I wouldn't say I did them for career advancement. (I.1)

One Deputy principal referred to studying for her Masters:

... as a key step towards achieving further promotion. (I.3)

Positive Impact of *Tomorrow's Schools*

A total of twelve out of sixteen respondents identified a positive response concerning the impact “*Tomorrow's Schools*” (New Zealand Government 1988) has had on their

career. It was interesting to note that some younger teachers have no experience of this issue and one respondent exclaimed:

Don't know what Tomorrows Schools is!

Generally qualitative comments verified the quantitative data, and teachers often gave positive examples of the influence Boards of Trustees had made since taking over the role as employer. One Principal explained:

I won "big leap" promotions from G.2. to G.4 principal then up to U.6. This may not have occurred so quickly for me, under the old system. (Q.10)

Another added:

Allows schools to make decisions for themselves as long as they have a professional advisor. (I.4)

This teacher's comments exemplified that of several others:

Schools have the best choice of appointment therefore can select the person who best fits that position. Prior to this the Education Board appointments often reflected length of service. (I.3)

Some teachers commented on the advantage of being "known" by employers and disclosed:

Being known in a school and having proved yourself in person other than on paper has been useful to me. (I.2)

The school management team knew me already as a teacher within the school as opposed to a centralised authority making a decision based on a paper application. (Q.7)

Career Barriers and Negative influences on teachers' careers

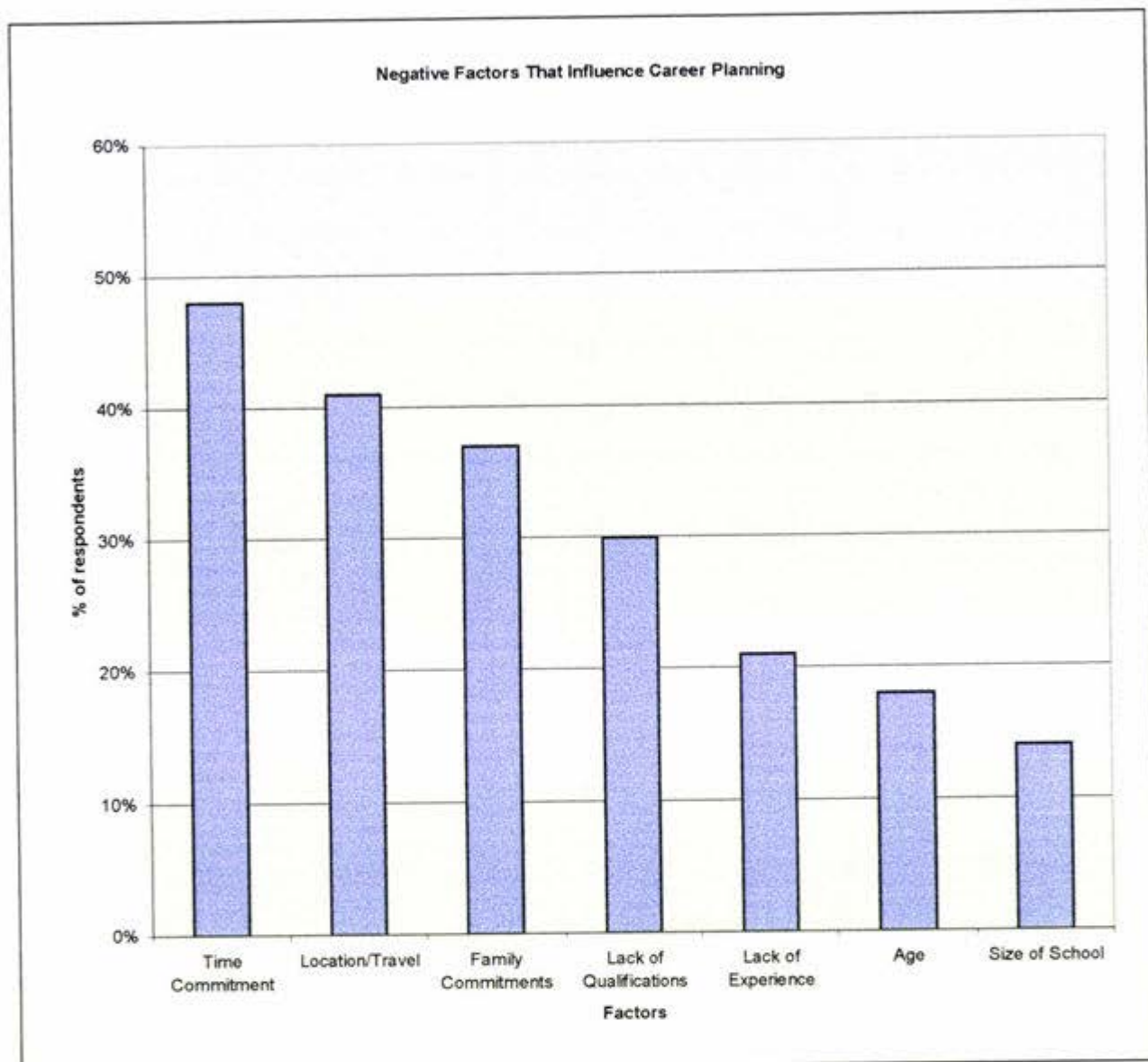
This topic identifies the negative factors and career barriers identified by teachers.

The results from the seven factors respondents were asked to rank have been summarised in graph form (Figure 4.4). In addition gender and age factors have also been included.

This topic is linked to several of the research questions:

- What factors influence teachers in making decisions about their career?
- What factors impact upon teacher's career goals?
- Does age or family commitments have any impact on how teachers plan their career?
- Do these differ significantly between genders?
- Have the changes to career promotion brought about by Tomorrows' Schools' (New Zealand Government, 1988) had any affect on their own career planning?

Figure 4.4: Negative Factors that Influence Career Planning



The three highest scoring factors identified from the list of seven factors listed as negative or career barriers that influence career planning were all linked to the teachers' struggle to balance home and school life. One teacher referred to the:

guilt I feel as I'm constantly attempting to juggle demands from school and home.

The three factors stood out as having the most impact as career barriers. They included time commitment (48%), location and travel (41%) and family commitments (37%) (Refer Figure 4.4). The way teachers asserted their concerns, was a real indicator of reflected their depth of feeling and dissatisfaction. Qualitative comments added to questionnaire responses were often underlined or had exclamation marks added, in interview situation teacher's voices were louder and very emphatic, demonstrating how strongly they felt about these issues.

Table 4.12: Time commitment/ Expectations

Scale	Significant or major importance		Undecided	No significance or importance	
	1	2		4	5
Number of Respondents	7	6			

The “number of hours worked and the workload” appeared to be recurring issues throughout the questions identifying negative factors.

There just aren't enough hours in the day to do everything that needs doing in the classroom, let alone my curriculum leadership stuff. (I. I)

Several teachers expressed their concern at the amount of additional tasks and responsibilities added on to classroom teaching.

Everything else we have to do take me away from my classroom, home, or family. Money, release, etc. isn't enticement enough. There is always more to be done. I could either put time back in my classroom and the children. (Q.20)

Most acknowledged the flexibility teaching gave them in terms of organising their workload around family commitments. Two teachers' gave the example:

In order to keep up with the boys after school sporting activities, sometimes I just have to pack up and get out the door by five. The only way to keep on top of my classroom planning is to come back in on the weekends. (F.N.7, F.N.8)

The concern over balance was also indicated strongly as the main factor influencing teachers' career advancement. One teacher commented:

It just isn't worth moving up the career ladder because I don't want to live at school. We have enough to do now with meetings after school, camp, discos, and courses in the holidays. (F.N. 7)

Several mature staff reflected on the "good old days" and discussed the changes since they were teaching a decade or more ago. One teacher questioned whether:

All the courses and assessment we do now...do they actually make you a better teacher, or just burn you out? (Q. 9)

Table 4.13: Location/ Travel

	Significant or major importance		Undecided		No significance or importance
Scale	1	2	3	4	5
Number of Respondents	3	9			

The importance of location and time spent on travelling to work were identified as the second most important factor impacting on career advancement. As further evidence of this point, it is interesting to note that nine out of the twenty-two current staff members (41%) live within a five- mile radius of the school. One teacher commented on this issue:

It can be a little difficult living and working in the same community especially when my own children attend this school...but any negatives far outweigh the thought of having to travel on that motorway everyday. (F.N.29)

The third negative factor as a career barrier was family commitments, to which ten positive responses out of twenty-seven (37%) were identified. This factor was unusual, as very few qualitative comments actually reflected having a family as a career barrier, but instead indicated that priorities changed, and the time for meetings, or after school hours was not available the way it was prior to having children.

Only 30% of respondents indicated that a lack of qualifications restricted their career advancement. Several teachers suggested that time was the main reason they hadn't been able to complete extra qualifications, nineteen out of twenty-seven respondents (70%), indicated they will probably increase qualifications in the future. For many it was current family commitments and age of their children that restricted how much time they could commit to studying.

Lack of experience (21%), age (18%), and size of school (14%) were the three lowest ranking factors, (refer Figure 4.4) and signified that these factors are not significant barriers perceived by the teachers in the case study. Several teachers discussed their "lack of experience when taking on the Senior Teacher role", but other than "doing the role first in an acting position" or "perhaps doing some middle management papers" felt teaching experiences were probably more significant than management expertise.

Gender differences

Of the ten respondents who identified family commitments as a negative career factor, eight were female (80%), and two were male (20%). For these figures to have any significance the researcher has correlated them to the total respondent gender balance. Eight out of eighteen females (44%) identified family commitments as a factor while two out of five males (40%) identified family commitments as a negative to career advancement. Most respondents qualified the term family commitments to mean the "time commitment" involved in raising children. Several female teachers viewed themselves as the "traditional mother" in that the children's after school activities and care remained their responsibility, as their husbands were not available for this "running around". One stressed:

I have fitted the family around teaching. I have worked hard to make sure the boys haven't missed out. (I.1)

One teacher who is married to a principal commented on family limitations in terms of dual career needs. She stated:

I have not actively sought promotion because my husband was a principal in a school and worked very long hours. As we have a family somebody had to be there to support them and parent them. In other words there was no room for two people to hold down Responsibility Roles without our family being affected. (Q.6)

It would appear that Gender/ Age were not identified as significant factors from the quantitative data gathered, however qualitative comments and interviews portrayed a greater significance.

Only four out of a total of eighteen respondents identified age as a negative factor (18%). Only one teacher commented:

Age becomes a major factor in the likelihood of getting a job in another school. (Q.9)

And a principal commented on the importance of staff setting career goals before their age impacted on their career goals:

I know that I will have to make my next career step before I reach fifty, as age becomes a significant factor in what Boards of Trustees are looking for. (F.N.10)

Negative Effects of Boards of Trustees as Employers

Quantitative data did not identify B.O.T.S' as a significant factor concerning career advancement, however these two qualitative comments were interesting in their concerns addressed about the changes decentralisation of promotion structure has brought with it.

One voiced concerns about the skill level of B.O.T.S' when selecting principals.

Schools might be employing people who may not be the "best person for the job." (Q.13)

Another was concerned about the possible negative effects of traditional career structures changing and the significance of the flattened management structure would have on teachers. She debated the consequences:

With schools organising their own flattened management structure I am concerned about the removal of a formal career path such as we had in the past I see the role of Assistant Principal disappearing, therefore not allowing that first step on to the management ladder. It is as if the D.P. who is usually attached to senior school will be the next step up from Senior Teacher. It sort of devalues the Junior School in many ways. (I.3)

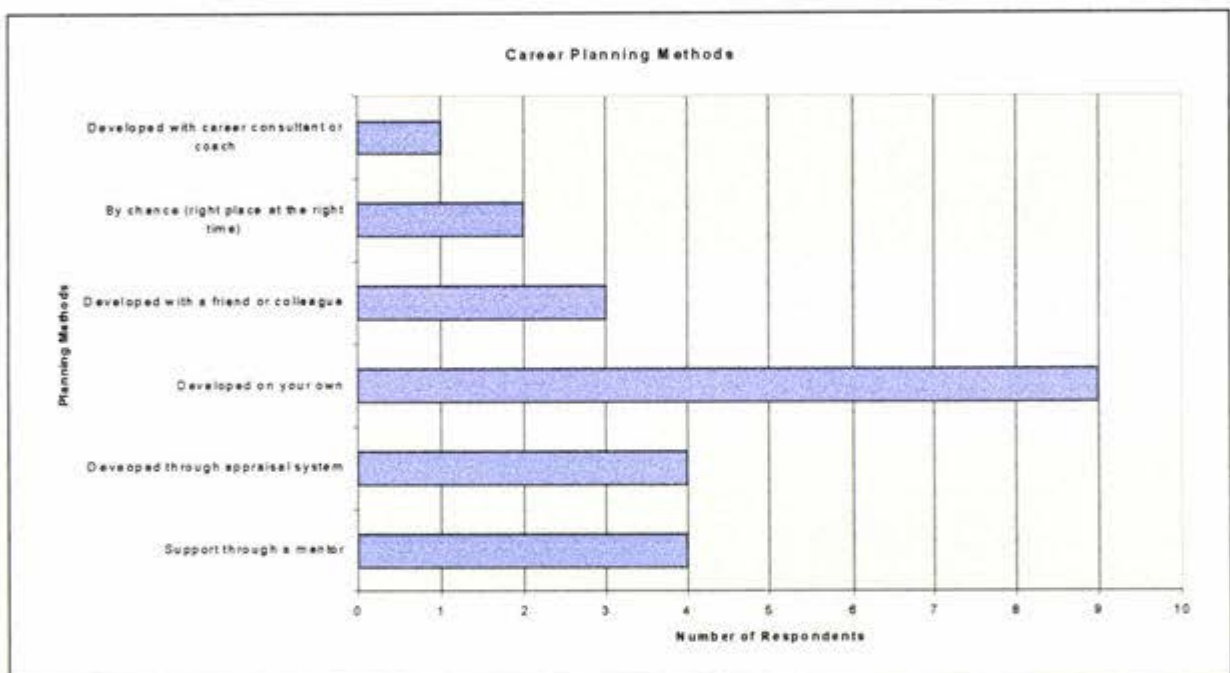
Career Planning Methods

This topic relates to the methods of career planning, teachers currently use. It is linked to the research questions:

- How does career planning occur in one school setting?
- How do individual teachers plan their career?
- Does the school support career planning? How?

This topic encompasses several different aspects of career planning, which have been identified as sub-headings.

Figure 4.5: Career Planning Methods



Planning Career Goals

Fifteen out of twenty seven respondents had formally identified their career aspirations and developed a goal plan or structure to achieve these goals. The graph presented in Figure 4.6 summarises how their career plans were developed. It is significant that the highest ranked method of career planning (nine out of the fifteen 60%, positive

responses identified) were individual plans developed by the teacher. The lowest ranked method (one respondent) of career planning was identified as “assistance by career consultant or coach.” One teacher was very clear in her view that career planning should remain an individual process:

I think teachers should be left to decide whether they want to develop a plan. Personally I have no desire to climb up the structure. I want to remain a classroom teacher until I have enough qualifications to lecture at A.C.E. (Q. 14)

It is interesting to note that that this teacher does not consider the move to lecturer as a “climb up the structure”.

Only five out of twenty-one teachers (24%) had ever attended “formal” workshops, meetings or courses dedicated to career planning. The type of courses teachers had attended were described as:

Diploma in Business, Multiserve Leadership Modules, Masters Human Resource Paper, AP/DP Conferences, NZEI women’s network meeting, mentoring group, New Zealand Institute of Management course, conference seminars.

Two teachers reflected on setting career goals as part of life goal planning:

Participation in the Landmark Forum (Personnel Development course) has allowed me to step beyond what I thought my limits could be. (Q.2)

A Life Coach has helped me clarify my goals; and put professional study in a broad context. (I. 3)

Career planning as part of the appraisal process

A disparity of figures was discovered by the researcher when identifying if career planning was occurring as part of the appraisal process. Only four respondents initially identified this factor when it was presented in a list of six other factors concerning how respondents' career plans were developed. Yet in a further question specifically asking respondents to identify if career goals were discussed as part of the appraisal process, fifteen out of twenty six (68%) respondents identified that it was occurring.

It is interesting to note that career planning is not identified at all in the schools' Appraisal Policy. After further questioning, it appeared that career planning as part of the appraisal process depended on who the appraiser was.

This could be one factor that influenced the disparity of figures identified between questions. Another possibility is the difference in presentation of the question- one asking respondents to select factors from a list of six, the other question explicitly asking respondents to identify a "yes/ no" response to career planning occurring as part of the appraisal process.

Several teachers gave practical suggestions on how they felt career planning and setting goals should be incorporated into appraisal discussion:

Appraisal system as a yearly basis is a start. Could have a five year plan that is continually updated and as situations change. (I.1)

Maybe ideas and other options on where the next step could be and how to start planning for career advancement. Starting is always the hardest part. (Q. 15)

During appraisals the steps you can achieve to become leader of a team, senior teacher or management role could be discussed. (Q. 11)

The Link between Professional and Career Goals

Professional Goals are generally defined by teachers as a term those that relate to “completing courses as part of whole school professional development or as completing individual courses or qualifications.”

Twenty out of twenty-five (80%) teachers noted that current professional goals were linked to career goals. Seventy three percent also identified this link had occurred in the past. The qualitative data provided some interesting clarification of teachers’ perceptions about what the link between professional goal setting and career planning actually signified. When teacher’s were interviewed about the differences and similarities between professional and career goals, they appeared to interpret professional goals as relevant to classroom and teaching, but career goals were linked to promotion. Several teachers identified the need for more experienced teachers to guide them and explain qualifications to them. One teacher declared:

The school should provide better knowledge of qualification requirements and special funding to implement these goals. (Q. 3)

One teacher discussed an individual professional goal setting/ career planning session with a principal, who he identified as his mentor:

When I was about in my fourth year of teaching I went to my principal's place one evening and we mapped out my career plan. He was amazing because he asked the hard questions and really made me focus on what I wanted to achieve... a really inspirational person... (I. 4)

Another commented on the importance of the match between individual and school goals:

Management need to encourage teachers to move forward, identify their strengths and how best to use these for their own career development... not just the schools. (I.5)

Time Period Teachers Plan their Career Goals

In identifying the period or length of time to which teachers set their career goals, twenty out of twenty-five (80%) of teachers indicated they had planned their “next years” career goals. Fifteen out of twenty-four (62%) of teachers indicated they had also planned goals for the next five years. Only one out of twenty respondents (.05%) had identified their career goals for the next ten years.

Location as a Career Planning Factor

It is also worthy of note that ten out of twenty-three respondents (43%), have moved school in order to achieve promotion. This figure is surprising as Location/ Travel were previously identified as the second most significant career barrier identified as a negative factor influencing career development. The researcher believes the fact that ten respondents have actually achieved internal promotion, may have indirectly influenced the significance of this figure.

One male principal identified his family having impacted on his career in terms of a move to the city and stated:

The needs of my family required a move to a city with tertiary options for my teenage children. (Q.10)

He also made reference to the removal of country service and stated:

I believe many Auckland teachers have no idea of the alternatives available outside the city. Rural placements are no longer required and teachers don't see the neat options available for career moves to small/ rural schools. (Q.10)

Another principal reflected on the significance of the geographical limitations he set when applying for principal's jobs:

Lots of people suggested I should move to the country to win my first principals job, but this was not even a consideration for me. I had made up my mind I wanted to stay in Auckland, and would wait until a suitable position came along. (I.4)

One female A.P. reflected on the restrictions her husbands job location, and significance of moving on her children:

I would love to apply for a job as a country principal, as I know I would have more chance of winning a position purely based on the size of the school. I can't even consider that as an option as my husbands work is in Auckland, and I couldn't move the children's school either. Maybe later...but by then I will probably be considered too old. (Q. 6)

Negative Impact of “Tomorrows Schools” on career planning

Several qualitative comments were made concerning the negative implications the removal of the centralised appointment structure had made on teacher’s career planning.

One principal commented on the advantages rural or country service appointments to the overall career structure of teachers. One deputy principal was concerned about the removal of the “traditional career structure, particularly with many Assistant Principal roles being restructured into shared leadership roles.” (I.3) Several teachers referred to the perceived preference by Board’s of Trustees to appointing male staff. One female teacher commented that in her opinion:

Boards of Trustees would always put a male applicant before a female, purely because they are so grateful to have any men in a school, the calibre doesn’t seem to come into it. I know that sounds harsh but it happens...and you can’t really blame them. Schools need a balance of men and women to ensure that the only two men in the school aren’t just the principal and the caretaker. (I.1)

Conclusion

The findings were collated into four main topics. Evidence supporting topics was ranked and summarised according to relevance in answering the research questions. In the next chapter the researcher discusses the key themes and issues resulting from the findings, and explores the significance of the findings.

CHAPTER FIVE

Discussion

Definition of career development- the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any one individual over the life span. (Sears, 1982, p. 139).

Introduction

Career Planning and teachers' motivation are complex topics. Initially it was difficult for the researcher to identify what the key themes were due to the inextricable nature of the interconnected factors influencing teachers' lives. However after much teasing out of the central issues four major themes emerge and have been used to provide a framework on which to base the discussion in this chapter. The themes relate to:

- **Teaching is a Work of Heart- the intrinsic nature of teaching.**
- **It's about Having a Life - the negative factors impacting on teachers.**
- **You were a nurse, secretary, or a teacher... then a mother.**
- **The infinite complexity of planning a career in teaching.**

Reference has also been made to the Literature Review, or to additional literature, where links to existing research are relevant.

Teaching is a Work of Heart

I felt that as a teacher I could make a difference in the world. This is very important to me. (Q. 14)

The intrinsic and altruistic nature of teaching is identified not only when teachers initially select their career, but is also identified as the single most important motivator for teachers' remaining in their career.

The key influences identified by the respondents when making their initial choice of vocation were based on the desire to work with children, and the social perspective of making a difference in the world. Decisions were frequently based on previous experiences working with children, their perceived personality traits, encouragement by a role model or mentor, and motivation related to the social impact teachers have on children's futures. Essentially respondents were motivated to choose teaching as a career for intrinsic reasons. Extrinsic factors such as salary and status were not identified as significant motivators.

The recurring factor concerning the importance of teaching as supporting a "social or helping" role can also be linked to Vocational Theory. John Holland's theory (1985) is based on the belief that career choice is linked to personality traits, and classifies six types of personal orientation. With each classification Holland links personal traits, for example Social Types- (social workers, teachers or nurses) seek close contact with people in teaching, nurturing, or helping roles. Several respondents also referred to the significance of "social or the people" interactions of the role, and stated:

I was looking at “helping” careers- teaching, nursing or doctor. (I. 4)

The impact of making a difference to not only children’s lives but to future society was also reflected as several teachers reflected on the spiritual nature of teaching and revealed:

I believed that teaching was a calling- not just a job. (Q. 21)

The intrinsic and extrinsic motivators identified in the research are confirmed in Dinham and Scott’s (1998) International Comparative Study on Teacher Satisfaction. Of particular interest was the similarity of the intrinsic motivators’ that linked to those identified in the research findings.

...teachers’ strongest commitments are to affiliation, altruism, and personal growth values. (Dinham and Scott, 1998, p. 14).

The research signifies that the commitment and passion teachers’ feel about their job, comes from their inner drive to make a difference in children’s lives, and ultimately the future. Teachers’ greatest rewards come from believing they can achieve these goals.

It’s about Having a Life!

A recurring theme throughout the research is the importance of maintaining a healthy balance between school and home life, and the significance of factors that impact on time and family commitments. One teacher echoed the view of many others on this topic:

It’s all about balance and deciding what is important in life. (Q.5)

Cacciope et al (cited in Stone, 1991, p.112) comments on the importance of life and work balance and states:

People are not necessarily looking for promotion in their careers but a sense of satisfaction or a balance with their personal lives.

The increasing demands of the job in terms of hours required for teachers to “feel they were doing the job well” was frequently identified by teachers as a major concern. One classroom teacher echoed the view of several others when she reflected on her desire to focus solely on her classroom teaching, as she struggled to fit in other school demands. She noted:

*If it were entirely up to me, I would love to be “just a classroom teacher” with **no** additional responsibilities. (Q.20)*

Not only were teachers’ indicated concern over their current struggle to maintain balance but also identified this factor as significant in terms of considering career advancement. One teacher commented on the reason promotion isn’t attractive in terms of extra commitment and expressed:

Suggestions have been made for me to aspire to Assistant Principal but it holds no interest for me. The workload compared to salary is not worth it in a teaching A.P. role and I would miss the children too much in a non-teaching role. Office work is not my forte. (Q. 5)

These concerns signify major issues for teachers’ in schools. The teachers’ “normal” forty-hour week was not considered enough to complete classroom planning,

assessment and meetings. The additional requirements on top of classroom teaching concerning administration and curriculum responsibilities needed to be slotted in at lunch times or after school. Few teachers received any formal release for these additional roles. It is not surprising that career advancement lacked appeal for most teachers, as most perceived additional time expectations would be required for any positions of responsibility.

Flexibility of how and when teachers organised their workload was significant to parents attempting to “juggle home and school demands.” Teachers willingly came to school on weekends or took work home, as the only way of managing both commitments. Some commented on the flexibility of hours as an advantage. Others identified concerns at why they should have to work a fifty plus hour week. This is a significant issue should teachers’ hours ever be made mandatory, such as an 8-5 day as has been mooted by past governments. The flexibility of teachers organising their own work-load to fit in with family commitments is considered “one advantage” teachers have over occupations that have a fixed working day.

Significance of Holidays

The importance of the school holidays was closely linked to the home-school balance issue and was also particularly evident for those teachers who were also parents.

The significance of holidays as an initial factor influencing teacher’s career choice was only identified by 43% of respondents. However holidays emerge throughout the qualitative discussion as significant in maintaining some form of lifestyle choices (linked to family commitments) and work/ leisure balance. Teachers supported their

selection by comments that indicated, “holidays put the balance back into the job” and were also identified as significant in terms of “quality family time.” Some respondents identified holidays as the only way to keep up with qualifications and courses, as fitting them in after school was not desirable or possible due to family commitments.

Location /Travel

Time commitment in relation to schools location, and travel requirements to and from school each day, were also identified as a significant factor linked to home/ school balance, but also identified as a potential career barrier.

Some teachers had moved house to be near the school, particularly if that meant they could enrol their own children, and therefore support after school childcare arrangements. Generally teachers reported they would not move schools for promotion, unless it was to a school nearer their home, or unless it was a major career promotion and therefore salary would be an additional attraction.

As the case study was conducted in suburban Auckland, it is possible that location and travel were more relevant to the case study teachers, due to the significance of time spent each day travelling on motorways. This factor may have been ranked differently if the research had been conducted in a central urban or rural location.

You were a nurse, secretary, or a teacher... then a mother.

In the initial research questions, the researcher identified gender difference as a possible issue concerning career planning and motivation. Major career planning differences between genders were not significant in the quantitative data. Qualitative data, however, identified two other relevant and recurring issues. The researcher had to separate out

women teachers into age cohorts, as women teachers of more than twelve years experience portrayed quite different qualitative data from the younger teachers. The study revealed that, in fact two other major factors addressed additional dimensions to the gender difference research: women teachers' age or generation, and the impact of motherhood on teachers' careers.

The first issue identified concerned the different motivators reflected by the different ages of the women respondents. Teachers of more than twelve years teaching experience spoke about the expectations society placed on them concerning the suitability of teaching as a career, and also discussed the limited career options available at the time. One teacher reflected:

Little career information was available when I went to school. Nursing and all branches of teaching were the main options for academic stream students, office jobs for commercial students. (Q. 6)

This generational difference was also strongly evidenced in the way female teachers planned their careers. Teachers of more than twelve years experience commented that "their careers were not planned, but just happened". Women reflected on teaching as a means to bring in an additional income, but their own family needs were of more importance. Female teachers gave evidence in qualitative terms concerning the impact their role as a mother had on their career planning. The key aspects concerned "breaks in career" and the additional demands "being a mother and full time teacher" placed on them. Most of the female respondents had taken several years to raise young children, or had returned to teaching in a relieving or part time capacity due to family commitments. None of the male respondents had taken parental leave.

In comparison younger teachers had quite clear career goals, with motherhood not impacting on their career structure, other than for short-term family leave. A multitude of factors based on societal changes in the last decade could account for the differences in data collected. Changing perceptions concerning working mothers, greater availability of childcare facilities, paid parental leave, and the availability of permanent job-sharing positions have no doubt had significant impact on women teachers' career decision-making. Similar differences were identified between the two cohorts concerning the removal of paid teacher training, and the limited variety of occupations available before 1990.

Healey and Kraithmen (1996) discuss the significance of the different career paths between genders and they verify;

Women teachers experience more varied career patterns than male teachers in order to cope with competing demands.

(Healey and Kraithmen, 1996, p. 209)

In the Literature Review reference was made to "myths" about women, in terms of the perceptions about women in leadership, and the suitability of teaching as a career for women. The female respondents and those interviewed identified that they felt there were significant differences to career planning between the gender groups, but these were only significant if the women also had family commitments. The female teachers without children did not identify any significant differences between male and female career planning.

This concept is identified in Ouston's research. She states:

Studies of women managers are increasingly drawing attention the differences in their working lives between women without children and those without. (Ouston, 1993, p. 10)

The female teachers who were also mothers considered their role to be that of the "second breadwinner" in that they also carried out the majority of childcare arrangements, and before and after school activities. For some it was the "constant balancing of these roles" that prevented them from considering career advancement, or up skilling through professional development courses. The concept of "dual career couples" Stolz-Loike (1997, Pg. 293) supports the concept of one partners role having greater significance over the others.

This appears to be particularly significant for women who, in the past have tended to put their families needs before their own career goals. Mothers who had taken career breaks, identified they lacked confidence on returning to the workforce, in perceiving themselves on an equal footing with male colleagues. Several teachers spoke about the significant impact N.Z.E.I. Women's Network workshops had had in helping them "think about where I am heading" and "the stimulation of having a panel of women principals talk about their careers, and what they had achieved."

With the average primary teachers age at forty-four years and females comprising eighty percent of the current teaching workforce (Ministry of Education, 2001), the

research identifies the significance of this cohort of women, and their unique career planning motivations. With half the primary teachers currently aged between forty and fifty- five (many of these teachers employed in the early 1970's to cover the post war baby boom) career motivation for this age group and their relevant life stage is also of significance in terms of national career planning trends and needs.

The Infinite Complexity of Planning a career in teaching

This theme relates to how teachers plan their career goals. Teachers' career planning could be considered problematic, as it is highly personal, situational, and is currently not identified as a mandatory requirement by M.O.E, B.O.T., or by individual school policy. In addition to these factors are the additional dimensions of teachers' motivational and career theory.

Much of the current research linked to Career Theory and Career Development is based on the relationship between career and life stages. As identified in the Literature Review, the matching of career stages with life stages is certainly relevant to the research, but is simplistic and restricted in its approach to internal and external motivation factors.

While the strongest motivators for career advancement can generally be identified as based on intrinsic factors, individual motivations are far more complex and situational. Life stage, desire for greater challenge, family and time commitments, personal development and maturity, remuneration, need for recognition are just some of the motivators. The strength of their motivation, can of course, vary between teachers in terms of timing and importance.

A wealth of relevant research career motivation is available (Jenkins 1991, Knoop 1993, Hertzberg, F) and the link between teacher motivation research, and the positive and negative factors impacting on teachers' career planning form a central thread through the whole study. Motivation Theory is closely linked to Career Theory but as McQuillan points out:

...theories of employee behaviour and management...fail in some ways to give the complete picture. They do not address such issues as personal development and growth of the employee throughout a lifetime. What is motivating at forty may not help at all for a young apprentice. (1994, Pg.23)

The research identified three key positive motivators influencing teachers' career planning: teachers own belief or confidence in their own ability to perform the role, support by a mentor or role model, desire to be involved in decision-making. Once again they are all intrinsic motivators, reinforcing previous studies and discussion, and highlight the significance of support and recognition from others. Burns (1987) refers to the importance of approval from others and he states:

People need appreciation, recognition and a feeling of accomplishment, and the confidence that that people who are important to them believe in them. (Burns, 1987, p. 374)

Teachers also indicated the desire for greater change or motivation, as another key factor in career advancement. The balance of change as a motivator, or change as a demotivator can be an extremely personal factor. The rapid introduction of new

curriculum's in the last decade was an example of this, some teachers thrived on the changes, and others barely coped. Similarly, the need for change may be something as minor as a change in class level, as a significant motivator for some teachers. Motivation is situational and individual, and it is school management responsibility to ensure the correct balance is achieved.

Desire to be involved in decision making, was addressed strongly by teachers as a motivator. With many schools introducing a flattened management structure, greater numbers of staff are directly involved in school wide decision making. With the introduction of *Tomorrow's Schools* (New Zealand Government, 1988), greater parent involvement has also instigated change to some principals' leadership styles, fostering more shared decision-making.

Considerate research has been documented about monetary rewards as a motivator, specifically in the New Zealand setting concerning performance pay. NZEI 1997, and Piggot- Irvine (2000) both identify the failure of performance pay as a motivator.

The recipients exemplified these results in ranking increased salary as the sixth lowest ranking out of seven factors listed. Rudman refers to the low motivational ranking of pay and states:

Pay typically ranks fifth or sixth on people's lists of what they care about. Rudman (1999. pg. 370)

The exception to increased salary as a positive factor was identified as significant to those teachers currently holding management positions. These teachers voiced that increased

rewards achieved through promotion were justified in terms of the increased demands of the job, and referred to pressures (both in terms of time and responsibility). Respondents were clear that their initial motivation for career advancement was not based on increased salary, but more about personal challenge, job satisfaction, and desire to achieve.

It is interesting that the research identified qualifications, experience, age and size of school were also not ranked as significant career barriers, in terms of career planning. Professional qualifications ranked the lowest of the seven factors.

Teachers' perceptions, that only management or leadership qualifications were significant in terms of career advancement, is worthy of note. They did not link curriculum qualifications directly to career advancement. Most respondents identified qualifications as improving their classroom practice, and did not consider increased qualifications as directly linked to salary or promotional opportunities. Respondents who had chosen to undertake leadership or management qualifications did so specifically for the goal of promotion.

Mentoring Magic

It is significant that seventy- six percent of respondents identified the positive influence a mentor or role model had made on their career planning and advancement. This factor was also identified strongly by respondents as influencing their initial selection of teaching as a vocation. Teachers referred to role models in very affectionate terms and frequently commented on the influences mentors had on their career. Support was generally given informally, not planned at formal meetings. One spoke about encouragement from her Assistant Principal and reflected:

She shoulder tapped me for the Senior Teacher job. I would never have even considered applying but she kept reassuring me I could do it. (F.N. 28)

One principal spoke about the significance of setting his goals early in his career with his principal and mentor. He shared:

I went to his house one night and we mapped out my future together. He asked me the hard questions about where I really wanted to go with my career. He was inspirational and just magic. (I. 7)

It is significant that there appear to be very few formal mentoring support structures identified, and mentorship tends to be based on having an “inspiring principal.” Only one teacher spoke about a Management Mentoring group she attended once a month, which was run by a supportive principal. (I. 3)

Mentors play a major role in how teachers plan their careers yet there appears no formal recognition of the importance of the role, or the long-term positive consequences that these relationships have.

Trialing the promotion first.

It is widely acknowledged that teachers are woefully unaware of their own skills, and therefore significantly under-value their own expertise. (Grainger 2001, Pg 26)

An interesting factor emerged from data concerning the significance of holding a previous management position. Seven respondents', who had initially been appointed to

a short term relieving position of higher responsibility, had all successfully gained promotion to the permanent position. Several teachers echoed the significance to their confidence by having a trial run:

With out having that year as an " Acting A.P. " I would never have believed I could do the job. (F.N.28)

One teacher stressed the importance of someone else having faith in your ability:

"You have to give things a go at times- you don't know if you can do it till you've tried...I was pushed into it... I would not have applied originally for the position, as I would not have thought I was capable of it. (I.2)

Is career planning personal or policy?

Within a school's organisational structure, staffing or personnel planning, fits under the Human Resources umbrella. This portfolio is ultimately the Board of Trustees' responsibility, but is generally delegated to the principal and school management team in terms of practical management.

With annual variables such long-term staff planning needs can be problematic. Annual development plans and/ or longer term strategic planning will generally identify the schools management of staff. Internal promotion policy, replacement or succession planning, identification of potential specialist teaching requirements, are all issues that have direct impact on teacher's career development needs, yet schools have little control over these issues. It was interesting to note that within the case study school, no formal documentation could be identified in terms of career planning.

It could be argued that the introduction of “Bulk Funding”, an outcome of Tomorrow’s Schools, (Ministry of Education, 1988) allowed schools greater flexibility and control over teachers’ employment, and was able to match teachers’ career planning needs more closely with that of the school.

The research identified that individual career planning or goal setting were entirely dependant on the initiative of the principal. One principal interviewed considered it his responsibility to “guide and encourage” teachers to think about their future career options. He felt that staff workshops could be one method of ensuring teachers reflected on their future, and developed professional goals to match their needs. Where necessary, he felt individual discussions with staff were important, as young teachers “really didn’t seem to have any understanding of their career options.” (I.10)

Some career planning guidance was included in appraisal discussions but once again, this appeared to depend on the experience of the appraiser. Teachers spoke about professional development planning occurring regularly at appraisal time, but clarified that this meant, “setting annual goals linked to teaching and school wide responsibilities” and identified career goals as something relating to promotion. Grainger identifies the different levels of setting career goals and states:

Aspirations of principalship are for those who want to have an impact at the institutional level, whereas you may be much happier personally making a difference for each child in your class.
(Grainger, S. 2001, pg.9)

In terms of school appraisal policy this is an issue that needs clarification. It would appear that some appraisal interviews are covering some aspects of career planning, but this was dependent on the content of the appraisal interview. Some teachers' felt career planning should not be linked to the appraisal process at all, others identified appraisal as the only opportunity they had with senior management. Manual's (1998) work on career motivation refers to " Career Insight" and could be linked to career planning and teachers' self-evaluations. Manual explains:

Career insight is the ability to be realistic about oneself and one's career and to put these perceptions to use in establishing goals, and knowing one's strengths and weaknesses. (1998, p. 60)

The right place at the right time

As has been seen above:

There's no such thing as what was known once as a career plan. Those at the top of their careers have seldom followed a preordained path. Rather they have done what most of us do: fallen upon unexpected opportunities. (Next Magazine, October 2000, Pg. 14)

The results defined there is no consistent pattern of how teachers plan their careers, and identified a wide variety of career planning. Formal discussions linked to professional growth and appraisal, informal shoulder tapping, career workshops, guidance from a mentor, or individual or planning with a spouse and personnel development courses were all options currently practiced.

For many teachers the “support and guidance” offered by a mentor (in most cases this was a principal) was the only form of career guidance they had ever been given, and this appeared to be informal advice, rather than in a planned structured method. Some suggested career workshops would be useful, to find out what qualifications could be useful to their career advancement.

The lack of career planning also highlights potential issues concerning potential management recruitment issues. While the researcher acknowledges that many teachers are very contented remaining in the classroom it is also her opinion that many teachers “sell themselves short” in terms of their potential, and lack any consideration to their career future.

Where teachers had indicated an interest in management positions, professional development courses provided valuable support, although in most cases this training only occurred when the teacher was either in a temporary role, or after they had achieved permanent promotion. One-day courses appeared to be too little too late, compared to conferences or ongoing professional development qualifications which teachers viewed as more valuable.

Identification of teachers’ career planning needs versus the schools or institutions needs was not identified in this research as a significant issue (only one respondent identified the potential conflict if both needs are not being met). Burack (1977) distinguishes between the two categories:

organization career planning involves the logical progression of people between jobs, and individual career planning which focuses primarily on individuals' wants, skills, and desires for the future.

(In Rudman 1999, p.482)

Impact of *Tomorrow's Schools* on career advancement

In terms of the researcher's initial expectations, the impact of *Tomorrow's Schools* (New Zealand Government, 1988) was not significant. The main reason for this was that the changes were only relevant to teachers who had been teaching since 1988. Of these respondents 44% identified significant changes to the promotion and appointment structure.

Most of these teachers identified the decentralisation of teacher's appointment to have had positive results. They also commented on the advantages when Boards of Trustees and school management knew them personally (particularly relevant if they were internally applying for promotion, or had been employed in the school in a relieving capacity). Others indicated the advantages of early promotion compared to the previous structure based almost entirely on years of experience.

Conclusion

The discussion has attempted to unravel the complexity of the interrelated factors of teacher's motivation, career theory and individual career planning. It has identified the significance of career planning and the variety of current practices occurring. From this summary key issues and concerns have emerged. The implications and significance of these themes are addressed in the next chapter.

Chapter Six

Implications for Stakeholders and Recommendations for Further Research.

It is a shocking experience to run a career development workshop for managers to be told by the participants that they are attempting for the first time to analyse their own needs and how their careers do and do not fulfil those needs. It is a shocking experience to do research interviews on career histories and have the person say at the end of our interview that this is the first time he has spent an hour thinking about his career. (Edgar Schein, cited in Rudman 1999, p.480)

Introduction

In this chapter the researcher has addressed the outcomes, recommendations, implications, and limitations of this research.

The Outcomes

One of the unexpected outcomes of the research was the impact on the lives of the participants and the researcher. For the researcher, a number of personal outcomes have developed from the completion of this project. Completing a case study in my own school, as participant observer and researcher was a deliberate choice by the researcher. The advantages of knowing the staff (and ex-staff) served to strengthen an existing professional relationship with participants, and allowed the researcher some quality in-depth discussion and reflection with this dedicated group of teachers. The personal

support received from all my colleagues, through out the learning journey (and particularly in the final stressful stages), reinforced to the researcher the unique strength, camaraderie and spirit of the “Marina View Team.”

For some of the participants of the research, the reflection about their own career development and planning, served to clarify goals, and the finished project provides the staff with a reference document from which to compare their own career path with that of other colleagues.

For the researcher there was also some personal clarification, as several of my original hypothesis concerning research questions about gender and career barriers were proven incorrect. For many women of my era (more than twenty years teaching experience), it was exciting to identify that many perceived “myths and career barriers”, appear not to be significant or as relevant to the current generation of teachers. A number of societal changes could be identified as potential factors supporting these changes (paid parental leave, significance of dual career aspirations) but perhaps the most inspirational factor, was identifying the differences between the two generations’ career aspirations. One respondent reflected on this factor and stated:

Things have changed so much in teaching for women now. While we were dedicated teachers, we never really planned beyond our own families needs. I see the young ones come in to schools confident and focussed...they now exactly where they are headed and good on them. We never really had that mindset...(I.1)

As a further development from this project the researcher has developed a Career Planning Workshop and resource for teachers entitled- “Which way does your Career Ladder Face: up, down, across or on the wrong building?”

Recommendations and Implications

These recommendations have significance for the following stakeholders involved in education: Ministry of Education, NZEI, Resource Centres, Boards of Trustees, Principals, Senior Managers, and Teachers. Where issues have particular significance for a stakeholder, the researcher has identified this group.

The overwhelming identification by respondents addressing the balance between hours spent at school and family commitments, as a negative factor impacting on career planning is of major significance. This factor needs consideration, and has many implications for several of the stakeholders involved:

- Ministry of Education / N.Z.E.I.- need to consider these issues when planning additional national professional development commitments (such as new curriculum’s).
- BOT’S / Principal’s and School Managers- need to be aware of current workload and commitment of teachers. Amount of call back days for professional development in holidays, additional evening and weekend commitments, and length of teacher’s working day may in fact be causing “burnout” limiting attraction for any increased responsibilities. BOT’S and School Managers need to be closely aware of workload and expectations associated with positions carrying additional responsibility.

- School management and teachers- it may be interesting for each teacher to keep an account of the number of working hours averaged over several weeks. There appeared to be significant variations between actual hours worked by different staff, and just what their perception of a typical working week. Without attending evening meetings the average hours on school site appeared to be 40-50 hour week. These are issues that may need to be discussed with school management, if teachers are expected to cover additional duties to their teaching role.
- Ministry, NZEI, Teachers Centres, Service Providers, and School Managers need to address the issue of what suitable professional development supports career planning structures, and whose role it is to present this information to teachers. Time/ Commitment issues were also linked to teachers undertaking additional professional qualifications. Teachers identified flexible courses such as block holiday courses and extra mural papers as fitting in well with family commitments. However, it is of concern that many teachers were not aware of current professional qualification structures or what courses would support their increased professional qualifications.
- Ministry / N.Z.E.I. need to publish support information for teachers to identify possible career path structures, with supporting professional qualifications suggested to support promotion. With the removal of a centralised appointment structure there is an identified need for support information available in schools. Consequently teachers are generally not developing long term career plans.
- The Ministry of Education needs to be supporting professional development with increased funding support for sabbatical leave and recognition of

attendance at conferences (both national and international) as cross crediting towards qualifications.

- Boards of Trustees need to be aware of their obligations as a “good employer” in terms of support and encouragement for professional development. The attitude by some BOT’S can be that, “why should we send them on any courses, as they do their papers and leave?” and has the potential to be a major philosophical barrier to address. B.O.T’S need to understand their role in fostering a school that supports career development for its teachers.
- Schools need to be aware of the importance of supporting the teacher’s individual career goals with that of the schools professional development focus. At times it can be viewed that the two may be in conflict.
- B.O.T.’S and Principal’s also need to be aware of the importance teachers placed on the intrinsic nature and motivation provided by “being recognised for a job well done.” Consistent and regular acknowledgment must become part of the schools Human Resource Policies, and an important part of the Board of Trustees function also.
- Stakeholders need to ensure career development is horizontal as well as vertical. All facets of career “broadening” need to be presented to teachers in considering their individual career development.
- The Ministry of Education need to be considering greater flexibility in career structures to suit the changing nature of society and individuals work/ family commitments. Job Sharing has seen this type of flexibility, ensuring both school and individual teachers needs have been met.
- The Ministry of Education need to consider the introduction of a Master Teacher or Exemplary Teacher Status, (Dinham and Scott, 2000, Pg.395) With the

current “aging” of the teaching population this is particularly significant. Employees with a wealth of teaching and / or management experience could provide expertise and wisdom to less experienced staff, for staff that choose not to continue in management positions. These roles could be formally structured as a transition to retirement.

- N.Z.E.I./ M.O.E. and service providers need to provide career development workshops for teachers with more than twelve years experience. With the average age of teachers identified as forty four (M.O.E. 2001) a potential pool of management candidates are possible. Women in this cohort may no longer have family commitments, however, disrupted service due to family demands may also restrict their confidence in seeking promotion. Workshops need to cover practical issues such as preparing a Curriculum Vitae and preparation for interview, as many of these teachers have never been interviewed by a Board of Trustees.
- The recommendation for stakeholders is to identify the significance of relieving management role, as a management-training period. It appears few teachers had participated in formal management training; in essence, the relieving role filled a management cadetship function.
- Stakeholders need to consider the significance of shared leadership as a teacher motivator.
- Mentor or mentor groups should be established and led by supportive principals or ex- principals, who can establish an ongoing professional relationship to those seeking leadership training. A similar framework to the Business Mentorship scheme, currently established by WINZ, could be used as a model. While some principals have individually provided some inspirational role modelling and

mentoring for their own staff, this could be a planned network established as a Ministry initiative, or from individual Principal cluster groups. Currently the Ministry is operating a New Principal's Training and Support Initiative, but this is only available to principals. It is the researcher's opinion that some form of earlier training would provide practical leadership development, mentoring and ongoing networking.

- Career Planning Workshops need to occur in schools, resource centres, or as NZEI support. Teachers are not aware of the differing forms of career steps possible, for example curriculum leadership could lead to specialist Technology position. They are currently unaware of the variety of career paths available.
- Schools need to develop Human Resource policies and strategic planning that reflects the schools philosophy. B.O.T.'S with school management need to have shared understandings on the organizations career structures: internal promotion, succession planning, provision for potential future specialisation (e.g. information technology teacher), and long term staffing requirements are some examples. These policies and philosophies need to be developed and communicated formally with staff.

Limitations

The project covered a number of research questions, some of which could not be developed fully due to the large scope of the initial research questions set. While the research confirmed much current career and motivation theory, career planning was identified as of most importance to the overall project. It was necessary for the researcher to prioritise greater depth to the career planning theme, as this is the area in

which there is limited current New Zealand research, yet it has significant implications for teachers and other stakeholders.

Conclusion.

As administrators we can have the power to offer our staff this most valuable tool- the ability to grow and change as individuals.

(McQuillan, 1994, p.24).

It could be argued that career planning is an intensely personal and the responsibility of the responsibility of the individual teacher. It is the researcher's belief that it is the responsibility of a number of stakeholders, who have responsibility for the teacher's potential forty-year teaching life.

Women teachers with family commitments do have a different career structure from that of male teachers. It is essential that women do not limit their own career potential due to their perceived disadvantages from having career breaks for raising children.

Both genders seek balance between family and school commitments. It is critical that teachers are still have energy, enthusiasm and creativity every day for their pupils. The research appears that current demands are stressful, due to increased and continual demands on top of teacher's normal teaching day. With this awareness in mind career advancement must be attractive in terms of maintaining "a life outside of school", with a clear long term and well-supported career plan.

Recommendations For Further Study

- The researcher believes that further research is necessary in the differences in career planning methods between the two genders. While quantitative evidence did not identify significant trends, a disparity was identified from qualitative evidence. The disparity of data may have been due to the limited number of male respondents (four) compared to twenty-three females.
- The marked career differences identified between the generations of women teachers as well as the impact of motherhood on teachers' careers could be two further significant research projects.
- A larger case study may have identified more qualitative data. Further research could also identify how the Ministry of Education and schools could develop employment policies supportive to the specific needs women requiring career breaks due to family commitments.
- A rural or national survey focussing on career planning would provide valuable information and feedback. The case study was conducted on a large growing suburban school and teachers may present quite a different picture than those planning their careers in a small three teacher rural school, with a falling roll.
- Research would need to identify why teachers are not motivated to view promotion positively. The lack of teachers interested in moving into management or principal positions is significant in terms of national employment trends. Lack of career planning has been identified as one possible factor for this, but further research could uncover the wider picture.

Conclusion

The research has identified a number of implications, recommendations and suggestions for further research. The significance of the research lies in addressing these issues for the variety of stakeholders involved in career planning. Teachers are a school's greatest resource and it is hoped that in some small way this chapter inspires stakeholders to identify the importance of career planning and value its significance in terms of teachers' futures.

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APPENDIX 1

Participants Information Sheet.

Dear

I am currently completing a Master of Education Administration at Massey University (Albany Campus) and have begun a research topic on **Career Development in A New Zealand Primary School**. Throughout the research project I will be professionally supervised by Dr. Mollie Neville, from the Department of Social and Policy Studies, Albany Campus, Massey University.

I am aiming to use Marina View School to provide a case study on career development, for the completion of a research project.

The key objectives of the Case Study are to:

- To identify how one school and its teacher's address career development.
- To identify what factors influence teacher's career planning.
- To draw conclusions about the factors that influence teacher's career development goals.

Participation.

I am inviting all current teaching staff at Marina View School, plus approximately 10 past staff to participate in the study. I believe this will provide me with a range of experiences, roles, cultures, genders and background necessary to provide a valid sample. Each staff member who agrees to participate will be asked to complete the following activities:

- a) Complete a questionnaire relating to their own career development, and factors that have influenced their career planning and goals (approximately 15 minutes to complete written questionnaire, over a required completion date of two weeks, from the date of initial distribution).
- b) Participate in a follow-up interview if required, (approximately 30 minutes at a convenient time for participants).

Confidentiality.

The information provided by participants will be confidential to the research and any subsequent publication, based on the research. Participants may choose to adopt a pseudonym for the duration of the research process. Audiotapes and computer discs which hold relevant data will be kept in a locked filing cabinet at all times. At the completion of the project participants can decide whether data will be returned to them, destroyed or retained by the researcher for possible further work.

Please note that while every possible attempt will be made to protect the anonymity of research participants, it is possible that the specific nature of the case study may result in participants and/or comments attributed to them being identifiable within the project.

APPENDIX 2

“Teacher, What do you Want to be when You Grow Up?” A Case Study of Career Development in a New Zealand Primary School.

Consent Form.

I have read the information sheet and have had the details of the research project explained to me. My questions have been answered to my satisfaction, and I understand I may ask further questions at any stage of the project.

I understand I have the right to withdraw from the study at any time and to decline to answer any particular questions.

I agree to provide information for the researcher on the understanding that my name will not be used without my permission. (The information will be used only for this research and subsequent publications arising from this research project).

I understand that it is not possible for anonymity to be guaranteed in the final research report.

(Please circle the following)

- a) **agree / do not agree to** completing a written questionnaire.
- b) **I agree / do not agree to** completing a follow up interview.
- c) **I agree / do not agree to** any requested follow up interview to be audio taped.

I also understand that I have the right to ask for the tape to be switched off at any stage of the interview.

At the completion of the research project I wish for the audio tape to be:

- **Returned to me**
- **or Held by the researcher**
- **or Destroyed.** *(Please circle one)*

I agree to participate in this study under the conditions set out in the Information Sheet.

Signed:

Name:

Date:

Completed Findings.

Bound Copies of the research project will be available in the Massey College of Education Library at the Albany Campus. A further copy will be presented to the Principal at Marina View School. At the completion of the study a summary of the findings will be presented to all participants.

Your Rights.

As a participant in this research project your rights are as follows:

- To decline to participate,
- To refuse to answer any question about the study at any time during your participation;
- To ask any questions about the study at any time during your participation;
- To provide information to the researcher on the understanding that your name will not be used unless you give permission to the researcher;
- To be given access to a summary of findings when the project is complete;
- To agree to participate in the study under the conditions set out in the information sheet;
- To withdraw from the study at any time;
- To decide whether, at the completion of the research, data will be returned to you, destroyed or retained by the researcher for possible further work.

I invite you to participate in the study and look forward to hearing from you in the next week. If you would like more information please contact me on the address below. Thankyou.

Yours Sincerely,

Maree Bathurst.

Researcher: Maree Bathurst

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Supervisor: Dr. Mollie Neville.
Dept. of Social and Policy
Studies in Education.
Albany Campus,
Massey University.
Ph. 4439717

Appendix 3

Confidential.

Case Study of Career Development in a New Zealand Primary School.

Questionnaire.

Please record answers on the spaces provided. (If you need to expand answers, please record question number and use the back of the sheet.)

1. Name *(optional)* _____
2. Gender *(please circle one)* male female
3. Number of Years Teaching _____
4. Current Position at Marina View School (classroom teacher, Senior Teacher, I.T./ESOL teacher.) _____
5. Is your position;

(please circle one) permanent relieving
6. Do you currently receive any management units, and if so how many?

(please circle one) Yes No
 One, Two, Three, Four.
7. Have you held any previous positions of responsibility or management position which is a higher grading or salary, than your current role.
(Could include a position or business outside of teaching.)

(please circle one) Yes No

(If yes, please record the title of the position) _____
8. Was teaching your first choice of a vocation?

(please circle one) Yes No

9. Were any of the following factors considerations in your choice of career?

(Please circle yes or no).

- | | | | |
|--|-----|----|-------|
| ▪ Family members were teachers | Yes | No | _____ |
| ▪ Training was paid for | Yes | No | _____ |
| ▪ Love of children | Yes | No | _____ |
| ▪ Holidays seemed attractive | Yes | No | _____ |
| ▪ Suitable career if raising your own children | Yes | No | _____ |
| ▪ Not many other choices available at the time | Yes | No | _____ |
| ▪ Pay Rate seemed good for the hours worked | Yes | No | _____ |

Of those factors circled Yes please rank these factors on a 1-5 scale.

(Record the numeral on the black line for those answers circled yes only)

e.g. Yes 4

- 1- significant or major importance
- 2- some significance or importance
- 3- undecided
- 4- minimal significance or importance
- 5- no significance or importance

Are there any other factors that influenced your choice of career?

10. Have any of the following factors influenced your career development or planning? *(i.e. factors that may have influenced your application for increased responsibility or promotion. Please circle yes or no)*

- | | | | |
|--|-----|----|-------|
| ▪ Support by a Mentor or Role Model | Yes | No | _____ |
| ▪ A previous leadership/management role | Yes | No | _____ |
| ▪ Increased salary | Yes | No | _____ |
| ▪ Professional qualification
(e.g. ACE Papers or degree) | Yes | No | _____ |
| ▪ A belief that "you could do the role" | Yes | No | _____ |
| ▪ Desire to be involved in decision making | Yes | No | _____ |
| ▪ Desire for change or greater motivation | Yes | No | _____ |

Of those factors circled Yes please rank these factors on a 1-5 scale.

(Record the numeral on the black line for those answers circled yes only)

e.g. Yes 4

1- significant or major importance

2- some significance or importance

3-undecided

4- minimal significance or importance

5- no significance or importance

11. Are there any factors, **not** identified above, that may have influenced your career advancement. (*e.g. status*)

12. Have any of the following factors influenced your career development or planning? (*i.e. factors that have acted as barriers or prevented your career advancement. Please circle yes or no*)

- | | | | | |
|-----------------------|------------------------------|-----|----|-------|
| <input type="radio"/> | Location/ Travel | Yes | No | _____ |
| <input type="radio"/> | Family commitments | Yes | No | _____ |
| <input type="radio"/> | Lack of qualifications | Yes | No | _____ |
| <input type="radio"/> | Lack of experience | Yes | No | _____ |
| <input type="radio"/> | Age | Yes | No | _____ |
| <input type="radio"/> | Time commitment expectations | Yes | No | _____ |
| <input type="radio"/> | Size of school | Yes | No | _____ |

Of those factors circled Yes above please rank importance using a 1-5 scale. (*Record the numeral on the black line for those answers circled yes only*)

e.g. Yes 4

1-significant or major importance

2-some significance or importance

3-undecided

4-minimal significance or importance

5-no significance or importance

13. Have you, at any stage in your career formally identified your career aspirations and developed a goal plan or structure to achieve your goals?

(Please circle the yes or no)

Yes

No

14 . If Yes, how was this career plan developed? (please circle the letter)

- a) Support through a mentor or with a senior teacher
- b) Developed through appraisal system
- c) Developed on your own
- d) Developed with a friend or colleague
- e) By chance (e.g. being in the right place at the right time)
- f) Assistance by a career consultant / coach

15. Do you have any other suggestions of how teachers could be helped to plan their careers?

16. Have you ever attended any formal or specific course, workshop, or meeting dedicated to career planning in the education sector. (This may have been at a conference, NZEI workshop, staff meeting, or other.) **Please circle one**

Yes

No

17. If you circled "yes" above please identify the type of course you have attended.

18. Do you have any other comments or suggestions about career planning that you may be aware of "outside" the education sector? (e.g. family members or friends corporate experiences, books or articles that have stimulated career advances, life coaches etc.)

19. Have you planned your career goals for:
(Please circle the yes or no)

- | | | | |
|---|----------------------------|-----|----|
| ▪ | <i>The next year</i> | Yes | No |
| ▪ | <i>The next five years</i> | Yes | No |
| ▪ | <i>The next ten years</i> | Yes | No |

20. Are your current professional development goals linked to your career goals? (Please circle one)

Yes

No

Have they, in the past?

Yes

No

21. Have your career goals been discussed as part of the appraisal process (Please circle one)

Yes

No

22. Have you achieved promotion within this school? (Please circle one)

Yes

No

23. Did you move to this school to achieve promotion ?

(Please circle one)

Yes

No

24. Do you believe the “Tomorrows Schools” reforms have had any impact on your own, or other teacher’s careers? (i.e. grading for promotion is not regulated by a centralised authority such as the Education Board, but conducted by school management team, or Board of Trustees)

Yes

No

25. Can you provide any examples of how Tomorrows Schools reforms may have impacted on your career? (Positive or Negative influences)

Thankyou for your assistance. Please return the completed questionnaire by mail, in the self addressed envelope.

APPENDIX 4

INTERVIEW QUESTIONS

1. Have you tried any other career than teaching, or had any kind of break from teaching for a period?

2. Tell me about your reasons for returning to teaching?

3. Do you believe the break to have children (or other factor) had a significant impact on your teaching career? How?

4. Do you think male and female teachers plan or have different career structures?

5. In your experience how has teaching changed in the last 10/20 years? What impact have these changes had on your career?

6. Have you ever formally planned your career? How?

7. Tell me about what motivated you to apply for promotion?

8. What motivates teachers to advance in their career? Are you aware of any career barriers?