Second-Career Teachers Pursuing Teaching as A Career: A Phenomenological Study

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Abstract— In the past few years, professionals left their first careers to enter teacher preparation programs and become second-career teachers. With this, the purpose of the study is to explore the experiences, reasons, challenges, and coping mechanisms of second-career teachers. Also, the study crafted a program based on its findings. Moreover, this study utilized a qualitative phenomenological study to discover the lived experiences of second-career teachers pursuing teaching as a career. There were six purposively selected second-career teachers teaching junior high school at Olaycon Integrated School who participated in the conduct of the study. The data were gathered through an in-depth face-to-face interview and used an audio recorder to record the discussion. Findings revealed that teaching is a rewarding yet demanding career that carries a lot of responsibility. The experiences of the second-career teachers in pursuing teaching were diverse and multifaceted, as they took different paths to succeed in the profession. The study also showed that second-career teachers are both motivated by intrinsic and extrinsic rewards. On the other hand, teachers have encountered many challenges in the teaching field and found ways to cope with them. The study ends with a professional development program crafted based on the results of the study that will serve as a recommended blueprint to educational leaders in order to help second-career teachers become proficient in the field.

Keywords— second-career teachers, experiences, reasons, challenges, coping mechanisms, professional development program, phenomenological research.

I. INTRODUCTION

Teaching as a second career has been considerably discovered as a newfound career opportunity. In recent years more people decided to become second-career teachers, as teaching is one of the most alluring and stable careers that offers job security.

According to Lovett (2007), second-career teachers are professionals who choose teaching as their second career. These individuals opted a teaching career after working in various fields (Núñez del Rosario, 2020).

Moreover, Powers (2002) conducted a study in Spokane, Washington, USA, focused on the perceptions of second-career teachers in the teaching profession. The results showed that second-career teachers were inspired to provide a positive learning environment and learning experiences to their students. Other than that, these teachers encountered difficulties in teaching: discipline problems, class disruptions, and unmotivated students.

In the Philippines, Ballado (2022) stated that second-career teachers in the Division of Northern Samar had a positive outlook in their teaching career, as they are motivated by the internal rewards they gained in the field. However, they also identified challenges, citing heavy workloads, dealing with students' attitudes, managing instruction, and insufficient instructional materials and facilities.

Correspondingly, in the Division of Davao De Oro, Mordeno (2022) specified that the District of New Bataan has several teachers who are unit earners in education. The study revealed that although these second-career teachers had the necessary skills, they lacked pedagogical knowledge and teaching strategies.

In Olaycon Integrated School, Monkayo East District, almost 50% of junior high school teachers are second-career teachers. Though motivated by their passion for teaching and inspiring others, these second-career teachers encountered problems in the teaching field, especially in planning, instruction, assessment, and reporting.

Thus, second-career teachers' transition to the teaching profession may attribute to unique motives, and their experiences in the field depicted challenges as they adjusted to a new working environment. With this, the study focused on the experiences, reasons, challenges, and coping mechanisms of second-career teachers in the field. Also, the study crafted a program to help second-career teachers excel in their chosen career.

Research Questions

This study sought to explore the experiences, reasons, challenges, and coping mechanisms of second-career teachers. Thus, this research specifically aimed to address the following research questions:

1. What are the experiences of teacher participants in pursuing teaching as a career?
2. What are the reasons of teacher participants in pursuing teaching as a career?
3. What are the challenges encountered by the teacher participants in the teaching field?
4. What are the coping mechanisms employed by teacher participants in addressing the challenges they encountered at work?
5. What program can be crafted from the results of the study?

II. METHODOLOGY

Research Design

This study is a qualitative study that utilized a phenomenological approach as it sought to explore the experiences, reasons, challenges, and coping mechanisms of second-career teachers. This research study employed phenomenology as its research design.

Creswell (2013) defined phenomenology as a qualitative research methodology that focuses on the commonalities of the lived experiences among a given group, and its fundamental goal is to arrive at a description of the nature of the phenomenon. The interview is employed with a group of individuals who have first-hand knowledge of events, situations, or experiences. This interview would measure the participant's experience and the contexts or situations in which they experience it (Creswell, 2013). This research would illustrate both the understanding and experiences of second-career teachers, how these experiences affected second-career teachers, and how they coped with the challenges that they experienced at work.

Research Locale

This study was conducted at Olaycon Integrated School, a public school located at P-1 Olaycon, Monkayo, Davao de Oro. Olaycon Integrated School (OIS) previously known as Olaycon Elementary School, is recognized as the premier Integrated School in the Division of Davao De Oro that caters Kindergarten to Grade 12 students.

Research Participants

The participants of this research were selected through a purposive sampling. The research participants were six second-career teachers of Olaycon Integrated School, Olaycon Monkayo, Davao De Oro. These research participants were second-career teachers who pursued teaching as a second career and had joined the public-school teaching junior high school.

Data Collection Procedure

This study used an interview guide created by the researcher as a qualitative analysis method. The study interview guide aimed to explore the experiences, reasons, challenges, and coping mechanisms of second-career teachers.

The researcher underwent the guidelines on the procedure of gathering the data. Before conducting the interview, the researcher wrote a letter to the Schools Division Superintendent and to the school principal, seeking permission as part of the data collection process. After obtaining permission, research participants were asked to sign a consent form and were informed of the study's intent. After seeking their permission, an appointment was scheduled for an in-depth interview based on the availability of the participants.

Moreover, during the face-to-face interview, the researcher used an audio recorder to record the discussion. The collected data from the interview were then transcribed and analyzed.

Data Analysis

To interpret the results, the analysis utilized a deductive approach. The deductive approach to qualitative data analysis entailed interpreting data according to a predetermined framework by the researcher. After collecting data in the field, the researcher used transcription to make sense of the details. The first step in data analysis was to transcribe everything. Transcription was the method of converting all data into text.

Following data transcription, the researcher referred to the study objectives or questions and arranged the collected data following the objectives or questions. For a more effective data processing method, coding was the best way to compress the data into easily understandable concepts. Coding involved the process of categorizing data into principles, properties, trends, or emerging themes in qualitative research.

Trustworthiness and Credibility

The validity of qualitative research refers to the trustworthiness of the data interpretation. The research's validity ensures that the findings provide relevant information derived from the proper application of the research method (Yüksel & Yıldırım, 2015).

To reinforce the trustworthiness and credibility of the collected data, the following frameworks were used:

Credibility. The researcher reviewed the methods and analysis that occurred simultaneously throughout the

research process and ensured balanced considerations for the accuracy in the interpretation of data.

Transferability. This was the extent to which the findings of the study could be applied to other settings and contexts. The researcher assured that the results of this work could be applied to a wider population.

Dependability. The researcher ensured dependability by having proper documentation of data and methods and taking proper decisions about the research. The findings of this study were based on the collected data from the participants.

Confirmability. In securing objectivity, confirmability was emphasized in this study, considering that an in-depth interview (IDI) was conducted face-to-face to reduce the effect of the interviewer's biases. The data and interpretations of the findings were not fabrications of the researcher's imagination but derived from the collected data.

Ethical Consideration
In addition to the importance of selecting a suitable research methodology and procedures, the significance of ethical considerations in performing the research was emphasized. As part of the research process, all participants were asked for their consent and were informed about the study's goals as well as the fact that no one would be affected because of their participation. All information collected was used solely for the study. The researcher promised to perform the study objectively and to prevent or mitigate bias or self-deception.

Moreover, the confidentiality of the data and the anonymity of the research informants were observed by the researcher. With the collected data, the researcher used numerical marking and coding methods so that the informants remained to be anonymous. It is important to keep the identity of participants confidential or anonymous, and the assurances extended beyond protecting their names to also include the avoidance of using self-identifying statements and information.

III. RESULTS AND DISCUSSIONS
This chapter shows the results and discussions of the study. The sequence of the presentation was based on the order of the research questions in the interview guide. The presentation of the discussions was divided into five subsets; a) the experiences, b) the reasons for choosing teaching as a career, c) challenges encountered, d) the mechanisms utilized in coping with

the challenges, and e) the program crafted based on the results of the study.

RQ1: What are the experiences of teacher participants in pursuing teaching as a career?
This section presents the results of the 1st major research question; 'What are the experiences of teacher participants in pursuing teaching as a career?' Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the experiences of the informants in pursuing teaching as a career, specifically on the description of teaching as a career, experiences in training to become a teacher and their unforgettable experiences in pursuing teaching as a career.

Description of Teaching as a Career. The emerging themes in this structured theme were a very heartwarming career, a difference-making career, a self-fulfilling career, a responsibility-loaded career, a joyful and stressful career, and a life-changing career. These were the descriptions of teaching as a career defined by the research informants.

In this study, the findings revealed that teaching is a heartwarming career because it allows second-career teachers to pursue their passion for teaching and share with the students their insights about things in life. Also, teaching is a difference-making career, as teaching can make an impact on the lives of their students in various ways, from classroom learning to long-term success.

Another description of teaching is a self-fulfilling career. Imparting knowledge to students and inspiring them can give second-career teachers a sense of satisfaction and fulfillment. At the same time, teaching can also be a responsibility-loaded career because teachers are second parents and have a great responsibility for their students.

Moreover, teaching can also be described as a joyful and stressful career. This career can be a source of joy to see students grow, but at the same time, it can also be stressful due to the demands and responsibilities of the job. Also, teaching can be considered a life-changing career, as this will serve as an avenue for second-career teachers to shape the minds of the students and prepare them to become successful in their future careers.

In a study by Doleac and Stein (2013), teaching is considered a difference-making career where teachers have the capacity to influence their students and make a difference in their lives. In addition, teaching is

considered a self-fulfilling career as teachers can continually learn and improve their own skills and knowledge while teaching others (Opdenakker & Van Damme, 2006).

Furthermore, the description of teaching as a heartwarming career is related to studies that have highlighted the importance of teacher self-efficacy, job satisfaction, and the ability to positively impact students (Klassen & Chiu, 2010). This indicates that teaching is a highly rewarding career that offers various opportunities for personal and professional growth.

Experiences in Training to Become a Teacher. The emerging themes in this structured theme were started as a volunteer teacher, started as LSB teacher, had experienced teaching children, and had experienced teaching as a catechist.

The study revealed that the emerging themes shed light on the diverse paths that individuals take to become teachers and the different contexts in which they acquire teaching experience. Second-career teachers who started as volunteer teachers suggest that volunteering can be an effective way to gain teaching experience and develop the necessary skills to become teachers. Meanwhile, the experiences of started as LSB teacher highlight the challenges of teaching in a local school setting while also gaining knowledge in teaching in a public setting. Moreover, those who had experienced teaching children emphasize the rewards and challenges of working with young students, while teachers who had experienced teaching as catechists illustrate the role of faith and values in teaching.

In the study by Ríos González et al. (2019), aspiring teachers who volunteered in pre-service programs in successful schools gained valuable experiences that contributed to their successful training. These experiences included opportunities to observe effective teaching practices, receive mentoring from experienced teachers, and develop relationships with students and families, which helped them develop their teaching skills and attitudes, increase their confidence, and motivation to become teachers. Likewise, many career changers have served as volunteers in after-school programs or church-related functions where teaching was required (Simmons, 2016). These experiences have inspired multiple individuals towards full-time teaching (Wilcox & Samaras, 2009).

Unforgettable Experiences in Pursuing Teaching as a Career. The emerging themes were volunteering as kindergarten teacher, performance as non-education being questioned, being observed in class, not being ready for showcasing of skills, trying to make both ends meet, being assigned to teach disliked subjects, being caught in a crossfire, and feeling very uneasy during demonstration teaching.

The study revealed that one of the unforgettable experiences of second-career teachers pursuing teaching as a career is volunteering as a kindergarten teacher, which allows individuals to develop a genuine love and care for young children. Another experience mentioned was performance as non-education being questioned, which uncovers the preconception that some people have questions about the capabilities of those who shift their careers into teaching.

Being observed in class and not being ready for showcasing skills highlights the pressure and anxiety that teachers experience during evaluations and demonstrating their skills. On the other hand, trying to make both ends meet, as mentioned, shows the financial struggles of some teachers. Also, being assigned to teach disliked subjects and being caught in a crossfire illustrate the importance of being flexible and adaptive to different teaching assignments, even in challenging situations. Hence, the feeling very uneasy during demonstration teaching illustrates the stress and tension that teachers feel when they are being observed, which can take an emotional toll on them.

In line with this, the study by Wang and Day (2002) explores the experiences of teachers regarding classroom observation. Through interviews with six teachers, the study found that teachers feel anxious, stressed, and exposed when being observed. On the other side, Pherali (2013) reveals that teachers experience delivering education in conflict-affected areas with limited resources and support and disrupted schooling. Despite their arduous experiences, teachers are committed to continuing their work and providing education to their students, highlighting their resilience and dedication in the face of adversity.

RQ2: What are the reasons of teacher participants in pursuing teaching as a career?
This section presents the results of the 2nd major research question, 'What are the reasons of teacher participants in pursuing teaching as a career?' A specific research question was used to collect data for this question, highlighting the motivation in pursuing teaching as a career.

Motivation in Pursuing Teaching as a Career. After subjecting the responses to content analysis, the

following themes were drawn: due to financial security, being able to gain self-fulfillment, more opportunities in the teaching profession, being able to inspire others, and due to job security.

One of the reasons why second-career teachers pursue teaching as a career is due to financial security. For some, teaching offers a stable and steady income that can provide financial security for their families. Other second-career teachers are motivated by the opportunity to gain self-fulfillment, knowing that they are having a positive influence on their students' lives. There are also more opportunities in the teaching profession that offer second-career teachers' numerous benefits and several paths for growth and development. Hence, being able to inspire others can be a powerful motivator for many aspiring teachers, as teaching can be an opportunity for them to motivate, inspire, and inculcate values in their students. Additionally, the job security that comes with a teaching career provides a sense of security that can be appealing in an uncertain job market.

Thus, motivation is an essential factor in determining an individual's choice to pursue a particular career. In the study by Watt and Richardson (2008), the authors examined the motivations, perceptions, and aspirations of different types of beginning teachers in relation to their decision to pursue teaching as a career. The study found that the primary motivations for pursuing teaching as a career were intrinsic factors, such as a desire to work with children, a love of learning, and a desire to make a difference in society. However, extrinsic factors, such as job security and salary, were also important considerations for some participants. Along the same lines, those coming from a previous career wanted to engage in something more meaningful and viewed teaching as a way to inspire others (Simmons, 2016).

RQ3: What are the challenges encountered by the teacher participants in the teaching field?

This section was the gist of the 3rd major research question, 'What are the challenges encountered by the teacher participants in the teaching field?' Four specific research questions were utilized to gather data and information. These four specific research questions developed four structured themes: problems encountered in planning and preparation of the lesson, challenges experienced in the implementation of instruction, difficulties experienced in the assessment and evaluation of students' performance, and barriers encountered in accomplishing school reports.

Problems Encountered in Planning and Preparation of the Lesson. These are the following themes created based on the results of the study: having difficulty preparing lesson plans and no idea how to develop lesson plans.

Having difficulty preparing lesson plans is a common issue that second-career teachers encounter, especially those who are still new to the profession. Lesson plans are essential to ensuring that teachers are organized and their classes are well-planned. However, developing lesson plans can be time-consuming and tedious, especially if teachers lack experience or familiarity with standard frameworks or when they need to create activities and instructional materials that align with the subject matter. On the other hand, some teachers have no idea how to develop lesson plans, which can be frustrating and demotivating. Without proper training or guidance, teachers can feel exhausted, making it challenging to create effective lesson plans that can engage students and achieve learning objectives.

Second-career teachers experienced difficulty in establishing and developing creative lesson plans and determining what to teach (Casey et al., 2013). Likewise, Boikhutso (2010) identified several challenges faced by student-teachers in Botswana in planning and preparing lessons. These challenges include difficulties in selecting appropriate teaching strategies and resources, a lack of subject matter knowledge, and inadequate preparation for classroom management. The study emphasizes the importance of developing a solid understanding of the curriculum, subject matter, and pedagogical strategies to plan and deliver effective lessons.

Challenges Experienced in the Implementation of Instruction. The following themes were created: problem with classroom management and problem with choosing the right teaching strategy. Classroom management involves the ability to maintain discipline and order in the classroom to create an effective learning environment. Based on the results of the study, second-career teachers who struggle with classroom management may find it difficult to keep their students focused and may also have difficulty managing disruptive behavior.

Meanwhile, choosing the right teaching strategy can also be a challenge for second-career teachers as they need to consider the learning needs of their students, the subject matter, and the available resources. Second-career teachers who experienced challenges with choosing the right teaching strategy may find that their lessons are not as effective as they could be, leading to disengaged students and poor academic performance.

Challenges can be devastating and can negatively affect the quality of education that students receive.

Moreover, Tigchelaar, Brouwer, and Korthagen (2008) investigated the challenges faced by second-career teachers entering the teaching profession. The study found that these teachers often struggled with the transition to teaching, including issues such as classroom management, student diversity, and adapting to new teaching strategies.

Difficulties Experienced in the Assessment and Evaluation of Students' Performance. After subjecting the responses to content analysis, the following themes were drawn: problem in introducing varied activities and assessments, problem with identifying the type of assessment, difficulty creating assessments suited to students' needs, finding time to prepare assessment for evaluation, rigidity in creating assessments, the need to conduct remediation, and developing TOS, test questions, and rubrics.

The difficulties experienced in the assessment and evaluation of students' performance are complex. One emerging theme is the problem of introducing varied activities and assessments, which can make it challenging to determine the best way to evaluate students' progress. Another theme is the problem of identifying the type of assessment to use, since this can lead to confusion and uncertainty for second-career teachers because they need to find an assessment that matches the level of their students. Additionally, creating assessments that are suited to students' needs can be a struggle, as it requires careful consideration of each student's strengths and weaknesses.

Finding time to prepare assessments for evaluation can also be a difficulty, especially when second-career teachers are already balancing numerous other responsibilities. Furthermore, rigidity in creating assessments can be limiting and may not allow for a full understanding of students' abilities. The need to conduct remediation is also a challenge, as it requires additional time and resources. Likewise, creating TOS, test questions, and rubrics may be a daunting task to second-career teachers due to a lack of ideas on how to accomplish it. Thus, it necessitates a deep knowledge of the subject matter and careful evaluation of each student's progress.

Understanding the concept and application of assessment pose another challenge for second-career teachers (Núñez del Rosario, 2020). Lumadi (2013) investigated the problems of teachers during classroom assessment and revealed that teachers have significant issues with guideline interpretation, planning assessment, assessment implementation, and employing varied methods of assessments. Other than that, in the study of Haggard, Slostad, and Winterton (2006), second-career teachers struggle with identifying appropriate assessment strategies, providing constructive feedback to students, and using assessment data to inform instruction, as most of them have limited experience with assessment and evaluation practices.

Barriers Encountered in Accomplishing School Reports. The following themes were created: hampered with coordinatorships, hampered with extracurricular activities, and no idea in making reports.

The study revealed that second-career teachers face numerous barriers when it comes to accomplishing school reports. One of the major barriers is hampered with coordinatorships, where second-career teachers are assigned with multiple roles, which makes it difficult for them to complete their work on time. Due to the additional responsibilities, teachers struggle to meet deadlines and may leave tasks unfinished.

Another barrier encountered is hampered with extracurricular activities. Teachers often need to attend school events and activities that are not related to their teaching career, which can take up a significant amount of their time, leaving them with less time to complete their instructional duties and reports.

Similarly, some teachers may also face the challenge of having no idea in making reports. This can lead to misunderstanding and confusion, ultimately resulting in an inability to meet the expectations of report-making.

Eventually, Simmons (2016) revealed that while these teachers were able to transfer their skills to the classroom, they also faced several challenges. One of the main challenges was adapting to the administrative and bureaucratic demands of the teaching profession, such as creating school reports and coordinating with colleagues. Many of these teachers also struggled with adapting to the many activities and responsibilities outside of teaching, which often led to feelings of overwhelm and burnout (Hensch, 2020).

RQ4: What are the coping mechanisms employed by teacher participants in addressing the challenges they encountered at work?

The results in this section were taken from the responses of the 4th major research question, 'What are the coping mechanisms employed by teacher participants in addressing the challenges they encountered at work?'

Structured themes developed in the specific question were: ways used in handling problems encountered in planning and preparation of lessons, ways used in coping challenges experienced in the implementation of instruction, ways used in managing difficulties experienced in the assessment and evaluation, and dealing with barriers encountered in accomplishing school reports.

Ways Used in Handling Problems Encountered in Planning and Preparation of Lessons. The themes were did some research and asked colleagues, follow curriculum guide, did some research and attended seminars, did some research, and gained knowledge from SLAC meeting.

When it comes to handling problems encountered in the planning and preparation of lessons, teachers use various strategies to ensure that their teaching methods are effective and efficient. Some teachers did research and asked colleagues for help to gain new ideas and feedback, while others preferred to follow the curriculum guide mandated by the Department of Education. Did research and attended seminars were also common ways to stay updated on the latest teaching trends and best practices. Also, did some research is an essential part of lesson preparation, especially when creating instructional materials. Lastly, teachers also gained knowledge from SLAC meetings, where they could discuss concerns and acquire professional development opportunities.

Early career teachers faced a challenge, especially with the pressure to meet the demands of the curriculum. Johnson et al. (2015) conducted a study that explored the experiences of early career teachers and their resilience in the face of challenges. The study found that these teachers were able to develop coping mechanisms to help them manage these challenges, including seeking support from colleagues and mentors, maintaining a positive attitude, and developing effective lesson planning strategies. Also, by attending seminars, teachers are more effective in the field (Weber et al., 2007). By doing this, teachers are stay updated with the latest trends and strategies especially in lesson planning (Al'Adawi, 2017).

Ways Used in Coping Challenges Experienced in the Implementation of Instruction. From the responses, the following themes were drawn: did some research, set classroom rules, asked help from experienced teacher, attended seminars on teaching strategies, and studied students' behavior.

Second-career teachers who did some research, were able to gain new knowledge, ideas, and skills that helped them improve their teaching methods and strategies. Setting classroom rules was also found to be essential in promoting discipline, respect, and order among students, reducing distractions and disruptions inside the classroom, and allowing students to focus on learning.

Those who asked for help from experienced teacher were able to improve their teaching practices and become more effective at engaging students. Attended seminars on teaching strategies was also found to be vital for a teacher's professional development, contributing to their success in implementing effective instruction. In the same way, studied students' behavior allowed second-career teachers to better understand their students' needs, capabilities, and learning styles, enabling them to tailor their teaching strategies and classroom management techniques accordingly.

Positively stated rules that are easy to understand and that promote student engagement and responsibility are most effective in promoting positive behavior and reducing disruptive behavior (Alter & Haydon, 2017). The study emphasizes the importance of establishing and enforcing classroom rules to create a positive and productive learning environment. Also, the study by Hertzog (2002) explored novices' perceptions of problems and assistance in the teaching profession. It found that novices were more likely to seek help from experienced teachers who had established a positive relationship with them, than from administrators or colleagues they were not familiar with.

In addition, Mustafa and Zulhafizh (2019) found that attending seminars can enhance teachers' information mastery and enable them to acquire knowledge and skills that can enhance the implementation of teaching and learning activities.

Ways Used in Managing Difficulties Experienced in the Assessment and Evaluation. The themes drawn were check students' past scholastic records, did some research on the different assessment types, ask previous teachers on effective approach, find time to talk to students, making sure topics are discussed, identify students' level of understanding, and attend trainings and seminars.

Second-career teachers have various ways of managing difficulties experienced in assessment and evaluation. One approach is by checking students' past scholastic records to determine their academic performance and intelligence level, which helps in giving appropriate

assessments and instructions. Another way is that second-career teachers did research on different assessment types to modify the assessments based on the needs of the students, enabling them to understand the lessons better and achieve better results. Ask previous teachers on effective approach, is also significant in improving assessment strategies. Find time to talk to students is also important in understanding their needs and difficulties in their lessons.

Additionally, teachers should make sure that topics are discussed beforehand to allow students to perform better in their assessments. Identifying students' level of understanding is essential to design an effective assessment and evaluation strategy that will address their learning needs, weaknesses, and strengths. Hence, attend trainings and seminars is an effective way to enhance one's capabilities in assessing and evaluating students' performance, which ultimately leads to better teaching and learning outcomes.

Murata et al. (2012) found that teachers who actively engaged students in dialogue and encouraged them to explain their reasoning and understanding had a positive impact on student learning and achievement. Teachers need to communicate with students about their attention problems and collaborate with them to find solutions that promote effective learning and engagement in the classroom (Cicekci & Sadik, 2019).

Likewise, Ozer (2004) observed that attending seminars and training programs had a significant impact on teachers' professional development and learning about assessment. Teachers reported that such programs helped them gain knowledge about assessment methods, formative assessment, and the use of technology in assessment. By giving teachers regular and efficient in-service training opportunities, we may help them develop their abilities and understanding of assessment strategies, ultimately leading to higher student achievement (Ozer, 2004).

Dealing with Barriers Encountered in Accomplishing School Reports. The following were the themes drawn from the responses; apply proper time management, ask help from experts, and plan what to do.

In dealing with barriers encountered in accomplishing school reports, second-career teachers have utilized various strategies to ensure that they accomplish their tasks efficiently. One of these strategies is applying proper time management. By doing so, teachers can prioritize the tasks that need to be done and organize

their time efficiently, allowing them to complete their reports without sacrificing the quality of their work.

Another strategy that second-career teachers have used is to ask help from experts. Acknowledging that they cannot be experts in all areas, they seek help from colleagues or mentors who have more experience and knowledge in a particular field. This not only helps improve the quality of their reports, but also provides an opportunity for them to learn and develop new skills.

Hence, planning what to do has been another effective strategy for dealing with barriers to accomplishing school reports. By planning ahead, second-career teachers can ensure that all reports are submitted on time and that no report is overlooked. This also helps them allocate their time effectively, ensuring that each report receives the attention it needs.

According to Khan et al. (2016), effective time management skills were positively correlated with teachers' ability to accomplish reports and tasks within deadlines. Teachers who managed their time well reported feeling less stressed and more productive when completing their work. Similarly, teachers who received help from experts demonstrated a greater improvement in their skills and were more likely to successfully fulfill their reports (Alvarez & Van Leeuwen, 2011).

RQ5: What program can be crafted from the results of the study?

This section presents the results of the 5th major research question, 'What program can be crafted from the results of the study?'

Professional Development Program. Based on the results of the study, a professional development program entitled "PIAR for Success: A Comprehensive Professional Development Program for Second-Career Teachers" was developed.

The program aims to develop the competence of second-career teachers in four main areas: planning, instruction, assessment, and reporting. The Planning section teaches the different formats of lesson plans, preparing possible activities, and designing instructional materials to create a comprehensive lesson plan. The Instruction section emphasizes effective classroom management and teaching strategies to promote students' engagement in the learning process. The Assessment section discusses different types of assessment and the creation of effective assessment tools, including rubrics and remediation plans. The Reporting section focuses on accomplishing school reports, providing strategies to deal with barriers such as time management, seeking

help from experts, and planning what to do. The participants are expected to create a comprehensive and accurate report, apply effective time management techniques, seek advice from mentors, and create a well-planned budget of work. Overall, the program aims to equip second-career teachers with the necessary knowledge and skills to become effective educators in their respective fields.

Early-career teachers have continuing professional development needs that go beyond induction; thus, they should be provided with ongoing support to enhance their professional growth and development (Kennedy & McKay, 2011).

Implications for Practice
The study shows several implications for practice in the teaching field. The descriptions of teaching as a career, including its heartwarming, difference-making, self-fulfilling, responsibility-loaded, joyful, stressful, and life-changing nature, can attract and retain second-career teachers. Their experiences in becoming a teacher offer insights to school leaders to design training programs that address the diverse needs of aspiring teachers. Also, educational leaders must consider the motivation of second-career teachers to remain in the profession by providing competitive salaries, opportunities for growth, and job security. Moreover, the support of school leaders, collaboration with colleagues, and ongoing professional development for second-career teachers will help them to overcome the challenges they encounter in the field. Furthermore, incorporating strategies such as research, mentorship, effective communication with students, and attending seminars are examples of coping mechanisms for second-career teachers to improve their instructional practices. Lastly, providing comprehensive professional development programs to second-career teachers will enhance their skills and competence at work.

IV. CONCLUSION
The study focused on second-career teachers who pursue teaching as a career, aiming to understand their experiences, reasons, challenges, and coping mechanisms in the field. An understanding of the reasons why second-career teachers pursue teaching as a career, drawn from their insights, would result in a broader appreciation of the various motivations and experiences that individuals bring to the profession.

Moreover, the study revealed that teaching is a rewarding yet demanding career that carries immense responsibility. It has the power to transform lives and

bring both joy and stress in equal measure. The experiences of second-career teachers in training to become teachers were diverse and multifaceted, with individuals taking various paths to pursue teaching as a career. On the other hand, the findings of the study showed that participants pursued teaching as a career for various reasons and were motivated by both intrinsic and extrinsic factors.

Furthermore, second-career teachers encountered challenges in the teaching field that can affect the quality of education students receive. Thus, necessitating targeted efforts to improve teaching practices. Moreover, second-career teachers employed coping mechanisms to address the challenges that they experienced in the field. These coping mechanisms were differentiated, reflecting the intricacy of their roles as educators. Nevertheless, to support the success of second-career teachers, a professional development program specifically develops to address their needs was crafted based on the results of the study. This program offers opportunities for individuals who have transitioned to teaching as a second career.

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